



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

Santiam Travel Station

750 S. Third Street, Lebanon, OR 97355

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

MEETING AGENDA

1. WELCOME

- A. Call to Order
- B. Flag Salute

2. PUBLIC COMMENTS

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

- | | |
|--|-----------------------------------|
| 3. COVID-19 UPDATE | Action: Informational |
| 4. SPECIAL EDUCATION RESTRAINT AND SECLUSION REPORT, pg. 4 | Action: Informational |
| 5. K-8 FALL TO WINTER GROWTH REPORT, pg. 7 | Action: Informational |
| 6. ESSER I, II, III & SUMMER LEARNING GRANT FINANCIAL REPORTS, pg. 12 | Action: Informational |
| 7. LBL ESD LOCAL SERVICE PLAN UPDATE FOR 2022-23, pg. 42 | Action: Approval Requested |
| 8. BOND INFORMATION & RESOLUTION No. 2122-4, pg. 111 | Action: Approval Requested |
| 9. CONSTRUCTION RESOLUTION No. 2122-5, pg. 134 | Action: Approval Requested |
| 10. CONSENT AGENDA | Action: Approval Requested |
| A. December 9, 2021 and January 13, 2022 Meeting Minutes, pg. 144 | |
| B. Policy Updates – First Reading, pg. 151: | |

CODE	TITLE
IGBHA	Alternative Education Programs
IGBHA-AR	Evaluation of Alternative Education Programs
IGDJ	Interscholastic Activities

JFCF	Hazing, Harassment, Intimidation, Bullying, Menacing, Cyberbullying, Teen Dating Violence, or Domestic Violence - Student
CM	Compliance and Reporting on Standards
GBNA-AR	Hazing, Harassment, Intimidation, Bullying, Menacing, Cyberbullying, Teen Dating Violence, or Domestic Violence - Staff
GBNAB/JHFE-AR	Abuse of a Child Investigations Conducted on District Premises
JHFE/GBNAB-AR	Abuse of a Child Investigations Conducted on District Premises
IJ	School Counseling Program
BDDH	Public Comment at Board Meetings
BDDH-AR	Public Comment at Board Meetings
LBE-AR	Public Charter Schools
IIA	Instructional Resources/Instructional Materials
JECB	Admission of Nonresident Students
BBAA	Individual Board Member's Authority and Responsibilities
IL	Assessment Program
JBB	Educational Equity
IKFB	Graduation Exercises
IKF	Graduation Requirements
IKA-AR	Grading and Reporting

11. DEPARTMENT REPORTS

Action: Informational

- A. Operations
- B. Human Resources
- C. Finance, pg. 219

12. COMMUNICATION

Action: Informational

- A. Board
- B. Superintendent

13. AUDIENCE COMMENTS

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

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

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

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

14. ADJOURNMENT

Upcoming meeting dates:

March 10, 2022 – Regular Meeting at 6:00 PM

April 14, 2022 – Regular Meeting at 6:00 PM

May 12, 2022 – Regular Meeting at 6:00 PM

May 19, 2022 – Budget Committee Meeting at 6:00 PM

May 27, 2022 – Budget Committee Meeting at 6:00 PM

June 9, 2022 – Budget Hearing and Regular Meeting at 6:00 PM

Agenda Item 4

Special Education Restraint and Seclusion Report

RESTRAINT AND SECLUSION INCIDENTS:

The schools within the Lebanon Community School District utilize Multi-Tiered Systems of Support (MTSS) as a prevention framework that organizes building-level resources to address each individual student's academic and/or behavioral needs. MTSS allows for the early identification of learning and behavioral challenges and timely intervention for students who are at risk for poor learning outcomes. The increasingly intense tiers (i.e., Tier 1, Tier 2, Tier 3), sometimes referred to as levels of prevention (i.e., primary, secondary, intensive prevention levels), represent a continuum of supports. However, even with this framework and tiered interventions in place, there are moments when we must utilize restraint and/or seclusion to prevent injury.

RESTRAINT AND SECLUSION TREND DATA:

School Year	Restraint count	Seclusion count
13-14	10	29
15-16	8	6
16-17	30	16
17-18	51	19
18-19	54	0
19-20	19	0
20-21	1	14

2020-21 RESTRAINT AND SECLUSION DATA:

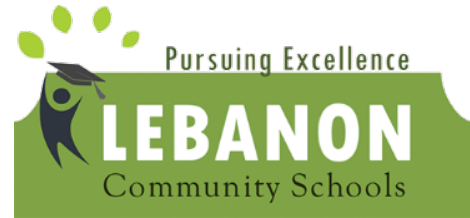
Description:	Data:	Note:
(a) The total number of incidents involving restraint	1	
The total number of students placed in restraint;	1	
The total number of incidents involving seclusion	14	
The total number of students placed in seclusion	1	
The total number of seclusions in a locked room	0	
The total number of incidents that resulted in injuries or death to students or personnel as a result of the use of restraint or seclusion	0	
The number of students who were placed in restraint or	1	

seclusion more than 10 times in the course of a school year.		
The number of incidents in which the personnel of the public education program administering restraint or seclusion were not trained.	15	The training and certification process required staff to be in close proximity of each other. Due to Covid and restrictions against people to people contact, the training could not be offered during this time period.
Race	2 White Students	
Ethnicity	0 Hispanic students	
Gender	1 male student, 1 female student	
Disability Status	2 students with disabilities	
Migrant Status	0	
English Proficiency	0	
Economically disadvantaged	2	

Agenda Item 5

K-8 Fall to Winter Growth Report

BOARD MEMORANDUM



To: Board of Directors

From: Bo Yates, Superintendent

Date: February, 2022

Meeting Date: February 10, 2022

Re: Curriculum, Instruction and Assessment (CIA)

Assessment:


1. STAR Assessment: Fall and Winter data report, math and reading, grades 2-8

SchoolsGradesDemographics

Eight SchoolsSeven GradesAll Demographics

District

Lebanon Community School District 9

School 	Star Reading Enterprise
	Percent Tested
	Winter
CASCADES ELEMENTARY SCHOOL	98%
GREEN ACRES ELEMENTARY SCHOOL	89%
HAMILTON CREEK	96%
LACOMB	97%
Pioneer School	98%
Riverview School	99%
Santiam Academy	99%
Seven Oak Middle School	98%
Summary	97%

District

Lebanon Community School District 9 - Continued

School ▲	Star Math Enterprise
	Percent Tested
	Winter
CASCADES ELEMENTARY SCHOOL	97%
GREEN ACRES ELEMENTARY SCHOOL	88%
HAMILTON CREEK	98%
LACOMB	99%
Pioneer School	100%
Riverview School	99%
Santiam Academy	96%
Seven Oak Middle School	96%
Summary	97%

Grades 2-8, Elementary/MS

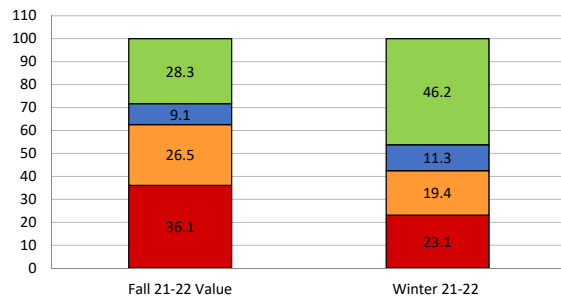
Average Percentile Rank Growth, Fall 2021 – Winter 2022

Reading

Math

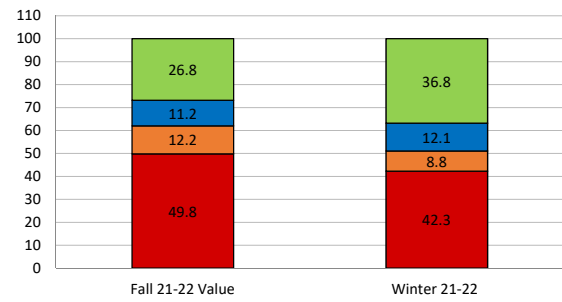
		Fall	Winter	Growth		Fall	Winter	Growth
Cascades		27	34	+7		26	36	+10
Green Acres		23	31	+8		22	36	+14
Hamilton Creek		28	31	+3		28	39	+11
Lacomb		38	43	+5		42	48	+6
Pioneer		28	38	+10		29	45	+16
Riverview		39	42	+3		39	51	+12
Santiam Academy		35	40	+5		42	48	+6
Seven Oak		30	31	+1		30	36	+6
District PR Growth		31	35	+4		31	41	+10
District SGP				51%ile +1				55%ile +5

Math 2nd Grade



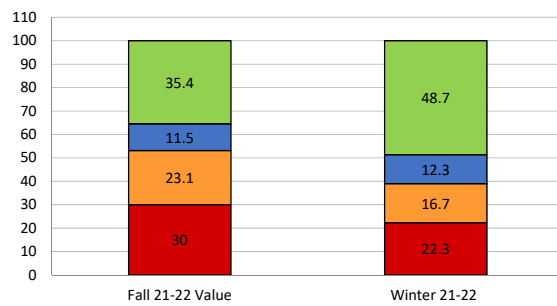
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Reading 2nd Grade



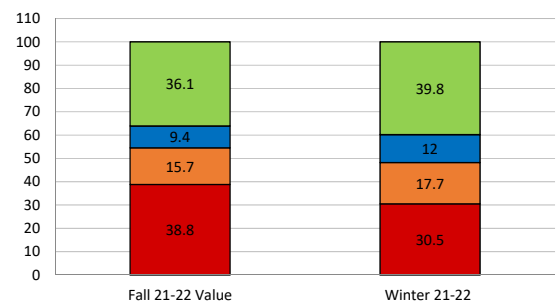
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Math 3rd Grade



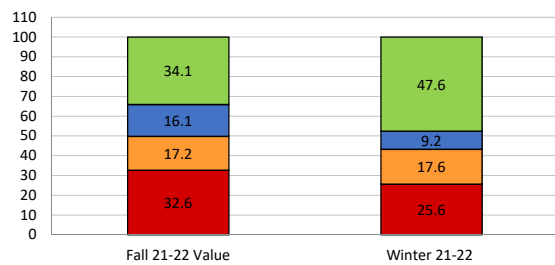
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Reading 3rd Grade



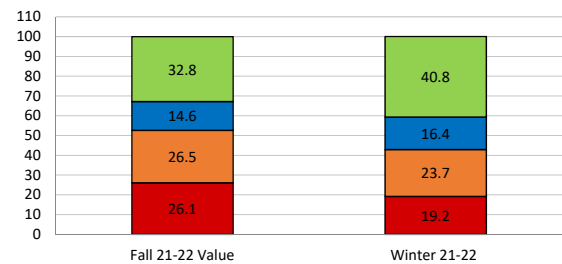
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Math 4th Grade



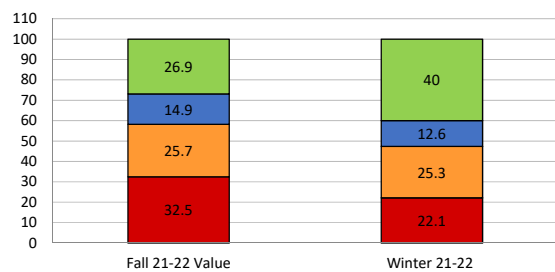
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Reading 4th Grade



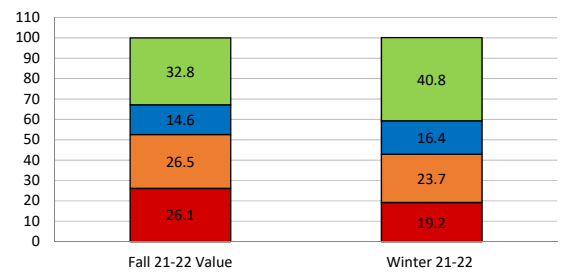
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Math 5th Grade



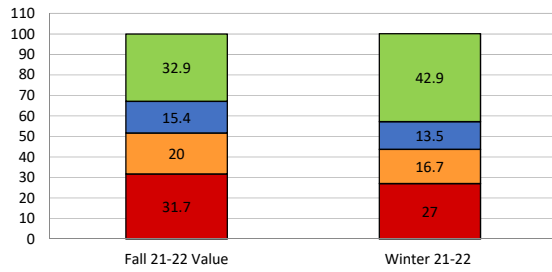
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Reading 5th Grade



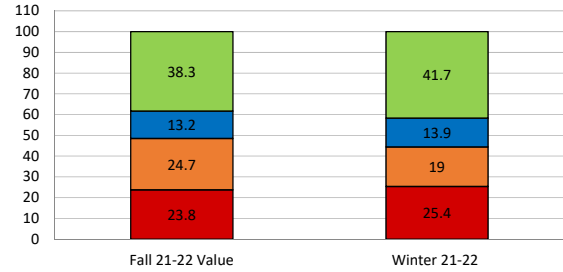
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Math 6th Grade



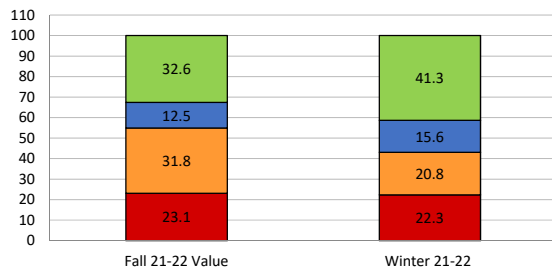
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Reading 6th Grade



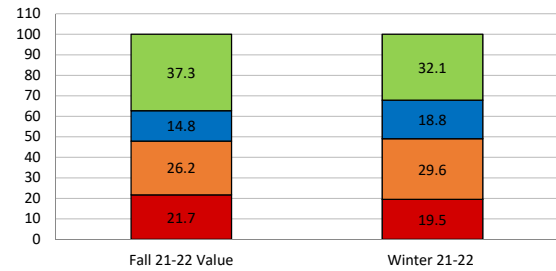
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Math 7th Grade



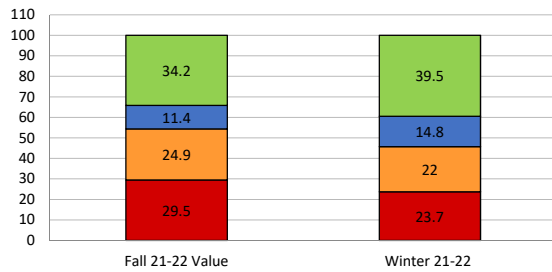
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Reading 7th Grade



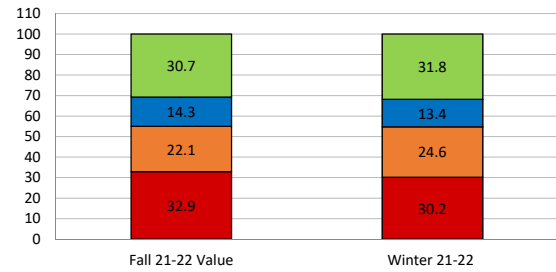
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Math 8th Grade



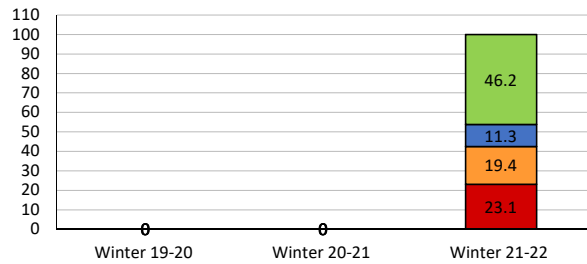
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Reading 8th Grade



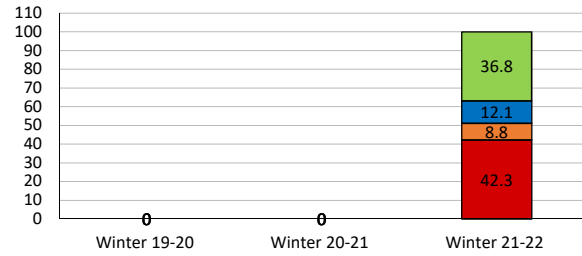
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Math 2nd Grade



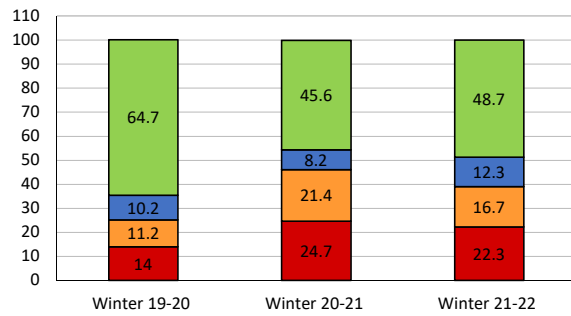
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Reading 2nd Grade



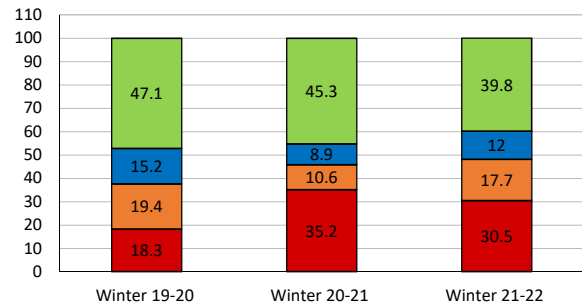
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Math 3rd Grade



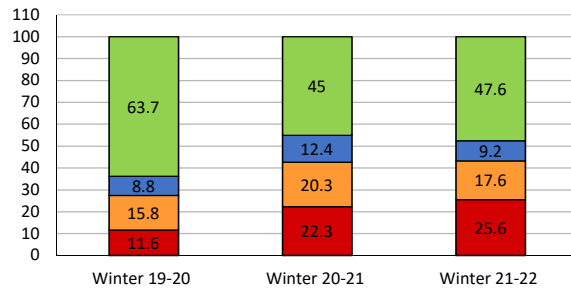
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Reading 3rd Grade



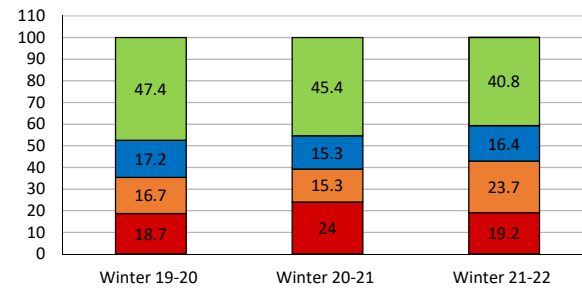
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Math 4th Grade



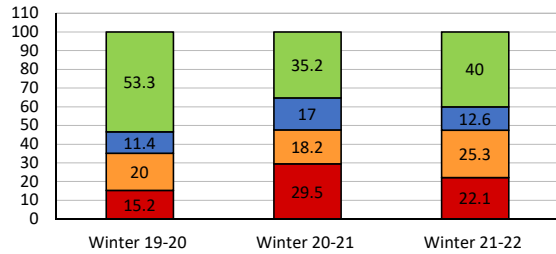
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Reading 4th Grade



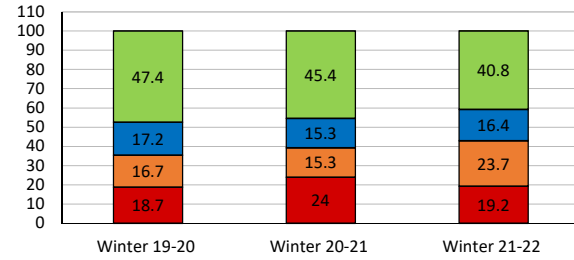
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Math 5th Grade



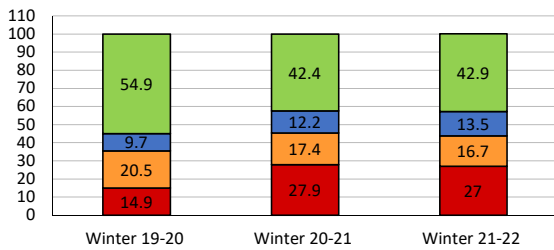
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Reading 5th Grade



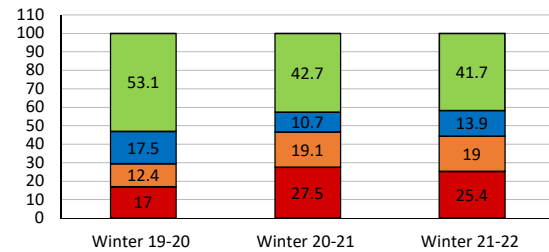
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Math 6th Grade



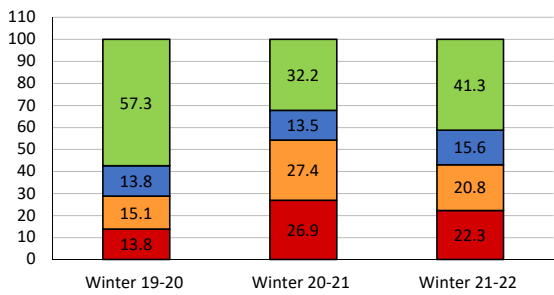
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Reading 6th Grade



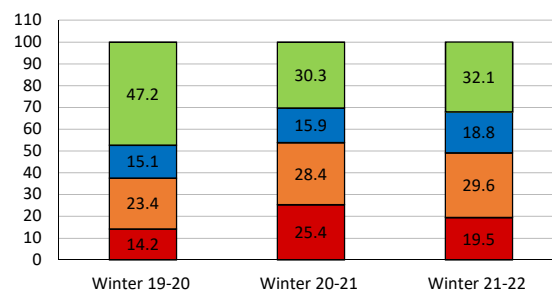
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Math 7th Grade



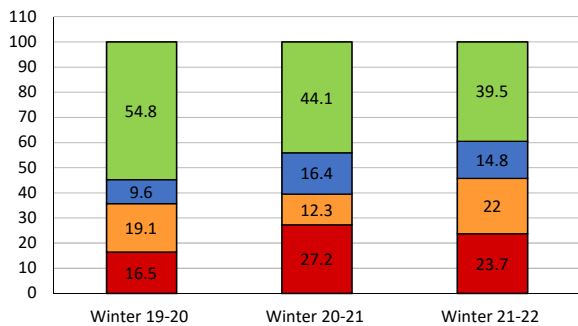
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Reading 7th Grade



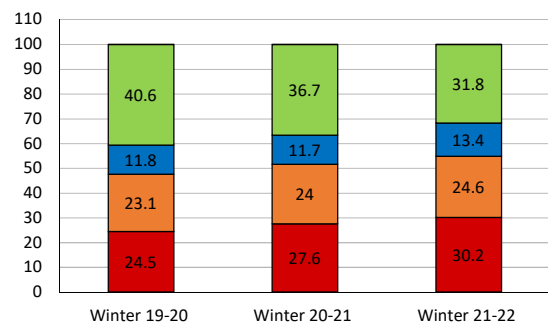
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Math 8th Grade



■ Urgent Intervention ■ Intervention ■ On Watch ■ At/Above Benchmark

Reading 8th Grade



■ Urgent Intervention ■ Intervention ■ On Watch ■ At/Above Benchmark

Agenda Item 6

*ESSER I, II, III & Summer Learning Grant
Financial Reports*

ESSER I
Fund 234
2020-21

2/2/2022

Revenue

2020-21 Grant Revenue	946,373.50
Other Revenue	-
Anticipated Rev & Adjustments	-
Total Revenue	<hr/> 946,373.50

Expenditures

2020-21 Expenditures	946,373.50
Encumbrances	-
Anticipated Exp & Adjustments	-
Total Expenditures	<hr/> 946,373.50
2020-21 Estimated Grant Balance Remaining	<hr/> - <hr/>

LEBANON COMMUNITY SCHOOL DISTRICT 9

Grants Management Report

Fiscal Year: 2020-2021

Date Range: 07/01/2020 - 06/30/2021

Fund: 234

FUND: 234

ESSER

ACCOUNT MASK:

???-????-????-???-???-???

ACCOUNT TYPES: EXPENDITURE, REVENUE

FISCAL YEAR:

Current Year Only

ACCOUNT		BUDGET	EXPEND. AMOUNT	ENCUMBR. AMOUNT	TOTAL AMOUNT	BUDGET BALANCE
234.0000.3299.000.000.000	Other Restricted Grants-In-Aid	(\$946,373.50)	\$0.00	\$0.00	\$0.00	(\$946,373.50)
234.0000.4500.000.000.821	Restricted Revenue From the F	\$0.00	(\$946,373.50)	\$0.00	(\$946,373.50)	\$946,373.50
234.1111.0111.000.000.000	Licensed Salaries	\$138,000.00	\$0.00	\$0.00	\$0.00	\$138,000.00
234.1111.0111.107.774.821	Licensed Salaries	\$0.00	\$142,231.41	\$0.00	\$142,231.41	(\$142,231.41)
234.1111.0112.107.774.821	Classified Salaries	\$0.00	\$42,619.88	\$0.00	\$42,619.88	(\$42,619.88)
234.1111.0132.107.774.821	Comp Time	\$0.00	\$120.00	\$0.00	\$120.00	(\$120.00)
234.1111.0156.107.000.821	Stipend - Classified	\$0.00	\$72.43	\$0.00	\$72.43	(\$72.43)
234.1111.0210.000.000.000	PERS	\$52,440.00	\$0.00	\$0.00	\$0.00	\$52,440.00
234.1111.0210.107.000.821	PERS	\$0.00	\$23.60	\$0.00	\$23.60	(\$23.60)
234.1111.0210.107.774.821	PERS	\$0.00	\$54,247.87	\$0.00	\$54,247.87	(\$54,247.87)
234.1111.0220.000.000.000	Social Security Administration	\$10,557.00	\$0.00	\$0.00	\$0.00	\$10,557.00
234.1111.0220.107.000.821	Social Security Administration	\$0.00	\$5.54	\$0.00	\$5.54	(\$5.54)
234.1111.0220.107.774.821	Social Security Administration	\$0.00	\$13,289.26	\$0.00	\$13,289.26	(\$13,289.26)
234.1111.0231.000.000.000	Worker's Compensation	\$1,104.00	\$0.00	\$0.00	\$0.00	\$1,104.00
234.1111.0231.107.000.821	Worker's Compensation	\$0.00	\$0.27	\$0.00	\$0.27	(\$0.27)
234.1111.0231.107.774.821	Worker's Compensation	\$0.00	\$719.90	\$0.00	\$719.90	(\$719.90)
234.1111.0242.000.000.000	Licensed Insurance	\$29,400.00	\$0.00	\$0.00	\$0.00	\$29,400.00
234.1111.0242.107.774.821	Licensed Insurance	\$0.00	\$28,196.44	\$0.00	\$28,196.44	(\$28,196.44)
234.1111.0243.107.774.821	Classified Insurance	\$0.00	\$19,996.69	\$0.00	\$19,996.69	(\$19,996.69)
234.1111.0355.107.774.821	Printing and Binding	\$0.00	(\$1,783.40)	\$0.00	(\$1,783.40)	\$1,783.40
234.1111.0410.000.000.821	Consumable Supplies & Materi	\$0.00	\$3,294.69	\$0.00	\$3,294.69	(\$3,294.69)
234.1111.0410.107.000.821	Consumable Supplies & Materi	\$0.00	\$89.91	\$0.00	\$89.91	(\$89.91)
234.1111.0410.107.774.821	Consumable Supplies & Materi	\$0.00	\$4,689.10	\$0.00	\$4,689.10	(\$4,689.10)
234.1111.0410.158.000.821	Consumable Supplies & Materi	\$0.00	\$173.68	\$0.00	\$173.68	(\$173.68)
234.1111.0410.225.000.821	Consumable Supplies & Materi	\$0.00	\$44.97	\$0.00	\$44.97	(\$44.97)
234.1111.0410.249.000.821	Consumable Supplies & Materi	\$0.00	\$1,800.54	\$0.00	\$1,800.54	(\$1,800.54)
234.1111.0430.107.774.821	Library Books	\$0.00	\$221.30	\$0.00	\$221.30	(\$221.30)
234.1111.0470.000.000.821	Computer Software	\$0.00	\$252.00	\$0.00	\$252.00	(\$252.00)
234.1111.0470.107.774.821	Computer Software	\$0.00	\$10,739.71	\$0.00	\$10,739.71	(\$10,739.71)
234.1121.0111.000.000.000	Licensed Salaries	\$138,000.00	\$0.00	\$0.00	\$0.00	\$138,000.00
234.1121.0111.249.774.821	Licensed Salaries	\$0.00	\$52,787.31	\$0.00	\$52,787.31	(\$52,787.31)
234.1121.0112.249.774.821	Classified Salaries	\$0.00	\$18,777.86	\$0.00	\$18,777.86	(\$18,777.86)
234.1121.0131.249.774.821	Extra Duty - Licensed	\$0.00	\$612.50	\$0.00	\$612.50	(\$612.50)

LEBANON COMMUNITY SCHOOL DISTRICT 9

Grants Management Report

Fiscal Year: 2020-2021

Date Range: 07/01/2020 - 06/30/2021

Fund: 234

FUND: 234

ESSER

ACCOUNT MASK:

??? ?????????????????

ACCOUNT TYPES: EXPENDITURE, REVENUE

FISCAL YEAR:

Current Year Only

ACCOUNT		BUDGET	EXPEND. AMOUNT	ENCUMBR. AMOUNT	TOTAL AMOUNT	BUDGET BALANCE
234.1121.0155.249.774.821	Stipend - Licensed	\$0.00	\$6,750.00	\$0.00	\$6,750.00	(\$6,750.00)
234.1121.0210.000.000.000	PERS	\$52,440.00	\$0.00	\$0.00	\$0.00	\$52,440.00
234.1121.0210.249.774.821	PERS	\$0.00	\$20,405.88	\$0.00	\$20,405.88	(\$20,405.88)
234.1121.0220.000.000.000	Social Security Administration	\$10,557.00	\$0.00	\$0.00	\$0.00	\$10,557.00
234.1121.0220.249.774.821	Social Security Administration	\$0.00	\$5,737.46	\$0.00	\$5,737.46	(\$5,737.46)
234.1121.0231.000.000.000	Worker's Compensation	\$1,104.00	\$0.00	\$0.00	\$0.00	\$1,104.00
234.1121.0231.249.774.821	Worker's Compensation	\$0.00	\$412.77	\$0.00	\$412.77	(\$412.77)
234.1121.0242.000.000.000	Licensed Insurance	\$29,400.00	\$0.00	\$0.00	\$0.00	\$29,400.00
234.1121.0242.249.774.821	Licensed Insurance	\$0.00	\$15,523.82	\$0.00	\$15,523.82	(\$15,523.82)
234.1121.0243.249.774.821	Classified Insurance	\$0.00	\$7,840.37	\$0.00	\$7,840.37	(\$7,840.37)
234.1121.0410.158.060.821	Consumable Supplies & Materials	\$0.00	\$53.99	\$0.00	\$53.99	(\$53.99)
234.1121.0470.249.774.821	Computer Software	\$0.00	\$7,687.70	\$0.00	\$7,687.70	(\$7,687.70)
234.1131.0111.000.000.000	Licensed Salaries	\$138,000.00	\$0.00	\$0.00	\$0.00	\$138,000.00
234.1131.0210.000.000.000	PERS	\$52,440.00	\$0.00	\$0.00	\$0.00	\$52,440.00
234.1131.0220.000.000.000	Social Security Administration	\$10,557.00	\$0.00	\$0.00	\$0.00	\$10,557.00
234.1131.0231.000.000.000	Worker's Compensation	\$1,104.00	\$0.00	\$0.00	\$0.00	\$1,104.00
234.1131.0242.000.000.000	Licensed Insurance	\$29,400.00	\$0.00	\$0.00	\$0.00	\$29,400.00
234.1131.0420.616.050.821	Textbooks	\$0.00	\$3,578.68	\$0.00	\$3,578.68	(\$3,578.68)
234.1131.0470.616.774.821	Computer Software	\$0.00	\$6,815.70	\$0.00	\$6,815.70	(\$6,815.70)
234.1288.0691.245.000.821	Charter School Flowthrough	\$0.00	\$41,356.52	\$0.00	\$41,356.52	(\$41,356.52)
234.2120.0420.000.000.821	Textbooks	\$0.00	\$2,647.95	\$0.00	\$2,647.95	(\$2,647.95)
234.2132.0410.000.000.821	Consumable Supplies & Materials	\$0.00	\$5,727.00	\$0.00	\$5,727.00	(\$5,727.00)
234.2135.0133.107.000.821	Extra Duty - Classified	\$0.00	\$39.18	\$0.00	\$39.18	(\$39.18)
234.2135.0210.107.000.821	PERS	\$0.00	\$14.90	\$0.00	\$14.90	(\$14.90)
234.2135.0220.107.000.821	Social Security Administration	\$0.00	\$2.64	\$0.00	\$2.64	(\$2.64)
234.2135.0231.107.000.821	Worker's Compensation	\$0.00	\$0.16	\$0.00	\$0.16	(\$0.16)
234.2210.0131.000.000.821	Extra Duty - Licensed	\$0.00	\$275.00	\$0.00	\$275.00	(\$275.00)
234.2210.0131.616.000.821	Extra Duty - Licensed	\$0.00	\$2,880.00	\$0.00	\$2,880.00	(\$2,880.00)
234.2210.0133.242.000.821	Extra Duty - Classified	\$0.00	\$64.50	\$0.00	\$64.50	(\$64.50)
234.2210.0155.000.000.821	Stipend - Licensed	\$0.00	\$2,833.34	\$0.00	\$2,833.34	(\$2,833.34)
234.2210.0210.000.000.821	PERS	\$0.00	\$1,012.70	\$0.00	\$1,012.70	(\$1,012.70)
234.2210.0210.242.000.821	PERS	\$0.00	\$24.52	\$0.00	\$24.52	(\$24.52)
234.2210.0210.616.000.821	PERS	\$0.00	\$964.43	\$0.00	\$964.43	(\$964.43)

LEBANON COMMUNITY SCHOOL DISTRICT 9

Grants Management Report

Fiscal Year: 2020-2021

Date Range: 07/01/2020 - 06/30/2021

Fund: 234

FUND: 234

ESSER

ACCOUNT MASK:

???-????-????-???-???-???

ACCOUNT TYPES: EXPENDITURE, REVENUE

FISCAL YEAR:

Current Year Only

ACCOUNT		BUDGET	EXPEND. AMOUNT	ENCUMBR. AMOUNT	TOTAL AMOUNT	BUDGET BALANCE
234.2210.0220.000.000.821	Social Security Administration	\$0.00	\$231.12	\$0.00	\$231.12	(\$231.12)
234.2210.0220.242.000.821	Social Security Administration	\$0.00	\$4.53	\$0.00	\$4.53	(\$4.53)
234.2210.0220.616.000.821	Social Security Administration	\$0.00	\$209.90	\$0.00	\$209.90	(\$209.90)
234.2210.0231.000.000.821	Worker's Compensation	\$0.00	\$11.37	\$0.00	\$11.37	(\$11.37)
234.2210.0231.242.000.821	Worker's Compensation	\$0.00	\$0.26	\$0.00	\$0.26	(\$0.26)
234.2210.0231.616.000.821	Worker's Compensation	\$0.00	\$10.68	\$0.00	\$10.68	(\$10.68)
234.2240.0155.000.000.821	Stipend - Licensed	\$0.00	\$13,500.00	\$0.00	\$13,500.00	(\$13,500.00)
234.2240.0210.000.000.821	PERS	\$0.00	\$4,398.30	\$0.00	\$4,398.30	(\$4,398.30)
234.2240.0220.000.000.821	Social Security Administration	\$0.00	\$999.05	\$0.00	\$999.05	(\$999.05)
234.2240.0231.000.000.821	Worker's Compensation	\$0.00	\$48.70	\$0.00	\$48.70	(\$48.70)
234.2240.0470.000.000.821	Computer Software	\$0.00	\$1,376.85	\$0.00	\$1,376.85	(\$1,376.85)
234.2410.0353.107.774.821	Postage	\$0.00	\$91.00	\$0.00	\$91.00	(\$91.00)
234.2410.0410.000.000.000	Consumable Supplies & Materi	\$222,814.00	\$0.00	\$0.00	\$0.00	\$222,814.00
234.2410.0410.107.774.821	Consumable Supplies & Materi	\$0.00	\$48.10	\$0.00	\$48.10	(\$48.10)
234.2520.0690.000.000.821	Grant Indirect Charges	\$0.00	\$41,167.25	\$0.00	\$41,167.25	(\$41,167.25)
234.2540.0410.246.000.821	Consumable Supplies & Materi	\$0.00	\$12,371.10	\$0.00	\$12,371.10	(\$12,371.10)
234.2540.0520.000.000.821	Buildings Acquisition	\$0.00	\$175,258.98	\$0.00	\$175,258.98	(\$175,258.98)
234.2660.0480.000.000.000	Computer Hardware	\$29,056.50	\$0.00	\$0.00	\$0.00	\$29,056.50
234.3100.0112.000.000.821	Classified Salaries	\$0.00	\$13,077.00	\$0.00	\$13,077.00	(\$13,077.00)
234.3100.0124.616.000.821	Temporary - Classified (At-Will)	\$0.00	\$931.48	\$0.00	\$931.48	(\$931.48)
234.3100.0133.000.000.821	Extra Duty - Classified	\$0.00	\$1,517.62	\$0.00	\$1,517.62	(\$1,517.62)
234.3100.0133.158.000.821	Extra Duty - Classified	\$0.00	\$56.36	\$0.00	\$56.36	(\$56.36)
234.3100.0133.616.000.821	Extra Duty - Classified	\$0.00	\$619.91	\$0.00	\$619.91	(\$619.91)
234.3100.0154.000.000.821	Stipend - Admin	\$0.00	\$7,651.68	\$0.00	\$7,651.68	(\$7,651.68)
234.3100.0156.000.000.821	Stipend - Classified	\$0.00	\$4,707.54	\$0.00	\$4,707.54	(\$4,707.54)
234.3100.0156.107.000.821	Stipend - Classified	\$0.00	\$6,290.53	\$0.00	\$6,290.53	(\$6,290.53)
234.3100.0156.149.000.821	Stipend - Classified	\$0.00	\$3,049.49	\$0.00	\$3,049.49	(\$3,049.49)
234.3100.0156.158.000.821	Stipend - Classified	\$0.00	\$4,458.88	\$0.00	\$4,458.88	(\$4,458.88)
234.3100.0156.176.000.821	Stipend - Classified	\$0.00	\$3,453.38	\$0.00	\$3,453.38	(\$3,453.38)
234.3100.0156.225.000.821	Stipend - Classified	\$0.00	\$3,706.80	\$0.00	\$3,706.80	(\$3,706.80)
234.3100.0156.242.000.821	Stipend - Classified	\$0.00	\$2,838.65	\$0.00	\$2,838.65	(\$2,838.65)
234.3100.0156.249.000.821	Stipend - Classified	\$0.00	\$6,895.66	\$0.00	\$6,895.66	(\$6,895.66)
234.3100.0156.616.000.821	Stipend - Classified	\$0.00	\$8,106.21	\$0.00	\$8,106.21	(\$8,106.21)

LEBANON COMMUNITY SCHOOL DISTRICT 9

Grants Management Report

Fiscal Year: 2020-2021

Date Range: 07/01/2020 - 06/30/2021

Fund: 234

FUND: 234

ESSER

ACCOUNT MASK:

???-????-????-???-???-???

ACCOUNT TYPES: EXPENDITURE, REVENUE

FISCAL YEAR:

Current Year Only

ACCOUNT		BUDGET	EXPEND. AMOUNT	ENCUMBR. AMOUNT	TOTAL AMOUNT	BUDGET BALANCE
234.3100.0210.000.000.821	PERS	\$0.00	\$5,084.49	\$0.00	\$5,084.49	(\$5,084.49)
234.3100.0210.107.000.821	PERS	\$0.00	\$2,135.61	\$0.00	\$2,135.61	(\$2,135.61)
234.3100.0210.149.000.821	PERS	\$0.00	\$1,050.25	\$0.00	\$1,050.25	(\$1,050.25)
234.3100.0210.158.000.821	PERS	\$0.00	\$1,584.79	\$0.00	\$1,584.79	(\$1,584.79)
234.3100.0210.176.000.821	PERS	\$0.00	\$1,202.27	\$0.00	\$1,202.27	(\$1,202.27)
234.3100.0210.225.000.821	PERS	\$0.00	\$1,207.68	\$0.00	\$1,207.68	(\$1,207.68)
234.3100.0210.242.000.821	PERS	\$0.00	\$924.83	\$0.00	\$924.83	(\$924.83)
234.3100.0210.249.000.821	PERS	\$0.00	\$2,378.81	\$0.00	\$2,378.81	(\$2,378.81)
234.3100.0210.616.000.821	PERS	\$0.00	\$3,163.80	\$0.00	\$3,163.80	(\$3,163.80)
234.3100.0220.000.000.821	Social Security Administration	\$0.00	\$2,046.54	\$0.00	\$2,046.54	(\$2,046.54)
234.3100.0220.107.000.821	Social Security Administration	\$0.00	\$451.51	\$0.00	\$451.51	(\$451.51)
234.3100.0220.149.000.821	Social Security Administration	\$0.00	\$211.46	\$0.00	\$211.46	(\$211.46)
234.3100.0220.158.000.821	Social Security Administration	\$0.00	\$336.57	\$0.00	\$336.57	(\$336.57)
234.3100.0220.176.000.821	Social Security Administration	\$0.00	\$251.75	\$0.00	\$251.75	(\$251.75)
234.3100.0220.225.000.821	Social Security Administration	\$0.00	\$250.46	\$0.00	\$250.46	(\$250.46)
234.3100.0220.242.000.821	Social Security Administration	\$0.00	\$217.17	\$0.00	\$217.17	(\$217.17)
234.3100.0220.249.000.821	Social Security Administration	\$0.00	\$508.70	\$0.00	\$508.70	(\$508.70)
234.3100.0220.616.000.821	Social Security Administration	\$0.00	\$644.85	\$0.00	\$644.85	(\$644.85)
234.3100.0231.000.000.821	Worker's Compensation	\$0.00	\$446.24	\$0.00	\$446.24	(\$446.24)
234.3100.0231.107.000.821	Worker's Compensation	\$0.00	\$173.78	\$0.00	\$173.78	(\$173.78)
234.3100.0231.149.000.821	Worker's Compensation	\$0.00	\$83.94	\$0.00	\$83.94	(\$83.94)
234.3100.0231.158.000.821	Worker's Compensation	\$0.00	\$123.89	\$0.00	\$123.89	(\$123.89)
234.3100.0231.176.000.821	Worker's Compensation	\$0.00	\$94.95	\$0.00	\$94.95	(\$94.95)
234.3100.0231.225.000.821	Worker's Compensation	\$0.00	\$102.05	\$0.00	\$102.05	(\$102.05)
234.3100.0231.242.000.821	Worker's Compensation	\$0.00	\$78.30	\$0.00	\$78.30	(\$78.30)
234.3100.0231.249.000.821	Worker's Compensation	\$0.00	\$188.58	\$0.00	\$188.58	(\$188.58)
234.3100.0231.616.000.821	Worker's Compensation	\$0.00	\$264.95	\$0.00	\$264.95	(\$264.95)
234.3100.0243.000.000.821	Classified Insurance	\$0.00	\$4,309.76	\$0.00	\$4,309.76	(\$4,309.76)
234.3100.0243.107.000.821	Classified Insurance	\$0.00	\$269.72	\$0.00	\$269.72	(\$269.72)
234.3100.0243.149.000.821	Classified Insurance	\$0.00	\$470.32	\$0.00	\$470.32	(\$470.32)
234.3100.0243.158.000.821	Classified Insurance	\$0.00	\$243.12	\$0.00	\$243.12	(\$243.12)
234.3100.0243.176.000.821	Classified Insurance	\$0.00	\$409.24	\$0.00	\$409.24	(\$409.24)
234.3100.0243.225.000.821	Classified Insurance	\$0.00	\$470.34	\$0.00	\$470.34	(\$470.34)

LEBANON COMMUNITY SCHOOL DISTRICT 9

Grants Management Report

Fiscal Year: 2020-2021

Date Range: 07/01/2020 - 06/30/2021

Fund: 234

FUND: 234

ESSER

ACCOUNT MASK:

???-???-???-???-???-???

ACCOUNT TYPES: EXPENDITURE, REVENUE

FISCAL YEAR:

Current Year Only

ACCOUNT		BUDGET	EXPEND. AMOUNT	ENCUMBR. AMOUNT	TOTAL AMOUNT	BUDGET BALANCE
234.3100.0243.242.000.821	Classified Insurance	\$0.00	\$254.52	\$0.00	\$254.52	(\$254.52)
234.3100.0243.249.000.821	Classified Insurance	\$0.00	\$625.74	\$0.00	\$625.74	(\$625.74)
234.3100.0243.616.000.821	Classified Insurance	\$0.00	\$134.00	\$0.00	\$134.00	(\$134.00)
234.3120.0460.107.000.821	Non-Consumable Items	\$0.00	\$2,928.00	\$0.00	\$2,928.00	(\$2,928.00)
234.3120.0541.107.000.821	Initial and Additional Equipment	\$0.00	\$5,200.00	\$0.00	\$5,200.00	(\$5,200.00)
234.3120.0541.149.000.821	Initial and Additional Equipment	\$0.00	\$5,495.00	\$0.00	\$5,495.00	(\$5,495.00)
234.3120.0541.249.000.821	Initial and Additional Equipment	\$0.00	\$8,423.00	\$0.00	\$8,423.00	(\$8,423.00)
234.3120.0541.616.000.821	Initial and Additional Equipment	\$0.00	\$8,423.00	\$0.00	\$8,423.00	(\$8,423.00)
234.3130.0460.000.000.821	Non-Consumable Items	\$0.00	\$7,533.91	\$0.00	\$7,533.91	(\$7,533.91)
234.3130.0540.000.000.821	Depreciable Equipment	\$0.00	\$33,791.52	\$0.00	\$33,791.52	(\$33,791.52)
GRAND TOTAL		\$0.00	\$776.96	\$0.00	\$776.96	(\$776.96)
End of Report						

**ESSER II
Fund 902
2021-22**

2/2/2022

Revenue

2020-21 Grant Revenue	586,559.54
2021-22 Grant Revenue	398,182.68
Other Revenue	-
Remaining ESSER II Grant Amount	2,736,883.20

Total Revenue	<hr/> 3,721,625.42
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Expenditures

2020-21 Expenditures	586,559.54
2021-22 Expenditures	623,393.26
Encumbrances	66,993.31
Anticipated Exp & Adjustments	-

Total Expenditures	<hr/> 1,276,946.11
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2021-22 Estimated Grant Balance Remaining

2,444,679.31

**This remaining balance is allocated
to the Seven Oak 6th grade
classroom expansion project**

LEBANON COMMUNITY SCHOOL DISTRICT 9

Grants Management Report

Fiscal Year: 2020-2021

Date Range: 07/01/2020 - 06/30/2021

Fund: 902

FUND: 902

ESSER II

ACCOUNT MASK:

???-????-????-????-????

ACCOUNT TYPES: EXPENDITURE, REVENUE

FISCAL YEAR:

Current Year Only

ACCOUNT		BUDGET	EXPEND. AMOUNT	ENCUMBR. AMOUNT	TOTAL AMOUNT	BUDGET BALANCE
902.0000.4500.000.000.821	Restricted Revenue From the F	(\$3,721,626.00)	(\$586,559.54)	\$0.00	(\$586,559.54)	(\$3,135,066.46)
902.1111.0111.000.000.821	Licensed Salaries	\$600,000.00	\$0.00	\$0.00	\$0.00	\$600,000.00
902.1111.0111.107.774.821	Licensed Salaries	\$0.00	\$131,574.82	\$0.00	\$131,574.82	(\$131,574.82)
902.1111.0112.107.774.821	Classified Salaries	\$0.00	\$24,688.05	\$0.00	\$24,688.05	(\$24,688.05)
902.1111.0131.107.774.821	Extra Duty - Licensed	\$0.00	\$1,712.50	\$0.00	\$1,712.50	(\$1,712.50)
902.1111.0155.149.000.821	Stipend - Licensed	\$0.00	\$1,200.00	\$0.00	\$1,200.00	(\$1,200.00)
902.1111.0155.158.000.821	Stipend - Licensed	\$0.00	\$900.00	\$0.00	\$900.00	(\$900.00)
902.1111.0155.176.000.821	Stipend - Licensed	\$0.00	\$300.00	\$0.00	\$300.00	(\$300.00)
902.1111.0210.000.000.821	PERS	\$110,000.00	\$0.00	\$0.00	\$0.00	\$110,000.00
902.1111.0210.107.774.821	PERS	\$0.00	\$49,446.79	\$0.00	\$49,446.79	(\$49,446.79)
902.1111.0210.149.000.821	PERS	\$0.00	\$456.36	\$0.00	\$456.36	(\$456.36)
902.1111.0210.158.000.821	PERS	\$0.00	\$342.27	\$0.00	\$342.27	(\$342.27)
902.1111.0210.176.000.821	PERS	\$0.00	\$114.09	\$0.00	\$114.09	(\$114.09)
902.1111.0220.000.000.821	Social Security Administration	\$50,000.00	\$0.00	\$0.00	\$0.00	\$50,000.00
902.1111.0220.107.774.821	Social Security Administration	\$0.00	\$11,333.37	\$0.00	\$11,333.37	(\$11,333.37)
902.1111.0220.149.000.821	Social Security Administration	\$0.00	\$91.80	\$0.00	\$91.80	(\$91.80)
902.1111.0220.158.000.821	Social Security Administration	\$0.00	\$68.85	\$0.00	\$68.85	(\$68.85)
902.1111.0220.176.000.821	Social Security Administration	\$0.00	\$22.95	\$0.00	\$22.95	(\$22.95)
902.1111.0231.000.000.821	Worker's Compensation	\$10,000.00	\$0.00	\$0.00	\$0.00	\$10,000.00
902.1111.0231.107.774.821	Worker's Compensation	\$0.00	\$542.14	\$0.00	\$542.14	(\$542.14)
902.1111.0231.149.000.821	Worker's Compensation	\$0.00	\$4.04	\$0.00	\$4.04	(\$4.04)
902.1111.0231.158.000.821	Worker's Compensation	\$0.00	\$3.04	\$0.00	\$3.04	(\$3.04)
902.1111.0231.176.000.821	Worker's Compensation	\$0.00	\$1.02	\$0.00	\$1.02	(\$1.02)
902.1111.0242.000.000.821	Licensed Insurance	\$80,000.00	\$0.00	\$0.00	\$0.00	\$80,000.00
902.1111.0242.107.774.821	Licensed Insurance	\$0.00	\$25,326.60	\$0.00	\$25,326.60	(\$25,326.60)
902.1111.0243.107.774.821	Classified Insurance	\$0.00	\$13,524.74	\$0.00	\$13,524.74	(\$13,524.74)
902.1111.0410.000.000.821	Consumable Supplies & Materi	\$100,000.00	\$0.00	\$0.00	\$0.00	\$100,000.00
902.1111.0410.107.000.821	Consumable Supplies & Materi	\$0.00	\$1,145.11	\$0.00	\$1,145.11	(\$1,145.11)
902.1111.0410.149.000.821	Consumable Supplies & Materi	\$0.00	\$1,484.80	\$0.00	\$1,484.80	(\$1,484.80)
902.1111.0410.158.000.821	Consumable Supplies & Materi	\$0.00	\$1,974.84	\$0.00	\$1,974.84	(\$1,974.84)
902.1111.0410.225.000.821	Consumable Supplies & Materi	\$0.00	\$739.91	\$0.00	\$739.91	(\$739.91)
902.1111.0410.242.000.821	Consumable Supplies & Materi	\$0.00	\$1,499.09	\$0.00	\$1,499.09	(\$1,499.09)
902.1111.0410.249.000.821	Consumable Supplies & Materi	\$0.00	\$31.92	\$0.00	\$31.92	(\$31.92)

LEBANON COMMUNITY SCHOOL DISTRICT 9

Grants Management Report

Fiscal Year: 2020-2021

Date Range: 07/01/2020 - 06/30/2021

Fund: 902

FUND: 902

ESSER II

ACCOUNT MASK:

???-????-????-???-???-???

ACCOUNT TYPES: EXPENDITURE, REVENUE

FISCAL YEAR:

Current Year Only

ACCOUNT		BUDGET	EXPEND. AMOUNT	ENCUMBR. AMOUNT	TOTAL AMOUNT	BUDGET BALANCE
902.1111.0470.107.774.821	Computer Software	\$0.00	\$133.95	\$0.00	\$133.95	(\$133.95)
902.1121.0111.249.774.821	Licensed Salaries	\$0.00	\$55,403.09	\$0.00	\$55,403.09	(\$55,403.09)
902.1121.0112.249.774.821	Classified Salaries	\$0.00	\$5,384.28	\$0.00	\$5,384.28	(\$5,384.28)
902.1121.0155.249.774.821	Stipend - Licensed	\$0.00	\$4,250.00	\$0.00	\$4,250.00	(\$4,250.00)
902.1121.0210.249.774.821	PERS	\$0.00	\$17,133.40	\$0.00	\$17,133.40	(\$17,133.40)
902.1121.0220.249.774.821	Social Security Administration	\$0.00	\$4,713.32	\$0.00	\$4,713.32	(\$4,713.32)
902.1121.0231.249.774.821	Worker's Compensation	\$0.00	\$263.36	\$0.00	\$263.36	(\$263.36)
902.1121.0242.249.774.821	Licensed Insurance	\$0.00	\$16,920.15	\$0.00	\$16,920.15	(\$16,920.15)
902.1121.0243.249.774.821	Classified Insurance	\$0.00	\$2,407.39	\$0.00	\$2,407.39	(\$2,407.39)
902.1121.0410.158.060.821	Consumable Supplies & Materi	\$0.00	\$179.55	\$0.00	\$179.55	(\$179.55)
902.1121.0410.249.000.821	Consumable Supplies & Materi	\$0.00	\$1,920.22	\$0.00	\$1,920.22	(\$1,920.22)
902.1131.0123.616.050.821	Temporary-Licensed (At-Will C	\$0.00	\$6,779.04	\$0.00	\$6,779.04	(\$6,779.04)
902.1131.0131.616.000.821	Extra Duty - Licensed	\$0.00	\$1,850.00	\$0.00	\$1,850.00	(\$1,850.00)
902.1131.0210.616.000.821	PERS	\$0.00	\$95.08	\$0.00	\$95.08	(\$95.08)
902.1131.0220.616.000.821	Social Security Administration	\$0.00	\$141.53	\$0.00	\$141.53	(\$141.53)
902.1131.0220.616.050.821	Social Security Administration	\$0.00	\$518.60	\$0.00	\$518.60	(\$518.60)
902.1131.0231.616.000.821	Worker's Compensation	\$0.00	\$6.90	\$0.00	\$6.90	(\$6.90)
902.1131.0231.616.050.821	Worker's Compensation	\$0.00	\$25.50	\$0.00	\$25.50	(\$25.50)
902.1131.0410.616.000.821	Consumable Supplies & Materi	\$0.00	\$351.10	\$0.00	\$351.10	(\$351.10)
902.1131.0410.636.000.821	Consumable Supplies & Materi	\$0.00	\$1,058.93	\$0.00	\$1,058.93	(\$1,058.93)
902.1132.0324.616.230.821	Rentals	\$0.00	\$5,541.07	\$0.00	\$5,541.07	(\$5,541.07)
902.1288.0691.245.000.821	Charter School Flowthrough	\$50,000.00	\$50,301.39	\$0.00	\$50,301.39	(\$301.39)
902.2210.0155.000.000.821	Stipend - Licensed	\$100,000.00	\$19,316.66	\$0.00	\$19,316.66	\$80,683.34
902.2210.0210.000.000.821	PERS	\$30,000.00	\$6,454.12	\$0.00	\$6,454.12	\$23,545.88
902.2210.0220.000.000.821	Social Security Administration	\$8,000.00	\$1,477.72	\$0.00	\$1,477.72	\$6,522.28
902.2210.0231.000.000.821	Worker's Compensation	\$5,000.00	\$65.12	\$0.00	\$65.12	\$4,934.88
902.2240.0155.000.000.821	Stipend - Licensed	\$75,000.00	\$1,500.00	\$0.00	\$1,500.00	\$73,500.00
902.2240.0210.000.000.821	PERS	\$25,000.00	\$488.70	\$0.00	\$488.70	\$24,511.30
902.2240.0220.000.000.821	Social Security Administration	\$6,000.00	\$110.89	\$0.00	\$110.89	\$5,889.11
902.2240.0231.000.000.821	Worker's Compensation	\$1,000.00	\$5.18	\$0.00	\$5.18	\$994.82
902.2240.0340.000.000.821	Travel	\$100,000.00	\$0.00	\$0.00	\$0.00	\$100,000.00
902.2520.0690.000.000.821	Grant Indirect Charges	\$0.00	\$24,451.69	\$0.00	\$24,451.69	(\$24,451.69)
902.2540.0410.246.000.821	Consumable Supplies & Materi	\$0.00	\$3,308.50	\$0.00	\$3,308.50	(\$3,308.50)

LEBANON COMMUNITY SCHOOL DISTRICT 9

Grants Management Report

Fiscal Year: 2020-2021

Date Range: 07/01/2020 - 06/30/2021

Fund: 902

FUND: 902

ESSER II

ACCOUNT MASK:

??? ????? ????? ?????

ACCOUNT TYPES: EXPENDITURE, REVENUE

FISCAL YEAR:

Current Year Only

ACCOUNT		BUDGET	EXPEND. AMOUNT	ENCUMBR. AMOUNT	TOTAL AMOUNT	BUDGET BALANCE
902.2542.0410.000.000.821	Consumable Supplies & Materi	\$100,000.00	\$0.00	\$0.00	\$0.00	\$100,000.00
902.2542.0410.616.000.821	Consumable Supplies & Materi	\$0.00	\$4,910.90	\$0.00	\$4,910.90	(\$4,910.90)
902.2542.0460.000.000.821	Non-Consumable Items	\$150,000.00	\$0.00	\$0.00	\$0.00	\$150,000.00
902.2660.0316.000.000.821	Data Processing Services	\$0.00	\$14,346.83	\$0.00	\$14,346.83	(\$14,346.83)
902.2660.0386.000.000.821	Data Processing Services	\$100,000.00	\$5,552.55	\$0.00	\$5,552.55	\$94,447.45
902.2660.0480.000.000.821	Computer Hardware	\$0.00	\$35,915.26	\$0.00	\$35,915.26	(\$35,915.26)
902.2669.0470.000.000.821	Computer Software	\$0.00	\$1,528.15	\$0.00	\$1,528.15	(\$1,528.15)
902.3100.0112.000.000.821	Classified Salaries	\$10,000.00	\$3,482.49	\$0.00	\$3,482.49	\$6,517.51
902.3100.0124.616.000.821	Temporary - Classified (At-Will	\$0.00	\$880.44	\$0.00	\$880.44	(\$880.44)
902.3100.0133.000.000.821	Extra Duty - Classified	\$0.00	\$1,539.53	\$0.00	\$1,539.53	(\$1,539.53)
902.3100.0156.000.000.821	Stipend - Classified	\$15,000.00	\$0.00	\$0.00	\$0.00	\$15,000.00
902.3100.0156.107.000.821	Stipend - Classified	\$0.00	\$1,074.96	\$0.00	\$1,074.96	(\$1,074.96)
902.3100.0156.149.000.821	Stipend - Classified	\$0.00	\$1,063.38	\$0.00	\$1,063.38	(\$1,063.38)
902.3100.0156.158.000.821	Stipend - Classified	\$0.00	\$961.38	\$0.00	\$961.38	(\$961.38)
902.3100.0156.176.000.821	Stipend - Classified	\$0.00	\$1,066.10	\$0.00	\$1,066.10	(\$1,066.10)
902.3100.0156.225.000.821	Stipend - Classified	\$0.00	\$1,095.33	\$0.00	\$1,095.33	(\$1,095.33)
902.3100.0156.242.000.821	Stipend - Classified	\$0.00	\$1,025.34	\$0.00	\$1,025.34	(\$1,025.34)
902.3100.0156.249.000.821	Stipend - Classified	\$0.00	\$1,121.88	\$0.00	\$1,121.88	(\$1,121.88)
902.3100.0156.616.000.821	Stipend - Classified	\$0.00	\$481.04	\$0.00	\$481.04	(\$481.04)
902.3100.0210.000.000.821	PERS	\$10,000.00	\$458.27	\$0.00	\$458.27	\$9,541.73
902.3100.0210.107.000.821	PERS	\$0.00	\$385.91	\$0.00	\$385.91	(\$385.91)
902.3100.0210.149.000.821	PERS	\$0.00	\$372.66	\$0.00	\$372.66	(\$372.66)
902.3100.0210.158.000.821	PERS	\$0.00	\$365.64	\$0.00	\$365.64	(\$365.64)
902.3100.0210.176.000.821	PERS	\$0.00	\$371.18	\$0.00	\$371.18	(\$371.18)
902.3100.0210.225.000.821	PERS	\$0.00	\$356.85	\$0.00	\$356.85	(\$356.85)
902.3100.0210.242.000.821	PERS	\$0.00	\$334.05	\$0.00	\$334.05	(\$334.05)
902.3100.0210.249.000.821	PERS	\$0.00	\$406.37	\$0.00	\$406.37	(\$406.37)
902.3100.0210.616.000.821	PERS	\$0.00	\$156.74	\$0.00	\$156.74	(\$156.74)
902.3100.0220.000.000.821	Social Security Administration	\$9,500.00	\$378.91	\$0.00	\$378.91	\$9,121.09
902.3100.0220.107.000.821	Social Security Administration	\$0.00	\$72.72	\$0.00	\$72.72	(\$72.72)
902.3100.0220.149.000.821	Social Security Administration	\$0.00	\$68.05	\$0.00	\$68.05	(\$68.05)
902.3100.0220.158.000.821	Social Security Administration	\$0.00	\$71.31	\$0.00	\$71.31	(\$71.31)
902.3100.0220.176.000.821	Social Security Administration	\$0.00	\$75.37	\$0.00	\$75.37	(\$75.37)

LEBANON COMMUNITY SCHOOL DISTRICT 9

Grants Management Report

Fiscal Year: 2020-2021

Date Range: 07/01/2020 - 06/30/2021

Fund: 902

FUND: 902

ESSER II

ACCOUNT MASK:

???-????-????-???-???-???

ACCOUNT TYPES: EXPENDITURE, REVENUE

FISCAL YEAR:

Current Year Only

ACCOUNT		BUDGET	EXPEND. AMOUNT	ENCUMBR. AMOUNT	TOTAL AMOUNT	BUDGET BALANCE
902.3100.0220.225.000.821	Social Security Administration	\$0.00	\$67.06	\$0.00	\$67.06	(\$67.06)
902.3100.0220.242.000.821	Social Security Administration	\$0.00	\$78.45	\$0.00	\$78.45	(\$78.45)
902.3100.0220.249.000.821	Social Security Administration	\$0.00	\$79.92	\$0.00	\$79.92	(\$79.92)
902.3100.0220.616.000.821	Social Security Administration	\$0.00	\$36.79	\$0.00	\$36.79	(\$36.79)
902.3100.0231.000.000.821	Worker's Compensation	\$500.00	\$137.69	\$0.00	\$137.69	\$362.31
902.3100.0231.107.000.821	Worker's Compensation	\$0.00	\$29.07	\$0.00	\$29.07	(\$29.07)
902.3100.0231.149.000.821	Worker's Compensation	\$0.00	\$28.86	\$0.00	\$28.86	(\$28.86)
902.3100.0231.158.000.821	Worker's Compensation	\$0.00	\$26.05	\$0.00	\$26.05	(\$26.05)
902.3100.0231.176.000.821	Worker's Compensation	\$0.00	\$28.90	\$0.00	\$28.90	(\$28.90)
902.3100.0231.225.000.821	Worker's Compensation	\$0.00	\$29.73	\$0.00	\$29.73	(\$29.73)
902.3100.0231.242.000.821	Worker's Compensation	\$0.00	\$27.82	\$0.00	\$27.82	(\$27.82)
902.3100.0231.249.000.821	Worker's Compensation	\$0.00	\$30.42	\$0.00	\$30.42	(\$30.42)
902.3100.0231.616.000.821	Worker's Compensation	\$0.00	\$37.54	\$0.00	\$37.54	(\$37.54)
902.3100.0243.000.000.821	Classified Insurance	\$5,000.00	\$935.73	\$0.00	\$935.73	\$4,064.27
902.3100.0243.107.000.821	Classified Insurance	\$0.00	\$404.57	\$0.00	\$404.57	(\$404.57)
902.3100.0243.149.000.821	Classified Insurance	\$0.00	\$705.48	\$0.00	\$705.48	(\$705.48)
902.3100.0243.158.000.821	Classified Insurance	\$0.00	\$364.68	\$0.00	\$364.68	(\$364.68)
902.3100.0243.176.000.821	Classified Insurance	\$0.00	\$613.86	\$0.00	\$613.86	(\$613.86)
902.3100.0243.225.000.821	Classified Insurance	\$0.00	\$705.50	\$0.00	\$705.50	(\$705.50)
902.3100.0243.242.000.821	Classified Insurance	\$0.00	\$381.78	\$0.00	\$381.78	(\$381.78)
902.3100.0243.249.000.821	Classified Insurance	\$0.00	\$603.51	\$0.00	\$603.51	(\$603.51)
902.3100.0243.616.000.821	Classified Insurance	\$0.00	\$201.01	\$0.00	\$201.01	(\$201.01)
902.4150.0520.000.000.821	Buildings Acquisition	\$500,000.00	\$0.00	\$0.00	\$0.00	\$500,000.00
902.7000.0820.000.000.821	Reserved for Next Year	\$1,471,626.00	\$0.00	\$0.00	\$0.00	\$1,471,626.00
GRAND TOTAL		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

End of Report

LEBANON COMMUNITY SCHOOL DISTRICT 9

Grants Management Report

Fiscal Year: 2021-2022

Date Range: 07/01/2021 - 06/30/2022

Fund: 902

FUND: 902

ESSER II

ACCOUNT MASK:

???-????-????-???-???-???

ACCOUNT TYPES: EXPENDITURE, REVENUE

FISCAL YEAR:

Current Year Only

ACCOUNT		BUDGET	EXPEND. AMOUNT	ENCUMBR. AMOUNT	TOTAL AMOUNT	BUDGET BALANCE
902.0000.4500.000.000.822	Restricted Revenue From the F	(\$3,721,625.42)	(\$398,182.68)	\$0.00	(\$398,182.68)	(\$3,323,442.74)
902.1111.0111.251.000.822	Licensed Salaries	\$133,510.00	\$41,380.63	\$0.00	\$41,380.63	\$92,129.37
902.1111.0112.107.000.822	Classified Salaries	\$151,136.38	\$0.00	\$0.00	\$0.00	\$151,136.38
902.1111.0112.251.000.000	Classified Salaries	\$0.00	\$3,309.74	\$9,544.77	\$12,854.51	(\$12,854.51)
902.1111.0112.251.000.822	Classified Salaries	\$0.00	\$25,353.60	\$0.00	\$25,353.60	(\$25,353.60)
902.1111.0131.251.000.822	Extra Duty - Licensed	\$0.00	\$343.75	\$0.00	\$343.75	(\$343.75)
902.1111.0133.251.000.822	Extra Duty - Classified	\$0.00	\$226.45	\$0.00	\$226.45	(\$226.45)
902.1111.0155.149.000.822	Stipend - Licensed	\$1,200.00	\$0.00	\$0.00	\$0.00	\$1,200.00
902.1111.0155.158.000.822	Stipend - Licensed	\$900.00	\$0.00	\$0.00	\$0.00	\$900.00
902.1111.0155.176.000.822	Stipend - Licensed	\$300.00	\$0.00	\$0.00	\$0.00	\$300.00
902.1111.0210.107.774.822	PERS	\$47,062.00	\$0.00	\$0.00	\$0.00	\$47,062.00
902.1111.0210.149.000.822	PERS	\$393.99	\$0.00	\$0.00	\$0.00	\$393.99
902.1111.0210.158.000.822	PERS	\$295.46	\$0.00	\$0.00	\$0.00	\$295.46
902.1111.0210.176.000.822	PERS	\$98.53	\$0.00	\$0.00	\$0.00	\$98.53
902.1111.0210.251.000.822	PERS	\$39,679.18	\$19,216.51	\$0.00	\$19,216.51	\$20,462.67
902.1111.0220.107.774.822	Social Security Administration	\$10,339.18	\$0.00	\$0.00	\$0.00	\$10,339.18
902.1111.0220.149.000.822	Social Security Administration	\$91.78	\$0.00	\$0.00	\$0.00	\$91.78
902.1111.0220.158.000.822	Social Security Administration	\$64.21	\$0.00	\$0.00	\$0.00	\$64.21
902.1111.0220.176.000.822	Social Security Administration	\$21.38	\$0.00	\$0.00	\$0.00	\$21.38
902.1111.0220.251.000.000	Social Security Administration	\$0.00	\$253.20	\$104.31	\$357.51	(\$357.51)
902.1111.0220.251.000.822	Social Security Administration	\$10,077.48	\$4,918.26	\$0.00	\$4,918.26	\$5,159.22
902.1111.0231.107.774.822	Worker's Compensation	\$607.41	\$0.00	\$0.00	\$0.00	\$607.41
902.1111.0231.149.000.822	Worker's Compensation	\$4.32	\$0.00	\$0.00	\$0.00	\$4.32
902.1111.0231.158.000.822	Worker's Compensation	\$3.09	\$0.00	\$0.00	\$0.00	\$3.09
902.1111.0231.176.000.822	Worker's Compensation	\$1.07	\$0.00	\$0.00	\$0.00	\$1.07
902.1111.0231.251.000.000	Worker's Compensation	\$0.00	\$13.65	\$6.16	\$19.81	(\$19.81)
902.1111.0231.251.000.822	Worker's Compensation	\$503.16	\$247.43	\$0.00	\$247.43	\$255.73
902.1111.0235.107.774.822	PFMLI	\$353.32	\$0.00	\$0.00	\$0.00	\$353.32
902.1111.0235.149.000.822	PFMLI	\$2.37	\$0.00	\$0.00	\$0.00	\$2.37
902.1111.0235.158.000.822	PFMLI	\$1.55	\$0.00	\$0.00	\$0.00	\$1.55
902.1111.0235.176.000.822	PFMLI	\$0.51	\$0.00	\$0.00	\$0.00	\$0.51
902.1111.0235.251.000.822	PFMLI	\$351.28	\$0.00	\$0.00	\$0.00	\$351.28
902.1111.0242.251.000.822	Licensed Insurance	\$18,708.24	\$9,832.86	\$0.00	\$9,832.86	\$8,875.38

LEBANON COMMUNITY SCHOOL DISTRICT 9

Grants Management Report

Fiscal Year: 2021-2022

Date Range: 07/01/2021 - 06/30/2022

Fund: 902

FUND: 902

ESSER II

ACCOUNT MASK:

???-????-????-???-???-???

ACCOUNT TYPES: EXPENDITURE, REVENUE

FISCAL YEAR:

Current Year Only

ACCOUNT		BUDGET	EXPEND. AMOUNT	ENCUMBR. AMOUNT	TOTAL AMOUNT	BUDGET BALANCE
902.1111.0243.107.774.822	Classified Insurance	\$84,228.08	\$0.00	\$0.00	\$0.00	\$84,228.08
902.1111.0243.251.000.000	Classified Insurance	\$0.00	\$1,278.88	\$0.00	\$1,278.88	(\$1,278.88)
902.1111.0243.251.000.822	Classified Insurance	\$0.00	\$19,129.62	\$0.00	\$19,129.62	(\$19,129.62)
902.1111.0355.000.000.822	Printing and Binding	\$0.00	\$167.93	\$0.00	\$167.93	(\$167.93)
902.1111.0355.251.000.822	Printing and Binding	\$0.00	\$247.32	\$0.00	\$247.32	(\$247.32)
902.1111.0410.158.000.822	Consumable Supplies & Materi	\$0.00	\$17.80	\$0.00	\$17.80	(\$17.80)
902.1111.0410.251.000.822	Consumable Supplies & Materi	\$0.00	\$1,087.64	\$0.00	\$1,087.64	(\$1,087.64)
902.1111.0420.000.000.821	Textbooks	\$0.00	\$103.12	\$0.00	\$103.12	(\$103.12)
902.1111.0420.000.000.822	Textbooks	\$0.00	\$30,702.76	\$4,220.99	\$34,923.75	(\$34,923.75)
902.1111.0470.251.000.822	Computer Software	\$0.00	\$201.63	\$0.00	\$201.63	(\$201.63)
902.1121.0111.251.100.822	Licensed Salaries	\$0.00	\$12,195.27	\$0.00	\$12,195.27	(\$12,195.27)
902.1121.0111.251.110.822	Licensed Salaries	\$42,010.00	\$10,956.75	\$0.00	\$10,956.75	\$31,053.25
902.1121.0111.251.120.822	Licensed Salaries	\$57,295.00	\$10,162.53	\$0.00	\$10,162.53	\$47,132.47
902.1121.0111.251.180.822	Licensed Salaries	\$40,513.00	\$13,949.76	\$0.00	\$13,949.76	\$26,563.24
902.1121.0112.249.774.822	Classified Salaries	\$80,992.08	\$0.00	\$0.00	\$0.00	\$80,992.08
902.1121.0131.251.000.822	Extra Duty - Licensed	\$0.00	\$75.00	\$0.00	\$75.00	(\$75.00)
902.1121.0131.251.100.822	Extra Duty - Licensed	\$0.00	\$75.00	\$0.00	\$75.00	(\$75.00)
902.1121.0131.251.110.822	Extra Duty - Licensed	\$0.00	\$43.75	\$0.00	\$43.75	(\$43.75)
902.1121.0131.251.120.822	Extra Duty - Licensed	\$0.00	\$43.75	\$0.00	\$43.75	(\$43.75)
902.1121.0131.251.180.822	Extra Duty - Licensed	\$0.00	\$112.50	\$0.00	\$112.50	(\$112.50)
902.1121.0155.249.251.822	Stipend - Licensed	\$2,000.00	\$0.00	\$0.00	\$0.00	\$2,000.00
902.1121.0155.249.774.822	Stipend - Licensed	\$11,000.00	\$0.00	\$0.00	\$0.00	\$11,000.00
902.1121.0210.249.251.822	PERS	\$594.40	\$0.00	\$0.00	\$0.00	\$594.40
902.1121.0210.249.774.822	PERS	\$27,371.32	\$0.00	\$0.00	\$0.00	\$27,371.32
902.1121.0210.251.000.822	PERS	\$0.00	\$22.28	\$0.00	\$22.28	(\$22.28)
902.1121.0210.251.100.822	PERS	\$0.00	\$3,646.74	\$0.00	\$3,646.74	(\$3,646.74)
902.1121.0210.251.110.822	PERS	\$12,485.41	\$3,269.35	\$0.00	\$3,269.35	\$9,216.06
902.1121.0210.251.120.822	PERS	\$17,028.02	\$0.00	\$0.00	\$0.00	\$17,028.02
902.1121.0210.251.180.822	PERS	\$12,040.46	\$4,179.31	\$0.00	\$4,179.31	\$7,861.15
902.1121.0220.249.251.822	Social Security Administration	\$146.36	\$0.00	\$0.00	\$0.00	\$146.36
902.1121.0220.249.774.822	Social Security Administration	\$6,830.63	\$0.00	\$0.00	\$0.00	\$6,830.63
902.1121.0220.251.000.822	Social Security Administration	\$0.00	\$5.50	\$0.00	\$5.50	(\$5.50)
902.1121.0220.251.100.822	Social Security Administration	\$0.00	\$899.37	\$0.00	\$899.37	(\$899.37)

LEBANON COMMUNITY SCHOOL DISTRICT 9

Grants Management Report

Fiscal Year: 2021-2022

Date Range: 07/01/2021 - 06/30/2022

Fund: 902

FUND: 902

ESSER II

ACCOUNT MASK:

???-????-????-???-???-???

ACCOUNT TYPES: EXPENDITURE, REVENUE

FISCAL YEAR:

Current Year Only

ACCOUNT		BUDGET	EXPEND. AMOUNT	ENCUMBR. AMOUNT	TOTAL AMOUNT	BUDGET BALANCE
902.1121.0220.251.110.822	Social Security Administration	\$3,213.72	\$807.19	\$0.00	\$807.19	\$2,406.53
902.1121.0220.251.120.822	Social Security Administration	\$4,263.55	\$917.69	\$0.00	\$917.69	\$3,345.86
902.1121.0220.251.180.822	Social Security Administration	\$3,099.24	\$984.71	\$0.00	\$984.71	\$2,114.53
902.1121.0231.249.251.822	Worker's Compensation	\$6.92	\$0.00	\$0.00	\$0.00	\$6.92
902.1121.0231.249.774.822	Worker's Compensation	\$813.77	\$0.00	\$0.00	\$0.00	\$813.77
902.1121.0231.251.000.822	Worker's Compensation	\$0.00	\$0.26	\$0.00	\$0.26	(\$0.26)
902.1121.0231.251.100.822	Worker's Compensation	\$0.00	\$43.99	\$0.00	\$43.99	(\$43.99)
902.1121.0231.251.110.822	Worker's Compensation	\$158.30	\$39.71	\$0.00	\$39.71	\$118.59
902.1121.0231.251.120.822	Worker's Compensation	\$209.13	\$37.56	\$0.00	\$37.56	\$171.57
902.1121.0231.251.180.822	Worker's Compensation	\$152.08	\$49.05	\$0.00	\$49.05	\$103.03
902.1121.0235.249.251.822	PFMLI	\$7.65	\$0.00	\$0.00	\$0.00	\$7.65
902.1121.0235.249.774.822	PFMLI	\$233.63	\$0.00	\$0.00	\$0.00	\$233.63
902.1121.0235.251.110.822	PFMLI	\$112.00	\$0.00	\$0.00	\$0.00	\$112.00
902.1121.0235.251.120.822	PFMLI	\$148.51	\$0.00	\$0.00	\$0.00	\$148.51
902.1121.0235.251.180.822	PFMLI	\$108.00	\$0.00	\$0.00	\$0.00	\$108.00
902.1121.0242.251.100.822	Licensed Insurance	\$0.00	\$3,827.70	\$0.00	\$3,827.70	(\$3,827.70)
902.1121.0242.251.110.822	Licensed Insurance	\$15,309.60	\$3,827.70	\$0.00	\$3,827.70	\$11,481.90
902.1121.0242.251.120.822	Licensed Insurance	\$7,755.96	\$3,827.70	\$0.00	\$3,827.70	\$3,928.26
902.1121.0242.251.180.822	Licensed Insurance	\$3,908.28	\$3,827.70	\$0.00	\$3,827.70	\$80.58
902.1121.0243.249.774.822	Classified Insurance	\$40,727.35	\$0.00	\$0.00	\$0.00	\$40,727.35
902.1121.0355.000.060.822	Printing and Binding	\$0.00	\$167.91	\$0.00	\$167.91	(\$167.91)
902.1121.0410.158.060.822	Consumable Supplies & Materials	\$0.00	\$17.79	\$0.00	\$17.79	(\$17.79)
902.1121.0410.251.060.821	Consumable Supplies & Materials	\$0.00	\$875.00	\$0.00	\$875.00	(\$875.00)
902.1121.0410.251.060.822	Consumable Supplies & Materials	\$0.00	\$1,060.86	\$0.00	\$1,060.86	(\$1,060.86)
902.1121.0420.251.060.822	Textbooks	\$0.00	\$188.52	\$0.00	\$188.52	(\$188.52)
902.1131.0131.616.050.822	Extra Duty - Licensed	\$0.00	\$8,576.97	\$0.00	\$8,576.97	(\$8,576.97)
902.1131.0210.616.050.822	PERS	\$0.00	\$2,549.10	\$0.00	\$2,549.10	(\$2,549.10)
902.1131.0220.616.050.822	Social Security Administration	\$0.00	\$643.14	\$0.00	\$643.14	(\$643.14)
902.1131.0231.616.050.822	Worker's Compensation	\$0.00	\$29.69	\$0.00	\$29.69	(\$29.69)
902.1131.0324.249.270.000	Rentals	\$0.00	\$28,280.31	\$7,794.20	\$36,074.51	(\$36,074.51)
902.1131.0470.616.580.822	Computer Software	\$0.00	\$999.99	\$0.00	\$999.99	(\$999.99)
902.1250.0111.251.320.822	Licensed Salaries	\$45,324.00	\$0.00	\$0.00	\$0.00	\$45,324.00
902.1250.0220.251.320.822	Social Security Administration	\$3,467.28	\$0.00	\$0.00	\$0.00	\$3,467.28

LEBANON COMMUNITY SCHOOL DISTRICT 9

Grants Management Report

Fiscal Year: 2021-2022

Date Range: 07/01/2021 - 06/30/2022

Fund: 902

FUND: 902

ESSER II

ACCOUNT MASK:

???-????-????-???-???-???

ACCOUNT TYPES: EXPENDITURE, REVENUE

FISCAL YEAR:

Current Year Only

ACCOUNT		BUDGET	EXPEND. AMOUNT	ENCUMBR. AMOUNT	TOTAL AMOUNT	BUDGET BALANCE
902.1250.0231.251.320.822	Worker's Compensation	\$169.34	\$0.00	\$0.00	\$0.00	\$169.34
902.1250.0235.251.320.822	PFMLI	\$120.88	\$0.00	\$0.00	\$0.00	\$120.88
902.1250.0242.251.320.822	Licensed Insurance	\$15,309.60	\$0.00	\$0.00	\$0.00	\$15,309.60
902.1272.0133.107.000.822	Extra Duty - Classified	\$0.00	\$195.41	\$0.00	\$195.41	(\$195.41)
902.1272.0133.149.000.822	Extra Duty - Classified	\$0.00	\$249.63	\$0.00	\$249.63	(\$249.63)
902.1272.0210.107.000.822	PERS	\$0.00	\$43.19	\$0.00	\$43.19	(\$43.19)
902.1272.0210.149.000.822	PERS	\$0.00	\$29.37	\$0.00	\$29.37	(\$29.37)
902.1272.0220.107.000.822	Social Security Administration	\$0.00	\$14.56	\$0.00	\$14.56	(\$14.56)
902.1272.0220.149.000.822	Social Security Administration	\$0.00	\$16.76	\$0.00	\$16.76	(\$16.76)
902.1272.0231.107.000.822	Worker's Compensation	\$0.00	\$0.78	\$0.00	\$0.78	(\$0.78)
902.1272.0231.149.000.822	Worker's Compensation	\$0.00	\$1.01	\$0.00	\$1.01	(\$1.01)
902.1288.0691.245.000.822	Charter School Flowthrough	\$0.00	\$23,906.78	\$0.00	\$23,906.78	(\$23,906.78)
902.1400.0389.000.000.822	Other Non-Instructional Profess	\$0.00	\$3,022.50	\$0.00	\$3,022.50	(\$3,022.50)
902.1400.0410.000.978.822	Consumable Supplies & Materi	\$0.00	\$169.37	\$0.00	\$169.37	(\$169.37)
902.1400.0692.000.978.822	Grant Matching	\$0.00	\$75,778.82	\$0.00	\$75,778.82	(\$75,778.82)
902.2120.0111.251.000.822	Licensed Salaries	\$0.00	\$9,126.24	\$0.00	\$9,126.24	(\$9,126.24)
902.2120.0131.251.000.822	Extra Duty - Licensed	\$0.00	\$43.75	\$0.00	\$43.75	(\$43.75)
902.2120.0210.251.000.822	PERS	\$0.00	\$2,725.32	\$0.00	\$2,725.32	(\$2,725.32)
902.2120.0220.251.000.822	Social Security Administration	\$0.00	\$632.43	\$0.00	\$632.43	(\$632.43)
902.2120.0231.251.000.822	Worker's Compensation	\$0.00	\$31.00	\$0.00	\$31.00	(\$31.00)
902.2120.0242.251.000.822	Licensed Insurance	\$0.00	\$1,913.88	\$0.00	\$1,913.88	(\$1,913.88)
902.2210.0312.000.000.822	Instructional Programs Improve	\$0.00	\$22,050.00	\$0.00	\$22,050.00	(\$22,050.00)
902.2210.0312.246.000.822	Instructional Programs Improve	\$0.00	\$1,000.00	\$0.00	\$1,000.00	(\$1,000.00)
902.2210.0470.000.000.822	Computer Software	\$62,409.33	\$0.00	\$0.00	\$0.00	\$62,409.33
902.2240.0131.000.000.822	Extra Duty - Licensed	\$0.00	\$3,118.75	\$0.00	\$3,118.75	(\$3,118.75)
902.2240.0131.251.000.822	Extra Duty - Licensed	\$0.00	\$37.50	\$0.00	\$37.50	(\$37.50)
902.2240.0133.000.000.822	Extra Duty - Classified	\$0.00	\$12,895.73	\$0.00	\$12,895.73	(\$12,895.73)
902.2240.0155.000.000.822	Stipend - Licensed	\$15,000.00	\$0.00	\$0.00	\$0.00	\$15,000.00
902.2240.0210.000.000.822	PERS	\$4,458.00	\$4,209.52	\$0.00	\$4,209.52	\$248.48
902.2240.0220.000.000.822	Social Security Administration	\$1,111.20	\$1,161.53	\$0.00	\$1,161.53	(\$50.33)
902.2240.0220.251.000.822	Social Security Administration	\$0.00	\$2.81	\$0.00	\$2.81	(\$2.81)
902.2240.0231.000.000.822	Worker's Compensation	\$53.33	\$62.68	\$0.00	\$62.68	(\$9.35)
902.2240.0231.251.000.822	Worker's Compensation	\$0.00	\$0.13	\$0.00	\$0.13	(\$0.13)

LEBANON COMMUNITY SCHOOL DISTRICT 9

Grants Management Report

Fiscal Year: 2021-2022

Date Range: 07/01/2021 - 06/30/2022

Fund: 902

FUND: 902

ESSER II

ACCOUNT MASK:

???-????-????-???-???-???

ACCOUNT TYPES: EXPENDITURE, REVENUE

FISCAL YEAR:

Current Year Only

ACCOUNT		BUDGET	EXPEND. AMOUNT	ENCUMBR. AMOUNT	TOTAL AMOUNT	BUDGET BALANCE
902.2240.0235.000.000.822	PFMLI	\$38.69	\$0.00	\$0.00	\$0.00	\$38.69
902.2321.0410.000.000.821	Consumable Supplies & Materi	\$0.00	\$41.64	\$0.00	\$41.64	(\$41.64)
902.2321.0410.000.000.822	Consumable Supplies & Materi	\$0.00	\$2,355.64	\$0.00	\$2,355.64	(\$2,355.64)
902.2410.0112.251.000.822	Classified Salaries	\$0.00	\$6,151.76	\$0.00	\$6,151.76	(\$6,151.76)
902.2410.0133.245.000.822	Extra Duty - Classified	\$0.00	\$861.25	\$0.00	\$861.25	(\$861.25)
902.2410.0133.251.000.822	Extra Duty - Classified	\$0.00	\$1,677.75	\$0.00	\$1,677.75	(\$1,677.75)
902.2410.0156.251.000.822	Stipend - Classified	\$11,000.00	\$0.00	\$0.00	\$0.00	\$11,000.00
902.2410.0210.245.000.822	PERS	\$0.00	\$255.96	\$0.00	\$255.96	(\$255.96)
902.2410.0210.251.000.822	PERS	\$3,269.28	\$2,326.95	\$0.00	\$2,326.95	\$942.33
902.2410.0220.245.000.822	Social Security Administration	\$0.00	\$65.89	\$0.00	\$65.89	(\$65.89)
902.2410.0220.251.000.822	Social Security Administration	\$830.41	\$598.95	\$0.00	\$598.95	\$231.46
902.2410.0231.245.000.822	Worker's Compensation	\$0.00	\$3.13	\$0.00	\$3.13	(\$3.13)
902.2410.0231.251.000.822	Worker's Compensation	\$41.67	\$28.49	\$0.00	\$28.49	\$13.18
902.2410.0235.251.000.822	PFMLI	\$25.27	\$0.00	\$0.00	\$0.00	\$25.27
902.2410.0243.251.000.822	Classified Insurance	\$0.00	\$2.70	\$0.00	\$2.70	(\$2.70)
902.2410.0353.251.000.822	Postage	\$0.00	\$15.95	\$0.00	\$15.95	(\$15.95)
902.2410.0410.251.000.822	Consumable Supplies & Materi	\$0.00	\$195.19	\$0.00	\$195.19	(\$195.19)
902.2520.0690.000.000.820	Grant Indirect Charges	\$0.00	\$15,719.25	\$0.00	\$15,719.25	(\$15,719.25)
902.2520.0690.000.000.822	Grant Indirect Charges	\$74,000.00	\$0.00	\$0.00	\$0.00	\$74,000.00
902.2542.0410.000.000.822	Consumable Supplies & Materi	\$0.00	\$1,399.96	\$0.00	\$1,399.96	(\$1,399.96)
902.2542.0410.616.000.821	Consumable Supplies & Materi	\$0.00	\$799.96	\$0.00	\$799.96	(\$799.96)
902.2542.0540.616.000.822	Depreciable Equipment	\$0.00	\$0.00	\$17,812.00	\$17,812.00	(\$17,812.00)
902.2544.0410.000.000.822	Consumable Supplies & Materi	\$0.00	\$10,547.58	\$0.00	\$10,547.58	(\$10,547.58)
902.2544.0410.158.000.822	Consumable Supplies & Materi	\$0.00	\$250.74	\$0.00	\$250.74	(\$250.74)
902.2660.0316.000.000.000	Data Processing Services	\$0.00	\$2,781.00	\$0.00	\$2,781.00	(\$2,781.00)
902.2660.0316.000.000.822	Data Processing Services	\$0.00	\$2,774.25	\$0.00	\$2,774.25	(\$2,774.25)
902.2660.0480.000.000.000	Computer Hardware	\$75,000.00	\$0.00	\$0.00	\$0.00	\$75,000.00
902.2660.0480.000.000.822	Computer Hardware	\$0.00	\$65,700.00	\$0.00	\$65,700.00	(\$65,700.00)
902.2669.0316.107.000.822	Data Processing Services	\$0.00	\$2,791.93	\$0.00	\$2,791.93	(\$2,791.93)
902.2669.0351.000.000.822	Telephone	\$0.00	\$573.54	\$0.00	\$573.54	(\$573.54)
902.2669.0410.000.000.822	Consumable Supplies & Materi	\$0.00	\$12,076.18	\$0.00	\$12,076.18	(\$12,076.18)
902.2669.0470.000.000.822	Computer Software	\$0.00	\$21,833.50	\$0.00	\$21,833.50	(\$21,833.50)
902.3100.0112.000.000.821	Classified Salaries	\$50,534.20	\$0.00	\$0.00	\$0.00	\$50,534.20

LEBANON COMMUNITY SCHOOL DISTRICT 9

Grants Management Report

Fiscal Year: 2021-2022

Date Range: 07/01/2021 - 06/30/2022

Fund: 902

FUND: 902

ESSER II

ACCOUNT MASK:

???-????-????-????-???

ACCOUNT TYPES: EXPENDITURE, REVENUE

FISCAL YEAR:

Current Year Only

ACCOUNT		BUDGET	EXPEND. AMOUNT	ENCUMBR. AMOUNT	TOTAL AMOUNT	BUDGET BALANCE
902.3100.0112.000.000.822	Classified Salaries	\$0.00	\$10,800.86	\$0.00	\$10,800.86	(\$10,800.86)
902.3100.0112.616.000.822	Classified Salaries	\$0.00	\$6,768.51	\$0.00	\$6,768.51	(\$6,768.51)
902.3100.0133.616.000.822	Extra Duty - Classified	\$0.00	\$527.69	\$0.00	\$527.69	(\$527.69)
902.3100.0210.000.000.821	PERS	\$15,465.87	\$0.00	\$0.00	\$0.00	\$15,465.87
902.3100.0210.000.000.822	PERS	\$0.00	\$1,365.47	\$0.00	\$1,365.47	(\$1,365.47)
902.3100.0210.616.000.822	PERS	\$0.00	\$1,163.31	\$0.00	\$1,163.31	(\$1,163.31)
902.3100.0220.000.000.821	Social Security Administration	\$3,865.88	\$0.00	\$0.00	\$0.00	\$3,865.88
902.3100.0220.000.000.822	Social Security Administration	\$0.00	\$690.62	\$0.00	\$690.62	(\$690.62)
902.3100.0220.616.000.822	Social Security Administration	\$0.00	\$558.17	\$0.00	\$558.17	(\$558.17)
902.3100.0231.000.000.821	Worker's Compensation	\$1,404.14	\$0.00	\$0.00	\$0.00	\$1,404.14
902.3100.0231.000.000.822	Worker's Compensation	\$0.00	\$254.48	\$0.00	\$254.48	(\$254.48)
902.3100.0231.616.000.822	Worker's Compensation	\$0.00	\$172.18	\$0.00	\$172.18	(\$172.18)
902.3100.0235.000.000.821	PFMLI	\$151.38	\$0.00	\$0.00	\$0.00	\$151.38
902.3100.0243.000.000.821	Classified Insurance	\$22,107.33	\$0.00	\$0.00	\$0.00	\$22,107.33
902.3100.0243.000.000.822	Classified Insurance	\$0.00	\$6,550.06	\$0.00	\$6,550.06	(\$6,550.06)
902.3100.0243.616.000.822	Classified Insurance	\$0.00	\$504.33	\$0.00	\$504.33	(\$504.33)
902.3100.0410.000.000.822	Consumable Supplies & Materials	\$0.00	\$1,881.00	\$0.00	\$1,881.00	(\$1,881.00)
902.3100.0542.176.000.822	Replacement Equipment Purchase	\$0.00	\$14,600.00	\$0.00	\$14,600.00	(\$14,600.00)
902.3102.0133.616.000.822	Extra Duty - Classified	\$0.00	\$337.64	\$0.00	\$337.64	(\$337.64)
902.3102.0210.616.000.822	PERS	\$0.00	\$100.35	\$0.00	\$100.35	(\$100.35)
902.3102.0220.616.000.822	Social Security Administration	\$0.00	\$25.83	\$0.00	\$25.83	(\$25.83)
902.3102.0231.616.000.822	Worker's Compensation	\$0.00	\$7.95	\$0.00	\$7.95	(\$7.95)
902.4150.0520.249.000.822	Buildings Acquisition	\$2,426,000.00	\$10,323.14	\$754.08	\$11,077.22	\$2,414,922.78
GRAND TOTAL		\$0.00	\$251,967.38	\$40,236.51	\$292,203.89	(\$292,203.89)
End of Report						

**ESSER III
Fund 903
2021-22**

2/2/2022

Revenue

2021-22 Grant Revenue	128,991.62
Other Revenue	-
Remaining ESSER II Grant Amount	8,235,112.58

Total Revenue	8,364,104.20
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Expenditures

2021-22 Expenditures	886,564.65
Encumbrances	737,505.53
Anticipated Exp & Adjustments	-

Total Expenditures	1,624,070.18
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2021-22 Estimated Grant Balance Remaining

6,740,034.02

**\$1.5 Million of the remaining
balance is allocated to the
Seven Oak 6th grade
classroom expansion project**

LEBANON COMMUNITY SCHOOL DISTRICT 9

Grants Management Report

Fiscal Year: 2021-2022

Date Range: 07/01/2021 - 06/30/2022

Fund: 903

FUND: 903

ESSER III

ACCOUNT MASK:

???-????-????-??-??-??

ACCOUNT TYPES: EXPENDITURE, REVENUE

FISCAL YEAR:

Current Year Only

ACCOUNT		BUDGET	EXPEND. AMOUNT	ENCUMBR. AMOUNT	TOTAL AMOUNT	BUDGET BALANCE
903.0000.4500.000.000.822	Restricted Revenue From the F	(\$8,358,242.03)	(\$128,991.62)	\$0.00	(\$128,991.62)	(\$8,229,250.41)
903.1111.0111.251.000.822	Licensed Salaries	\$400,530.00	\$27,293.82	\$95,528.45	\$122,822.27	\$277,707.73
903.1111.0112.149.000.822	Classified Salaries	\$0.00	\$9,152.95	\$12,814.12	\$21,967.07	(\$21,967.07)
903.1111.0112.251.000.822	Classified Salaries	\$0.00	\$17,681.92	\$57,887.92	\$75,569.84	(\$75,569.84)
903.1111.0131.107.000.822	Extra Duty - Licensed	\$0.00	\$15.00	\$0.00	\$15.00	(\$15.00)
903.1111.0133.107.000.822	Extra Duty - Classified	\$0.00	\$851.57	\$0.00	\$851.57	(\$851.57)
903.1111.0133.149.000.822	Extra Duty - Classified	\$0.00	\$777.62	\$0.00	\$777.62	(\$777.62)
903.1111.0133.158.000.822	Extra Duty - Classified	\$0.00	\$115.18	\$0.00	\$115.18	(\$115.18)
903.1111.0133.225.000.822	Extra Duty - Classified	\$0.00	\$5,623.65	\$8,267.90	\$13,891.55	(\$13,891.55)
903.1111.0133.242.000.822	Extra Duty - Classified	\$0.00	\$354.33	\$0.00	\$354.33	(\$354.33)
903.1111.0210.107.000.822	PERS	\$0.00	\$252.32	\$0.00	\$252.32	(\$252.32)
903.1111.0210.149.000.822	PERS	\$0.00	\$2,817.91	\$3,808.34	\$6,626.25	(\$6,626.25)
903.1111.0210.158.000.822	PERS	\$0.00	\$36.27	\$0.00	\$36.27	(\$36.27)
903.1111.0210.225.000.822	PERS	\$0.00	\$1,433.55	\$2,392.67	\$3,826.22	(\$3,826.22)
903.1111.0210.242.000.822	PERS	\$0.00	\$84.92	\$0.00	\$84.92	(\$84.92)
903.1111.0210.251.000.822	PERS	\$119,037.54	\$11,811.34	\$39,936.56	\$51,747.90	\$67,289.64
903.1111.0220.107.000.822	Social Security Administration	\$0.00	\$62.54	\$0.00	\$62.54	(\$62.54)
903.1111.0220.149.000.822	Social Security Administration	\$0.00	\$755.15	\$980.28	\$1,735.43	(\$1,735.43)
903.1111.0220.158.000.822	Social Security Administration	\$0.00	\$8.20	\$0.00	\$8.20	(\$8.20)
903.1111.0220.225.000.822	Social Security Administration	\$0.00	\$422.35	\$617.07	\$1,039.42	(\$1,039.42)
903.1111.0220.242.000.822	Social Security Administration	\$0.00	\$25.07	\$0.00	\$25.07	(\$25.07)
903.1111.0220.251.000.822	Social Security Administration	\$30,232.44	\$3,288.35	\$11,221.21	\$14,509.56	\$15,722.88
903.1111.0231.107.000.822	Worker's Compensation	\$0.00	\$3.26	\$0.00	\$3.26	(\$3.26)
903.1111.0231.149.000.822	Worker's Compensation	\$0.00	\$38.59	\$46.84	\$85.43	(\$85.43)
903.1111.0231.158.000.822	Worker's Compensation	\$0.00	\$0.45	\$0.00	\$0.45	(\$0.45)
903.1111.0231.225.000.822	Worker's Compensation	\$0.00	\$22.01	\$30.47	\$52.48	(\$52.48)
903.1111.0231.242.000.822	Worker's Compensation	\$0.00	\$1.42	\$0.00	\$1.42	(\$1.42)
903.1111.0231.251.000.822	Worker's Compensation	\$1,509.48	\$163.02	\$536.52	\$699.54	\$809.94
903.1111.0235.251.000.822	PFMLI	\$1,053.84	\$0.00	\$0.00	\$0.00	\$1,053.84
903.1111.0242.251.000.822	Licensed Insurance	\$56,124.72	\$6,555.24	\$22,943.34	\$29,498.58	\$26,626.14
903.1111.0243.149.000.822	Classified Insurance	\$0.00	\$13.95	\$19.53	\$33.48	(\$33.48)
903.1111.0243.225.000.822	Classified Insurance	\$0.00	\$2,336.85	\$3,780.83	\$6,117.68	(\$6,117.68)
903.1111.0243.251.000.822	Classified Insurance	\$0.00	\$12,756.06	\$40,180.56	\$52,936.62	(\$52,936.62)

LEBANON COMMUNITY SCHOOL DISTRICT 9

Grants Management Report

Fiscal Year: 2021-2022

Date Range: 07/01/2021 - 06/30/2022

Fund: 903

FUND: 903

ESSER III

ACCOUNT MASK:

???-????-????-???-???-???

ACCOUNT TYPES: EXPENDITURE, REVENUE

FISCAL YEAR:

Current Year Only

ACCOUNT		BUDGET	EXPEND. AMOUNT	ENCUMBR. AMOUNT	TOTAL AMOUNT	BUDGET BALANCE
903.1111.0351.251.000.822	Telephone	\$0.00	\$719.52	\$0.00	\$719.52	(\$719.52)
903.1111.0353.251.000.822	Postage	\$0.00	\$0.97	\$0.00	\$0.97	(\$0.97)
903.1111.0410.000.000.822	Consumable Supplies & Materi	\$50,000.00	\$0.00	\$0.00	\$0.00	\$50,000.00
903.1111.0410.107.000.822	Consumable Supplies & Materi	\$0.00	\$452.85	\$0.00	\$452.85	(\$452.85)
903.1111.0410.149.000.822	Consumable Supplies & Materi	\$0.00	\$202.26	\$0.00	\$202.26	(\$202.26)
903.1111.0410.158.000.822	Consumable Supplies & Materi	\$0.00	\$155.77	\$0.00	\$155.77	(\$155.77)
903.1111.0410.176.000.822	Consumable Supplies & Materi	\$0.00	\$517.58	\$0.00	\$517.58	(\$517.58)
903.1111.0410.225.000.822	Consumable Supplies & Materi	\$0.00	\$59.96	\$0.00	\$59.96	(\$59.96)
903.1111.0410.251.000.822	Consumable Supplies & Materi	\$0.00	\$7,483.11	\$0.00	\$7,483.11	(\$7,483.11)
903.1111.0420.251.000.822	Textbooks	\$0.00	\$5,430.09	\$0.00	\$5,430.09	(\$5,430.09)
903.1111.0470.000.000.822	Computer Software	\$100,000.00	\$15,000.00	\$354.00	\$15,354.00	\$84,646.00
903.1111.0470.107.000.822	Computer Software	\$0.00	\$261.00	\$0.00	\$261.00	(\$261.00)
903.1111.0470.251.000.822	Computer Software	\$0.00	\$573.89	\$0.00	\$573.89	(\$573.89)
903.1111.0480.107.774.822	Computer Hardware	\$100,000.00	\$0.00	\$0.00	\$0.00	\$100,000.00
903.1121.0111.251.100.822	Licensed Salaries	\$0.00	\$7,803.34	\$27,311.65	\$35,114.99	(\$35,114.99)
903.1121.0111.251.110.822	Licensed Salaries	\$126,030.00	\$7,304.50	\$25,565.75	\$32,870.25	\$93,159.75
903.1121.0111.251.120.822	Licensed Salaries	\$171,885.00	\$6,502.66	\$27,469.93	\$33,972.59	\$137,912.41
903.1121.0111.251.180.822	Licensed Salaries	\$121,539.00	\$9,299.84	\$32,549.40	\$41,849.24	\$79,689.76
903.1121.0210.251.100.822	PERS	\$0.00	\$2,319.16	\$8,117.05	\$10,436.21	(\$10,436.21)
903.1121.0210.251.110.822	PERS	\$37,456.23	\$2,170.90	\$7,598.15	\$9,769.05	\$27,687.18
903.1121.0210.251.120.822	PERS	\$51,084.06	\$0.00	\$0.00	\$0.00	\$51,084.06
903.1121.0210.251.180.822	PERS	\$36,121.38	\$2,763.92	\$9,673.70	\$12,437.62	\$23,683.76
903.1121.0220.251.100.822	Social Security Administration	\$0.00	\$569.94	\$1,994.79	\$2,564.73	(\$2,564.73)
903.1121.0220.251.110.822	Social Security Administration	\$9,641.16	\$535.32	\$1,873.62	\$2,408.94	\$7,232.22
903.1121.0220.251.120.822	Social Security Administration	\$12,790.65	\$588.50	\$2,059.76	\$2,648.26	\$10,142.39
903.1121.0220.251.180.822	Social Security Administration	\$9,297.72	\$649.54	\$2,273.39	\$2,922.93	\$6,374.79
903.1121.0231.251.100.822	Worker's Compensation	\$0.00	\$27.38	\$93.15	\$120.53	(\$120.53)
903.1121.0231.251.110.822	Worker's Compensation	\$474.90	\$25.73	\$87.69	\$113.42	\$361.48
903.1121.0231.251.120.822	Worker's Compensation	\$627.39	\$23.32	\$78.94	\$102.26	\$525.13
903.1121.0231.251.180.822	Worker's Compensation	\$456.24	\$31.75	\$109.32	\$141.07	\$315.17
903.1121.0235.251.110.822	PFMLI	\$336.00	\$0.00	\$0.00	\$0.00	\$336.00
903.1121.0235.251.120.822	PFMLI	\$445.53	\$0.00	\$0.00	\$0.00	\$445.53
903.1121.0235.251.180.822	PFMLI	\$324.00	\$0.00	\$0.00	\$0.00	\$324.00

LEBANON COMMUNITY SCHOOL DISTRICT 9

Grants Management Report

Fiscal Year: 2021-2022

Date Range: 07/01/2021 - 06/30/2022

Fund: 903

FUND: 903

ESSER III

ACCOUNT MASK:

???-???-???-???-???-???

ACCOUNT TYPES: EXPENDITURE, REVENUE

FISCAL YEAR:

Current Year Only

ACCOUNT		BUDGET	EXPEND. AMOUNT	ENCUMBR. AMOUNT	TOTAL AMOUNT	BUDGET BALANCE
903.1121.0242.251.100.822	Licensed Insurance	\$0.00	\$2,551.80	\$8,931.30	\$11,483.10	(\$11,483.10)
903.1121.0242.251.110.822	Licensed Insurance	\$45,928.80	\$2,551.80	\$8,931.30	\$11,483.10	\$34,445.70
903.1121.0242.251.120.822	Licensed Insurance	\$23,267.88	\$2,551.80	\$8,931.30	\$11,483.10	\$11,784.78
903.1121.0242.251.180.822	Licensed Insurance	\$11,724.84	\$2,551.80	\$8,931.30	\$11,483.10	\$241.74
903.1121.0355.251.060.822	Printing and Binding	\$0.00	\$39.00	\$0.00	\$39.00	(\$39.00)
903.1121.0410.158.060.822	Consumable Supplies & Materi	\$0.00	\$155.79	\$0.00	\$155.79	(\$155.79)
903.1121.0410.176.060.822	Consumable Supplies & Materi	\$0.00	\$429.17	\$0.00	\$429.17	(\$429.17)
903.1121.0410.249.270.822	Consumable Supplies & Materi	\$0.00	\$1,449.45	\$0.00	\$1,449.45	(\$1,449.45)
903.1121.0410.249.774.822	Consumable Supplies & Materi	\$50,000.00	\$0.00	\$0.00	\$0.00	\$50,000.00
903.1121.0410.251.060.822	Consumable Supplies & Materi	\$0.00	\$1,979.69	\$0.00	\$1,979.69	(\$1,979.69)
903.1121.0470.249.774.822	Computer Software	\$100,000.00	\$0.00	\$0.00	\$0.00	\$100,000.00
903.1121.0480.249.774.822	Computer Hardware	\$50,000.00	\$0.00	\$0.00	\$0.00	\$50,000.00
903.1131.0131.616.050.822	Extra Duty - Licensed	\$0.00	\$5,717.99	\$13,984.20	\$19,702.19	(\$19,702.19)
903.1131.0210.616.050.822	PERS	\$0.00	\$1,699.39	\$831.22	\$2,530.61	(\$2,530.61)
903.1131.0220.616.050.822	Social Security Administration	\$0.00	\$427.06	\$208.87	\$635.93	(\$635.93)
903.1131.0231.616.050.822	Worker's Compensation	\$0.00	\$19.44	\$9.67	\$29.11	(\$29.11)
903.1131.0470.616.050.822	Computer Software	\$0.00	\$98,087.50	\$0.00	\$98,087.50	(\$98,087.50)
903.1250.0111.251.320.822	Licensed Salaries	\$135,972.00	\$0.00	\$0.00	\$0.00	\$135,972.00
903.1250.0220.251.320.822	Social Security Administration	\$10,401.84	\$0.00	\$0.00	\$0.00	\$10,401.84
903.1250.0231.251.320.822	Worker's Compensation	\$508.02	\$0.00	\$0.00	\$0.00	\$508.02
903.1250.0235.251.320.822	PFMLI	\$362.64	\$0.00	\$0.00	\$0.00	\$362.64
903.1250.0242.251.320.822	Licensed Insurance	\$45,928.80	\$0.00	\$0.00	\$0.00	\$45,928.80
903.1250.0410.000.320.822	Consumable Supplies & Materi	\$45,000.00	\$0.00	\$0.00	\$0.00	\$45,000.00
903.1272.0133.149.000.822	Extra Duty - Classified	\$0.00	\$220.63	\$0.00	\$220.63	(\$220.63)
903.1272.0220.149.000.822	Social Security Administration	\$0.00	\$15.31	\$0.00	\$15.31	(\$15.31)
903.1272.0231.149.000.822	Worker's Compensation	\$0.00	\$0.90	\$0.00	\$0.90	(\$0.90)
903.1272.0410.107.000.822	Consumable Supplies & Materi	\$0.00	\$137.16	\$0.00	\$137.16	(\$137.16)
903.1272.0410.149.000.822	Consumable Supplies & Materi	\$0.00	\$1,886.46	\$0.00	\$1,886.46	(\$1,886.46)
903.1272.0410.158.000.822	Consumable Supplies & Materi	\$0.00	\$1,459.77	\$0.00	\$1,459.77	(\$1,459.77)
903.1272.0420.225.000.822	Textbooks	\$0.00	\$1,597.39	\$0.00	\$1,597.39	(\$1,597.39)
903.1272.0470.225.000.822	Computer Software	\$0.00	\$690.00	\$0.00	\$690.00	(\$690.00)
903.1272.0480.107.000.822	Computer Hardware	\$0.00	\$0.00	\$5,665.38	\$5,665.38	(\$5,665.38)
903.1280.0470.636.000.822	Computer Software	\$0.00	\$5,162.50	\$0.00	\$5,162.50	(\$5,162.50)

LEBANON COMMUNITY SCHOOL DISTRICT 9

Grants Management Report

Fiscal Year: 2021-2022

Date Range: 07/01/2021 - 06/30/2022

Fund: 903

FUND: 903

ESSER III

ACCOUNT MASK:

???-????-????-???-???-???

ACCOUNT TYPES: EXPENDITURE, REVENUE

FISCAL YEAR:

Current Year Only

ACCOUNT		BUDGET	EXPEND. AMOUNT	ENCUMBR. AMOUNT	TOTAL AMOUNT	BUDGET BALANCE
903.2120.0111.251.000.822	Licensed Salaries	\$0.00	\$6,084.16	\$21,294.60	\$27,378.76	(\$27,378.76)
903.2120.0210.251.000.822	PERS	\$0.00	\$1,808.20	\$6,328.71	\$8,136.91	(\$8,136.91)
903.2120.0220.251.000.822	Social Security Administration	\$0.00	\$419.08	\$1,466.79	\$1,885.87	(\$1,885.87)
903.2120.0231.251.000.822	Worker's Compensation	\$0.00	\$20.43	\$70.26	\$90.69	(\$90.69)
903.2120.0242.251.000.822	Licensed Insurance	\$0.00	\$1,275.88	\$4,465.58	\$5,741.46	(\$5,741.46)
903.2130.0124.000.000.822	Temporary - Classified (At-Will)	\$0.00	\$15,893.75	\$0.00	\$15,893.75	(\$15,893.75)
903.2130.0210.000.000.822	PERS	\$0.00	\$643.93	\$0.00	\$643.93	(\$643.93)
903.2130.0220.000.000.822	Social Security Administration	\$0.00	\$1,215.90	\$0.00	\$1,215.90	(\$1,215.90)
903.2130.0231.000.000.822	Worker's Compensation	\$0.00	\$56.43	\$0.00	\$56.43	(\$56.43)
903.2210.0113.000.000.822	Administrators	\$0.00	\$34,037.01	\$24,312.09	\$58,349.10	(\$58,349.10)
903.2210.0154.000.000.822	Stipend - Admin	\$0.00	\$1,000.00	\$0.00	\$1,000.00	(\$1,000.00)
903.2210.0210.000.000.822	PERS	\$0.00	\$8,602.54	\$5,766.83	\$14,369.37	(\$14,369.37)
903.2210.0220.000.000.822	Social Security Administration	\$0.00	\$2,680.36	\$1,859.89	\$4,540.25	(\$4,540.25)
903.2210.0231.000.000.822	Worker's Compensation	\$0.00	\$115.75	\$80.40	\$196.15	(\$196.15)
903.2210.0312.000.000.822	Instructional Programs Improve	\$100,000.00	\$0.00	\$0.00	\$0.00	\$100,000.00
903.2210.0470.000.000.822	Computer Software	\$0.00	\$11,332.00	\$0.00	\$11,332.00	(\$11,332.00)
903.2240.0133.000.000.822	Extra Duty - Classified	\$0.00	\$27.97	\$0.00	\$27.97	(\$27.97)
903.2240.0210.000.000.822	PERS	\$0.00	\$8.31	\$0.00	\$8.31	(\$8.31)
903.2240.0220.000.000.822	Social Security Administration	\$0.00	\$1.84	\$0.00	\$1.84	(\$1.84)
903.2240.0231.000.000.822	Worker's Compensation	\$0.00	\$0.10	\$0.00	\$0.10	(\$0.10)
903.2240.0342.000.000.822	Travel, Out of District	\$150,000.00	\$0.00	\$0.00	\$0.00	\$150,000.00
903.2321.0154.000.000.822	Stipend - Admin	\$0.00	\$4,000.00	\$0.00	\$4,000.00	(\$4,000.00)
903.2321.0210.000.000.822	PERS	\$0.00	\$1,466.63	\$0.00	\$1,466.63	(\$1,466.63)
903.2321.0220.000.000.822	Social Security Administration	\$0.00	\$268.31	\$0.00	\$268.31	(\$268.31)
903.2321.0231.000.000.822	Worker's Compensation	\$0.00	\$12.84	\$0.00	\$12.84	(\$12.84)
903.2321.0351.000.000.822	Telephone	\$0.00	\$994.27	\$0.00	\$994.27	(\$994.27)
903.2321.0410.000.000.822	Consumable Supplies & Materi	\$0.00	\$322.78	\$0.00	\$322.78	(\$322.78)
903.2410.0112.251.000.822	Classified Salaries	\$0.00	\$3,881.20	\$14,059.53	\$17,940.73	(\$17,940.73)
903.2410.0133.251.000.822	Extra Duty - Classified	\$0.00	\$536.88	\$0.00	\$536.88	(\$536.88)
903.2410.0156.251.000.822	Stipend - Classified	\$33,000.00	\$0.00	\$0.00	\$0.00	\$33,000.00
903.2410.0210.251.000.822	PERS	\$9,807.84	\$1,313.06	\$2,142.47	\$3,455.53	\$6,352.31
903.2410.0220.251.000.822	Social Security Administration	\$2,491.23	\$337.98	\$551.46	\$889.44	\$1,601.79
903.2410.0231.251.000.822	Worker's Compensation	\$125.01	\$15.79	\$29.18	\$44.97	\$80.04

LEBANON COMMUNITY SCHOOL DISTRICT 9

Grants Management Report

Fiscal Year: 2021-2022

Date Range: 07/01/2021 - 06/30/2022

Fund: 903

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ESSER III

ACCOUNT MASK:

???-????-????-???-???-???

ACCOUNT TYPES: EXPENDITURE, REVENUE

FISCAL YEAR:

Current Year Only

ACCOUNT		BUDGET	EXPEND. AMOUNT	ENCUMBR. AMOUNT	TOTAL AMOUNT	BUDGET BALANCE
903.2410.0235.251.000.822	PFMLI	\$75.81	\$0.00	\$0.00	\$0.00	\$75.81
903.2410.0243.251.000.822	Classified Insurance	\$0.00	\$1.80	\$5.40	\$7.20	(\$7.20)
903.2410.0353.251.000.822	Postage	\$0.00	\$320.00	\$0.00	\$320.00	(\$320.00)
903.2410.0410.000.000.822	Consumable Supplies & Materi	\$25,000.00	\$0.00	\$0.00	\$0.00	\$25,000.00
903.2410.0410.251.000.822	Consumable Supplies & Materi	\$0.00	\$774.55	\$0.00	\$774.55	(\$774.55)
903.2520.0154.000.000.822	Stipend - Admin	\$0.00	\$4,500.00	\$0.00	\$4,500.00	(\$4,500.00)
903.2520.0210.000.000.822	PERS	\$0.00	\$1,477.35	\$0.00	\$1,477.35	(\$1,477.35)
903.2520.0220.000.000.822	Social Security Administration	\$0.00	\$340.06	\$0.00	\$340.06	(\$340.06)
903.2520.0231.000.000.822	Worker's Compensation	\$0.00	\$14.84	\$0.00	\$14.84	(\$14.84)
903.2520.0690.000.000.822	Grant Indirect Charges	\$165,000.00	\$5,092.26	\$0.00	\$5,092.26	\$159,907.74
903.2542.0410.000.000.822	Consumable Supplies & Materi	\$0.00	\$1,447.50	\$0.00	\$1,447.50	(\$1,447.50)
903.2550.0542.000.000.822	Replacement Equipment Purch	\$0.00	\$7,100.50	\$0.00	\$7,100.50	(\$7,100.50)
903.2640.0410.000.000.822	Consumable Supplies & Materi	\$0.00	\$1,224.48	\$0.00	\$1,224.48	(\$1,224.48)
903.2642.0154.000.000.822	Stipend - Admin	\$0.00	\$15,500.00	\$0.00	\$15,500.00	(\$15,500.00)
903.2642.0155.000.000.822	Stipend - Licensed	\$0.00	\$125,850.00	\$0.00	\$125,850.00	(\$125,850.00)
903.2642.0156.000.000.822	Stipend - Classified	\$0.00	\$152,500.00	\$0.00	\$152,500.00	(\$152,500.00)
903.2642.0210.000.000.822	PERS	\$0.00	\$77,172.88	\$0.00	\$77,172.88	(\$77,172.88)
903.2642.0220.000.000.822	Social Security Administration	\$0.00	\$22,448.62	\$0.00	\$22,448.62	(\$22,448.62)
903.2642.0231.000.000.822	Worker's Compensation	\$0.00	\$1,913.65	\$0.00	\$1,913.65	(\$1,913.65)
903.2645.0470.000.000.822	Computer Software	\$0.00	\$14,832.00	\$0.00	\$14,832.00	(\$14,832.00)
903.2660.0316.000.000.822	Data Processing Services	\$0.00	\$2,782.83	\$0.00	\$2,782.83	(\$2,782.83)
903.2660.0380.000.000.822	Non-instructional Professional s	\$0.00	\$0.00	\$33,000.00	\$33,000.00	(\$33,000.00)
903.2660.0386.000.000.822	Data Processing Services	\$0.00	\$5,547.12	\$0.00	\$5,547.12	(\$5,547.12)
903.2660.0470.000.000.822	Computer Software	\$0.00	\$3,784.00	\$0.00	\$3,784.00	(\$3,784.00)
903.2660.0470.149.000.822	Computer Software	\$0.00	\$638.00	\$0.00	\$638.00	(\$638.00)
903.2660.0470.158.000.822	Computer Software	\$0.00	\$3,300.00	\$0.00	\$3,300.00	(\$3,300.00)
903.2660.0470.176.000.822	Computer Software	\$0.00	\$3,025.00	\$0.00	\$3,025.00	(\$3,025.00)
903.2660.0470.242.000.822	Computer Software	\$0.00	\$2,601.00	\$0.00	\$2,601.00	(\$2,601.00)
903.2660.0480.000.000.822	Computer Hardware	\$0.00	\$0.00	\$76,560.00	\$76,560.00	(\$76,560.00)
903.2669.0460.000.000.822	Non-Consumable Items	\$0.00	\$735.56	\$0.00	\$735.56	(\$735.56)
903.2669.0460.149.000.822	Non-Consumable Items	\$0.00	\$839.30	\$0.00	\$839.30	(\$839.30)
903.2669.0460.158.000.822	Non-Consumable Items	\$0.00	\$839.30	\$0.00	\$839.30	(\$839.30)
903.2669.0470.000.000.822	Computer Software	\$0.00	\$1,283.40	\$0.00	\$1,283.40	(\$1,283.40)

LEBANON COMMUNITY SCHOOL DISTRICT 9

Grants Management Report

Fiscal Year: 2021-2022

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ESSER III

ACCOUNT MASK:

???.????.????.????.???.

ACCOUNT TYPES: EXPENDITURE, REVENUE

FISCAL YEAR:

Current Year Only

ACCOUNT		BUDGET	EXPEND. AMOUNT	ENCUMBR. AMOUNT	TOTAL AMOUNT	BUDGET BALANCE
903.3100.0112.000.000.822	Classified Salaries	\$0.00	\$5,223.82	\$13,291.76	\$18,515.58	(\$18,515.58)
903.3100.0112.616.000.822	Classified Salaries	\$0.00	\$4,512.32	\$13,244.67	\$17,756.99	(\$17,756.99)
903.3100.0133.616.000.822	Extra Duty - Classified	\$0.00	\$270.23	\$0.00	\$270.23	(\$270.23)
903.3100.0210.000.000.822	PERS	\$0.00	\$423.86	\$0.00	\$423.86	(\$423.86)
903.3100.0210.616.000.822	PERS	\$0.00	\$776.24	\$1,893.50	\$2,669.74	(\$2,669.74)
903.3100.0220.000.000.822	Social Security Administration	\$0.00	\$309.83	\$783.58	\$1,093.41	(\$1,093.41)
903.3100.0220.616.000.822	Social Security Administration	\$0.00	\$365.86	\$1,013.24	\$1,379.10	(\$1,379.10)
903.3100.0231.000.000.822	Worker's Compensation	\$0.00	\$120.82	\$309.00	\$429.82	(\$429.82)
903.3100.0231.616.000.822	Worker's Compensation	\$0.00	\$112.39	\$309.92	\$422.31	(\$422.31)
903.3100.0243.000.000.822	Classified Insurance	\$0.00	\$3,827.70	\$8,931.30	\$12,759.00	(\$12,759.00)
903.3100.0243.616.000.822	Classified Insurance	\$0.00	\$336.22	\$1,107.93	\$1,444.15	(\$1,444.15)
903.3100.0410.000.000.822	Consumable Supplies & Materials	\$0.00	\$67.43	\$0.00	\$67.43	(\$67.43)
903.3100.0450.000.000.822	Food	\$0.00	\$914.09	\$0.00	\$914.09	(\$914.09)
903.3100.0541.616.000.822	Initial and Additional Equipment	\$0.00	\$5,435.00	\$0.00	\$5,435.00	(\$5,435.00)
903.4150.0520.000.000.822	Buildings Acquisition	\$1,500,000.00	\$0.00	\$0.00	\$0.00	\$1,500,000.00
903.4150.0541.000.000.822	Initial and Additional Equipment	\$500,000.00	\$0.00	\$0.00	\$0.00	\$500,000.00
903.7000.0820.000.000.822	Reserved for Next Year	\$3,916,650.04	\$0.00	\$0.00	\$0.00	\$3,916,650.04
GRAND TOTAL		\$0.00	\$757,573.03	\$737,505.53	\$1,495,078.56	(\$1,495,078.56)

End of Report

Summer Learning Grants
Fund 904
2021-22

2/2/2022

Revenue

2020-21 Grant Revenue	-
2021-22 Grant Revenue	795,001.00

Other Revenue	-
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Remaining Summer School Grant Amount	-
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Total Revenue	<hr/> 795,001.00
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Expenditures

2020-21 Expenditures	8,736.83
2021-22 Expenditures	786,264.17

Encumbrances	-
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Anticipated Exp & Adjustments	-
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Total Expenditures	<hr/> 795,001.00
---------------------------	-------------------------

2021-22 Estimated Grant Balance Remaining	<hr/> - <hr/>
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LEBANON COMMUNITY SCHOOL DISTRICT 9

Grants Management Report

Fiscal Year: 2020-2021

Date Range: 07/01/2020 - 06/30/2021

Fund: 904

FUND: 904

Summer Learning Grants

ACCOUNT MASK:

???-????-????-???-???-???

ACCOUNT TYPES: EXPENDITURE, REVENUE

FISCAL YEAR:

Current Year Only

ACCOUNT		BUDGET	EXPEND. AMOUNT	ENCUMBR. AMOUNT	TOTAL AMOUNT	BUDGET BALANCE
904.0000.3299.000.000.821	Other Restricted Grants-In-Aid	(\$1,503,044.00)	\$0.00	\$0.00	\$0.00	(\$1,503,044.00)
904.1122.0410.249.978.821	Non-Consumable Items	\$0.00	\$2,897.90	\$0.00	\$2,897.90	(\$2,897.90)
904.1400.0130.000.000.821	OPEN	\$200,000.00	\$0.00	\$0.00	\$0.00	\$200,000.00
904.1400.0152.616.979.821	Stipend - Summer School	\$0.00	\$37.50	\$0.00	\$37.50	(\$37.50)
904.1400.0210.000.000.821	PERS	\$70,000.00	\$0.00	\$0.00	\$0.00	\$70,000.00
904.1400.0210.616.979.821	PERS	\$0.00	\$12.22	\$0.00	\$12.22	(\$12.22)
904.1400.0220.000.000.821	Social Security Administration	\$20,000.00	\$0.00	\$0.00	\$0.00	\$20,000.00
904.1400.0220.616.979.821	Social Security Administration	\$0.00	\$2.83	\$0.00	\$2.83	(\$2.83)
904.1400.0231.000.000.821	Worker's Compensation	\$5,000.00	\$0.00	\$0.00	\$0.00	\$5,000.00
904.1400.0231.616.979.821	Worker's Compensation	\$0.00	\$0.14	\$0.00	\$0.14	(\$0.14)
904.1400.0340.000.000.821	Travel	\$15,000.00	\$0.00	\$0.00	\$0.00	\$15,000.00
904.1400.0340.000.978.821	Travel	\$0.00	\$56.56	\$0.00	\$56.56	(\$56.56)
904.1400.0410.000.000.821	Consumable Supplies & Materi	\$100,000.00	\$0.00	\$0.00	\$0.00	\$100,000.00
904.1400.0410.000.978.821	Consumable Supplies & Materi	\$0.00	\$2,696.45	\$0.00	\$2,696.45	(\$2,696.45)
904.1400.0410.000.979.821	Consumable Supplies & Materi	\$0.00	\$974.68	\$0.00	\$974.68	(\$974.68)
904.1400.0410.000.979.822	Consumable Supplies & Materi	\$0.00	\$93.18	\$0.00	\$93.18	(\$93.18)
904.1400.0410.158.978.821	Consumable Supplies & Materi	\$0.00	\$439.15	\$0.00	\$439.15	(\$439.15)
904.1400.0460.000.000.821	Non-Consumable Items	\$50,000.00	\$0.00	\$0.00	\$0.00	\$50,000.00
904.1400.0470.000.000.821	Computer Software	\$20,000.00	\$0.00	\$0.00	\$0.00	\$20,000.00
904.1400.0470.000.978.821	Computer Software	\$0.00	\$72.94	\$0.00	\$72.94	(\$72.94)
904.1400.0640.000.000.821	Dues and Fees	\$20,000.00	\$0.00	\$0.00	\$0.00	\$20,000.00
904.1400.0640.000.978.821	Dues and Fees	\$0.00	\$37.50	\$0.00	\$37.50	(\$37.50)
904.2542.0395.000.000.821	Classified Subs	\$50,000.00	\$0.00	\$0.00	\$0.00	\$50,000.00
904.2542.0395.107.978.821	Classified Subs	\$0.00	\$309.50	\$0.00	\$309.50	(\$309.50)
904.2542.0395.242.978.821	Classified Subs	\$0.00	\$309.50	\$0.00	\$309.50	(\$309.50)
904.2542.0410.000.000.821	Consumable Supplies & Materi	\$100,000.00	\$0.00	\$0.00	\$0.00	\$100,000.00
904.2542.0460.000.000.821	Non-Consumable Items	\$150,000.00	\$0.00	\$0.00	\$0.00	\$150,000.00
904.3102.0112.000.000.821	Classified Salaries	\$20,000.00	\$0.00	\$0.00	\$0.00	\$20,000.00
904.3102.0127.000.978.821	Student Helper Salaries	\$0.00	\$15.00	\$0.00	\$15.00	(\$15.00)
904.3102.0127.000.979.821	Student Helper Salaries	\$0.00	\$72.00	\$0.00	\$72.00	(\$72.00)
904.3102.0133.000.978.821	Extra Duty - Classified	\$0.00	\$273.27	\$0.00	\$273.27	(\$273.27)
904.3102.0133.000.979.821	Extra Duty - Classified	\$0.00	\$139.74	\$0.00	\$139.74	(\$139.74)
904.3102.0210.000.000.821	PERS	\$15,000.00	\$0.00	\$0.00	\$0.00	\$15,000.00

LEBANON COMMUNITY SCHOOL DISTRICT 9

Grants Management Report

Fiscal Year: 2020-2021

Date Range: 07/01/2020 - 06/30/2021

Fund: 904

FUND: 904

Summer Learning Grants

ACCOUNT MASK:

???-???-???-???-???

ACCOUNT TYPES: EXPENDITURE, REVENUE

FISCAL YEAR:

Current Year Only

ACCOUNT		BUDGET	EXPEND. AMOUNT	ENCUMBR. AMOUNT	TOTAL AMOUNT	BUDGET BALANCE
904.3102.0210.000.978.821	PERS	\$0.00	\$68.17	\$0.00	\$68.17	(\$68.17)
904.3102.0210.000.979.821	PERS	\$0.00	\$13.33	\$0.00	\$13.33	(\$13.33)
904.3102.0220.000.000.821	Social Security Administration	\$14,000.00	\$0.00	\$0.00	\$0.00	\$14,000.00
904.3102.0220.000.978.821	Social Security Administration	\$0.00	\$19.52	\$0.00	\$19.52	(\$19.52)
904.3102.0220.000.979.821	Social Security Administration	\$0.00	\$10.50	\$0.00	\$10.50	(\$10.50)
904.3102.0231.000.000.821	Worker's Compensation	\$1,000.00	\$0.00	\$0.00	\$0.00	\$1,000.00
904.3102.0231.000.978.821	Worker's Compensation	\$0.00	\$7.84	\$0.00	\$7.84	(\$7.84)
904.3102.0231.000.979.821	Worker's Compensation	\$0.00	\$5.86	\$0.00	\$5.86	(\$5.86)
904.3102.0395.000.978.821	Classified Subs	\$0.00	\$171.55	\$0.00	\$171.55	(\$171.55)
904.7000.0820.000.000.821	Reserved for Next Year	\$653,044.00	\$0.00	\$0.00	\$0.00	\$653,044.00
GRAND TOTAL		\$0.00	\$8,736.83	\$0.00	\$8,736.83	(\$8,736.83)
End of Report						

**ESSER III
Fund 901
2021-22**

2/2/2022

Revenue

2020-21 Grant Revenue	136,537.52
Other Revenue	-
Remaining ESSER II Grant Amount	-
Total Revenue	<hr/> 136,537.52

Expenditures

2020-21 Expenditures	136,537.52
Encumbrances	-
Anticipated Exp & Adjustments	-
Total Expenditures	<hr/> 136,537.52
2021-22 Estimated Grant Balance Remaining	<hr/> - <hr/>

LEBANON COMMUNITY SCHOOL DISTRICT 9

Grants Management Report

Fiscal Year: 2020-2021

Date Range: 07/01/2020 - 06/30/2021

Fund: 901

FUND: 901

GEER Grant

ACCOUNT MASK:

??? ????? ????? ??? ???

ACCOUNT TYPES: EXPENDITURE, REVENUE

FISCAL YEAR:

Current Year Only

ACCOUNT		BUDGET	EXPEND. AMOUNT	ENCUMBR. AMOUNT	TOTAL AMOUNT	BUDGET BALANCE
901.0000.4500.000.000.821	Restricted Revenue From the F	\$0.00	(\$136,537.52)	\$0.00	(\$136,537.52)	\$136,537.52
901.2210.0310.000.000.821	Instructional, Professional and T	\$0.00	\$10,900.00	\$0.00	\$10,900.00	(\$10,900.00)
901.2210.0470.000.000.821	Computer Software	\$0.00	\$41,435.00	\$0.00	\$41,435.00	(\$41,435.00)
901.2660.0380.000.000.821	Non-instructional Professional s	\$0.00	\$1,472.52	\$0.00	\$1,472.52	(\$1,472.52)
901.2660.0470.000.000.821	Computer Software	\$0.00	\$14,353.79	\$0.00	\$14,353.79	(\$14,353.79)
901.2660.0480.000.000.821	Computer Hardware	\$0.00	\$68,376.21	\$0.00	\$68,376.21	(\$68,376.21)

GRAND TOTAL		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
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End of Report

Agenda Item 7

LBL ESD Local Service Plan Update for 2022-23

Linn Benton Lincoln Education Service District

LOCAL SERVICE PLAN

2021-2023



LBL ESD serves districts, schools and students by providing equitable, flexible and effective educational services through economy of scale.

Updated for 2022-2023

905 4th Avenue SE, Albany, Oregon 97321-3199 - 541-812-2600 - www.lblesd.k12.or.us

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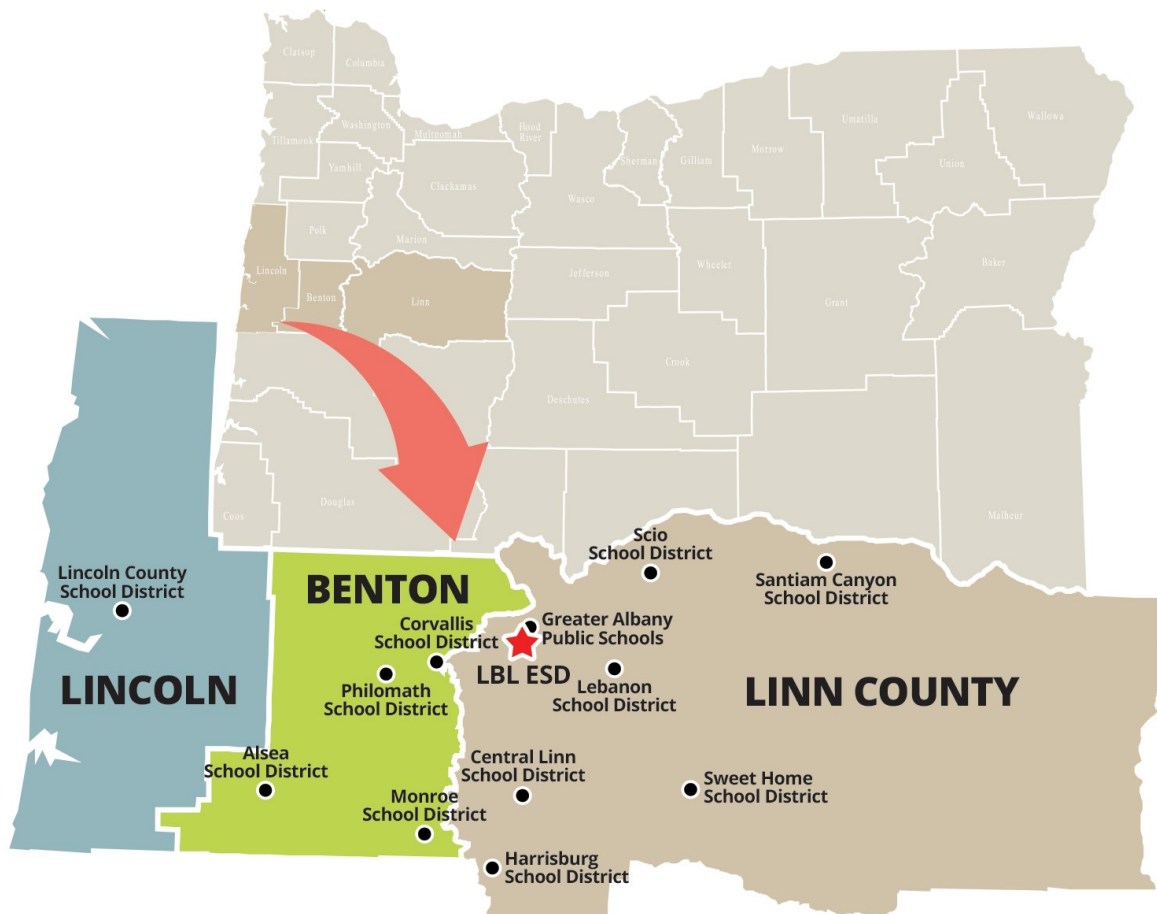
Serving the Counties of Linn, Benton, Lincoln, and Beyond!

Linn Benton Lincoln Education Service District (LBL) serves educational agencies, districts, and schools across the state with high-quality services and programs that are practical, reliable, and economical. LBL has a distinguished reputation for supporting educational excellence and equity, working cooperatively with educators and educational agencies, and effecting productive solutions that help schools, teachers, students, and families meet Oregon's educational goals.

LBL comprises 12 component districts and over 100 schools with approximately 37,000 students in Linn, Benton, and Lincoln counties. LBL also

serves students and districts elsewhere in Oregon through grants and contracts. Its governance structure includes a seven-member Board.

LBL is one of 19 Education Service Districts in Oregon that serve all 36 counties. The purpose of Oregon's Education Service Districts is defined in Oregon Revised Statute (ORS) 334.005. Education Service Districts assist school districts and the State of Oregon in achieving Oregon's education goals by providing equitable education opportunities for all of Oregon's public school students.



Education Service Districts (ESDs) originated in Oregon's first laws establishing a general system of common schools. Through the history of Oregon's regional services system, local governances and state statues concerning the mission of ESDs has remained somewhat constant: "Education Service Districts assist school districts and the State of Oregon in achieving Oregon's education goals by providing excellent and equitable educational opportunities for all Oregon public school students."



ORS 334.005 defines the mission, purpose, and accountability of an ESD. The mission of education service districts is to assist school districts and the Department of Education in achieving Oregon's educational goals by providing equitable, high quality, cost-effective, and locally responsive educational services at a regional level.

An education service district plays a key role in:

- Ensuring an equitable and excellent education for all children in the state;
- Implementing the Oregon Educational Act for the 21st Century;
- Fostering the attainment of high standards of performance by all students in Oregon's public schools;
- Facilitating interorganizational coordination and cooperation among education, social service, health care, and employment training agencies.

(Continued on page 6)

Per ORS 334.175, Education Service Districts must provide regionalized core services in the following areas:

- Programs for children with special needs, including but not limited to special education services and services for at-risk students.
- Technology support for component school districts and the individual technology plans for those districts, including but not limited to technology infrastructure services, data services, instructional technology services, and distance learning.
- School improvement services for component school districts, including but not limited to:
 1. Services designed to support component school districts in meeting the requirements of state and federal law;
 2. Services designed to allow the education service district to participate in and facilitate a review of the state and federal standards related to the provision of a quality education by component school districts;
 3. Services designed to support and facilitate continuous school improvement planning;
 4. Services designed to address schoolwide behavior and climate issues;
 5. Services designed to support career and technical education.
- Administrative and support services for component school districts, including but not limited to services designed to consolidate component school district business functions, liaison services between the Department of Education and component school districts, and registration of children being taught by private teachers, parents, or legal guardians pursuant to ORS 339.035.

An education service district may provide entrepreneurial services to public and private entities and to school districts that are not component school districts of the education service district with the approval of the constituent districts through their approval of the Local Service Plan.



We believe that every student, staff and community partner should be treated equitably. Our focus is to eliminate disparities among all groups.

Purpose:

Provide a common vocabulary and protocol to produce and evaluate policies, practices, processes, programs, services or decisions that result in more equitable outcomes.

Procedure:

Consider the following four questions for any policy, practice, process, program, service or decision:

- 1 **Who Does It Impact?**
 - ☐ Who are the racial/ethnic groups affected?
 - ☐ What are the potential impacts on these groups?
- 2 **Who Has the Opportunities and is Included and Who is Not?**
 - ☐ Are existing disparities ignored or worsened?
 - ☐ Are there unintended consequences?
- 3 **Whose Voices Are at the Table?**
 - ☐ Have we intentionally involved our partners?
- 4 **What Can We Do About It?**
 - ☐ How will we mitigate the negative impacts and address the barriers identified above?

Equity:

Just and fair inclusion. An equitable society is one in which all can participate and prosper to allow all to reach their full potential.





Mission

Linn Benton Lincoln Education Service District serves districts, schools, and students by providing equitable, flexible, and effective educational services through economy of scale.



Vision

To be a responsive and transparent organization that supports districts by embracing continuous improvement in helping every child succeed.



Values

Success for all students and their districts.

Relationships built on trust, responsiveness, and honesty.

The four “E”s of Excellence, Equity, Efficiency, and Effectiveness.

Accountability.

Goals and Board Objectives

Goal 1

Support success for all students and their districts by delivering excellent, equitable, efficient, and cost effective services.

Board Objective 1

Pursue innovation through service delivery, evaluation and improvement, staff development, and the use of technology.

Goal 2

Foster positive relationships by strengthening communication within the ESD, with school districts, other organizations, and communities.

Board Objective 2

Continue to enhance positive relationships and effective communication with LBL ESD employees, school districts, and communities.

Goal 3

Continue long-term financial stability.

Board Objective 3

Maintain a long-term financial plan with guidelines and philosophy that includes contingencies for economic changes.

Board of Directors



Jean Wooten
Zone 1
Term Expires: 6/30/2025



Roger Irvin
Zone 2
Term Expires: 6/30/2025



Frank Bricker
Zone 3
Term Expires: 6/30/2025



Penny York
Zone 4
Term Expires: 6/30/2023



Amy Vctor
Zone 5
Term Expires: 6/30/2023

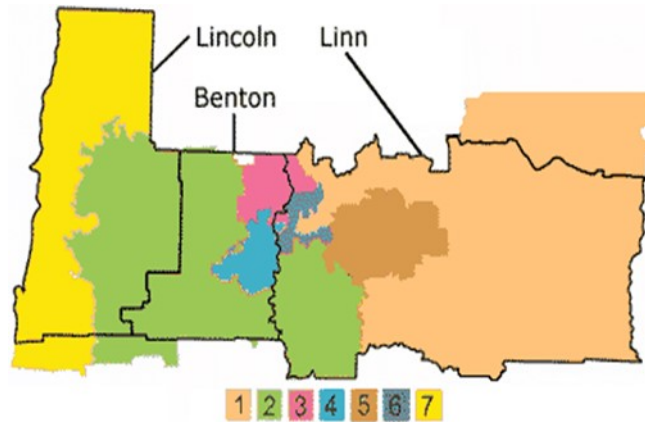


Miriam Cummins
Zone 6
Term Expires: 6/30/2023



David Dunsdon
Zone 7
Term Expires: 6/30/2023

Board Zones



Zone 1

Greater Albany (NE & E Albany),
Sweet Home, Central Linn, Scio,
Santiam Canyon

Zone 2

Central Linn, Harrisburg,
Monroe, Alsea (town),
Philomath, Lincoln Co. Schools
(East County)

Zone 3

Corvallis (North), Greater
Albany

Zone 4

Corvallis (South), Philomath

Zone 5

Lebanon

Zone 6

Greater Albany

Zone 7

Lincoln County, Alsea (all but
town of Alsea)

Budget Committee

TBD

Zone 1

Sarah Finger McDonald

Zone 4

Term Expires: 6/30/2024

TBD

Zone 7

Sarah Fay

Zone 2

Term Expires: 6/30/2022

TBD

Zone 5

Jim Gourley

At Large

Term Expires: 6/30/2022

Tina Baker

Zone 3

Term Expires: 6/30/2022

TBD

Zone 6

Cabinet Members



Tonja Everest
Superintendent



Jason Hay
Assistant Superintendent



Jackie Olsen
Chief Financial Officer



Kate Marrone
Chief Human Resources Officer



Francisco Zavala
Chief Information and Technology Officer



Rhonda Allen
Business Services



Angie Greenwood
Cascade Regional
Inclusive Services



Debbie McPheeters
Early Intervention / Early
Childhood Special Ed.



Autumn Belloni
Early Intervention / Early
Childhood Special Ed.



Kimberly McCutcheon-Gross
Early Intervention / Early
Childhood Special Ed.



Cathy Wright
Long Term Care and
Treatment Education



Laura Petschauer
Special Education and
Evaluation Services



Nancy Griffith
Strategic Partnerships



Kristina Wonderly
Strategic Partnerships



Tim Jones
Technology and
Information Services



Alsea 7J

P.O. Box B
301 South 3rd Street
Alsea, OR 97324

Superintendent: Marc Thielman

<http://alsea.k12.or.us/>

Phone: 541-487-4305



Central Linn 552C

P.O. Box 200
32433 Highway 228
Halsey, OR 97348

Superintendent: Candace Pelt

<http://centrallinn.k12.or.us/>

Phone: 541-369-2813



Corvallis 509J

1555 SW 35th Street
Corvallis, OR 97333

Superintendent: Ryan Noss

<https://www.csd509j.net/>

Phone: 541-757-5841



Greater Albany 8J

718 Seventh Avenue SW
Albany, OR 97321

Superintendent: Rob Saxton

<https://albany.k12.or.us/>

Phone: 541-967-4511



Harrisburg #7

P.O. Box 208
865 LaSalle Street
Harrisburg, OR 97446

Superintendent: Bryan Starr

<https://www.harrisburg.k12.or.us/>

Phone: 541-995-6626 ext. 1



Lebanon Community #9

485 S Fifth Street
Lebanon, OR 97355

Superintendent: Bo Yates

<http://lebanon.k12.or.us/>

Phone: 541-451-8511



Lincoln County

1212 NE Fogarty Street
Newport, OR 97365

Superintendent: Dr. Karen Gray

<https://lincoln.k12.or.us/>

Phone: 541-265-9211



Monroe 1J

365 N 5th Street
Monroe, OR 97456

Superintendent: Bill Crowson

<https://monroe.k12.or.us/>

Phone: 541-847-6292



Philomath 17J

1620 Applegate Street
Philomath, OR 97370

Superintendent: Susan Halliday

<https://www.philomathsd.net/>

Phone: 541-929-3169



Santiam Canyon 129J

P.O. Box 197
150 SW Evergreen Street
Mill City, OR 97360

Superintendent: Todd Miller

<http://santiam.k12.or.us/>

Phone: 503-897-2321



Scio 95

38875 NW First Avenue
Scio, OR 97374

Superintendent: Steve Martinelli

<https://scio.k12.or.us/>

Phone: 503-394-3261



Sweet Home 55

1920 Long Street
Sweet Home, OR 97386

Superintendent: Lisa Riggs

<http://sweethome.k12.or.us/>

Phone: 541-367-7126



September/October

Visit and interview districts to discuss service level satisfaction, LBL performance measures, and emerging needs. Survey electronically as needed.



October/November

Present VCSA draft resolution Local Service Plan for the next biennium. Review/revise the Local Service Plan as described under ORS 334.175(1) with input from Superintendents.



November

VCSA Superintendents finalize the Local Service Plan services and agreements resulting in recommendation of the LBL Local Service Plan to the LBL Board of Directors and component school districts.



December

The recommended LBL Local Service Plan will be provided to the LBL Board of Directors for adoption for the biennium. By statute, the Local Service Plan must be approved by districts each year.



January/February

After being adopted by the LBL Board of Directors, the Local Service Plan is approved on or before March 1 by resolution of two-thirds of the component school districts representing more than 50% of the students in the LBL region. Adoption by component district boards shall occur before March 1.



March

Notify LBL staff of changes in service requirements as established in the Local Service Plan.



April/May

LBL acquires the necessary staffing, equipment, and technology and other resources to deliver the services required or services are brokered through other sources.

Resolution Service Allocation

At least 90% of the annual State School Fund (SSF), property tax, and other qualifying resources allocated to LBL will be expended on resolution services. Services will be provided on a two-tiered basis.

Tier 1 Resolution Services

Tier 1 includes services that are available to all 12 districts and are determined as being essential to all districts. Approval to sustain or add a Tier 1 service occurs with a positive vote of two-thirds of the districts, representing over 50% of the students, based on the final ADMr from the 2019-2020 fiscal year as provided by the Oregon Department of Education in May of 2021. The emphasis in Tier 1 is on achieving the greatest economies of scale and assuring equity of access. Tier 1 services are fully funded from the 90% SSF allocation. Service decisions are made for a two year period. However, if a service is provided through a contract that LBL holds with a third party vendor, the term of that contract will take precedence. Current Tier 1 services include:

- Business Information Services
- InTouch Student Receipting Software
- Forecast5 Software
- Courier
- Student Information System Suite: General Student Records, Gradebook, Attendance, Schedule, Online Registration, Data Warehouse Analytics, Systems Analysts, and Help Desk Support
- PowerSchool Special Education Records Systems
- Network Support Services including Wide Area Network Operation
- Special Education and Evaluation Services (School Psychologists, Speech Language Pathologists, and other special education assessment personnel)
- Early Childhood Special Education Evaluation
- Audiology Evaluation
- Occupational Therapy
- Physical Therapy
- Augmentative Communication Services
- Severe Disabilities: Support and consultation for students
- Student and Family Support Services
- Home School: Registration and assessment tracking

Tier 2 Resolution Services

Once Tier 1 funds are allocated, the remaining balance is used for Tier 2 services. Tier 2 funds are allocated based on the average of the last 3 years of actual ADMw. For the 2021-2022 fiscal year, ADMw from FY17/18, FY18/19 and FY19/20 will be used. For the 2022-2023 fiscal year, ADMw from FY18/19, FY19/20 and FY21/22 will be used. The amount is rounded to the nearest tenth of a percentage, not less than 1%. This allows LBL and its component school districts will stay within the constraints of the agreements, yet provide flexibility in the use of funds.

It is further agreed:

Changes in Tier 2 resolution services are negotiated by each district between the LBL Superintendent and the component school district Superintendent based on individual needs and within the following criteria:

- Assist component school districts in meeting requirements of state and federal law
- Improve student learning
- Enhance the quality of instruction provided to students
- Provide professional development to component school district employees
- Enable component school districts and the students who attend schools in those districts to have equitable access to resources
- Maximize operational and fiscal efficiencies for component school districts

- Service decisions will be made prior to May 1st of each year when possible
- Estimates of available resolution funding will be provided in April of each year

While every attempt is made to achieve economies of scale in Tier 2, the emphasis is on customizing a service package for each district. Tier 2 services do not require participation by a certain number of school districts. The emphasis is on the development of consortia of districts utilizing a given service. These consortia may, and most likely will, utilize a variety of funding resources, including resolution service resources, to fund services. The cost of Tier 2 services will be based on the districts ADMr where applicable. Up to 50% of the district's allocated Tier 2 resources may be used to acquire services from sources other than LBL if the service is not provided by LBL, based on the above criterion. Individual districts will determine Tier 2 services of Charter Schools.

Amendments to the Local Service Plan

If the component school districts approve an amendment to a Local Service Plan, the board of the education service district may amend a Local Service Plan that has been previously adopted by the LBL Board and approved by the Boards of component school districts.

ADMw that is used to calculate resource distribution for the 2021-2023 Local Service Plan are as follows:

(Continued on page 18)

Enrollment for the 2021-2023 Biennium

Tier 2 funds are allocated based on the average of the last 3 years of actual ADMw. ADMw from the previous three years will be used. This information is provided below.

3 Year Actual ADMw and Allocation of Tier 2 Funds for FY21/22

District	2017-2018 ADMw	2018-2019 ADMw	2019-2020 ADMw	3 Year Average	% of Total ADMw	% Allocation of Tier 2 Funds
Alsea	335.3	465.9	465.9	422.4	0.9%	1.0%
Central Linn	826.9	844.4	844.4	838.6	1.9%	1.9%
Corvallis	7,942.1	7,942.1	7,847.5	7,910.6	17.6%	17.6%
Greater Albany	11,240.5	11,167.7	11,030.2	11,146.1	24.8%	24.7%
Harrisburg	1,096.3	1,044.7	1,029.5	1,056.8	2.4%	2.4%
Lebanon	4,939.0	4,937.8	4,928.5	4,935.1	11.0%	11.0%
Lincoln County	6,996.0	7,003.4	7,030.0	7,009.8	15.6%	15.6%
Monroe	613.9	592.0	531.4	579.1	1.3%	1.3%
Philomath	1,931.9	1,931.9	1,939.8	1,934.5	4.3%	4.3%
Santiam Canyon	5,260.0	5,458.0	5,458.0	5,392.0	12.0%	12.0%
Scio	964.1	970.0	1,073.0	1,002.4	2.2%	2.2%
Sweet Home	2,726.7	2,734.3	2,734.3	2,731.8	6.1%	6.1%
	44,872.7	45,092.2	44,912.5	44,959.1	100%	100%

3 Year Actual ADMw and Allocation of Tier 2 Funds for FY22/23

District	2018-2019 ADMw	2019-2020 ADMw	2020-2021* ADMw	3 Year Average	% of Total ADMw	% Allocation of Tier 2 Funds
Alsea	465.9	465.9	853.6	595.1	1.3%	1.3%
Central Linn	844.4	844.4	822.9	837.2	1.8%	1.8%
Corvallis	7,942.1	7,847.5	7,770.5	7,853.4	17.1%	17.1%
Greater Albany	11,167.7	11,030.2	11,050.5	11,082.8	24.1%	24.1%
Harrisburg	1,044.7	1,029.5	1,021.5	1,031.9	2.2%	2.2%
Lebanon	4,937.8	4,928.5	4,911.0	4,925.8	10.7%	10.7%
Lincoln County	7,003.4	7,030.0	7,037.5	7,024.6	15.3%	15.3%
Monroe	592.0	531.4	497.3	540.2	1.2%	1.2%
Philomath	1,931.9	1,939.8	1,939.8	1,937.2	4.2%	4.2%
Santiam Canyon	5,458.0	5,458.0	6,010.3	5,642.1	12.3%	12.3%
Scio	970.0	1,073.0	3,137.0	1,726.7	3.8%	3.8%
Sweet Home	2,734.3	2,734.3	2,711.2	2,726.6	5.9%	5.9%
	45,092.2	44,912.5	47,763.1	45,923.6	100%	100%

*2020-2021 is estimated based on the last estimate from ODE, dated 5/1/21

The amount is rounded to the nearest tenth of a percentage, not less than 1%. This allows LBL and its component school districts to stay within the constraints of the agreement, yet provide flexibility in the use of funds.





SPECIAL EDUCATION SERVICES

Audiology Screening and Augmentative Communication

Service: Audiology Screening and Augmentative Communication

Program: Cascade Regional Inclusive Services

How It's Funded: Tier 1

Total FTE: 1.73 FTE

Contact: Angie Greenwood

Hearing screenings are provided to all students in kindergarten, 1st and 3rd grades who attend public schools. A child who fails two hearing screenings is then referred to the audiologist for an audiology evaluation. Testing may include: otoscopy, acoustic emittance testing, standard air and bone conduction audiometry,

speech audiometry, and otoacoustic emissions



Augmentative Communication



Service: Augmentative Communication

Program: Cascade Regional Inclusive Services

How It's Funded: Tier 1

Total FTE: 4.6 FTE

Contact: Angie Greenwood

Students who have an existing special education program, demonstrate significant difficulty communicating, and need a specialized system to support their education program are referred to augmentative communication specialists. The goal of the specialists is to support school staff in creating and supporting student communication opportunities throughout the school day/week- infusing communication training in daily tasks and routines.

Early Childhood Special Education Evaluation

Service: Early Childhood Special Education Evaluation

Program: Early Intervention/
Early Childhood Special Education

How It's Funded: Tier 1

Total FTE: 6.5 FTE

Contact: Debbie McPheeters,
Autumn Belloni, and Kimberly
McCutcheon-Gross

LBL early intervention specialists provide evaluations for students from birth to 5 who are suspected of having a developmental delay, including problems in how they see, hear, talk, walk, respond to others, play or learn. Families, child care providers, preschools, physicians, and community agencies can all refer students to the program. Students who are found to have a developmental delay or disability are provided an

Individualized Family Service Plan (IFSP). An IFSP is a plan of services individualized for each child and family and include the child's abilities and needs, services for the child and family, family outcomes related to the child's needs and goals, and objectives reflecting both the child's developmental and special education needs.



Occupational Therapy

Mild/Moderate occupational therapy in the educational setting supports school staff toward the collaborative implementation of student and children's educational goals. Providers assist in the implementation of Individual Family Service Plan (IFSP) and Individual Education Program (IEP) goals with a focus on adaptations and functional skills that promote progress toward those goals.

Service: Occupational Therapy
Program: Cascade Regional
Inclusive Services
How It's Funded: Tier 1 and Tier 2
Total FTE: 10.6 FTE
Contact: Angie Greenwood



Providers give direct consultation to school staff and early intervention families for children eligible for services. Classroom teachers and interventionists are assisted with program development and interpretation of medical information. In-service training opportunities are available to enhance knowledge and understanding of issues impacting children's progress towards IFSP or IEP goals.

Physical Therapy

Service: Physical Therapy
Program: Cascade Regional Inclusive Services
How It's Funded: Tier 1 and Tier 2
Total FTE: 4.6 FTE
Contact: Angie Greenwood

Physical therapists play an important role in both developing standards for school staff to assist students with gross motor deficits and in developing health care protocols to ensure safety, availability, accessibility, and self-



care in the school environment. A library of equipment is available for loan including assistive technology, positioning equipment, recreational equipment, and mobility aids. Providers give direct consultation to school staff and early intervention families for children eligible for services. Classroom teachers and interventionists are assisted with program development and interpretation of medical information. In-service training opportunities are available to enhance knowledge and understanding of issues impacting children's progress toward Individual Family Service Plan (IFSP) or Individual Education Program (IEP) goals.

School Psychological Services



Service: School Psychological Services
Program: Special Education and Evaluation Services
How It's Funded: Tier 1 and Tier 2
Total FTE: 15.4 FTE
Contact: Laura Petschauer

School psychologists provide evaluation and consultation services to component districts. The school psychologists complete some evaluations in their assigned districts and also lead more complex team evaluations (such as Autism Spectrum Disorder and Culturally and Linguistically Diverse evaluations) that take place in the ESD's testing center. Additionally, school psychologists provide consultation services in a wide range of areas such as systems development, academic interventions and behavioral supports for both general education and special education students, evaluation planning, as well as legal compliance.

Severe Disability Services

Service: Severe Disability Services

Program: Special Education and Evaluation Services

How It's Funded: Tier 1

Total FTE: 1.6 FTE

Contact: Laura Petschauer

Consultants provide support on instructional programming for students with moderate to severe intellectual disabilities, financial support, and access to an extensive lending library with materials that target the educational needs of students with moderate to severe intellectual disabilities. Services are provided by a program consultant which include the following resources: coordinates library purchases and

distributes list of available materials, provides districts with or helps districts find technical assistance and materials identified in goals and objectives, visits each district monthly to observe programs and to provide consultation, serves as regional qualified trainer for Extended Assessment, and maintains an iPad loaded with educational apps for teacher preview.



Spanish Interpreter and Translation Services

Interpretation (oral) and translation (written) services in Spanish for school-related activities and meetings/services related to special education are offered through the Special Education and Evaluation Services program. The interpreter/translator services include interpreting at special education meetings and providing exact

translation of all school-related materials and forms, including but not limited to: evaluation reports, education forms, and parent communications. Staff can attend special education meetings to provide interpretation. This service also supports the Culturally and Linguistically Diverse (CLD) evaluations conducted per district request.

Service: Spanish Interpreter and Translation Services

Program: Special Education and Evaluation Services

How It's Funded: Tier 1 and Tier 2

Total FTE: 2.0 FTE

Contact: Laura Petschauer



Special Education Collaborative

Service: Special Education Collaborative

Program: Special Education and Evaluation Services

How It's Funded: Tier 2

Total FTE: 0.85 FTE

Contact: Laura Petschauer

The Special Education Collaborative consists of five component districts who coordinate service and professional development needs through the ESD's learning consultants and school psychologists to maximize the support of district teachers and administrators. The collaborative services and supports include, but are not limited to the following: consultation on special education paperwork development, Individualized Education Plan (IEP) preparation, action plan

and system development, short professional development for individuals or groups of teachers, Oregon Department of Education (ODE) guidance and sharing of ODE resources, Systems Performance Review & Improvement (SPR&I) procedures, and review and maintaining the Electronic Special Education Manual (EMAN).



Special Education Evaluation Services

The Special Education and Evaluation Services (SEES) program offers support to students across the broad range of services, including: system development for general education interventions in academics and behavior, evaluations for Special Education identification, psychologists, speech language pathologists and educational consultants services, interpreter and translator services

Service: Special Education Evaluation Services

Program: Special Education and Evaluation Services

How It's Funded: Tier 1

Total FTE: 20.54 FTE

Contact: Laura Petschauer



in Spanish, Response to Intervention (RTI) systems consultation and training, professional development on research based initiatives, special education law and current practices in evaluation by SEES staff, and guests brought in and sponsored through SEES.

Speech/Language Services

Service: Speech Language Services

Program: Special Education and Evaluation Services

How It's Funded: Tier 2

Total FTE: 7.0 FTE

Contact: Laura Petschauer

Speech Language Pathologists (SLPs) provide speech and language services in Tier 1 evaluations as well as a direct service for districts to address students with a speech language impairment that adversely impact their educational performance.

As a Tier 1 service, speech language pathologists work with the evaluation teams to help identify and evaluate students with a suspected speech language impairment, suspected Autism

Spectrum Disorder, or to help teams identify a language difference due to an English language proficiency rather than a disorder for students who are bilingual.

As a Tier 2 service, districts are able to purchase FTE to support direct services within districts. Services include improving communication skills for students coping with difficulties in learning to listen, speak, read and/or write. SLPs serving in the schools case manage students who are identified with an eligibility of a speech language impairment as well as serve on intervention teams to help determine appropriate next steps for students who may be struggling with speech and/or language. SLPs may work with students under all disability categories and provide services under Specially Designed Instruction (SDI), related service, and/or consultation. These services may include articulation, receptive language, expressive language, social language, fluency, voice, Augmentative and Alternative Communication (AAC), and support for hearing loss.





TECHNOLOGY SUPPORT SERVICES

Business Information System (BIS)

Service: Business Information System (BIS)

Program: Business Services

How It's Funded: Tier 1 and Tier 2

Total FTE: 3.81 FTE

Contact: Jackie Olsen

Infinite Visions is a fully integrated solution for financial and personnel management. It is comprised of integrated financial, human resources, payroll, purchasing, warehouse and fixed asset applications. Designed specifically for schools, Infinite Visions is a true K-12 multi-fund, modified accrual accounting system, both Generally Accepted Accounting Principles (GAAP) and Government Account Standards Board (GASB) compliant, offering full Microsoft

Office integration, drill-down capabilities, expert state reporting, customizable data sorting, and comprehensive reporting. The Infinite Visions suite also includes integrated applications such as the iVisions Web Portal that brings the power of Infinite Visions to every employee's desktop for both employee self-services and school site functionality. LBL provides level 1 customer support to districts and acts as a liaison between Tyler Technologies and districts. Customer support includes problem solving, training, facilitation of user groups, and upgrades and maintenance to each district database.



Cyber Safety

In the last year over 1000 schools have been negatively impacted by ransomware and many more have had breaches that resulted in stolen data. These attacks can cost districts in excess of one million dollars to rectify. Due to this uptick in cyber related attacks many cyber insurance carriers have increased their requirements for

Service: Cyber Safety

Program: Technology and Information Services

How It's Funded: Tier 1

Total FTE: 1.0 FTE

Contact: Francisco Zavala



coverage. Cyber safety services are designed to help districts assess compliance with insurance requirements and improve their security posture. Cyber safety engineers can work with districts to create a complete security profile and make recommendations on how best to protect the district from malicious actors. While no amount of preparation can prevent all cyber attacks, the cyber safety services can help to lessen the impact in the case of the cyber attack.

Data Integrations

Service: Data Integrations
Program: Technology and Information Services
How It's Funded: Tier 2
Total FTE: 0.2 FTE
Contact: Francisco Zavala



Data integration services offer the ability to integrate LBLEDSD hosted applications with a variety of third party vendors, including but not limited to Destiny, MealTime, Canvas, Google and School Messenger. Integrations can be configured, implemented and monitored for proper transmission of data.

Desktop Support



Service: Desktop Support
Program: Technology and Information Services
How It's Funded: Tier 2
Total FTE: 2.0 FTE
Contact: Francisco Zavala

Computer support technicians (desktop support) offer support to users who are experiencing problems with their individual desktop computers or software. Assistance is provided to computer users by answering questions and resolving technical problems related to computer equipment and software. They may install or update required hardware and software, and recommend computer products or equipment to improve district productivity.

Forecast5

Service: Forecast5 License
Program: Business Services
How It's Funded: Tier 1
Total FTE: 0.0 FTE
Contact: Jackie Olsen

FORECAST5[®]

ANALYTICS

Tier 1 funds support the purchase of Forecast5 licenses for 3 products: 5Cast, 5Cast *Plus* and 5Sight. A statewide contract with Forecast5 provides technical support, regional trainings, and report development.

Internet Access

Internet access (ISP) service is available to provide districts with reliable high speed internet secured by a high availability firewall pair and optional content filtering. Network devices and facilities required to deliver ISP service are housed and maintained in the LBL data center facility. This secure facility provides an environment that includes high-capacity cooling and emergency power capabilities.



Service: Internet Access
Program: Technology and Information Services
How It's Funded: Tier 1 and Tier 2
Total FTE: 0.25 FTE
Contact: Francisco Zavala

InTouch Receipting Software

Service: InTouch Receipting Software
Program: Business Services
How It's Funded: Tier 1
Total FTE: 0.21 FTE
Contact: Jackie Olsen

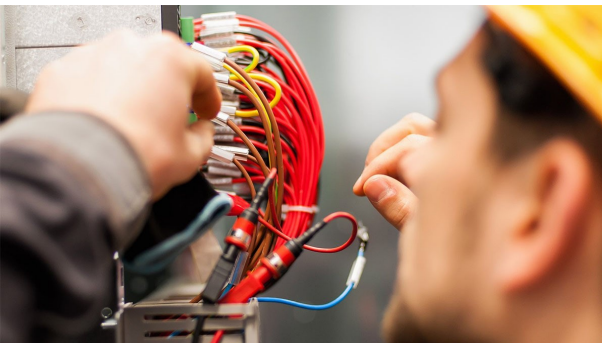


InTouch is a comprehensive cash receipting software specifically developed for K-12 schools that provides information in real-time. Tier 1 funds support the purchase of licenses for InTouch software and LBL staff provide level 1 support and training to districts. The software acts as a point of sale, manages students fees, tracks donations and payments for fundraisers, and provides comprehensive reporting.

Low Voltage

Low-voltage electrical work requires a licensed (journeyman) staff who can provide design, installation, maintenance, replacement and repair of electrical systems under 100 volts. Services include any kind of device that connects through the internet, such as telephone systems, climate controls, and even clocks. This service and other

Service: Low Voltage
Program: Technology and Information Services
How It's Funded: Tier 2
Total FTE: 1.0 FTE
Contact: Francisco Zavala



related network consulting services are offered economically and with a clear understanding of district needs and the best time to complete work within a school calendar. As school districts replace older technology equipment, they need to update their existing CAT-3/4/5 cabling with newer CAT-5+ or CAT-6.

Network Management

Service: Network Management

Program: Technology and Information Services

How It's Funded: Tier 1 and Tier 2

Total FTE: 2.0 FTE

Contact: Francisco Zavala

Network technicians provide support for your district's local and wide area networks which includes troubleshooting, patching, configurations and monitoring. Technicians maintain and provide consultation on network equipment such as



switches, routers, firewalls, and access points. Technology moves at a fast pace and our technical staff can help districts keep up with changing technologies.

Student Information System (SIS) Suite

LBL provides a comprehensive student information system (SIS) to districts and schools across Oregon. The suite includes an administrative student information system, teacher gradebook and attendance, and master/student scheduler. Additional modules include an online registration system and data analysis tools. These integrated applications offer secure, configurable access to student

Service: Student information System

Program: Technology and Information Services

How It's Funded: Tier 1 and Tier 2

Total FTE: 14.0 FTE

Contact: Francisco Zavala

demographics, enrollment, grades, schedules, and much more. The system provides district offices with automated submission of many state reports, and significant data assistance with others.



Special Education Records Management

Service: Special Education Records Management

Program: Technology and Information Services

How It's Funded: Tier 1 and Tier 2

Total FTE: 2.0 FTE

Contact: Francisco Zavala

LBL provides a web-based special education management system. This special education management system enables educators to document all activities from pre-referral, referral, eligibility, Individual Education Program (IEP) development, IEP progress reporting to parents, and IEP revisions. The model also includes private school



Individualized Service Plan (ISP) forms, data tracking sheets, and other forms. PowerSchool has an extensive suite of reports for district administrative reporting and state reporting. PowerSchool can be integrated with a district's student information system allowing specified data to flow between the two systems.

Systems Engineering



Service: Systems Engineering

Program: Technology and Information Services

How It's Funded: Tier 2

Total FTE: 4.0 FTE

Contact: Francisco Zavala

System engineers specialize in solving complex engineering problems regarding maintenance of and implementation of new systems. Engineers work to implement best practices in application delivery and data storage. These services include application and website hosting, data backups and datacenter designs and implementations. Engineering procedures are developed from idea to implementation to ensure security, service and sustainability.

Web Design and Maintenance

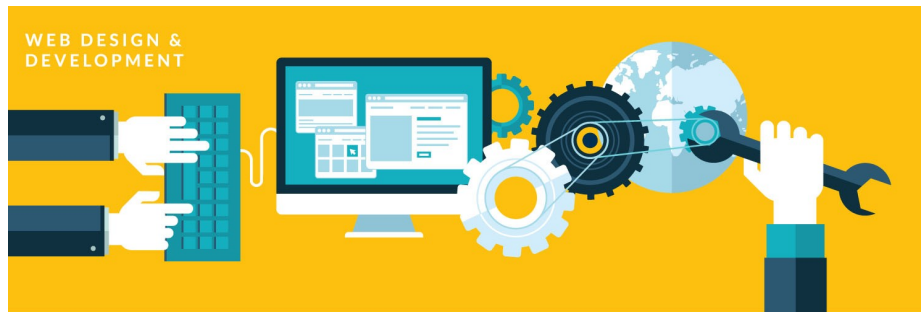
Service: Web Design and Maintenance

Program: Technology and Information Services

How It's Funded: Tier 2

Total FTE: 1.65 FTE

Contact: Francisco Zavala



LBL offers website development, hosting, and management solutions for district web-related needs. All of our websites utilize responsive design, with content that tailors to any device. Websites and content are made accessible to the widest audience. LBL's social media integration allows districts to make multiple posts of the same content for website and social media feeds, such as Facebook and Twitter saving you time. LBL has developed a mobile app for websites that allows users to quickly access website information, news, and resources, as well as receive push notifications for instant communication from school district officials. The mobile app is available for Android and Apple devices.

A background image of school supplies, including a mesh pencil holder with several pencils, a stack of books, and an apple with a leaf, all rendered in a monochromatic red color scheme.

SCHOOL IMPROVEMENT SERVICES

Attendance Services

Service: Attendance Services
Program: Student and Family Support Services
How It's Funded: Tier 2
Total FTE: 3.8 FTE
Contact: Nancy Griffith



School attendance advisors work in collaboration with educators to mobilize schools and communities to teach the value of regular school attendance. Decreasing absenteeism involves a team approach in addressing the complex needs of our most vulnerable children in schools. School attendance advisors provide positive messaging, home visits, and mentoring to students and families. They address barriers to regular school attendance and connect students and families to community resources when needed. Schools attendance advisors work closely with school teams to promote a positive culture of attendance and an engaging school environment that motivates daily attendance.

Behavior Consultant Services

Behavior consultants work closely with teachers and administrators to provide behavioral intervention for students in the classroom. Behavior consultants collaborate with educators to complete Functional Behavior Assessments (FBAs) and positive Behavior Intervention Plans (BIPs). They provide specific student strategies to help students learn new behavior skills and promote prosocial behavior and emotional regulation. Behavior consultants provide support for level 1 and level 2 student behavioral safety assessments

Service: Behavior Consultant Services
Program: Student and Family Support Services
How It's Funded: Tier 2
Total FTE: 2.9 FTE
Contact: Kristina Wonderly



and sexual incident response advisory teams. They also provide nonviolent crisis intervention training to teach educators best practices for managing difficult situations involving unsafe behavior. Beginning in FY20/21, behavior consultants will be offering Question, Respond, Persuade (QRP) to school districts needing suicide prevention training.

Extended Learning Paraprofessionals

Service: Extended Learning Paraprofessional
Program: Long Term Care & Treatment
How It's Funded: Tier 2
Total FTE: 1.0 FTE
Contact: Cathy Wright

This service provides staff to support online learning in district schools. The paraprofessional works closely with school counselors and administrators to set up learning plans for



individual students and mentors and tracks students engaged in online learning.

Family Support Liaisons

Family support liaisons offer a range of services that include, but are not limited to addressing, physical and mental health services, case coordination services, positive youth development opportunities, and education supports. Of importance, secure connections are made for families to access health and social services, assist in navigating social service systems, and eliminating access barriers. A disproportionate number of youth and families encounter

Service: Family Support Liaisons
Program: Student and Family Support Services
How It's Funded: Tier 2
Total FTE: 5.6 FTE
Contact: Kristina Wonderly



adversities such as poverty, homelessness, bullying/ harassment, trauma, crisis, food insecurity, and substance abuse resulting in problems with social, emotional, and behavioral health issues. The vision is to fully engage and support underserved populations by integrating and leveraging resources that eliminate barriers to school success and foster successful transition to the workforce or postsecondary education. Beginning in FY20/21, family support liaisons will be offering Question, Respond, Persuade (QRP) to school districts needing suicide prevention training.

Home School Support

Service: Home School Support
Program: Student and Family Support Services
How It's Funded: Tier 1
Total FTE: 0.5 FTE
Contact: Nancy Griffith

LBL home school registrar monitors and maintains records of compliance including notification and testing for home school students and their parents residing in Linn, Benton, and Lincoln counties. LBL serves as a home school information resource for parents, students, schools, and districts. When a student is being home



schooled, parents must notify LBL of their intention to home school. Home school is education provided in the home by the parent or guardian. Home school parents have the full responsibility for their student's education, including all curriculum choices, record keeping, and testing compliance.

Library/Media Services

This service provides districts with the opportunity to purchase district-based library media services at the level of FTE required to meet Division 22 Standards. The specialist primarily provides consultation services that may include supporting districts in the development of library media program goals, library inventory training, and database management along with providing

Service: Library/Media Services
Program: Strategic Partnerships
How It's Funded: Tier 2
Total FTE: 0.2 FTE
Contact: Nancy Griffith



recommendations for media, book and collection purchases as well as other services as needed by the district.

Student and Family Support Services

Service: Student and Family Support Services
Program: Student and Family Support Services
How It's Funded: Tier 1
Total FTE: 1.0 FTE
Contact: Nancy Griffith



This service provides oversight and coordination of student and family support services including behavior consultants, school attendance

advisors, family support liaisons, home school, youth transition specialists, and transition network facilitators. Additional services include crisis response, grant writing, and service coordination with youth serving agencies specifically addressing health and social services.



ADMINISTRATIVE SERVICES

Business Administration Services

Service: Business Information System

Program: Business Services

How It's Funded: Tier 2

Total FTE: 4.0 FTE

Contact: Jackie Olsen

The business office serves component and non-component districts by offering services to support the many business functions of a district.

Services include payroll,

accounts payable, grants and business services management.



Courier Service

LBL provides courier service for component districts for delivery of materials and correspondence throughout the region. This service is provided for each component district twice weekly during the school year and one weekly during summer breaks.



Service: Courier

Program: Business Services

How It's Funded: Tier 1

Total FTE: 0.4 FTE

Contact: Rhonda Allen

E-rate Services

Service: E-rate Services
Program: Business Services
How It's Funded: Tier 2
Total FTE: 1.0 FTE
Contact: Tim Jones

The Universal Service Administration Company's (USAC) Schools and Libraries Program, commonly known as the E-rate Program, helps ensure that schools and libraries can obtain high-speed internet access and telecommunications at affordable rates. Each year, the E-rate program offers over \$3.9 billion to bring

internet services to classrooms and libraries, providing discounts ranging from 20 to 90 percent to eligible schools and libraries on eligible products and services. LBL can assist districts to apply for and track E-rate funding, while helping to make sure each district stays in compliance with program rules. Our application services include assisting applicants through the entire lifecycle of the E-rate application process as well as providing staff training and yearly reports on E-rate funding. LBL also offers additional services that include district needs assessments, project management and audit supports.



Special Education Administration/ Consultation



Service: Special Education Administration/Consultation
Program: Special Education and Evaluation Services
How It's Funded: Tier 2
Total FTE: 0.2 FTE
Contact: Laura Petschauer

This service is available to districts who require a licensed special education administrator to support their district. Services may include administrative functions of planning and managing special education programs, staffing and budgeting, supervision of staff, compliance review, professional development, state reporting, and consultation.



OTHER GRANTS & CONTRACTS

Cascade Regional Inclusive Grant

How It's Funded: Grant with Oregon Department of Education
Total FTE: 16.9 FTE
Contact: Angie Greenwood

This contract through the Oregon Department of Education, supports the Regional Program for students with low-incidence disabilities. The disability areas include:

- Deaf/Hard of Hearing
- Audiology for Deaf/Hard of Hearing
- Traumatic Brain Injury
- Blind/Visually Impaired
- Severe Orthopedic Impairment
- Autism Spectrum Disorder

Two supplemental grants were received from ODE to provide audiology services, purchase equipment needed to support students with hearing disabilities and to provide support for school districts serving students with traumatic brain injuries.

Early Intervention/Early Childhood Special Education

How It's Funded: Grant with Oregon Department of Education and Student Success Act
Total FTE: 57.46 FTE
Contact: Debbie McPheeters, Autumn Belloni, and Kimberly McCutcheon-Gross

This contract through the Oregon Department of

Education, supports the program for Early Intervention and Special Education services to young children, birth to five years. Early Intervention/Early Childhood Special Education staff provides consultation and instruction to families and young children with developmental delays and disabilities in a variety of settings through an Individualized Family Service Plans (IFSP).

The focus of Oregon's Early Intervention (EI) program is to build the family's capacity to meet the special needs of their child. EI services are available for children from birth to three years who have developmental delays in their cognitive, physical, communication, self-help, or social skills development. EI services are also provided to children who have medically diagnosed conditions that are likely to result in a developmental delay later in the child's development.

Most EI interventions are provided to the child within everyday routines, activities, and places within their natural environment. Family members or caregivers are shown strategies for teaching the child in situations where and when a skill is used.

Early Childhood Special Education (ECSE) provides services for children from three years to entrance to kindergarten who qualify for services due to a developmental delay or categorical disability. Children in ECSE have disabilities that significantly impact their developmental progress. Services are provided in community preschools, homes, and structured classrooms and are based on the unique special education needs of each child.

(Continued on page 45)

The focus of the ECSE program is on teaching the child needed skills in areas of developmental delay, preparing the child for a school setting, and incorporating intervention strategies into the child's day.

Family Support Liaison (JCP)

How It's Funded: Grant with
Juvenile Crime Prevention
Total FTE: 0.53 FTE
Contact: Nancy Griffith

The Juvenile Crime Prevention (JCP) grant funding is managed by the Linn County Juvenile Department. Family support liaisons assist students who are experiencing challenges to their success at home, school and in the community. The family support liaisons work closely with the family, school, health care providers and social service agencies to locate and access resources, organize support, develop skills and remove barriers so that children can come to school ready to learn.

Long-Term Care and Treatment

How It's Funded: Grant with
Oregon Department of Education
Total FTE: 17.46 FTE
Contact: Cathy Wright

The Long Term Care and Treatment (LTCT) contract through the Oregon Department of Education provides education services to students in residential and day treatment facilities.

Farm Home School - The Children's Farm Home, a Trillium Family Services mental health facility, provides residential and day treatment mental health services to children and youth from our region and from around the state who have significant emotional and behavioral challenges. LBL provides educational services to children and youth primarily in middle school through high school.

Wake Robin School - This transitional program provides education services to children and youth admitted to the day treatment program located on the Children's Farm Home campus, through a contract with ODE. Trillium Family Services provides the mental health services and LBL ESD provides the educational services. The program services children and youth, kindergarten through 12th grade.

Old Mill Center Classroom - This program, through a contract with ODE, provides education services to students in day treatment at the Old Mill Center for Children and Families in Corvallis, the mental health provider. The program services children and youth, kindergarten through 2nd grade.

Medicaid Administrative Claiming

How It's Funded: Grant with Oregon Department of Human Services

Total FTE: 1.9 FTE

Contact: Nancy Griffith

With support from the Oregon Department of Human Services (DHS), LBL provides training and support to districts to complete the Medicaid Administrative Claiming survey three times a year. LBL interfaces with DHS to generate cost pools, process match payments and resolve questions.

LBL staff also participate in the Medicaid Administrative Claiming process. Funds generated are used to purchase 0.25 FTE for a family support liaison to work with students and families in the Early Intervention/Early Childhood Special Education program

School Safety and Prevention Specialist

How It's Funded: Grant with Oregon Department of Education

Total FTE: 1.0 FTE

Contact: Nancy Griffith

This contract through the Oregon Department of Education offers training, assistance with program/plan development, help to establish and coordinate school and community teams and provide ongoing consultation, training and technical assistance in Linn, Benton, Lincoln, and

Lane counties. Three domains include: behavioral safety assessment, suicide prevention, and bullying and harassment prevention. This also includes promoting the use of the SafeOregon Tip Line.



Statewide Education Initiatives Account

How It's Funded: Student Investment Account

Total FTE: 6.0 FTE

Contact: Nancy Griffith

The Statewide Education Initiatives Account (SEIA) provides support to districts in the implementation of their Student Investment Account (SIA) plans. LBL's plan will assist districts in meeting their SIA goals by providing school and systems improvement strategy support through partnerships that facilitate ongoing learning. Staff provide and assist with the use of data and strategies integral to improvement science. As a hub of information from ODE and other educational and mental health organizations, we communicate the latest information in regard to curriculum, initiatives and grants, professional development, and opportunities to work with other educators and service providers.

Transition Network Facilitator

How It's Funded: Grant with Oregon Department of Education
Total FTE: 1.85 FTE
Contact: Nancy Griffith

This contract through the Oregon Department of Education provides support in developing partnerships between districts and agencies that support transition services for students with intellectual and developmental disabilities. The services are focused on providing educators and students in Lane, Linn, Benton, Lincoln, and Marion counties with information and services creating pathways toward independent living and employment in post school life. Services include teaching pre-employment transition skills for youth and young adults.

Youth Transition Program

How It's Funded: Grant with Oregon Department of Human Services
Total FTE: 0.8 FTE
Contact: Nancy Griffith

The Youth Transition Program (YTP) is a structured partnership between local Vocational Rehabilitation offices and school districts to enhance transition services. The grant is used to support services which are designed to prepare high school youth with disabilities for employment or career related post-secondary education or training. Through a partnership, the University of Oregon provides technical assistance to students and schools, preparing the student to enter the work force, higher education or both.



APPENDIX

Business Services

Performance Goal #1

LBL Goal 2: Foster positive relationships by strengthening communication within LBL ESD, with school districts, other organizations, and communities.

Improve customer service by develop additional reference guides, videos, and trainings to support districts use of Infinite Visions.

Performance Goal #2

LBL Goal 3: Continue long-term financial stability.

Develop a standard process to track and document all inventory on an annual basis at each site.

Human Resources

Performance Goal #1

LBL Goal 1: Support success for all students and their districts by delivering excellent, equitable, efficient, and cost effective services.

Provide administrator evaluation training regarding observations, giving feedback, and writing summative evaluations.

Performance Goal #2

LBL Goal 1: Support success for all students and their districts by delivering excellent, equitable, efficient, and cost effective services.

Implement training and recruiting activities to cultivate a receptive and equitable work environment to facilitate hiring a more inclusive workforce.

Performance Goal #3

LBL Goal 2: Foster positive relationships by strengthening communication within LBL ESD, with school districts, other organizations, and communities.

Implement electronic on-boarding and create and implement electronic off-boarding through the TalentEd Perform platform.

Cascade Regional Inclusive Services

Performance Goal #1

LBL Goal 1: Support success for all students and their districts by delivering excellent, equitable, efficient, and cost effective services.

With the implementation of the new referral/service request process, Cascade Regional staff will provide communication with appropriate district staff to initiate the evaluation/services process within 2 work days of receiving a referral.

Performance Goal #2

LBL Goal 2: Foster positive relationships by strengthening communication within LBL ESD, with school districts, other organizations, and communities.

Increase staff engagement (as measured by the Gallup Staff Engagement Survey) in the work environment to more positively communicate with districts.

Early Intervention/Early Childhood Special Education

Performance Goal #1

LBL Goal 1: Support success for all students and their districts by delivering excellent, equitable, efficient, and cost effective services.

Create an annual training system for Early Intervention (birth to age 2) and newly hired Early Childhood Special Education staff, as well as interested community partners, in Positive Behavior Interventions and Supports modules and practices.

Performance Goal #2

LBL Goal 1: Support success for all students and their districts by delivering excellent, equitable, efficient, and cost effective services.

Increase the number of children receiving services in a regular childhood program toward the state target of 36% as shown in the At-A-Glance Profile published by ODE in May of 2023. (Data in At-A Glance profile from May 2021 indicates 22.09% of students in Lincoln County, 27.17% in Benton County and 27.34 in Linn County are receiving services in a regular childhood program.)

Long Term Care and Treatment (LTCT)

Performance Goal #1

LBL Goal 1: Support success for all students and their districts by delivering excellent, equitable, efficient, and cost effective services.

Implement a student assessment tool on a quarterly basis to assist the teaching staff with data that will identify curriculum, instruction and specific intervention strategies for all students.

Performance Goal #2

LBL Goal 2: Foster positive relationships by strengthening communication within LBL ESD, with school districts, other organizations, and communities.

Create a documentation system to communicate student data, student narrative data and contact information to programs/schools where students transition.

Special Education and Evaluation Services (SEES)

Performance Goal #1

LBL Goal 1: Support success for all students and their districts by delivering excellent, equitable, efficient, and cost effective services.

With the implementation of the new evaluation request process, SEES staff will provide communication with appropriate district staff to initiate the evaluation process within 2 work days of receiving the referral.

Performance Goal #2

LBL Goal 2: Foster positive relationships by strengthening communication within LBL ESD, with school districts, other organizations, and communities.

Increase staff engagement (as measured by the Gallup Staff Engagement Survey) in the work environment to more positively communicate with districts.

Technology and Information Services

Performance Goal #1

LBL Goal 2: Foster positive relationships by strengthening communication within LBL ESD, with school districts, other organizations, and communities.

Utilize multiple technologies and define processes to notify LBL staff, districts, and other stakeholders of technology incidents.

Performance Goal #2

LBL Goal 3: Continue long-term financial stability.

Develop new cyber safety services by finalizing the different tiered offerings of these services, develop a cost model, obtain a CompTIA Security+ certification for the Security Engineer, and secure six (6) customer districts.

Performance Goal #3

LBL Goal 3: Continue long-term financial stability.

Develop AWS Offsite Recovery to protect data: Syncing it to the cloud, utilizing air gap technologies that will protect it from malicious attacks, and defining our procedures on how to restore the uncorrupted data in the event of an attack. This will include performing full restoration tests on a scheduled basis.

Strategic Partnerships

Performance Goal #1

LBL Goal 1: Support success for all students and their districts by delivering excellent, equitable, efficient, and cost effective services.

Provide accessible resources to school districts to support suicide prevention, intervention, and postvention.

Performance Goal #2

LBL Goal 2: Foster positive relationships by strengthening communication within LBL ESD, with school districts, other organizations, and communities.

Build on the communication and collaboration structure created last year for program development to support strategic partnerships with districts and community partners.

Student and Family Support Services

Performance Goal #1

LBL Goal 1: Support success for all students and their districts by delivering excellent, equitable, efficient, and cost effective services.

Provide accessible resources to school districts to support suicide prevention, intervention, and postvention.

Performance Goal #2

LBL Goal 2: Foster positive relationships by strengthening communication within LBL ESD, with school districts, other organizations, and communities.

Provide assistance to school districts and youth serving agencies utilizing Behavior Safety Assessment protocols that center on equity and access to behavior and mental health services.

ALSEA SCHOOL DISTRICT

P.O. BOX B / 301 South 3rd Street

Alsea, OR 97324

Phone: 541-487-4305

Fax: 541-487-4089

Superintendent: Marc Thielman

marc.thielman@alsea.k12.or.us



Marc Thielman
Superintendent

Tier 1

Data based on fiscal year 2020-2021

Special Education - Tier 1 Services by Student	ESD	ASD
Audiology Hearing Screenings	342	22
Audiology Evaluations	28	1
Mild/Moderate Special Ed Supports K-12 (PT)	111	0
Mild/Moderate Special Ed Supports K-12 (OT)	615	10
Mild/Moderate Special Ed Supports K-12 (Aug Comm)	199	1
In-Center Special Education Evaluations	131	1
In-District and Assigned Special Education Evaluations	363	10
Severe Disability Supports	169	3
Early Intervention Evaluations	307	1
Early Childhood Special Education Evaluations	299	1

Special Education - Tier 1 Services by Hours	ESD	ASD
Interpreter, District Requests	82.5	0
Interpreter, In-Center Evaluations	181.4	0
Translation, District Requests	547.6	0
Translation, In-Center Evaluations	150.9	0

Grants

Data based on fiscal year 2020-2021

EI/ECSE	ESD	ASD
Early Intervention Services	113	1
Early Childhood Special Education Services	356	0
Students Transitioned to Kindergarten	212	0

Cascade Regional - Low Incidence, High Needs	ESD	ASD
Vision	50	0
Hearing	80	2
Physical Therapy	49	0
Occupational Therapy	48	0
Autism Spectrum Disorder	692	6
Traumatic Brain Injury	16	0
Total # of K-12 Regional Low Incidence Disabilities	935	8

Other Services	ESD	ASD
Attendance	1638	0
Behavior Consultant	131	21
Family Support Liaison	259	0
Youth Transition Services	58	11



CENTRAL LINN SCHOOL DISTRICT

P.O. Box 200 / 32433 Highway 228

Halsey, OR 97348

Phone: 541-369-2813 ext 3222

Fax: 541-369-3439

Superintendent: Candace Pelt

candace.pelt@centrallinn.k12.or.us



Candace Pelt
Superintendent

Tier 1

Data based on fiscal year 2020-2021

Special Education - Tier 1 Services by Student	ESD	CLSD
Audiology Hearing Screenings	342	0
Audiology Evaluations	28	3
Mild/Moderate Special Ed Supports K-12 (PT)	111	4
Mild/Moderate Special Ed Supports K-12 (OT)	615	9
Mild/Moderate Special Ed Supports K-12 (Aug Comm)	199	1
In-Center Special Education Evaluations	131	4
In-District and Assigned Special Education Evaluations	363	16
Severe Disability Supports	169	2
Early Intervention Evaluations	307	4
Early Childhood Special Education Evaluations	299	7

Special Education - Tier 1 Services by Hours	ESD	CLSD
Interpreter, District Requests	82.5	12.3
Interpreter, In-Center Evaluations	181.4	0
Translation, District Requests	547.6	37.8
Translation, In-Center Evaluations	150.9	7.3

Grants

Data based on fiscal year 2020-2021

EI/ECSE	ESD	CLSD
Early Intervention Services	113	1
Early Childhood Special Education Services	356	7
Students Transitioned to Kindergarten	212	5

Cascade Regional - Low Incidence, High Needs	ESD	CLSD
Vision	50	3
Hearing	80	2
Physical Therapy	49	3
Occupational Therapy	48	3
Autism Spectrum Disorder	692	8
Traumatic Brain Injury	16	0
Total # of K-12 Regional Low Incidence Disabilities	935	19

Other Services	ESD	CLSD
Attendance	1638	16
Behavior Consultant	131	0
Family Support Liaison	259	4
Youth Transition Services	58	0



CORVALLIS SCHOOL DISTRICT

1555 SW 35th

Corvallis, OR 97333-1130

Phone: 541-757-5841

Fax: 541-757-5703

Superintendent: Ryan Noss

ryan.noss@corvallis.k12.or.us



Ryan Noss
Superintendent

Tier 1

Data based on fiscal year 2020-2021

Special Education - Tier 1 Services by Student	ESD	CSD
Audiology Hearing Screenings	342	0
Audiology Evaluations	28	7
Mild/Moderate Special Ed Supports K-12 (PT)	111	31
Mild/Moderate Special Ed Supports K-12 (OT)	615	123
Mild/Moderate Special Ed Supports K-12 (Aug Comm)	199	41
In-Center Special Education Evaluations	131	26
In-District and Assigned Special Education Evaluations	363	38
Severe Disability Supports	169	38
Early Intervention Evaluations	307	50
Early Childhood Special Education Evaluations	299	47

Special Education - Tier 1 Services by Hours	ESD	CSD
Interpreter, District Requests	82.5	5.3
Interpreter, In-Center Evaluations	181.4	34.3
Translation, District Requests	547.6	0
Translation, In-Center Evaluations	150.9	26.3

Grants

Data based on fiscal year 2020-2021

EI/ECSE	ESD	CSD
Early Intervention Services	113	12
Early Childhood Special Education Services	356	48
Students Transitioned to Kindergarten	212	34

Cascade Regional - Low Incidence, High Needs	ESD	CSD
Vision	50	13
Hearing	80	17
Physical Therapy	49	11
Occupational Therapy	48	11
Autism Spectrum Disorder	692	115
Traumatic Brain Injury	16	2
Total # of K-12 Regional Low Incidence Disabilities	935	169

Other Services	ESD	CSD
Attendance	1638	193
Behavior Consultant	131	0
Family Support Liaison	259	0
Youth Transition Services	58	0



GREATER ALBANY PUBLIC SCHOOLS

718 Seventh Avenue SW

Albany, OR 97321-2399

Phone: 541-967-4511

Fax: 541-967-4587

Superintendent: Rob Saxton

rob.saxton@albany.k12.or.us



Rob Saxton
Superintendent

Tier 1

Data based on fiscal year 2020-2021

Special Education - Tier 1 Services by Student	ESD	GAPS
Audiology Hearing Screenings	342	0
Audiology Evaluations	28	9
Mild/Moderate Special Ed Supports K-12 (PT)	111	29
Mild/Moderate Special Ed Supports K-12 (OT)	615	147
Mild/Moderate Special Ed Supports K-12 (Aug Comm)	199	63
In-Center Special Education Evaluations	131	52
In-District and Assigned Special Education Evaluations	363	62
Severe Disability Supports	169	41
Early Intervention Evaluations	307	119
Early Childhood Special Education Evaluations	299	117

Special Education - Tier 1 Services by Hours	ESD	GAPS
Interpreter, District Requests	82.5	5.2
Interpreter, In-Center Evaluations	181.4	75.8
Translation, District Requests	547.6	0
Translation, In-Center Evaluations	150.9	79.3

Grants

Data based on fiscal year 2020-2021

EI/ECSE	ESD	GAPS
Early Intervention Services	113	37
Early Childhood Special Education Services	356	116
Students Transitioned to Kindergarten	212	60

Cascade Regional - Low Incidence, High Needs	ESD	GAPS
Vision	50	8
Hearing	80	23
Physical Therapy	49	13
Occupational Therapy	48	12
Autism Spectrum Disorder	692	199
Traumatic Brain Injury	16	4
Total # of K-12 Regional Low Incidence Disabilities	935	259

Other Services	ESD	GAPS
Attendance	1638	0
Behavior Consultant	131	58
Family Support Liaison	259	0
Youth Transition Services	58	0



HARRISBURG SCHOOL DISTRICT

P.O. Box 208 / 865 LaSalle Street

Harrisburg, OR 97446-9549

Phone: 541-995-6626 ext. 1

Fax: 541-995-3453

Superintendent: Bryan Starr

bryan.starr@harrisburg.k12.or.us



Bryan Starr
Superintendent

Tier 1

Data based on fiscal year 2020-2021

Special Education - Tier 1 Services by Student	ESD	HSD
Audiology Hearing Screenings	342	62
Audiology Evaluations	28	2
Mild/Moderate Special Ed Supports K-12 (PT)	111	3
Mild/Moderate Special Ed Supports K-12 (OT)	615	16
Mild/Moderate Special Ed Supports K-12 (Aug Comm)	199	9
In-Center Special Education Evaluations	131	3
In-District and Assigned Special Education Evaluations	363	41
Severe Disability Supports	169	5
Early Intervention Evaluations	307	3
Early Childhood Special Education Evaluations	299	5

Special Education - Tier 1 Services by Hours	ESD	HSD
Interpreter, District Requests	82.5	0
Interpreter, In-Center Evaluations	181.4	21
Translation, District Requests	547.6	42.5
Translation, In-Center Evaluations	150.9	0

Grants

Data based on fiscal year 2020-2021

EI/ECSE	ESD	HSD
Early Intervention Services	113	3
Early Childhood Special Education Services	356	4
Students Transitioned to Kindergarten	212	3

Cascade Regional - Low Incidence, High Needs	ESD	HSD
Vision	50	0
Hearing	80	1
Physical Therapy	49	3
Occupational Therapy	48	3
Autism Spectrum Disorder	692	17
Traumatic Brain Injury	16	1
Total # of K-12 Regional Low Incidence Disabilities	935	25

Other Services	ESD	HSD
Attendance	1638	68
Behavior Consultant	131	18
Family Support Liaison	259	17
Youth Transition Services	58	0



LEBANON SCHOOL DISTRICT

485 S Fifth Street

Lebanon, OR 97355

Phone: 541-451-8511

Fax: 541-259-6857

Superintendent: Bo Yates

bo.yates@lebanon.k12.or.us



Bo Yates
Superintendent

Tier 1

Data based on fiscal year 2020-2021

Special Education - Tier 1 Services by Student	ESD	LCS
Audiology Hearing Screenings	342	47
Audiology Evaluations	28	0
Mild/Moderate Special Ed Supports K-12 (PT)	111	16
Mild/Moderate Special Ed Supports K-12 (OT)	615	72
Mild/Moderate Special Ed Supports K-12 (Aug Comm)	199	22
In-Center Special Education Evaluations	131	12
In-District and Assigned Special Education Evaluations	363	28
Severe Disability Supports	169	27
Early Intervention Evaluations	307	35
Early Childhood Special Education Evaluations	299	41

Special Education - Tier 1 Services by Hours	ESD	LCS
Interpreter, District Requests	82.5	1.5
Interpreter, In-Center Evaluations	181.4	12
Translation, District Requests	547.6	67.2
Translation, In-Center Evaluations	150.9	13.1

Grants

Data based on fiscal year 2020-2021

EI/ECSE	ESD	LCS
Early Intervention Services	113	16
Early Childhood Special Education Services	356	63
Students Transitioned to Kindergarten	212	35

Cascade Regional - Low Incidence, High Needs	ESD	LCS
Vision	50	6
Hearing	80	5
Physical Therapy	49	4
Occupational Therapy	48	5
Autism Spectrum Disorder	692	59
Traumatic Brain Injury	16	0
Total # of K-12 Regional Low Incidence Disabilities	935	79

Other Services	ESD	LCS
Attendance	1638	619
Behavior Consultant	131	0
Family Support Liaison	259	64
Youth Transition Services	58	0



LINCOLN COUNTY SCHOOL DISTRICT

1212 NE Fogarty Street

Newport, OR 97365

Phone: 541-265-9211

Fax: 541-265-3059

Superintendent: Dr. Karen Gray

karen.gray@lincoln.k12.or.us



Dr. Karen Gray
Superintendent

Tier 1

Data based on fiscal year 2020-2021

Special Education - Tier 1 Services by Student	ESD	LCSD
Audiology Hearing Screenings	342	73
Audiology Evaluations	28	2
Mild/Moderate Special Ed Supports K-12 (PT)	111	16
Mild/Moderate Special Ed Supports K-12 (OT)	615	153
Mild/Moderate Special Ed Supports K-12 (Aug Comm)	199	37
In-Center Special Education Evaluations	131	11
In-District and Assigned Special Education Evaluations	363	43
Severe Disability Supports	169	18
Early Intervention Evaluations	307	62
Early Childhood Special Education Evaluations	299	43

Special Education - Tier 1 Services by Hours	ESD	LCSD
Interpreter, District Requests	82.5	52
Interpreter, In-Center Evaluations	181.4	25.1
Translation, District Requests	547.6	247.3
Translation, In-Center Evaluations	150.9	9.8

Grants

Data based on fiscal year 2020-2021

EI/ECSE	ESD	LCSD
Early Intervention Services	113	35
Early Childhood Special Education Services	356	62
Students Transitioned to Kindergarten	212	40

Cascade Regional - Low Incidence, High Needs	ESD	LCSD
Vision	50	11
Hearing	80	10
Physical Therapy	49	9
Occupational Therapy	48	9
Autism Spectrum Disorder	692	137
Traumatic Brain Injury	16	0
Total # of K-12 Regional Low Incidence Disabilities	935	176

Other Services	ESD	LCSD
Attendance	1638	307
Behavior Consultant	131	0
Family Support Liaison	259	0
Youth Transition Services	58	0



MONROE SCHOOL DISTRICT

365 N 5th Street

Monroe, OR 97456

Phone: 541-847-6292

Fax: 541-847-6290

Superintendent: Bill Crowson

bill.crowson@monroe.k12.or.us



Bill Crowson
Superintendent

Tier 1

Data based on fiscal year 2020-2021

Special Education - Tier 1 Services by Student	ESD	MSD
Audiology Hearing Screenings	342	20
Audiology Evaluations	28	1
Mild/Moderate Special Ed Supports K-12 (PT)	111	3
Mild/Moderate Special Ed Supports K-12 (OT)	615	12
Mild/Moderate Special Ed Supports K-12 (Aug Comm)	199	2
In-Center Special Education Evaluations	131	4
In-District and Assigned Special Education Evaluations	363	4
Severe Disability Supports	169	2
Early Intervention Evaluations	307	2
Early Childhood Special Education Evaluations	299	6

Special Education - Tier 1 Services by Hours	ESD	MSD
Interpreter, District Requests	82.5	3.8
Interpreter, In-Center Evaluations	181.4	11.8
Translation, District Requests	547.6	39.3
Translation, In-Center Evaluations	150.9	11.2

Grants

Data based on fiscal year 2020-2021

EI/ECSE	ESD	MSD
Early Intervention Services	113	2
Early Childhood Special Education Services	356	4
Students Transitioned to Kindergarten	212	2

Cascade Regional - Low Incidence, High Needs	ESD	MSD
Vision	50	0
Hearing	80	1
Physical Therapy	49	2
Occupational Therapy	48	1
Autism Spectrum Disorder	692	9
Traumatic Brain Injury	16	1
Total # of K-12 Regional Low Incidence Disabilities	935	14

Other Services	ESD	MSD
Attendance	1638	9
Behavior Consultant	131	0
Family Support Liaison	259	9
Youth Transition Services	58	25



PHILOMATH SCHOOL DISTRICT

1620 Applegate Street

Philomath, OR 97370

Phone: 541-929-3169

Fax: 541-929-3991

Superintendent: Susan Halliday

susan.halliday@philomath.k12.or.us



Susan Halliday
Superintendent

Tier 1

Data based on fiscal year 2020-2021

Special Education - Tier 1 Services by Student	ESD	PSD
Audiology Hearing Screenings	342	0
Audiology Evaluations	28	2
Mild/Moderate Special Ed Supports K-12 (PT)	111	0
Mild/Moderate Special Ed Supports K-12 (OT)	615	24
Mild/Moderate Special Ed Supports K-12 (Aug Comm)	199	5
In-Center Special Education Evaluations	131	5
In-District and Assigned Special Education Evaluations	363	29
Severe Disability Supports	169	14
Early Intervention Evaluations	307	11
Early Childhood Special Education Evaluations	299	4

Special Education - Tier 1 Services by Hours	ESD	PSD
Interpreter, District Requests	82.5	1.7
Interpreter, In-Center Evaluations	181.4	1.3
Translation, District Requests	547.6	113
Translation, In-Center Evaluations	150.9	4.1

Grants

Data based on fiscal year 2020-2021

EI/ECSE	ESD	PSD
Early Intervention Services	113	0
Early Childhood Special Education Services	356	15
Students Transitioned to Kindergarten	212	12

Cascade Regional - Low Incidence, High Needs	ESD	PSD
Vision	50	2
Hearing	80	4
Physical Therapy	49	1
Occupational Therapy	48	1
Autism Spectrum Disorder	692	27
Traumatic Brain Injury	16	2
Total # of K-12 Regional Low Incidence Disabilities	935	37

Other Services	ESD	PSD
Attendance	1638	0
Behavior Consultant	131	23
Family Support Liaison	259	50
Youth Transition Services	58	0



SANITAM CANYON SCHOOL DISTRICT

P.O. Box 197 / 150 SW Evergreen Street
Mill City, OR 97360

Phone: 503-897-2321

Fax: 503-897-2322

Superintendent: Todd Miller

todd.miller@santiam.k12.or.us



Todd Miller
Superintendent

Tier 1

Data based on fiscal year 2020-2021

Special Education - Tier 1 Services by Student	ESD	SCSD
Audiology Hearing Screenings	342	0
Audiology Evaluations	28	0
Mild/Moderate Special Ed Supports K-12 (PT)	111	2
Mild/Moderate Special Ed Supports K-12 (OT)	615	4
Mild/Moderate Special Ed Supports K-12 (Aug Comm)	199	2
In-Center Special Education Evaluations	131	5
In-District and Assigned Special Education Evaluations	363	20
Severe Disability Supports	169	1
Early Intervention Evaluations	307	3
Early Childhood Special Education Evaluations	299	0

Special Education - Tier 1 Services by Hours	ESD	SCSD
Interpreter, District Requests	82.5	0
Interpreter, In-Center Evaluations	181.4	0
Translation, District Requests	547.6	0
Translation, In-Center Evaluations	150.9	0

Grants

Data based on fiscal year 2020-2021

EI/ECSE	ESD	SCSD
Early Intervention Services	113	0
Early Childhood Special Education Services	356	1
Students Transitioned to Kindergarten	212	1

Cascade Regional - Low Incidence, High Needs	ESD	SCSD
Vision	50	3
Hearing	80	10
Physical Therapy	49	1
Occupational Therapy	48	1
Autism Spectrum Disorder	692	59
Traumatic Brain Injury	16	0
Total # of K-12 Regional Low Incidence Disabilities	935	74

Other Services	ESD	SCSD
Attendance	1638	0
Behavior Consultant	131	0
Family Support Liaison	259	57
Youth Transition Services	58	22



SCIO SCHOOL DISTRICT

38875 NW First Avenue

Scio, OR 97374

Phone: 503-394-3261

Fax: 503-394-3920

Superintendent: Steve Martinelli

martinellis@sciok12.org



Steve Martinelli
Superintendent

Tier 1

Data based on fiscal year 2020-2021

Special Education - Tier 1 Services by Student	ESD	SSD
Audiology Hearing Screenings	342	88
Audiology Evaluations	28	0
Mild/Moderate Special Ed Supports K-12 (PT)	111	3
Mild/Moderate Special Ed Supports K-12 (OT)	615	10
Mild/Moderate Special Ed Supports K-12 (Aug Comm)	199	3
In-Center Special Education Evaluations	131	3
In-District and Assigned Special Education Evaluations	363	19
Severe Disability Supports	169	5
Early Intervention Evaluations	307	8
Early Childhood Special Education Evaluations	299	3

Special Education - Tier 1 Services by Hours	ESD	SSD
Interpreter, District Requests	82.5	0.8
Interpreter, In-Center Evaluations	181.4	0
Translation, District Requests	547.6	0.7
Translation, In-Center Evaluations	150.9	0

Grants

Data based on fiscal year 2020-2021

EI/ECSE	ESD	SSD
Early Intervention Services	113	3
Early Childhood Special Education Services	356	5
Students Transitioned to Kindergarten	212	2

Cascade Regional - Low Incidence, High Needs	ESD	SSD
Vision	50	2
Hearing	80	1
Physical Therapy	49	1
Occupational Therapy	48	1
Autism Spectrum Disorder	692	8
Traumatic Brain Injury	16	1
Total # of K-12 Regional Low Incidence Disabilities	935	14

Other Services	ESD	SSD
Attendance	1638	71
Behavior Consultant	131	11
Family Support Liaison	259	35
Youth Transition Services	58	0



SWEET HOME SCHOOL DISTRICT

1920 Long Street
Sweet Home, OR 97386

Phone: 541-367-7126

Fax: 541-367-7105

Superintendent: Lisa Riggs

lisa.riggs@sweethome.k12.or.us



Lisa Riggs
Superintendent

Tier 1

Data based on fiscal year 2020-2021

Special Education - Tier 1 Services by Student	ESD	SHSD
Audiology Hearing Screenings	342	30
Audiology Evaluations	28	1
Mild/Moderate Special Ed Supports K-12 (PT)	111	4
Mild/Moderate Special Ed Supports K-12 (OT)	615	35
Mild/Moderate Special Ed Supports K-12 (Aug Comm)	199	13
In-Center Special Education Evaluations	131	5
In-District and Assigned Special Education Evaluations	363	53
Severe Disability Supports	169	13
Early Intervention Evaluations	307	9
Early Childhood Special Education Evaluations	299	25

Special Education - Tier 1 Services by Hours	ESD	SHSD
Interpreter, District Requests	82.5	0
Interpreter, In-Center Evaluations	181.4	0
Translation, District Requests	547.6	0
Translation, In-Center Evaluations	150.9	0

Grants

Data based on fiscal year 2020-2021

EI/ECSE	ESD	SHSD
Early Intervention Services	113	3
Early Childhood Special Education Services	356	31
Students Transitioned to Kindergarten	212	18

Cascade Regional - Low Incidence, High Needs	ESD	SHSD
Vision	50	2
Hearing	80	4
Physical Therapy	49	1
Occupational Therapy	48	1
Autism Spectrum Disorder	692	48
Traumatic Brain Injury	16	5
Total # of K-12 Regional Low Incidence Disabilities	935	61

Other Services	ESD	SHSD
Attendance	1638	355
Behavior Consultant	131	0
Family Support Liaison	259	23
Youth Transition Services	58	0



LBL Local Service Plan Addendum 2022-2024: Statewide Education Initiatives Account

Student Success Act Purpose:

- a) Meet students' mental or behavioral health needs; and
- b) Increase academic achievement for students, including reducing academic disparities for historically underserved students

LBLES	Student Success Act – SEIA
Outcome #1	Technical assistance for districts in their implementation of policies, systems, programs, and services that promote student social emotional wellbeing, mental health, engagement, and physical safety.
Outcome #2	Technical assistance for the continued implementation of and the identified key areas in district SIA plans via consulting, coaching, professional development, or other supports.
Outcome #3	Technical assistance in data collection and analysis that builds capacity, data literacy, and continuous improvement of schools and districts.
Outcome #4	Technical assistance to further and expand community engagement to meet the requirements of district SSA/SIA planning.
Outcome #5	Technical assistance for the growth and support of equity within each school district.
Strategy #1	Utilize a Regional Behavioral Health Plan to focus on district social, emotional, behavioral, and student engagement needs in-line with district planning. (Outcome 1, 2, 5)
Strategy #2	Utilize a Continuous Improvement Team focused on building data literacy of district and school personnel through coaching and training, or provide systems planning and performance support for the systematic use of data in planning and decision making. (Outcome 2, 3, 5)
Strategy #3	Utilize a Continuous Improvement Team to support implementation of District SIA processes and plans. (Outcome 1, 2, 3, 4, 5)

Activities 2022-2023	SSA Coordinator and Associated Costs (Strategy 1-3)
	Strategic Partnerships Administrative Assistant
	Regional Behavioral Health Systems Facilitator and Associate Costs (Strategy 1, 3)
	Social Emotional Learning Coaches (supporting schools with DESSA follow-up needs)
	Instructional Coaching, New Teacher Mentors, and Associated Costs (Strategy 2, 3)
	Communities of Practice Facilitator and Associated Costs (Strategy 1-3)
	Professional Development – Regional Trainings
	DESSA (SEL) K-8 (Pre-paid)
	Data Analyst/Programming Support (Strategy 3)
	Indirect 5%
Activities 2023-2024	SSA Coordinator and Associated Costs (Strategy 1-3)
	Strategic Partnerships Administrative Assistant
	Regional Behavioral Health Systems Facilitator and Associate Costs (Strategy 1, 3)
	Social Emotional Learning Coaches (supporting schools with DESSA follow-up needs)
	Instructional Coaching and Associated Costs (Strategy 2, 3)
	Communities of Practice Facilitator and Associated Costs (Strategy 1-3)
	Professional Development – Regional Trainings
	DESSA (SEL) K-8
	Data Analyst/Programming Support (Strategy 3)
	Indirect 5%

SEIA Plan presented to Valley Coast Superintendent Association: October 21, 2021

SEIA Plan approved by Valley Coast Superintendent Association: November 19, 2021

SEIA Plan presented to and adopted by LBL Board of Directors: December 15, 2021

(Continued on page 67)

LBLEDSD works to support districts in the implementation of their Student Investment Account plan. Section 13 in the SSA outlines where districts can spend their funds. LBL has created a plan that can support the following utilizing the Regional Behavioral Health Systems Facilitator, SEL Coaches (2), Instructional Coach, New Teacher Mentor Program coaches, and Communities of Practice Facilitator.

The SSA purpose, meet students' health or safety needs, may include supports from the following:

- (A)** Social-emotional learning and development;
- (B)** Student mental and behavioral health;
- (C)** Improvements to teaching and learning practices or organizational structures that lead to better interpersonal relationships at the school;
- (D)** Student health and wellness;
- (E)** Trauma-informed practices;

Increase academic achievement for students, including reducing academic disparities for historically underserved students.

Each of the Activities were created based on the Strategies listed that support the overall Outcomes.

Strategy 1: Utilize a Regional Behavioral Health Plan to focus on district social, emotional, behavioral, and student engagement needs in-line with district planning. (Outcome 1, 2, 5)

Activity Associated

- SSA Coordinator
- Regional Behavioral Health Systems Facilitator
- Social Emotional Learning Coaches
- Communities of Practice Facilitator
- Professional Development
- DESSA

Strategy 2: Utilize a Continuous Improvement Team focused on building data literacy of district and school personnel through coaching and training, or provide systems planning and performance support for the systematic use of data in planning and decision making. (Outcome 2, 3, 5)

Activity Associated

- SSA Coordinator
- Instructional Coaching
- New Teacher Mentor Coaches
- Communities of Practice Facilitator
- Data Analyst Tech/Programming Support (Longitudinal Performance Growth Targets)
- Professional Development

Strategy 3: Utilize a Continuous Improvement Team to support implementation of District SIA processes and plans. (Outcome 1, 2, 3, 4, 5)

Activity Associated

- SSA Coordinator
- Instructional Coaching
- New Teacher Mentor Coaches
- Communities of Practice Facilitator
- Data Analyst Tech/Programming Support (LPGT)
- Professional Development

As outlined in statute, at least 90% of the annual State School Fund (SSF), property tax and other qualifying resources allocated to LBL will be expended on resolution services. The Local Service Plan is developed with the State School fund biennium budget. Districts review and approve the Local Service Plan on an annual basis. Services will be provided on a two-tiered basis.

Tier 1 Resolution Services

Tier 1 includes services that are available to all 12 districts and are determined as being essential to all districts. The emphasis in Tier 1 is on achieving the greatest economies of scale and assuring equity of access. Tier 1 services are fully funded from the 90% SSF allocation. Service decisions are made for a two year period.

Tier 2 Resolution Services

Once Tier 1 funds are allocated, the remaining balance is used for Tier 2 services. Tier 2 services are decided by districts on an annual basis. This allows LBL and its component school districts to stay within the constraints of the agreements, yet provide flexibility in the use of funds.

Transits

Up to 50% of the district's allocated Tier 2 resources may be used to acquire services from sources other than LBL if the service is not provided by LBL.

Statewide Education Initiatives Account (SEIA)

The SEIA grant provides funding to allow greater ESD support to districts. This includes the provision of technical assistance to districts in developing, implementing and reviewing a plan for receiving Student Investment Account grant money; and providing coordination with Oregon Department of Education in administering and providing technical assistance to districts, including coordinating any coaching programs. SEIA plans are adopted and amended as part of the Local Service Plan and approved by the Oregon Department of Education.

The _____ School District is in agreement to have the Linn Benton Lincoln Education Service District provide the Local Service Plan for the 2022-2023 school year as presented.

LBL Board Chair

Date

School District Board Chair

Date

Agenda Item 8

Bond Information and Resolution No. 2122-4

Bond Process Summary

Fall 2018	LCSD ad hoc committee builds LCSD long-range Facilities Plan
Winter 2018	Garland conducted a district-wide building roof evaluation
Spring 2019	Soderstrom Architects completed LCSD Facilities Assessment
Winter 2020	TM Rippley completed LCSD Seismic Hazards Evaluation
Summer 2021	LHS gym renovation
Fall 2021	Registered voter survey
Winter 2022	Community presentations, news releases, information



In order to cover extensive maintenance and facilities costs, school districts across Oregon have access to state-funded grants. The OSCIM Program is the largest grant program for school construction and repairs. These are "matching" grants intended to incentivize local voters to vote for school construction general obligation bonds. Essentially, the OSCIM Program funds will match a local district's local bond one-to-one, up to a predetermined maximum of \$8 million, or the amount approved in the bond, whichever is less.

Fortunately, LCSD was recently awarded \$4.3 million dollars through the OSCIM Program. If voters pass a general obligation bond in the May 2022 election, we will have access to this funding, as well as additional funding necessary to address some of our critical deferred maintenance needs. The community will have to approve (simple majority) the LCSD General Obligation Bond to receive the matching funds. **Based on our recent survey of registered voters in the area, 65% would vote in favor of this bond were the election to happen now.**

Over the past five years, the tax rate for LCSD General Obligation Bond debt has been declining. The school district refinanced outstanding bonds in 2019, lowering the assessment rate to taxpayers. Over the past twenty years, the assessment rate to taxpayers has been as high as three dollars and as low as one dollar and sixty cents. LCSD would like to keep from having large swings in our assessment rate and feels that maintaining a two-dollar assessment rate would allow us to update and maintain our schools for the next decade.

Maintaining the structural integrity of each building is a priority. In addition, a significant amount of funding will be directed towards updating our community swimming pool. A list of prioritized projects by school has been developed through a long-term facilities evaluation and plan. We will not be able to meet all the district's needs but will be able to make some necessary repairs to ensure that our buildings stay safe and operational. Through ongoing communications with the Lebanon Aquatics District, we will dedicate \$10 million to Lebanon Community Pool, and the remaining funds will be used for building repair and maintenance.

Our funding model is based on providing taxpayers with a consistent revenue requirement. We have refinanced our current debt, thereby lowering the tax on individual homeowners. Our strategy is to maintain a constant tax burden of \$2.00 per \$1,000.00 of assessed value. This would allow LCSD to perform the needed maintenance now and replace a bond that is being retired in 2030 in order to replace multiple schools at that time. The increase in tax burden to a Lebanon property owner would be .29 cents per thousand dollars of assessment.

Information shared with the community throughout this process can be found on our website at <http://lebanon.k12.or.us/facilities-bond/>



Pursuing Excellence
LEBANON
 Community Schools

FACILITIES BOND PROPOSAL

- Bond Amount:
\$20 Million
- Grant Match Awarded**:
\$4.3 Million
- Allocated for School
Renovations: \$14.3 Million
- Allocated for Pool Upgrade:
\$10 Million

GREEN ACRES SCHOOL

Roof Repair
 Site-based Improvements*
 Kitchen
 Safety and Security
 Improvements

CASCADES SCHOOL

Kitchen
 Safety and Security
 Improvements
 Flooring
 Boiler
 Site-based Improvements*

PIONEER SCHOOL

HVAC
 Site-based Improvements*
 Safety and Security
 Improvements

SEVEN OAK MIDDLE SCHOOL

Roof Replacement
 Safety and Security
 Improvements
 Paint
 Site-based Improvements*

LEBANON HIGH SCHOOL / COMMUNITY POOL

Roof Replacement
 HVAC Upgrade
 Site-based Improvements*
 Kitchen Upgrade
 Safety and Security
 Improvements
 Paint
 ADA Bathrooms\Access
 Showers\PE
 Pool Upgrade

DISTRICT OFFICE & MAINTENANCE BLDG

Site-based Improvements*
District Office/ Ralston Academy
 Roof
 Paint
Maintenance
 Kitchen
 Safety and Security
 Improvements
Land Lab Vocational
 Site improvement
 Road
 School Support Building

LACOMB SCHOOL

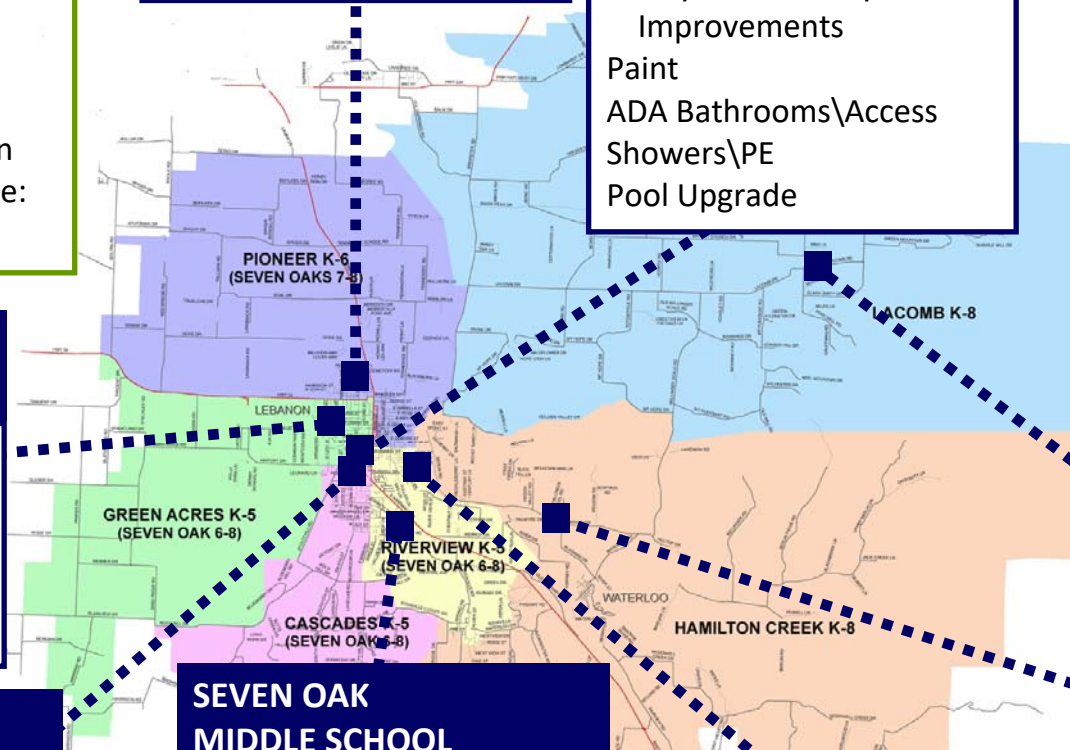
Roof Repair
 HVAC/Boiler
 Kitchen
 Safety and Security
 Improvements
 Paint
 Site-based Improvements*

RIVERVIEW SCHOOL

Safety and Security
 Improvements
 HVAC
 Site-based Improvements*

HAMILTON CREEK SCHOOL

HVAC
 Kitchen
 Safety and Security
 Improvements
 Paint
 Field Improvement
 Site-based Improvements*



*Could include lighting, windows, Pre-K space, play areas, restrooms, etc.

****These capital projects qualify for an additional \$4.3 million in state matching funds if local funding through a bond is approved by voters.**

RESOLUTION #2021-22-4

A RESOLUTION OF LEBANON COMMUNITY SCHOOL DISTRICT NO. 9, LINN COUNTY, OREGON CALLING A MEASURE ELECTION TO SUBMIT TO THE ELECTORS OF THE DISTRICT THE QUESTION OF CONTRACTING A GENERAL OBLIGATION BONDED INDEBTEDNESS IN AN AGGREGATE PRINCIPAL AMOUNT NOT TO EXCEED \$20,000,000 TO FINANCE CAPITAL COSTS; DECLARING INTENT TO REIMBURSE EXPENDITURES; AND RELATED MATTERS.

WHEREAS, the Board of Directors (the “District School Board”) of Lebanon Community School District No. 9, Linn County, Oregon, a school district organized under Oregon Revised Statutes (“ORS”) Chapter 332 (the “District”), has determined that a need exists for the District to finance capital costs, as more fully described in the Notice of Measure Election attached hereto as Exhibit A and to pay bond issuance costs (collectively, the “Project”); and

WHEREAS, in connection with the Project, the District has evaluated the need for safety improvements, the joint funding of safety improvements with other public and private entities and the funding of safety improvements in accordance with ORS 332.176; and

WHEREAS, the cost of the Project is estimated to be not less than \$24,368,209; and

WHEREAS, ORS 328.205, as amended (the “Act”), authorizes the District, subject to voter approval, to contract bonded indebtedness to provide funds to finance the costs of the Project and to pay bond issuance costs; and

WHEREAS, Oregon Laws 2015, Chapter 783 (Senate Bill 447) established an Oregon School Capital Improvement Matching Program (the “OSCIM Program”) which provides matching fund grants to school districts for capital costs of school districts; and

WHEREAS, the OSCIM Program requires matching funds in an amount equal to or exceeding the amount of the grant and such matching funds must be from general obligation bonds approved by the voters of the District; and

WHEREAS, the District has received a pre-election commitment for the May 2022 election for a \$4,368,209 grant from the OSCIM Program; and

WHEREAS, the District anticipates incurring expenditures (the “Expenditures”) to finance the costs of the Project and wishes to declare its official intent to reimburse itself for any Expenditures it may make from its general funds on the Project from the proceeds of voter-approved general obligation bonds (the “Bonds”), the interest on which is expected to be excluded from gross income under Section 103 of the Internal Revenue Code of 1986, as amended (the “Code”); and

WHEREAS, the District School Board has determined that it is in the best interest of the District to place the question of issuing the general obligation bonds on the ballot at the May 17, 2022 election.

NOW, THEREFORE, THE DISTRICT SCHOOL BOARD OF LEBANON COMMUNITY SCHOOL DISTRICT NO. 9, LINN COUNTY, OREGON RESOLVES AS FOLLOWS:

1. A measure election is hereby called for the purpose of submitting to the electors of the District the question of contracting a general obligation bonded indebtedness in the name of the District in an amount not to exceed \$20,000,000. Bond proceeds will be used to finance the costs of the Project and pay all bond issuance costs. The Bonds shall mature over a period of not more than twenty (20) years from the date of issue and may be issued in one or more series.

2. The measure election hereby called shall be held in the District on May 17, 2022. As authorized by the County Clerk of Linn County, Oregon and the Oregon Secretary of State, the election shall be conducted by mail pursuant to ORS 254.465 and 254.470.

3. The District authorizes the Board Chair, the Superintendent or the Business Director, or their designee, as the authorized representative (the “Authorized Representative”) to act on behalf of the District, to submit the final ballot title and explanatory statement, if any, and to take such further action as is necessary or desirable to carry out the intent and purposes herein in compliance with the applicable provisions of law.

4. The Authorized Representative shall cause to be delivered to the Elections Official of Linn County, Oregon, the Notice of Measure Election (the “Notice”) in substantially the form attached hereto as Exhibit A, with such changes as are approved and filed by the Authorized Representative as follows:

- a. Not later than February 25, 2022 (at least 80 days prior to the election date) for publication of notice by Linn County on Form SEL 805; and
- b. Not sooner than after completion of the ballot title challenge process provided in the Secretary of State’s Referral Manual and not later than March 17, 2022 (61 days prior to the election date) on Form SEL 803.

5. If Linn County prepares a voters’ pamphlet for the May 17, 2022 election, the Authorized Representative shall cause to be delivered to the Elections Official of Linn County, Oregon, an Explanatory Statement which shall be approved and filed by the Authorized Representative at the time of filing Form SEL 803 pursuant to paragraph 4.b. above.

6. The District hereby declares its official intent to reimburse itself with the proceeds of the Bonds for any of the Expenditures incurred by it prior to the issuance of the Bonds.

7. The law firm of Mersereau Shannon LLP is hereby appointed to serve as bond counsel and Piper Sandler & Co. is appointed to serve as underwriter or placement agent with respect to the Bonds.

ADOPTED by the District School Board of Lebanon Community School District No. 9, Linn County, Oregon, this 10th day of February 2022.

**LEBANON COMMUNITY SCHOOL DISTRICT NO. 9
LINN COUNTY, OREGON**

By: _____
Chair

ATTEST:

By: _____
Superintendent

EXHIBIT A

NOTICE OF MEASURE ELECTION

LEBANON COMMUNITY SCHOOL DISTRICT NO. 9
LINN COUNTY, OREGON

Notice

Date of Notice _____	Name of District Lebanon Community School District No. 9	Name of County or Counties Linn	Date of Election May 17, 2022
--------------------------------	--	---	---

Ballot Title

Caption (10 words which reasonably identifies the subject of the measure)

Bonds to Increase Safety, Security; Construct Updated Classrooms; Repair Facilities.

Question (20 words which plainly phrases the chief purpose of the measure; second sentence is not included in word count)

Shall District issue \$20,000,000 general obligation bonds to make safety/security improvements, repair schools, construct classrooms, facilities; receive \$4,368,209 grant? If the bonds are approved, they will be payable from taxes on property or property ownership that are not subject to the limits of sections 11 and 11b, Article XI of the Oregon Constitution.

Summary (175 words which concisely and impartially summarizes the measure and its major effect)

Lebanon Community School District No. 9 has been awarded a \$4,368,209 State grant which will be available only if the bonds are approved. If the bonds are not approved, the State grant will go to another district.

If approved, this measure would finance capital costs and improvements within the District including:

- Safety and Security Improvements
- ADA Bathrooms\Access
- Pool Upgrade
- HVAC Repair and Improvements
- Roof Replacement
- Site-Based Improvements
- Kitchen Updates

Bonds would mature in 20 years or less from the date of issuance and may be issued in one or more series. If approved, the estimated increase in the bond tax rate is projected to be \$0.26 per \$1,000 of assessed value. Actual rates may vary based upon interest rates incurred and changes in assessed value.



Lebanon Community School District No. 9

General Obligation Bonds Levy Rate Analysis

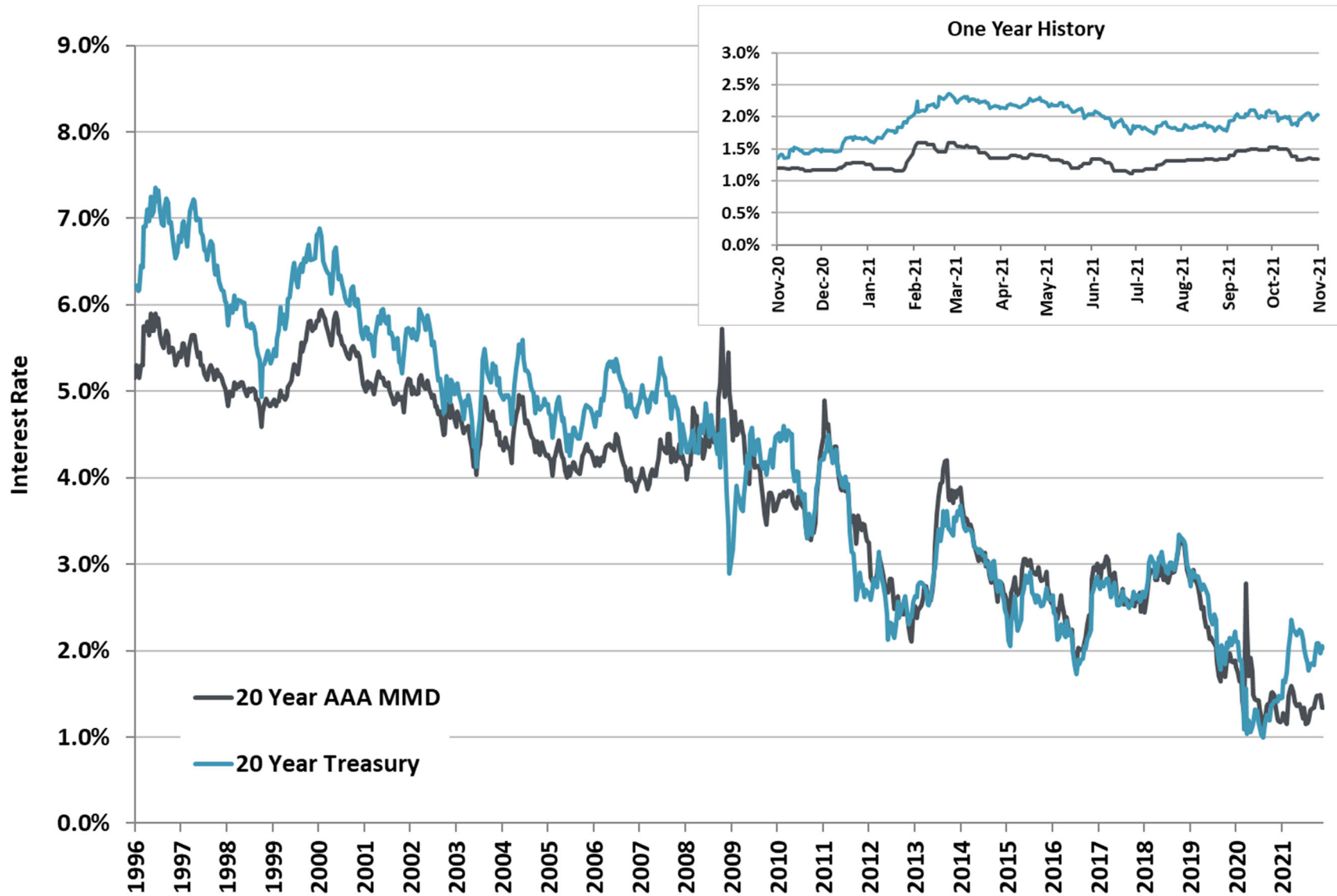
Lauren MacMillan
Managing Director
(503) 275-8302
lauren.macmillan@psc.com

Dale Peterson
Analyst
(208) 344-8578
dale.peterson@psc.com

November 22, 2021

HISTORICAL INTEREST RATES

20 Year Tax-Exempt (AAA MMD) vs. 20 Year Treasury Rates



LEBANON COMMUNITY SCHOOL DISTRICT NO. 9

Historical Property Values

Fiscal Year	M5 Real Market Value	% RMV Growth	Total Assessed Value	Urban Renewal Excess	Net Assessed Value	% Total AV Growth
2022	\$ 4,325,359,202	12.38%	\$ 2,581,596,872	\$ 152,463,667	\$ 2,429,133,205	3.41%
2021	3,848,787,162	8.33%	2,496,437,457	148,119,351	2,348,318,106	5.18%
2020	3,552,788,304	8.42%	2,373,457,447	186,232,273	2,187,225,174	3.76%
2019	3,277,018,371	14.85%	2,287,342,205	180,629,826	2,106,712,379	5.19%
2018	2,853,241,957	9.84%	2,174,530,093	177,561,396	1,996,968,697	3.70%
2017	2,597,563,311	8.66%	2,096,854,373	228,157,012	1,868,697,361	4.27%
2016	2,390,595,507	6.72%	2,011,043,509	212,672,858	1,798,370,651	4.28%
2015	2,240,009,339	1.46%	1,928,522,948	198,824,360	1,729,698,588	4.15%
2014	2,207,733,107	1.81%	1,851,633,753	186,878,149	1,664,755,604	3.48%
2013	2,168,484,657	-4.12%	1,789,402,459	131,170,311	1,658,232,148	2.10%
2012	2,261,632,874	-4.06%	1,752,661,452	180,118,506	1,572,542,946	5.46%
2011	2,357,432,466	-13.91%	1,661,886,164	95,607,795	1,566,278,369	2.20%
2010	2,738,298,044	19.81%	1,626,128,482	100,216,502	1,525,911,980	7.47%
2009	2,285,508,630	0.50%	1,513,161,332	87,034,113	1,426,127,219	5.56%
2008	2,274,037,908	18.11%	1,433,514,378	70,204,629	1,363,309,749	5.19%
2007	1,925,337,142	17.88%	1,362,799,417	77,140,283	1,285,659,134	7.24%
2006	1,633,285,385	8.27%	1,270,751,822	70,937,712	1,199,814,110	6.11%
2005	1,508,519,602	7.55%	1,197,609,941	50,359,896	1,147,250,045	4.73%
2004	1,402,594,554	0.62%	1,143,470,366	46,466,727	1,097,003,639	2.61%
2003	1,393,926,479	0.01%	1,114,386,572	46,708,727	1,067,677,845	3.27%
2002	1,393,834,946	---	1,079,134,882	49,209,329	1,029,925,553	---

Source: Linn County Department of Assessment and Taxation

Urban Renewal Excess

Urban Renewal Excess - 2022		
Plan Area	County	Amount
REDUCED RATE		
Lebanon UR II (NW Plan)	Linn	\$ 59,999,999
Lebanon N Gateway Plan	Linn	57,224,110
Lebanon Downtown UR District	Linn	2,047,463
Lebanon UR Mill Race	Linn	3,940,643
Total Reduced Rate Urban Renewal Excess:		\$ 123,212,215
STANDARD RATE		
Lebanon UR III (Cheadle Lake Plan)	Linn	\$ 29,251,452
Total Standard Rate Urban Renewal Excess:		\$ 29,251,452
TOTAL URBAN RENEWAL EXCESS		\$ 152,463,667

When urban renewal areas are created, they are designated as either “standard” or “reduced” rate plans and the type determines the assessed value against which general obligation bonds are levied. General obligation bonds cannot be levied on the excess assessed value in standard rate plan areas. Alternatively, general obligation bonds can be levied on the excess assessed value in reduced rate plan areas, if the bonds were approved at an election after October 6, 2001.

2022 Assessed Value for Bond Levies	
Total Assessed Value:	\$ 2,581,596,872
Less Standard Rate Urban Renewal Value:	(29,251,452)
Assessed Value (Bonds Approved After 10/06/01):	2,552,345,420
Less Reduced Rate Urban Renewal Value:	(123,212,215)
Net Assessed Value (Bonds Approved Before 10/06/01):	2,429,133,205

LEBANON COMMUNITY SCHOOL DISTRICT NO. 9

Outstanding General Obligation Bonds

Purpose		Date of Issue	Date of Maturity	Amount Issued	Amount Outstanding
General Obligation Bonds:					
Series 2000*	Renovation, remodeling, equipping and furnishing of existing facilities	06/15/00	06/15/10	\$ 31,000,000	\$ -
Series 2001*	Renovation, remodeling, equipping and furnishing of existing facilities	05/17/01	06/15/13	18,847,777	-
Series 2001	Advance refunding of 2000 GO Bonds	09/01/01	06/15/11	30,555,000	-
Series 2005	Advance refunding of 2001 GO Bonds	04/20/05	06/15/30	19,515,000	14,065,000
Series 2011	Current refunding of 2001 GO Ref Bonds	03/22/11	06/15/21	27,630,000	-
Series 2019	Advance refunding of 2011 GO Ref Bonds	12/26/19	06/15/30	18,790,000	18,330,000
Total General Obligation Bonds					<u>\$ 32,395,000</u>

*Refunded.

Legal General Obligation Debt Capacity

Real Market Value (Fiscal Year 2022)	\$	4,325,359,202
Debt Capacity		
General Obligation Debt Capacity (7.95% of Real Market Value)	\$	343,866,057
Less: Outstanding Debt Subject to Limit		(32,395,000)
Remaining General Obligation Debt Capacity	\$	311,471,057
Percent of Capacity Issued		9.42%

LEBANON COMMUNITY SCHOOL DISTRICT NO. 9

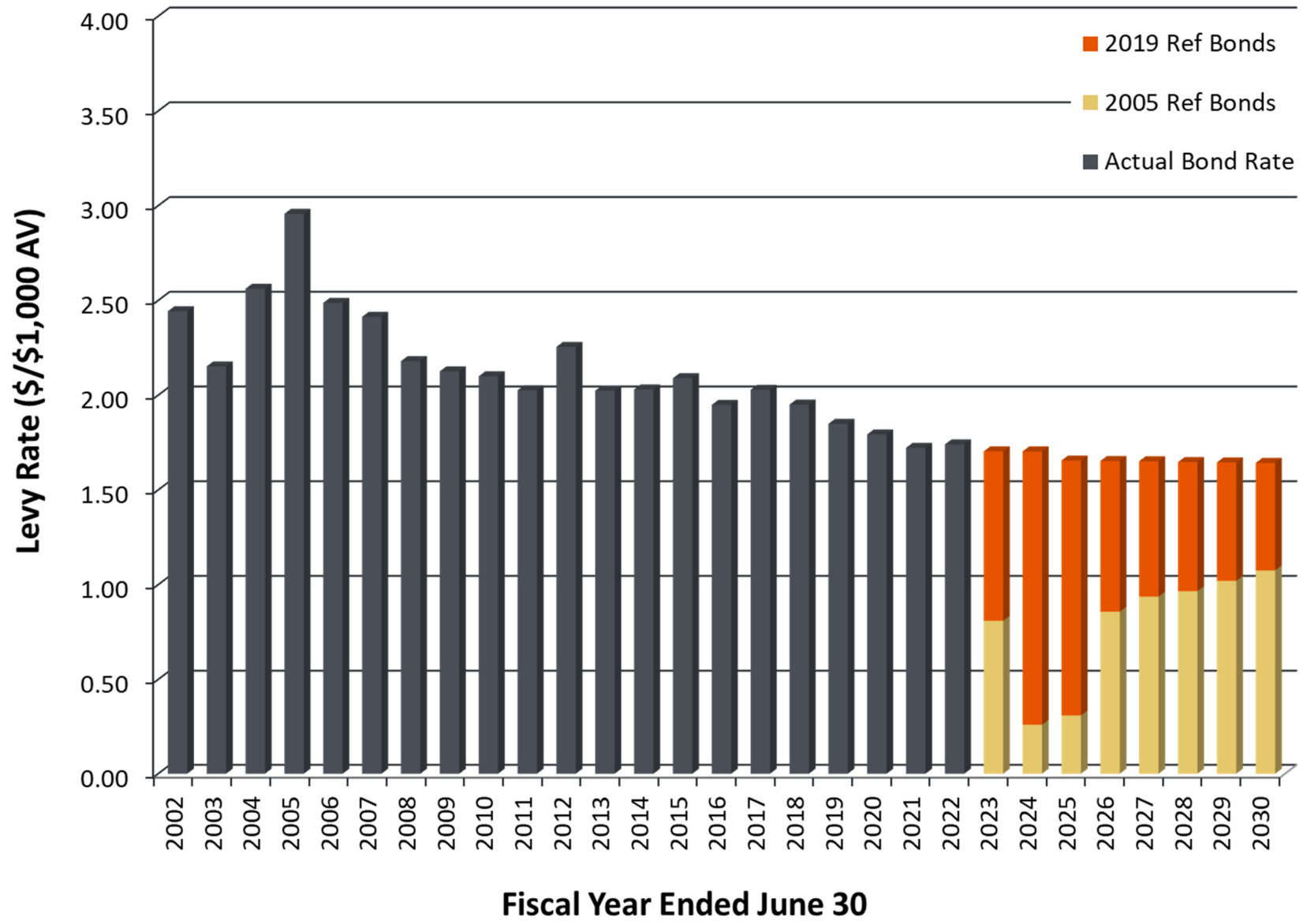
Outstanding General Obligation Bonds – Actual and Projected Levy Rates

Outstanding General Obligation Bonds											
Approval	Before 10/6/01	Before 10/6/01	Before 10/6/01	Before 10/6/01	Before 10/6/01	Before 10/6/01					
Fiscal Year ⁽¹⁾	2000 Bonds	2001 Bonds	2001 Ref Bonds	2005 Ref Bonds	2011 Ref Bonds	2019 Ref Bonds	Total	Total Assessed Value	% Total AV Growth	Actual Bond Rate	Taxes Collected ⁽²⁾ Projected Bond Rate
2002	\$ 953,600	\$ -	\$ 1,617,507	\$ -	\$ -	\$ -	\$ 2,571,107	\$ 1,079,134,882	---	2.4434	
2003	1,007,350	-	1,556,163	-	-	-	2,563,513	1,114,386,572	3.27%	2.1522	
2004	36,750	1,073,513	1,557,488	-	-	-	2,667,750	1,143,470,366	2.61%	2.5624	
2005	36,750	660,619	1,553,638	532,290	-	-	2,783,297	1,197,609,941	4.73%	2.9574	
2006	36,750	216,480	1,554,788	1,018,288	-	-	2,826,305	1,270,751,822	6.11%	2.4876	
2007	101,750	225,743	1,555,763	1,018,288	-	-	2,901,543	1,362,799,417	7.24%	2.4140	
2008	178,500	224,143	1,556,563	1,018,288	-	-	2,977,493	1,433,514,378	5.19%	2.1799	
2009	251,250	232,090	1,557,031	1,018,288	-	-	3,058,659	1,513,161,332	5.56%	2.1260	
2010	315,000	244,185	1,557,156	1,018,288	-	-	3,134,629	1,626,128,482	7.47%	2.0997	
2011		305,160	1,896,756	1,018,288	-	-	3,220,204	1,661,886,164	2.20%	2.0260	
2012		332,550		1,018,288	1,844,532	-	3,195,370	1,752,661,452	5.46%	2.2551	
2013		336,800		1,018,288	1,921,744	-	3,276,831	1,789,402,459	2.10%	2.0240	
2014				1,433,288	1,926,044	-	3,359,331	1,851,633,753	3.48%	2.0306	
2015				1,437,538	2,004,944	-	3,442,481	1,928,522,948	4.15%	2.0901	
2016				1,490,538	2,037,944	-	3,528,481	2,011,043,509	4.28%	1.9492	
2017				1,414,788	2,203,694	-	3,618,481	2,096,854,373	4.27%	2.0289	
2018				1,571,538	2,139,044	-	3,710,581	2,174,530,093	3.70%	1.9506	
2019				1,629,288	2,167,481	-	3,796,769	2,287,342,205	5.19%	1.8490	
2020				1,662,538	1,757,725	415,977	3,836,239	2,373,457,447	3.76%	1.7933	
2021				1,872,288	1,285,475	684,957	3,842,720	2,496,437,457	5.18%	1.7224	
Latest	2022			1,936,900		2,005,297	3,942,197	2,581,596,872	3.41%	1.7404	
Projected	2023			1,920,213		2,119,790	4,040,002	2,652,590,786	2.75%		1.70
	2024			636,163		3,514,168	4,150,331	2,725,537,033	2.75%	95.0%	1.70
	2025			796,163		3,457,357	4,253,519	2,800,489,301	2.75%	97.5%	1.66
	2026			2,263,963		2,098,824	4,362,786	2,877,502,757	2.75%	97.5%	1.65
	2027			2,543,125		1,937,380	4,480,505	2,956,634,083	2.75%	97.5%	1.65
	2028			2,693,125		1,898,046	4,591,171	3,037,941,520	2.75%	97.5%	1.65
	2029			2,923,825		1,787,879	4,711,704	3,121,484,912	2.75%	97.5%	1.65
	2030			3,165,000		1,668,696	4,833,696	3,207,325,747	2.75%	97.5%	1.64

(1) Fiscal years ended June 30.

(2) Assumes collection year delinquencies will be offset by back tax collections.

LEBANON COMMUNITY SCHOOL DISTRICT NO. 9 **Outstanding General Obligation Bonds – Actual and Projected Levy Rates**



LEBANON COMMUNITY SCHOOL DISTRICT NO. 9
General Obligation Bonds, Series 2022 – Summary of Structuring Scenarios

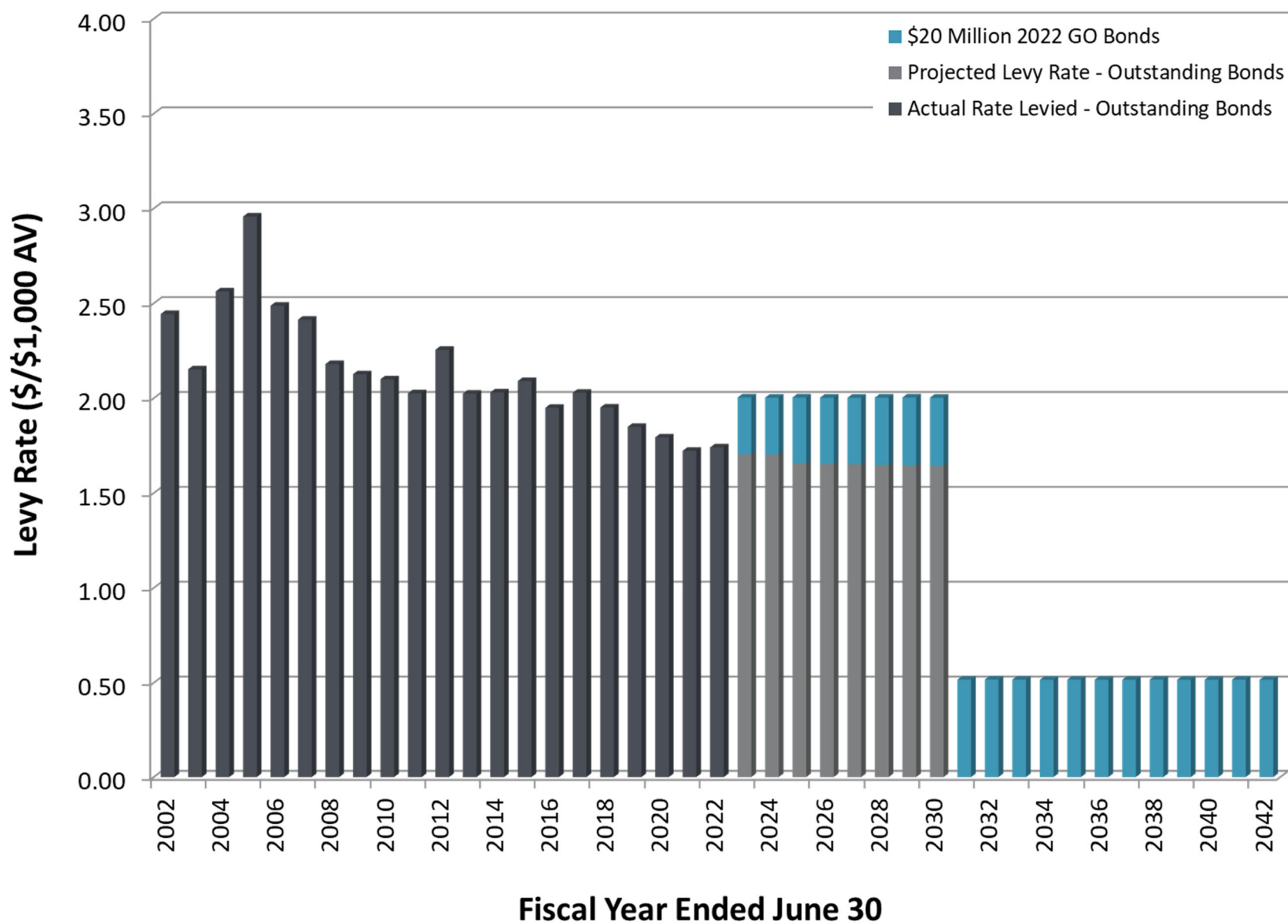
		Current Interest Bonds Only			
Structure		\$20 Million Issue		Maximum Borrowing at \$2.20 Levy Rate	
Par Amount		\$20,000,000		\$34,560,000	
Dated Date		6/15/2022		6/15/2022	
Final Maturity		6/15/2042		6/15/2042	
Amortization Period		20 Years		20 Years	
Projected Average Levy Rates*					
	Prior Debt	New Bonds	Combined	New Bonds	Combined
2022.....	\$ 1.74	\$ -	\$ 1.74	\$ -	\$ 1.74
2023-2024.....	1.70	0.30	2.00	0.50	2.20
2025-2030.....	1.65	0.35	2.00	0.55	2.20
2031-2042.....	-	0.52	0.52	0.93	0.93
Interest Estimates					
Cushion over Current Interest Rates		+ 1.50%		+ 1.50%	
True Interest Cost (TIC)**		3.68%		3.80%	
Total Interest		\$10,594,593		\$18,886,945	
Total Interest as % of Par		53%		55%	

* Projected average levy rates are based on a variety of assumptions regarding AV growth, tax collections & interest rates. Debt service will be fixed when bonds are sold but levy rates are preliminary until the assessor certifies values each year.

** True interest cost is the blended, overall interest rate for the issue. Includes the interest rate cushion.

LEBANON COMMUNITY SCHOOL DISTRICT NO. 9

General Obligation Bonds, Series 2022 – \$20 Million Issue – Current Interest Bonds Only



Lebanon Community School District No. 9
\$20,000,000
General Obligation Bonds, Series 2022
Projected Bond Levy Rates
20 Year Issue

Bond Issue Data		2022 Property Tax Data (000s)	
Dated Date:	06/15/2022	Total Assessed Value:	\$ 2,581,597
First Coupon:	12/15/2022	Less Standard Rate Urban Renewal Value:	29,251
Final Maturity	06/15/2042	Assessed Value (Bonds Approved After 2001):	\$ 2,552,345
Term (years):	20.00	Less Reduced Rate Urban Renewal Value:	123,212
Current Market Rates Plus:	1.50%	Net Assessed Value (Bonds Approved Before 2001):	\$ 2,429,133

Summary		Structuring Assumptions			
Issue Amount:	\$ 20,000,000	AV Growth		Tax Collections ⁽¹⁾	
		2023	2.75%	2023	95.0%
		2024	2.75%	2024	95.0%
		2025	2.75%	2025	97.5%
Total Interest Cost:	\$ 10,594,593	2026	2.75%	2026	97.5%
Interest Cost as a Percent of Par:	53%	Thereafter	2.75%	Thereafter	97.5%

Fiscal Year Ending 6/30	AV for New Bond Levies (000s)	Estimated Debt Service Requirements				Projected Levy Rates ⁽¹⁾ \$/ \$1,000 AV		
		Total		FY		Prior Debt ⁽²⁾	New Bonds	Combined Levy Rate
		Prior Debt	New Bonds	Total	Total			
2022	\$ 2,552,345	\$ 3,942,197	\$ -	\$ 3,942,197		\$ 1.74	\$ -	\$ 1.74
2023	2,622,535	4,040,002	746,900	4,786,902		1.70	0.30	2.00
2024	2,694,655	4,150,331	766,140	4,916,471		1.70	0.30	2.00
2025	2,768,758	4,253,519	939,940	5,193,459		1.66	0.35	2.00
2026	2,844,898	4,362,786	970,029	5,332,815		1.65	0.35	2.00
2027	2,923,133	4,480,505	999,035	5,479,540		1.65	0.35	2.00
2028	3,003,519	4,591,171	1,041,837	5,633,007		1.65	0.36	2.00
2029	3,086,116	4,711,704	1,077,891	5,789,595		1.65	0.36	2.00
2030	3,170,984	4,833,696	1,112,251	5,945,947		1.64	0.36	2.00
2031	3,258,186	-	1,640,013	1,640,013		-	0.52	0.52
2032	3,347,787	-	1,687,433	1,687,433		-	0.52	0.52
2033	3,439,851	-	1,732,329	1,732,329		-	0.52	0.52
2034	3,534,447	-	1,776,463	1,776,463		-	0.52	0.52
2035	3,631,644	-	1,827,826	1,827,826		-	0.52	0.52
2036	3,731,514	-	1,877,151	1,877,151		-	0.52	0.52
2037	3,834,131	-	1,927,871	1,927,871		-	0.52	0.52
2038	3,939,569	-	1,984,771	1,984,771		-	0.52	0.52
2039	4,047,907	-	2,035,854	2,035,854		-	0.52	0.52
2040	4,159,225	-	2,091,854	2,091,854		-	0.52	0.52
2041	4,273,604	-	2,152,299	2,152,299		-	0.52	0.52
2042	4,391,128	-	2,206,708	2,206,708		-	0.52	0.52
		\$ 39,365,912	\$ 30,594,593					

(1) Includes estimated delinquencies. Beginning in FY 2025 assumes collection year delinquencies will be offset by back tax collections.

(2) 2022 prior debt rate shown is actual rate levied.

Lebanon Community School District No. 9
Projected Debt Service Schedule
\$20,000,000
General Obligation Bonds, Series 2022
20 Year Issue

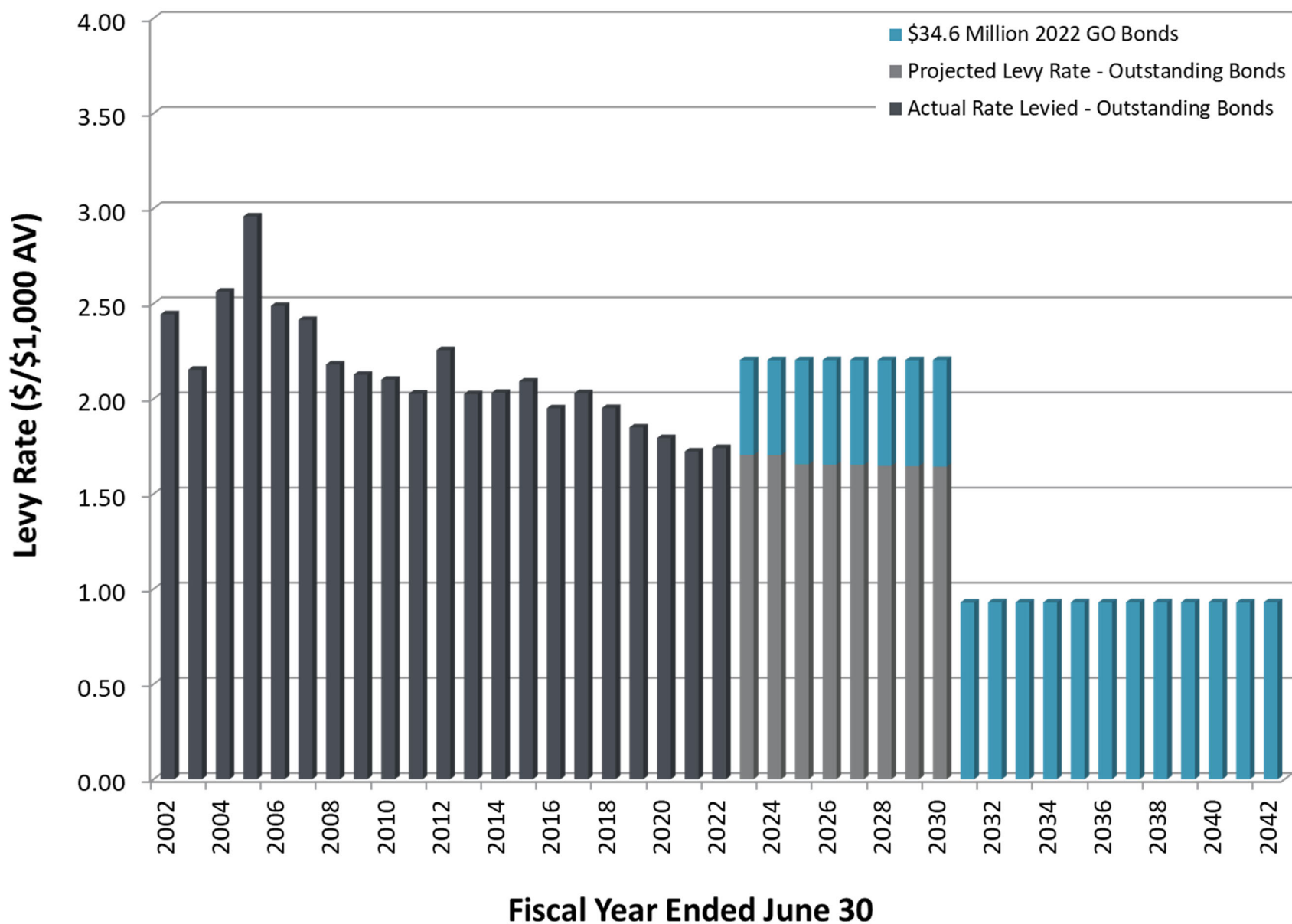
Payment Date	Principal	Coupon	Interest	Total Debt Service	FY Total	Estimated (1) Delinquencies	Estimated (2) Amount to Levy
12/15/2022			\$ 353,450	\$ 353,450	\$ -	\$ -	\$ -
06/15/2023	40,000	1.90%	353,450	393,450	746,900	39,311	786,211
12/15/2023			353,070	353,070			
06/15/2024	60,000	2.00%	353,070	413,070	766,140	40,323	806,463
12/15/2024			352,470	352,470			
06/15/2025	235,000	2.09%	352,470	587,470	939,940	24,101	964,041
12/15/2025			350,014	350,014			
06/15/2026	270,000	2.22%	350,014	620,014	970,029	24,873	994,901
12/15/2026			347,017	347,017			
06/15/2027	305,000	2.36%	347,017	652,017	999,035	25,616	1,024,651
12/15/2027			343,418	343,418			
06/15/2028	355,000	2.52%	343,418	698,418	1,041,837	26,714	1,068,550
12/15/2028			338,945	338,945			
06/15/2029	400,000	2.66%	338,945	738,945	1,077,891	27,638	1,105,529
12/15/2029			333,625	333,625			
06/15/2030	445,000	2.75%	333,625	778,625	1,112,251	28,519	1,140,770
12/15/2030			327,507	327,507			
06/15/2031	985,000	2.80%	327,507	1,312,507	1,640,013	42,052	1,682,065
12/15/2031			313,717	313,717			
06/15/2032	1,060,000	2.84%	313,717	1,373,717	1,687,433	43,268	1,730,701
12/15/2032			298,665	298,665			
06/15/2033	1,135,000	3.16%	298,665	1,433,665	1,732,329	44,419	1,776,748
12/15/2033			280,732	280,732			
06/15/2034	1,215,000	3.18%	280,732	1,495,732	1,776,463	45,550	1,822,013
12/15/2034			261,413	261,413			
06/15/2035	1,305,000	3.50%	261,413	1,566,413	1,827,826	46,867	1,874,693
12/15/2035			238,576	238,576			
06/15/2036	1,400,000	3.52%	238,576	1,638,576	1,877,151	48,132	1,925,283
12/15/2036			213,936	213,936			
06/15/2037	1,500,000	3.54%	213,936	1,713,936	1,927,871	49,433	1,977,304
12/15/2037			187,386	187,386			
06/15/2038	1,610,000	3.97%	187,386	1,797,386	1,984,771	50,892	2,035,663
12/15/2038			155,427	155,427			
06/15/2039	1,725,000	4.00%	155,427	1,880,427	2,035,854	52,201	2,088,055
12/15/2039			120,927	120,927			
06/15/2040	1,850,000	4.03%	120,927	1,970,927	2,091,854	53,637	2,145,491
12/15/2040			83,650	83,650			
06/15/2041	1,985,000	4.06%	83,650	2,068,650	2,152,299	55,187	2,207,486
12/15/2041			43,354	43,354			
06/15/2042	2,120,000	4.09%	43,354	2,163,354	2,206,708	56,582	2,263,290
Total	\$ 20,000,000		\$ 10,594,593	\$ 30,594,593	\$ 30,594,593	\$ 825,315	\$ 31,419,907

(1) Beginning in FY 2024 assumes collection year delinquencies will be offset by back tax collections.

(2) Actual levy amount should be calculated annually based on County's current delinquency rates, actual debt service requirements and debt service fund balance, if any.

LEBANON COMMUNITY SCHOOL DISTRICT No. 9

General Obligation Bonds, Series 2022 – Maximum Borrowing at \$2.20 Levy Rate – Current Interest Bonds Only



Lebanon Community School District No. 9
\$34,560,000
General Obligation Bonds, Series 2022
Projected Bond Levy Rates
20 Year Issue

Bond Issue Data		2022 Property Tax Data (000s)	
Dated Date:	06/15/2022	Total Assessed Value:	\$ 2,581,597
First Coupon:	12/15/2022	Less Standard Rate Urban Renewal Value:	29,251
Final Maturity	06/15/2042	Assessed Value (Bonds Approved After 2001):	\$ 2,552,345
Term (years):	20.00	Less Reduced Rate Urban Renewal Value:	123,212
Current Market Rates Plus:	1.50%	Net Assessed Value (Bonds Approved Before 2001):	\$ 2,429,133

Summary		Structuring Assumptions			
Issue Amount:	\$ 34,560,000	AV Growth		Tax Collections ⁽¹⁾	
		2023	2.75%	2023	95.0%
		2024	2.75%	2024	95.0%
		2025	2.75%	2025	97.5%
Total Interest Cost:	\$ 18,886,945	2026	2.75%	2026	97.5%
Interest Cost as a Percent of Par:	55%	Thereafter	2.75%	Thereafter	97.5%

Fiscal Year Ending 6/30	AV for New Bond Levies (000s)	Estimated Debt Service Requirements				Projected Levy Rates ⁽¹⁾ \$/\$1,000 AV		
		Total		FY		Prior Debt ⁽²⁾	New Bonds	Combined Levy Rate
		Prior Debt	New Bonds	Total	Total			
2022	\$ 2,552,345	\$ 3,942,197	\$ -	\$ 3,942,197		\$ 1.74	\$ -	\$ 1.74
2023	2,622,535	4,040,002	1,242,882	5,282,884		1.70	0.50	2.20
2024	2,694,655	4,150,331	1,277,787	5,428,117		1.70	0.50	2.20
2025	2,768,758	4,253,519	1,476,987	5,730,506		1.66	0.55	2.20
2026	2,844,898	4,362,786	1,526,971	5,889,757		1.65	0.55	2.20
2027	2,923,133	4,480,505	1,570,422	6,050,927		1.65	0.55	2.20
2028	3,003,519	4,591,171	1,627,280	6,218,450		1.65	0.56	2.20
2029	3,086,116	4,711,704	1,676,948	6,388,652		1.65	0.56	2.20
2030	3,170,984	4,833,696	1,734,446	6,568,142		1.64	0.56	2.20
2031	3,258,186	-	2,949,596	2,949,596		-	0.93	0.93
2032	3,347,787	-	3,035,036	3,035,036		-	0.93	0.93
2033	3,439,851	-	3,115,934	3,115,934		-	0.93	0.93
2034	3,534,447	-	3,201,470	3,201,470		-	0.93	0.93
2035	3,631,644	-	3,291,828	3,291,828		-	0.93	0.93
2036	3,731,514	-	3,379,578	3,379,578		-	0.93	0.93
2037	3,834,131	-	3,475,874	3,475,874		-	0.93	0.93
2038	3,939,569	-	3,570,117	3,570,117		-	0.93	0.93
2039	4,047,907	-	3,670,185	3,670,185		-	0.93	0.93
2040	4,159,225	-	3,770,785	3,770,785		-	0.93	0.93
2041	4,273,604	-	3,871,385	3,871,385		-	0.93	0.93
2042	4,391,128	-	3,981,443	3,981,443		-	0.93	0.93
		\$ 39,365,912	\$ 53,446,945					

(1) Includes estimated delinquencies. Beginning in FY 2025 assumes collection year delinquencies will be offset by back tax collections.

(2) 2022 prior debt rate shown is actual rate levied.

Lebanon Community School District No. 9
Projected Debt Service Schedule
\$34,560,000
General Obligation Bonds, Series 2022
20 Year Issue

Payment Date	Principal	Coupon	Interest	Total Debt Service	FY Total	Estimated (1) Delinquencies	Estimated (2) Amount to Levy
12/15/2022			\$ 618,941	\$ 618,941	\$ -	\$ -	\$ -
06/15/2023	5,000	1.90%	618,941	623,941	1,242,882	65,415	1,308,296
12/15/2023			618,893	618,893			
06/15/2024	40,000	2.00%	618,893	658,893	1,277,787	67,252	1,345,038
12/15/2024			618,493	618,493			
06/15/2025	240,000	2.09%	618,493	858,493	1,476,987	37,871	1,514,858
12/15/2025			615,985	615,985			
06/15/2026	295,000	2.22%	615,985	910,985	1,526,971	39,153	1,566,124
12/15/2026			612,711	612,711			
06/15/2027	345,000	2.36%	612,711	957,711	1,570,422	40,267	1,610,689
12/15/2027			608,640	608,640			
06/15/2028	410,000	2.52%	608,640	1,018,640	1,627,280	41,725	1,669,005
12/15/2028			603,474	603,474			
06/15/2029	470,000	2.66%	603,474	1,073,474	1,676,948	42,999	1,719,946
12/15/2029			597,223	597,223			
06/15/2030	540,000	2.75%	597,223	1,137,223	1,734,446	44,473	1,778,918
12/15/2030			589,798	589,798			
06/15/2031	1,770,000	2.80%	589,798	2,359,798	2,949,596	75,631	3,025,226
12/15/2031			565,018	565,018			
06/15/2032	1,905,000	2.84%	565,018	2,470,018	3,035,036	77,821	3,112,857
12/15/2032			537,967	537,967			
06/15/2033	2,040,000	3.16%	537,967	2,577,967	3,115,934	79,896	3,195,829
12/15/2033			505,735	505,735			
06/15/2034	2,190,000	3.18%	505,735	2,695,735	3,201,470	82,089	3,283,558
12/15/2034			470,914	470,914			
06/15/2035	2,350,000	3.50%	470,914	2,820,914	3,291,828	84,406	3,376,233
12/15/2035			429,789	429,789			
06/15/2036	2,520,000	3.52%	429,789	2,949,789	3,379,578	86,656	3,466,233
12/15/2036			385,437	385,437			
06/15/2037	2,705,000	3.54%	385,437	3,090,437	3,475,874	89,125	3,564,998
12/15/2037			337,558	337,558			
06/15/2038	2,895,000	3.97%	337,558	3,232,558	3,570,117	91,541	3,661,658
12/15/2038			280,093	280,093			
06/15/2039	3,110,000	4.00%	280,093	3,390,093	3,670,185	94,107	3,764,292
12/15/2039			217,893	217,893			
06/15/2040	3,335,000	4.03%	217,893	3,552,893	3,770,785	96,687	3,867,472
12/15/2040			150,692	150,692			
06/15/2041	3,570,000	4.06%	150,692	3,720,692	3,871,385	99,266	3,970,651
12/15/2041			78,221	78,221			
06/15/2042	3,825,000	4.09%	78,221	3,903,221	3,981,443	102,088	4,083,531
Total	\$ 34,560,000		\$ 18,886,945	\$ 53,446,945	\$ 53,446,945	\$ 1,438,469	\$ 54,885,414

(1) Beginning in FY 2024 assumes collection year delinquencies will be offset by back tax collections.

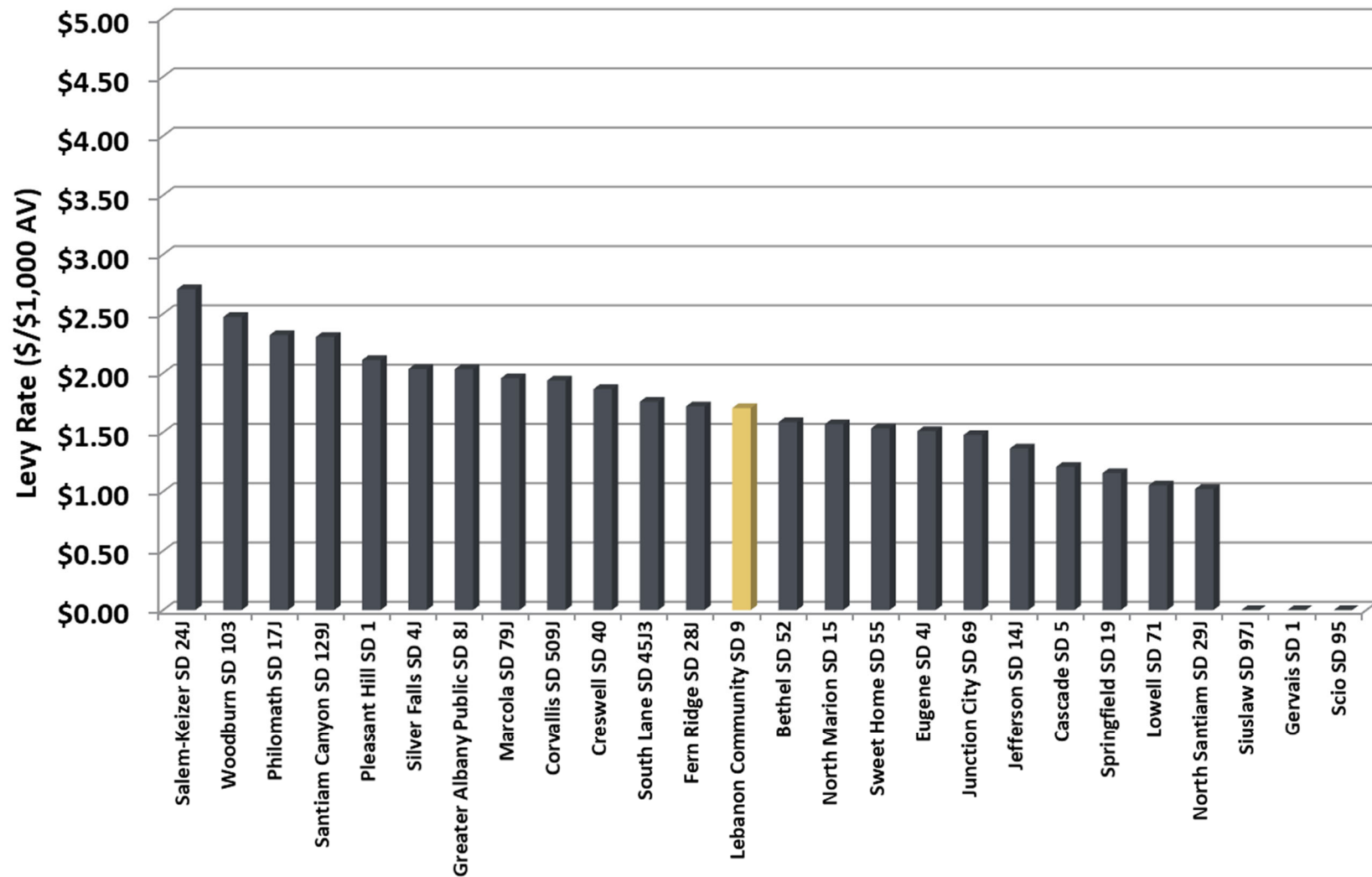
(2) Actual levy amount should be calculated annually based on County's current delinquency rates, actual debt service requirements and debt service fund balance, if any.

LEBANON COMMUNITY SCHOOL DISTRICT No. 9

School District Levy Rates in Neighboring Districts with >1,000 ADMw

District	Extended ADMw (6-24-21)	Assessed Value (Net of Urban Renewal)	2022 Levy Rates			
			Permanent Rate	Local Option Rate	Bond Rate	Total District Rate
Philomath SD 17J	1,900.91	890,986,358	4.8664	1.5000	2.3200	8.6864
Corvallis SD 509J	7,712.99	7,523,438,766	4.4614	1.5000	1.9368	7.8982
Eugene SD 4J	20,083.40	17,200,355,488	4.7485	1.5000	1.5096	7.7581
Salem-Keizer SD 24J	51,241.98	20,922,217,544	4.5210	-	2.7072	7.2282
Santiam Canyon SD 129J	6,073.74	429,553,790	4.8880	-	2.3047	7.1927
Woodburn SD 103	7,279.82	2,087,947,270	4.5247	-	2.4729	6.9976
Sweet Home SD 55	2,696.64	1,123,190,159	5.0057	0.3000	1.5331	6.8388
Pleasant Hill SD 1	1,164.67	738,182,236	4.6414	-	2.1099	6.7513
Lebanon Community SD 9	4,966.32	2,429,133,205	4.9925	-	1.7040	6.6965
Marcola SD 79J	1,013.52	217,269,131	4.6687	-	1.9560	6.6247
Greater Albany Public SD 8J	10,826.24	6,488,778,743	4.5855	-	2.0321	6.6176
Silver Falls SD 4J	4,438.54	2,047,414,021	4.5458	-	2.0340	6.5798
Fern Ridge SD 28J	1,733.71	1,067,370,412	4.8240	-	1.7183	6.5423
South Lane SD 45J3	3,395.49	1,755,370,726	4.7532	-	1.7574	6.5106
Creswell SD 40	1,442.04	820,729,248	4.6426	-	1.8646	6.5072
Jefferson SD 14J	1,058.29	547,898,423	4.8468	-	1.3633	6.2101
Lowell SD 71	1,599.88	276,607,613	5.0409	-	1.0520	6.0929
Bethel SD 52	6,562.93	4,103,071,497	4.5067	-	1.5856	6.0923
Junction City SD 69	1,961.15	1,335,574,512	4.5604	-	1.4771	6.0375
Cascade SD 5	2,928.14	1,431,507,377	4.6405	-	1.2084	5.8489
Springfield SD 19	12,045.02	6,492,506,088	4.6412	-	1.1554	5.7966
North Santiam SD 29J	2,555.17	1,625,530,801	4.3973	-	1.0215	5.4188
North Marion SD 15	2,173.91	1,261,974,310	3.3333	-	1.5683	4.9016
Siuslaw SD 97J	1,527.92	2,130,160,112	3.8928	0.7500	-	4.6428
Gervais SD 1	1,880.64	658,275,425	4.6427	-	-	4.6427
Scio SD 95	3,565.18	359,236,680	4.5080	-	-	4.5080

2022 School District Bond Rates



We are writing or providing this material to provide you with certain regulatory disclosures as required by the Municipal Securities Rulemaking Board. As part of our services, Piper Sandler may provide advice concerning the structure, timing, terms, and other similar matters concerning an issue of municipal securities that Piper Sandler is underwriting or placing. However, Piper Sandler intends to serve as an underwriter or placement agent and not as a financial advisor to you in this transaction; and the primary role of Piper Sandler is to purchase securities for resale to investors or arrange for the placement of securities in an arm's-length commercial transaction between you and Piper Sandler. Piper Sandler has financial and other interests that differ from your interests.

Agenda Item 9

Construction Resolution No. 2122-5

BOARD RESOLUTION



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

From: William Lewis, Business Director

Date: 02/04/2022

Meeting Date: 02/10/2022

Re: Board Resolution 2122 – 5 Approval of Alternative Contract Method Construction Manager | General Contractor (CM|GC)

Background

The Lebanon Community School Board, sitting as the local contract review board for the District, is requested to consider an exemption from public bidding and use of an alternative contracting method for construction of a classroom expansion and Seven Oak Middle school. ORS 279C, sets forth the process for a public agency's procurement of public improvement contracts, requiring public agencies to award contracts to the low responsive bidder.

We believe the low bid process have inherent pitfalls which we believe not to be in the District's best interests.

We are requesting the Board to adopt an alternative contracting method as follows:

- Construction Manager | General Contractor (CM|GC).

The CM|GC procurement method benefits this Project by allowing the CM|GC to be chosen during the Schematic Design Phase. The CM|GC will be involved through the remaining design phases providing constructability, value engineering, cost estimating, as well as the development of a construction phasing plan.

The project teams and HMK Company the Program Manager are experienced with these alternative contracting methods, having facilitated the processes successfully on other projects, and believe it is in the best interest of the District to adopt the alternative contracting methods as presented.

Recommendation

It is recommended that the Board approve the findings of fact and adopt the resolution to approve the Alternative Contract Method Construction Manager | General Contractor (CM|GC).

**Resolution #2021-22-5 Approval of Alternative Contracting Method Construction
Manager/General Contractor CM/GC**

Whereas: ORS 279C allows a local contract review board for the District to approve use of an alternative contracting method of Construction Manager | General Contractor (CM|GC), and;

Whereas: Based upon the findings set forth herein, the School Board for Lebanon Community Schools (the "District"), sitting as the local contract review board for the District on its request for exemption from the public contracting rules under ORS 279C.335(2) hereby resolves, finds and concludes:

1. Notice of public hearing was published in at least one trade newspaper of general statewide circulation a minimum of 14 days prior to the hearing.
2. A copy of the notice is attached hereto as Exhibit "A" and incorporated by this reference.
3. At the public hearing, the School Board gave an opportunity for any interested party to appear and present comment.
4. The Findings attached as Exhibit B ("Findings") have been considered by the School Board and are adopted and approved.
5. Based upon the notice to the public, and the approved Findings, and the use of the Construction Manager | General Contractor process as the manner of selecting the proposed contractor for the Project, it is unlikely that an exemption from the competitive bidding requirements of the public contracting statutes will encourage favoritism in the awarding of a public contract for the Project, or substantially diminish competition for public contracts of the like nature.
6. Based upon the approved Findings, it is reasonably anticipated that the awarding of a public contract using the alternative method of Construction Manager | General Contractor pursuant to an exemption under ORS 279C.335(2) will likely result in a substantial cost saving to the District by increasing the efficiency and accuracy of the contractor's performance of its work on the Project, by reducing the District's administrative costs and burden for the Project, and by reducing the time required for completion of the Project, which will allow the District to occupy the premises with minimum impact on the programs or operations of the District.
7. The District is granted an exemption under ORS 279C.335(2) from the competitive bidding requirements of ORS 279C.335(1) for the Project, so that it can utilize the Construction Manager | General Contractor method as the alternative contract method, provided the District also remains permitted, at the District's discretion, to use traditional bidding for the Project pursuant to ORS 279C.335(1).
8. For any Project utilizing the construction manager/general contractor method of procurement, the procurement shall be in accordance with the Attorney General Model Rules adopted under ORS 179A.065, and;

Whereas: Lebanon Community School District Board understands the CM|GC procurement method benefits for the Seven Oak classroom addition project; therefore:

Be It Resolved that Lebanon Community School District approves the findings of fact and adopts the resolution to approve using the Alternative Contracting Method Construction Manager | General Contractor

(CM|GC) on the Seven Oak classroom expansion project. This resolution shall take effect immediately.

Approved: _____
Date

Signed: _____
Board Chair

Date

Signed: _____
Board Vice Chair

**NOTICE OF PUBLIC HEARING
LEBANON COMMUNITY SCHOOLS
CONSTRUCTION MANAGER | GENERAL CONTRACTOR**

On February 10, 2022, at 6:00 PM the **Lebanon Community Schools Board of Directors** will hold a public hearing and sit as the contract review board to consider the request of the for an exemption from the competitive bidding requirements of ORS 279C.335(1), pursuant to ORS 279C.335(2), to engage in the alternate contracting method, Construction Manager | General Contractor form of delivery. The public hearing is for the purpose of taking comments on the draft findings for an exemption from the competitive bidding requirement.

Copies of the draft findings are available to be picked up from the following contact:

On behalf of the Lebanon Community Schools
David McKay, Principal in Charge
HMK Company
403 1st Avenue NW
Albany, Oregon 97321

Published:
Daily Journal of Commerce, Monday, January 24, 2022
Districts Paper of Record, Monday, January 24, 2022

EXHIBIT B TO BOARD RESOLUTIONS

PROPOSED FINDINGS

**PURSUANT TO ORS 279C.335 AND OAR 137-049-0610, -0620, -0630, and -0690
BY THE LEBANON COMMUNITY SCHOOLS, SCHOOL BOARD
SEVEN OAK MIDDLE SCHOOL ADDITION AND REMODELING**

On February 10, 2022 the Lebanon Community Schools (the “District”) requested an exemption from the competitive bidding requirements of ORS Chapter 279C.335(1) pursuant to ORS 279C.335(2) for the specified projects, known as construction of the Seven Oak Middle School Addition and Remodeling by the District to enable it to utilize an alternative contracting method for construction of the Project. The specific alternative contracting method which the District wishes to utilize is a Construction Manager | General Contractor (CM|GC) selection process.

Lebanon Community Schools is seeking experienced CM|GC contractors for the remodeling and addition of new classrooms at Seven Oak Middle School

ORS 279c.335(2)(b)-- In approving a finding under this paragraph, the...the local contract review board shall consider the type, cost and amount of the contract...

OAR 137-049-0630 Descriptions. Findings supporting a competitive bidding exemption must describe with specificity any Alternative Contracting Method to be used in lieu of competitive bidding, including, but not limited to, whether a one-step (request for Proposals), two-step (beginning with a Request for Qualifications, followed by a request for Proposals) or other solicitation process will be utilized. The Findings may also describe anticipated characteristics or features of the resulting Public Improvement Contract. However, the purpose of an exemption from competitive bidding is limited to a determination of the Procurement method. Any unnecessary or incidental descriptions of the specific details of the anticipated Contract within the supporting Findings are not binding upon the Contracting Agency. The parameters of the Public Improvement Contract are those characteristics or specifics that are announced in the Solicitation Document. “District exemption is being sought for procurement of one or more Construction Manager/General Contractor contracts, procured through a one-step request for proposals (RFP) process as allowed under Oregon statutes and the relevant Oregon Attorney General Model Rules.”

The Board is requested to approve the following findings:

The School Board, having considered the evidence at the public hearing concerning this request, finds:

1. The District is an School District organized and existing under the laws of the state of Oregon.
2. The Board is the local contract review board for the District.

With regarding to ORS 279C.335, the Board has considered the following in its decision to exempt the Project from competitive bidding and use the CM|GC method:

- a. The exemption is unlikely to encourage favoritism in the awarding of the public improvement contract or substantially diminish competition for the public improvement contract.

Analysis: The Board will select the CM|GC through a competitive process that fosters competition and focuses on delivering the best value to the District with no favoritism. The District will administer an CM|GC process in a manner that will attract competition.

"Subcontractable" work will be procured by the CM|GC firm, with the oversight of the District. Should the CM|GC firm choose to bid any of the subcontractable work, then bids will need to be submitted to the District or an independent third party a minimum of 2 hours prior to bid closing.

Finding: The process used by the District makes the exemption unlikely to encourage favoritism in the awarding of the Projects or substantially diminish competition for the Projects.

- b. Awarding a public improvement contract under the exemption is likely to result in substantial cost savings and other benefits to the District.

Analysis:

- i. Public benefits

The additional classrooms and possible renovation of existing facility will facilitate better working environments, providing safer and more efficient buildings. The CM|GC will help to maximize the quality and amount of construction items that can be delivered, within budget, and on schedule.

- ii. Value engineering

The CM|GC process provides many benefits and opportunities for cost savings. During the preconstruction phase, the CM|GC will be evaluating the budget and making suggestions for cost-saving changes and value enhancements. The CM|GC will evaluate major systems and make design recommendations to the project team about which systems are most cost-effective. Use of the CM|GC process will likely result in substantial benefit to the District by facilitating and coordinating the most efficient use of limited bond funds.

The CM|GC also identifies whether project sequencing is viable and design elements can be built as drawn. All of these beneficial actions by the CM|GC will improve design, expedite construction and eliminate the potential for costly change orders. The benefits of value engineering are not available with the low bid process.

Findings Under ORS 279C.335(2)(b)

Information related to each of the requirements of ORS 279C.335(2)(b) is as follows:

- (A) How many persons are available to bid.

Information considered by the District:

The CM|GC for each project will be selected through a competitive Request for Proposal (RFP) process. The notification of will be publicly advertised in a state-wide trade newspaper. A review committee will screen and rank proposals based on the criteria described in the request for proposal. Based upon the ranking, one or more proposers may be selected for interview. There are multiple qualified contractors available to propose on this project.

- (B) The construction budget and the projected operating costs for the completed public improvement.

Information considered by the District:

The total construction budget is approximately \$4,000,000

- (C) Public benefits that may result from granting the exemption.

Information considered by the District:

The additional classrooms and possible renovation of existing facilities will facilitate better working environments, providing safer and more efficient buildings. CM|GC will help to maximize the quality and amount of construction items that can be delivered, within budget, and on schedule.

- (D) Whether value engineering techniques may decrease the cost of the public improvement.

Information considered by the District:

During the design phase prior to material and subcontractor bidding, the CM|GC will provide value engineering and update cost estimate information. This engineering and cost estimate will assist final decision-making about the project scope, product quality and

material finish. Using a CM|GC will allow more flexibility to develop, evaluate, and implement design changes with less impact on construction cost and time. In the event fast track construction is necessary, the CM|GC process provides the best means of managing fast track construction with a guaranteed completion date and a guaranteed maximum price for the construction.

Use of the CM|GC process will likely result in substantial cost savings by minimizing costly change orders through CM|GC value engineering, constructability review, scheduling, and estimating during the design process.

Use of the CM|GC process will likely result in substantial cost savings through efficiencies gained from having only one general contractor on the site, thereby reducing the need for additional job site conditions from multiple general contractors.

Use of the CM|GC process will likely result in substantial benefit to the District by facilitating and coordinating the most efficient use of limited funds.

- (E) The cost and availability of specialized expertise that is necessary for the public improvement.

Information considered by the District:

The contractor ultimately selected as CM|GC will demonstrate experience and expertise in providing CM|GC services to public and/or private organizations. The contractor will also have thorough knowledge of public building construction and improvements. The CM|GC firm is hired at the beginning of the project to assist with master planning, design considerations, administrative coordination, scheduling, budget estimating, constructability review, and value engineering.

- (F) Any likely increases in public safety.

Information considered by the District:

All work during the construction will be done in accordance with OR-OSHA safety regulations. The CM|GC selected will be highly qualified and capable and show evidence of construction safety practices that are at the highest level of integrity. Staff and student safety is of upmost importance during construction. The CM|GC's input into construction sequencing can reduce issues related to safety while working on an occupied school campus.

- (G) Whether granting the exemption may reduce risks to the contracting agency, the state agency or the public that are related to the public improvement.

Information considered by the District:

The project includes technical and logistical complexities, the risks of which will be addressed with the CM|GC firm working with the District and the architect to solve specific challenges identified during the pre-construction phase. Technical complexity relates to planning and coordinating the various components of the project for safety, schedule and budget. The project includes a limited budget as well as limited construction time.

The project will include addition of classrooms and possible renovations to existing facilities. The CM|GC process should add efficiencies in coordinating the various elements of the work, in close proximity to one another, in over-lapping time periods, and with tight budgets.

- (H) Whether granting the exemption will affect the sources of funding for the public improvement;

Information considered by the District:

Funding for this project is provided by the District's ESSER allocation and other funding sources. The CM|GC method of contracting provides cost controls for limited budgets and therefore benefits the District. The team approach, the schedule, the value analysis, and constructability reviews provide the ultimate in effective cost analysis.

- (I) Whether granting the exemption will better enable the contracting agency to control the impact that market conditions may have on the cost of and time necessary to complete the public improvement.

Information considered by the District:

The CM|GC contracting process is a modern construction delivery method used by both public and private organizations. The CM|GC is tasked with keeping the project team up-to-date on the latest construction techniques and products. The CM|GC will inform the project team of current market conditions, labor and materials availability, and construction methodologies that can reduce design and construction time and costs.

- (J) Whether granting the exemption will better enable the contracting agency to address the size and technical complexity of the public improvement.

Information considered by the District:

The project must be delivered within strict technical and logistical parameters. The CM|GC firm will work with the District and the architect to solve specific challenges identified during the pre-construction phase. Technical complexity relates to planning and coordinating the

various components of the project for safety, schedule and budget. The project includes a limited budget as well as limited construction time.

- (K) Whether the public improvement involves new construction or renovates or remodels an existing structure.

Information considered by the District:

The project is an classroom addition to Seven Oak Middle School and possible renovations to the existing facility. .

- (L) Whether the public improvement will be occupied or unoccupied during construction.

Information considered by the District:

The Project will be occupied during the work. The CM|GC will provide valuable input on separation of work areas from public areas throughout the construction phase.

- (M) Whether the public improvement will require a single phase of construction work or multiple phases of construction work to address specific project conditions;

Information considered by the District:

The Project consist of single phase for the classroom addition and possibly additional phases for renovation work in the existing building. Additionally it may have mutliiple bid packages (GMP Amednments).

- (N) Whether the contracting agency or state agency has, or has retained under contract, and will use contracting agency or state agency personnel, consultants and legal counsel that have necessary expertise and substantial experience in alternative contracting methods to assist in developing the alternative contracting method that the contracting agency or state agency will use to award the public improvement contract and to help negotiate, administer and enforce the terms of the public improvement contract.

Information considered by the District:

Yes, the District working with an Owner's Representative and architecture firm that have extensive experience with the CM|GC delivery method. The District is also proactively working with legal counsel experienced in construction and with CM|GC, design-build, and alternative contracting methods. The District intends to retain such consultants as may be necessary to affect the Project.

Agenda Item 10

Consent Agenda

*December 9, 2021 Meeting Minutes and
January 13, 2022 Meeting Minutes*



**LEBANON COMMUNITY SCHOOL DISTRICT
BOARD OF DIRECTORS MEETING
DECEMBER 9, 2021, 6:00 PM**

Santiam Travel Station

750 S. Third Street, Lebanon, OR 97355

MEETING MINUTES

<u>BOARD MEMBERS PRESENT:</u>	<u>EXECUTIVE STAFF PRESENT:</u>
Mike Martin, Chair	Bo Yates, Superintendent
Richard Borden, Vice Chair	William Lewis, Business Director
Tom Oliver, Member	Kim Grousbeck, Director of Human Resources
Tammy Schilling, Member, via Zoom	Jennifer Meckley, Assistant Superintendent, via Zoom

The meeting minutes were recorded by Executive Secretary Ruth Hopkins.

1. WELCOME AND CALL TO ORDER

Board Chair Mike Martin called the meeting to order at 6:00 PM and led the Pledge of Allegiance.

2. PUBLIC COMMENTS

Tonja Everest, Superintendent of Linn Benton Lincoln Educational Service District, requested the opportunity to address the Board and provide them with the 2021-22 Overview and the 2021-23 Local Service Plan. Those documents are attached to these minutes. She explained that the overview is what the LBL ESD provide to school districts in three counties. She then reviewed the Local Service Plan. This document will be presented again to the Board in the future, to be approved with a resolution.

3. COVID-19 UPDATE

Superintendent Yates shared the enrollment data by grade, along with the current quarantine data. He explained that students will be able to test to stay in the building if they have not been vaccinated and have an exposure. This will allow them to stay in school and not be quarantined. There has been a total of 1,467 students that have been quarantined, with a total of 2,275 instructional days lost.

The question was asked regarding the testing and if it was a rapid test that would be used. It was answered that it would be the rapid test that would be given, with a follow-up test in 72 hours if they were still asymptomatic. That anticipation is that the number of instructional days lost should greatly decrease. It was requested that the asynchronous numbers be included in the attendance data in the future.

The question was asked as to whether or not parental consent would need to be given for the students to test to stay, and the answer given was that they would need to give consent.

4. SCHOOL-BASED HEALTH CENTER

Rachel Cannon, a district administrator, gave the report regarding the proposed school-based health center. She reviewed the background information that was included in the information packet and is available online. She shared that LCSD formed an Advisory Committee for the Mental Health and Wellness Program, of which there are four sub-committees that regularly meet: Mental Health and Wellness, Latinx, Linn County Services, and School Based Health Center. They gathered data between all partnerships to determine what needs are in the community and it was determined that Lebanon would benefit from a certified school-based health center (SBHC) and the high school was chosen as the host site.

She then reviewed the recommendations from the American Pediatrics for a certified health center.

Linn County Mental Health would like to be able to have a mental health provider in the center. The district currently has one mental health provider in the schools, and they are trying to hire one more.

Moving forward, they will be meeting with Samaritan and Western Medical School. They will also be applying for a SBHC grant of \$90,000 that will be over two years and available for all students to access.

5. BOARD MEMBER RESIGNATION

Board Chair Mike Martin announced that he had accepted the resignation of Member Todd Gestrin, who was resigning due to health reasons.

6. PROCESS AND TIMELINE TO FILL ZONE 5 VACANCY

Board Chair Mike Martin reviewed the process for filling the Board vacancy. The position will be posted for 20 days, and then candidates will be presented at the January meeting. If there is not a Zone 5 candidate, then the position will be opened up to candidates from outside that zone.

Chair Martin thanked Todd Gestrin for his service over the years and his commitment to the Lebanon community.

Upon motion made by Member Tom Oliver, duly seconded by Vice Chair Richard Borden, the Board voted unanimously to approve the Board vacancy process and timeline as presented.

7. RESOLUTION 2122-3

William Lewis presented Resolution 2122-3 to the Board for approval. He indicated that it was to award the RFP for the Project Management Services Contract to HMK Company. This will be for the Seven Oak Project, which will start immediately and should be completed by May of 2023, as well as any other project management needs. The amount of \$178,990.00 in the contract is just for the

Seven Oak Project. This amount is based on the hours needed to complete the job. If there are invoices above that amount, then there will need to be further conversations with the school board.

Member Tom Oliver indicated that he would prefer to have it be project by project, or every couple of projects, but not a blanket approval for all project management needs.

It was asked what work would be beyond Seven Oak. To which the answer was that it would be for future work and if we go for a bond and get that, it would include those jobs as well.

(Whereupon, there was an extensive discussion regarding the need for a blanket project manager or approving them on a case-by-case need.)

It was clarified that the length of the contract presented is just for the Seven Oak Project, and once that project is done, then the contract is done.

Upon motion made by Member Tom Oliver, duly seconded by Vice Chair Richard Borden, the Board voted unanimously to approved Resolution 2122-3 as presented.

8. BUDGET CALENDAR

William Lewis presented the budget calendar for the 2022-23 budget process. The intention is for the budget meetings to be a Zoom meeting.

Upon motion made by Vice Chair Richard Borden, duly seconded by member Tom Oliver, the Board voted unanimously to approve the 2022-23 Budget Calendar as presented.

9. CONSENT AGENDA

- A. November 9, 2021 Meeting Minutes
- B. Policies – Second Reading
- C. Hiring

Upon motion made by Member Tom Oliver to approve the consent agenda as a whole, duly seconded by Vice Chair Richard Borden, the Board voted unanimously to approve the November 9, 2021 meeting minutes; to approve policies AC, GBA, GBEA, GBNAAB/JHFF, GBNAB/JHFE, JHFE/GBNAB, JHFF/GBNAAB, IB, IGBI, JB, JFC, and JFCJ on second reading; and the hiring of Charles Bias, Zachary Short and Deborah Suing, as presented.

10. DEPARTMENT REPORTS

- A. Operations

Superintendent Yates shared that the transportation department has done a fantastic job with the recent changes and felt that Maggi Estes and Nicky Dirks have both done a great job. They are training new people and aggressively recruiting.

He then shared that Angie Gorman has had a lot of struggles getting food for food services. She has been very creative in getting the food needed to feed students and has done a great job with all of that.

B. Human Resources

Kim Grousbeck shared that there have been 117 classified staff hired and 62 licensed staff. They have been busy hiring and training. There are still a number of positions open for classified staff, as well as mental health positions. The HR Department is looking at new ways for recruiting new staff members, with the possibility of virtual job fairs and tapping into the local colleges. There are some local resources that they will look at tapping into as well. They are looking at creative ways to fill the open positions the district has.

C. Finance

There was nothing to add to the finance report.

11. COMMUNICATION

A. Board

Board Chair Mike Martin shared that there was a rollover accident two blocks from Riverview School. He added that people drive too fast on Mountain View and he would encourage the Lebanon Police Department to put up a sign regarding a speed warning. If the accident would have happened at a different time of day, there would have been multiple students on the road. Superintendent Yates said he will reach out to the LPD to see what can be done.

B. Superintendent

Superintendent Yates thanked Kim Grousbeck regarding her continuous negotiations with the unions, along with Assistant Superintendent Jennifer Meckley. He also thanked Laura Warren and Bonita Randklev for their work in the negotiation process.

He then presented a plaque for resigned Board member Todd Gestrin, in appreciation for his years of service to the Lebanon School District and the school board.

12. AUDIENCE COMMENTS

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

13. ADJOURNMENT

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

Mike Martin, Board Chair

Bo Yates, Superintendent

DATA CONSIDERED

The following data is according to Samaritan based on their Lebanon Well Child Checks (WCC):

Year	Total Patients Who Had WCC	% of Patients Who Had WCC
2019	4,956	43.6%
2020	4,981	18.9%
2021	5,241	54.7%

These numbers are based off the total amount of appointments completed in the years reflected above, and for 2021, appointments to date as of 12/3/21. All ages are reflected in this data.

Below are the numbers for 12-18-year-olds in the Lebanon practice. As you can see, COVID had a substantial impact on our adolescent population.

Year	Patients Ages 12-18 Who Had WCC	% of Patients Ages 12-18 Who Had WCC
2019	993 (out of a total 1817)	54.6%
2020	910 (out of a total 1930)	47.1%
2021	186 (out of a total 1785)	10.4%



**LEBANON COMMUNITY SCHOOL DISTRICT
BOARD OF DIRECTORS MEETING
JANUARY 13, 2022, 6:00 PM**

Santiam Travel Station

750 S. Third Street, Lebanon, OR 97355

MEETING MINUTES

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

The meeting minutes were recorded by Executive Secretary Ruth Hopkins.

1. WELCOME AND CALL TO ORDER

Board Chair Mike Martin called the meeting to order at 6:00 PM and led the Pledge of Allegiance.

2. PUBLIC COMMENTS

Audience member Matt Wyatt addressed the Board. He shared his background and then spoke against school-based health clinics. He urged to Board to delay the decision on the clinic for four to six months and not have it located inside the high school.

Whereupon, there being a disruption from several audience members, Vice Chair Richard Borden raised a Point of Order and Chair Mike Martin adjourned the meeting.

3. ADJOURNMENT

The meeting was adjourned at 6:15 PM.

Mike Martin, Board Chair

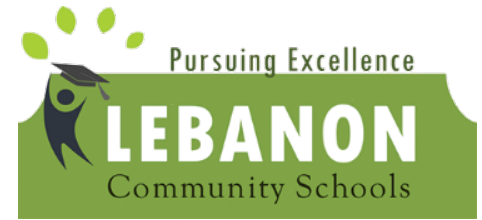
Bo Yates, Superintendent

Agenda Item 10

Consent Agenda

Policy Updates – First Reading

BOARD MEMORANDUM



To: Board of Directors

From: Jennifer Meckley, Assistant Superintendent

Date: January 7, 2022

Meeting Date: February 10, 2022

Re: Policy Updates

FEBRUARY 2022 POLICY UPDATES – REVIEW AND RECOMMENDATIONS

Code	Title	OSBA Recommendation	DO Staff Lead(s)	Changes/DO Staff Comments	Recommend Adoption? (Yes/No)
IGBHA IGBHA-AR	Alternative Education Programs	Required	Jen and Brandon	Updated language to align with ODE's rule governing alternative education programs	Yes
IGDJ	Interscholastic Activities	Optional	Jen and Kraig	HB2817 allows certain students enrolled in GED programs with a district or ESD to participate in interscholastic activities.	Yes
JFCF	Hazing, Harassment, Intimidation, Bullying, Menacing, Cyberbullying, Teen Dating Violence, or Domestic Violence - Student	Required	Jen	Updates in language to reflect HB 2631 and HB 3041.	Yes

CM	Compliance and Reporting on Standards	Highly Recommended	Jen	Updates to reflect changes made by the State Board of Education.	Yes
GBNA-AR Does not require adoption by the Board..	Hazing, Harassment, Intimidation, Bullying, Menacing, Cyberbullying, Teen Dating Violence, or Domestic Violence - Staff	Highly Recommended	Jen	Updated to reflect HB 3041.	Yes
GBNAB/JHFE-AR JHFE/GBNAB-AR	Abuse of a Child Investigations Conducted on District Premises	Highly Recommended	Jen	With recent changes to the definitions of child abuse and sexual conduct in ORS 339, the AR has a new code because it involves staff responsibilities.	Yes
IJ	School Counseling Program	Highly Recommended	Jen	Updated language to reflect HB 3041.	Yes
BDDH BDDH-AR	Public Comment at Board Meetings	Highly Recommended	Jen	Updated language to reflect HB560 which requires that districts provide the same opportunity for public comment to those attending virtually as is provided to those attending in person. The new BDDH-AR provides a process for public comments both in person and virtually.	Yes
LBE-AR	Public Charter Schools	Highly Recommended	Jen	Updated language to reflect HB 2954 which allows a weighted lottery for public charter schools	Yes
IIA	Instructional Resources/Instructional Materials	Highly Recommended	Jen and Bill	Updated language to reflect HB 3041.	Yes
JECB	Admission of Nonresident Students	Highly Recommended	Jen	Updated language to reflect HB 3041.	Yes
BBA	Individual Board Member's Authority and Responsibilities	Optional	Jen	New language clarifies when individual board members are authorized to seek legal	Yes

				counsel and incur costs for the educational entity.	
IL	Assessment Program	Highly Recommended	Jen and Bill	We do not currently have this policy. We recommend that we adopt it.	Yes
JBB	Educational Equity	Optional	Jen	Updated to reflect HB 3041.	Yes
IKFB	Graduation Exercises	Optional	Jen	HB 2052 allows students to wear Native American items of cultural significance to school events.	Yes
IKF	Graduation Requirements	Conditionally Required	Jen and Craig	Updated language to reflect HB 2056 and ORS 329.045.	Yes
IKA-AR (For information only - no decision required by Board)	Grading and Reporting	Optional	Jen	Change from grades being updated every two weeks to weekly.	Yes

OSBA Model Sample Policy

Code: IGBHA
Adopted:

Alternative Education Programs**

The Board is dedicated to providing educational options for all students. It is recognized there will be students in the district whose needs and interests are best served by participation in an alternative education program.

“Alternative education program” means a school or separate class group designed to best serve students’ educational needs and interests and assist students in achieving the academic standards of the school district and the state.

A list of alternative education programs will be approved by the Board annually. The superintendent may provide for the involvement of staff, parents or guardians and the community in recommending alternative education programs for Board approval, and in the development of related Board policy and an administrative regulation. Annual evaluation of alternative education programs will be made in accordance with Oregon Revised Statute (ORS) 336.655 and Oregon Administrative Rule (OAR) 581-022-2505. The superintendent will develop administrative regulations as necessary to evaluate the district’s alternative education programs.

Alternative education programs will consist of instruction or instruction combined with counseling. These programs may be public or private. A private alternative education program shall be registered with the Oregon Department of Education. Alternative education programs must meet all the requirements set forth in state law and rules, and federal law, as applicable. A qualified district may contract with a qualified private alternative education program to provide services to a qualified home-schooled child.

Students, ~~upon approval from~~ after consultation with a parent or guardian, may be placed in an alternative education program if the district determines that the placement serves the student’s educational needs and interests, and assists the student in achieving district and state academic content standards. Such placement must have the approval of the student’s resident district and, as appropriate, the attending district. The district will also consider and propose alternative education programs for students prior to expulsion or leaving school as required by law.

The district shall pay the actual cost of an alternative education program or an amount equal to 80 percent of the district’s estimated current year’s average per-student net operating expenditure, whichever is less. ~~The district will enter into a written contract for a district approved private alternative education programs, as required by~~ When contracting with a private alternative education program, the district’s contract will meet the requirements of law.

END OF POLICY

Legal Reference(s):

[ORS 329.485](#)
[ORS 332.072](#)
[ORS 336.014](#)
[ORS 336.175](#)
[ORS 336.615 - 336.665](#)
[ORS 339.030](#)

[ORS 339.250](#)

[OAR 581-021-0045](#)
[OAR 581-021-0065](#)
[OAR 581-021-0070](#)
[OAR 581-021-0071](#)

[OAR 581-022-2320](#)
[OAR 581-022-2505](#)
[OAR 581-023-0006](#)
[OAR 581-023-0008](#)

OSBA Model Sample Policy

Code: IGBHA-AR(1)
Adopted:

Evaluation of Alternative Education Programs

(For use by the alternative education program coordinator)

Date _____

Dear Alternative Education Program Coordinator:

In accordance with Oregon Administrative Rule (OAR) 581-022-2505, the district is required to evaluate alternative education programs annually. Please provide the documentation required below and return to the Assistant Superintendent at the District office at 485 S. 5th Street, Lebanon, Oregon, no later than April 1st. Please include the program name, program coordinator and telephone number. A copy of the district's written evaluation shall be provided to the program coordinator.

Staff

1. Have criminal records checks requirements been met?
- * Provide list of individuals subject to criminal records checks and copy of Form 581-2283-M from the Oregon Department of Education (ODE).

Curriculum

1. Are students receiving instruction in the state academic content standards and earning diploma credits?
- * Attach supportive documentation including such evidence as program overview, curriculum guide, course syllabi or other material that demonstrates that program curriculum is aligned with standards.
2. Are Oregon Statewide Assessments administered and the results reported annually to students, parents and the district?
- * Attach copy of summary report and sample of information reported to student, parents and the district.
3. Are students receiving, at least annually, a report of academic progress?
- * Attach copy of report used.
4. Does the program meet the physical education requirements of Oregon Revised Statute (ORS) 329.496?
- * Attach the document that supports the physical education requirements.

Discrimination

1. Does the program comply with nondiscrimination requirements of law? (Program does not discriminate based on age, disability, national origin, sexual orientation, **gender identity**, race, color, marital status, religion or sex)
- * Attach student enrollment/withdrawal summary based on above criteria.

Registration (Private alternative education programs only)

1. Is the program registered with the ODE?
- * Attach copy of the approval from ODE (including the institution identification number assigned by ODE).

Site Evaluation

1. Does the program comply with health and safety statutes and rules?
- * Attach copy of appropriate documentation, including first aid, ~~and~~ emergency procedures plan, **healthy and safe schools plan, radon testing plan**, such as staff/student handbooks, in-service agenda, **plans**, fire marshal's report, safety inspection reports, etc.

Tuition and Fees

1. Does the program comply with Oregon Revised Statutes regarding tuition and fees (ORS 337.150, 339.141, 339.147, 339.155)?
- * Attach list of any fees required and explanation.

Contract

1. The program complies with any statute, rule or district policy specified in the contract with the [public or] private alternative education program.
- * Attach as applicable.
2. Does the contract with the [public or] private alternative education program state that noncompliance with a rule or statute may result in termination of the contract?
- * Contract on file with district and program, as applicable.

Expenditures

1. Does the program comply with Oregon Revised Statutes regarding expenditures (ORS 336.635(4))?
- * Attach annual statement of expenditures.

Advertising

1. Does the program meet the advertising requirements of ORS 339.122?
- * Attach a copy of the program description. Is it a virtual public school and is it advertised as such?

Superintendent

Dated

- * Compliance indicators are intended as examples only. District may modify, as appropriate.

R7/01/17 | 10/05/21 | **PHLF**

Evaluation of Alternative Education Programs – IGBHA-AR(1)

2-2

OSBA Model Sample Policy

Code: IGDJ

Adopted:

Interscholastic Activities

The Board recognizes the integral role interscholastic activities play in the character development and general enhancement of the education of its students. Accordingly, administrators, coaches, student participants, and others associated with the district's high school activities programs and events¹ shall conduct themselves in a manner that is consistent with the letter and spirit of policies, rules, and regulations of the district and of the Oregon School Activities Association (OSAA) and the fundamental values of sportsmanship. Each will be held accountable for their actions.

The district shall allow homeschooled students that reside in the district, students eligible to attend school and enrolled in a district- or ESD-provided General Education Development (GED) program that reside in the district, and students attending a public charter school that reside in the district to participate in available interscholastic activities when the requirements found in Oregon law are met.

Interscholastic activities when provided by the district will comply with Title IX.

District employees, students, parents, alumni, and activity volunteers are prohibited from inducing or attempting to induce a student to attend a district school for interscholastic activity eligibility or participation. The principal, activities director, and coaches are each responsible for ensuring student participants meet all district and OSAA eligibility requirements. The principal is responsible for ensuring accurate certification regarding the eligibility of participating students and for verifying that athletic directors, coaches of sports, and activity advisors have all required certifications prior to assuming their duties. The principal shall ensure that a program is in place to effectively evaluate the performance of all coaches and activity advisors under their supervision.

Volunteers may be approved to assist with district activities with prior approval from the principal.

The principal shall investigate all allegations of district student ineligibility, staff recruitment violations or other student or staff conduct that may violate Board policies, administrative regulations, and/or OSAA rules and regulations. The principal shall notify the superintendent of conduct that violates the terms of this policy and report to the OSAA as required.

An employee determined to have violated rules and regulations of the OSAA may be subject to discipline, up to and including, dismissal. A student in violation of the OSAA rules and regulations will be subject to discipline, up to and including, dismissal from an interscholastic activity or program, suspension and/or expulsion from school. Volunteers in violation of the OSAA rules and regulations shall be subject to discipline, up to and including, removal from district programs and activities and such other sanctions as may be deemed appropriate by the district.

¹ This applies to only OSAA-sanctioned activities and events.

Employees, volunteers, or students in violation of OSAA rules and/or regulations may be required to remunerate the district in the event of fines assessed by OSAA as a result of their actions.

The superintendent will develop procedures, as necessary, to implement this policy, including a process to ensure that all district rules governing the conduct of students, staff, and volunteers engaged in district activities are regularly reviewed and updated.

END OF POLICY

Legal Reference(s):

[ORS 326.051](#)
[ORS 332.075\(1\)\(e\)](#)
[ORS 339.450 - 339.460](#)

[OAR 581-015-2255](#)
[OAR 581-021-0045 - 0049](#)
[OAR 581-026-0005](#)

[OAR 581-026-0700](#)
[OAR 581-026-0705](#)
[OAR 581-026-0710](#)

Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683; Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106.
OREGON SCHOOL ACTIVITIES ASSOCIATION, OSAA HANDBOOK.
Montgomery v. Bd. of Educ., 188 Or. App. 63 (2003).

OSBA Model Sample Policy

Code: JFCF
Adopted:

[Hazing,]Harassment, Intimidation, Bullying, Menacing, Cyberbullying, Teen Dating Violence, or Domestic Violence – Student**

~~(Version 2)~~

The Board, in its commitment to providing a safe, positive, and productive learning environment for all students, will consult with parents/guardians, employees, volunteers, students, administrators, and community representatives in developing this policy in compliance with applicable Oregon law.

Hazing, harassment, intimidation or bullying, menacing, and acts of cyberbullying by students, staff, or third parties toward students is strictly prohibited in the district. Teen dating violence is unacceptable behavior and prohibited. Each student has the right to a safe learning environment.

Retaliation against any person who is a victim of, who reports, is thought to have reported, or files a complaint about an act of hazing, harassment, intimidation or bullying, menacing, an act of cyberbullying, or teen dating violence, or otherwise participates in an investigation or inquiry is strictly prohibited. A person who engages in retaliatory behavior will be subject to consequences and appropriate remedial action. False charges shall also be regarded as a serious offense and will result in consequences and appropriate remedial action.

Students whose behavior is found to be in violation of this policy will be subject to consequences and appropriate remedial action which may include discipline, up to and including expulsion.

Staff whose behavior is found to be in violation of this policy will be subject to consequences and appropriate remedial action which may include discipline, up to and including dismissal. Third parties whose behavior is found to be in violation of this policy shall be subject to appropriate sanctions as determined and imposed by the superintendent or the Board.

Students, staff, or third parties may also be referred to law enforcement officials.

The administrator and the superintendent are responsible for ensuring that this policy is implemented.

Definitions

“District” includes district facilities, district premises, and nondistrict property if the student is at any district-sponsored, district-approved, or district-related activity or function, such as field trips or athletic events where students are under the jurisdiction of the district.

“Third parties” include, but are not limited to, coaches, school volunteers, parents, school visitors, service contractors, or others engaged in district business, such as employees of businesses or organizations participating in cooperative work programs with the district and others not directly subject to district control at interdistrict and intradistrict athletic competitions or other school events.

“Hazing” includes, but is not limited to, any act that recklessly or intentionally endangers the mental health, physical health or safety of a student for the purpose of initiation or as a condition or precondition of attaining membership in, or affiliation with, any district-sponsored activity or grade level attainment, (i.e., personal servitude, sexual stimulation/sexual assault, forced consumption of any drink, alcoholic beverage, drug or controlled substance, forced exposure to the elements, forced prolonged exclusion from social contact, sleep deprivation or any other forced activity that could adversely affect the mental or physical health or safety of a student); requires, encourages, authorizes or permits another to be subject to wearing or carrying any obscene or physically burdensome article; or assignment of pranks to be performed or other such activities intended to degrade or humiliate. It is not a defense against hazing that the student subjected to hazing consented to or appeared to consent to the hazing.

“Harassment, intimidation or bullying” means any act that substantially interferes with a student’s educational benefits, opportunities or performance, that takes place on or immediately adjacent to district grounds, at any district-sponsored activity, on district-provided transportation, or at any official district bus stop, that may be based on, but not limited to, the protected class status of a person, and having the effect of:

1. Physically harming a student or damaging a student’s property;
2. Knowingly placing a student in reasonable fear of physical harm to the student or damage to the student’s property; or
3. Creating a hostile educational environment including interfering with the psychological well-being of the student.

“Protected class” means a group of persons distinguished, or perceived to be distinguished, by race, color, religion, sex, sexual orientation⁺, gender identity, national origin, marital status, familial status, source of income, or disability.

“Teen dating violence” means:

1. A pattern of behavior in which a person uses or threatens to use physical, mental, or emotional abuse to control another person who is in a dating relationship with the person, where one or both persons are 13 to 19 years of age; or
2. Behavior by which a person uses or threatens to use sexual violence against another person who is in a dating relationship with the person, where one or both persons are 13 to 19 years of age.

“Domestic violence” means abuse between family and/or household members, as those terms are described in ORS 107.705.

“Cyberbullying” is the use of any electronic communication device to harass, intimidate or bully.

“Retaliation” means any acts of, including but not limited to, hazing, harassment, intimidation or bullying, menacing, or cyberbullying toward the victim, a person in response to an actual or apparent reporting of,

⁺ ~~“Sexual orientation” means an individual’s actual or perceived heterosexuality, homosexuality, bisexuality or gender identity, regardless of whether the individual’s gender identity, appearance, expression or behaviors differs from that traditionally associated with the individual’s sex at birth.~~

or participation in the investigation of, hazing, harassment, intimidation or bullying, menacing, teen dating violence, acts of cyberbullying, or retaliation.

“Menacing” includes, any act intended to place a district employee, student, or third party in fear of imminent serious physical injury.

Reporting

The administrator will take reports and conduct a prompt investigation of any reported acts of hazing, harassment, intimidation or bullying, menacing, cyberbullying, or teen dating violence. Any employee who has knowledge of conduct in violation of this policy shall immediately report concerns to the administrator who has overall responsibility for all investigations. Any employee who has knowledge of incidents of teen dating violence that took place on district property, at a district-sponsored activity, or in a vehicle used for district-provided transportation shall immediately report the incident to the administrator. Failure of an employee to report any act of hazing, harassment, intimidation or bullying, menacing, cyberbullying, or teen dating violence to the administrator may be subject to remedial action, up to and including dismissal. Remedial action may not be based solely on an anonymous report.

Any student who has knowledge of conduct in violation of this policy or feels they have been subjected to an act of hazing, harassment, intimidation or bullying, menacing, or cyberbullying or feel they have been a victim of teen dating violence in violation of this policy, is encouraged to immediately report concerns to the administrator who has overall responsibility for all investigations. Any volunteer who has knowledge of conduct in violation of this policy is encouraged to immediately report concerns to the administrator. A report made by a student or volunteer may be made anonymously. A student or volunteer may also report concerns to a teacher or counselor who will be responsible for notifying the appropriate district official.

Reports against the principal shall be filed with the superintendent. Reports against the superintendent shall be filed with the Board chair.

The person who makes the report shall be notified when the investigation has been completed and, as appropriate, the findings of the investigation and any remedial action that has been taken. The person who made the report may request that the superintendent review the actions taken in the initial investigation, in accordance with administrative regulations.

Notification to Parents or Guardians

The administrator shall notify the parents or guardians of a student who was subject to an act of harassment, intimidation, bullying or cyberbullying, and the parents or guardians of a student who may have conducted an act of harassment, intimidation, bullying or cyberbullying.

The notification must occur with involvement and consideration of the needs and concerns of the student who was the subject to an act of harassment, intimidation, bullying or cyberbullying. The notification is not required if the administrator reasonably believes notification could endanger the student who was subjected to an act of harassment, intimidation, bullying or cyberbullying or if all of the following occur:

1. The student who was subjected to an act of harassment, intimidation, bullying, or cyberbullying requests that notification not be provided to the student’s parents or guardians.

2. The administrator determines that notification is not in the best interest of the student who was subjected to an act of harassment, intimidation, bullying, or cyberbullying; and
3. The administrator informs the student that federal law may require the student's parents and guardians to have access to the student's education record, including any requests of nondisclosure (from item 1 above).

If the administrator determines the notification is not in the best interest of the student, they must inform the student of that determination prior to providing notification.

When notification is provided, the notification must occur:

1. Within a reasonable period of time; or
2. Promptly, for acts that caused physical harm to the student.

Training and Education

The district shall incorporate into existing training programs for students, information related to the prevention of, and the appropriate response to, acts of harassment, intimidation or bullying, and acts of cyberbullying and this policy.

The district shall incorporate age-appropriate education about teen dating violence and domestic violence into new or existing training programs for students in grades 7 through 12.

The district shall incorporate into existing training programs for staff information related to the prevention of, and the appropriate response to, acts of harassment, intimidation or bullying, teen dating violence, domestic violence, and acts of cyberbullying and this policy.

Notice

The superintendent shall be responsible for ensuring annual notice of this policy is provided in a student or staff handbook, school and district's website, and school and district office and the development of administrative regulations, including reporting and investigative procedures. Complaint procedures, as established by the district, shall be followed.

Domestic violence posters provided by the Oregon Department of Education (ODE) shall be posted in clearly visible locations on school campuses in accordance with rules adopted by ODE.

END OF POLICY

Legal Reference(s):

[[ORS 163.190](#)]
[\[ORS 163.197\]](#)
[ORS 107.705](#)
[ORS 166.065](#)
[ORS 166.155 - 166.165](#)
[ORS 174.100\(7\)](#)

[ORS 332.072](#)
[ORS 332.107](#)
[ORS 339.240](#)
[ORS 339.250](#)
[ORS 339.351 - 339.368](#)
[OAR 581-021-0045](#)

[OAR 581-021-0046](#)
[OAR 581-021-0055](#)
[OAR 581-022-2310](#)
[OAR 581-022-2370](#)
[House Bill 2631 \(2021\)](#)
[House Bill 3041 \(2021\)](#)

R7/18/19 10/05/21 | RS

Hazing, Harassment, Intimidation, Bullying, Menacing, Cyberbullying, Teen Dating Violence, or Domestic Violence – Student** – JFCF

| Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (~~2012~~2018).

OSBA Model Sample Policy

Code: CM
Adopted:

Compliance and Reporting on Standards

The superintendent will prepare an annual report that represents the district's compliance with the standards adopted by the State Board of Education for the preceding school year and submit that report to the Board.

The district's annual report will be presented orally at a public Board meeting by ~~February~~ November 1 of each school year and will allow public comment on such report. This report will be posted on the district's web page ~~by February 1 of each school year. The Board will acknowledge receipt of the report prior to its submission to the Oregon Department of Education (ODE).~~

The district will report on its compliance with state standards to Oregon Department of Education (ODE) by ~~February~~ November 15 each year on a form provided by ODE.

END OF POLICY

Legal Reference(s):

[ORS 329.095](#)
[ORS 329.105](#)

[OAR 581-022-2260](#)
[OAR 581-022-2305](#)

OSBA Model Sample Policy

Code: GBNA-AR

Revised/Reviewed:

Hazing, Harassment, Intimidation, Bullying, Menacing, or Cyberbullying Reporting Procedures – Staff

The following definitions and procedures shall be used for reporting, investigating, and resolving reports of hazing, harassment, intimidation, bullying, menacing, and cyberbullying of staff or third parties.

Definitions

1. “Third parties” include, but are not limited to, coaches, school volunteers, parents, school visitors, service contractors, or others engaged in district business, such as employees of businesses or organizations participating in cooperative work programs with the district and others not directly subject to district control at interdistrict and intradistrict athletic competitions or other school events.
2. “District” includes district facilities, district premises, and nondistrict property if the employee is at any district-sponsored, district-approved, or district-related activity or function, such as field trips, athletic events or where the employee is engaged in district business.
3. “Hazing” includes, but is not limited to, any act that recklessly or intentionally endangers the mental health, physical health or safety of a staff member for the purpose of initiation or as a condition or precondition of attaining membership in, or affiliation with, any district-sponsored work activity, work group or work assignment, or other such activities intended to degrade or humiliate regardless of the person’s willingness to participate.
4. “Harassment” is unwelcome conduct that is based on race, color, religion, sex (including pregnancy), sexual orientation⁺, gender identity, national origin, age (40 or older), disability or genetic information. Harassment becomes unlawful when 1) enduring the offensive conduct becomes a condition of continued employment, or 2) the conduct is severe or pervasive enough to create a work environment that a reasonable person would consider intimidating, hostile, or abusive.
5. “Intimidation” includes, but is not limited to, any threat or act intended to tamper, substantially damage or interfere with another’s property, cause substantial inconvenience, subject another to offensive physical contact or inflict serious physical injury on the perception of the other’s race, color, religion, national origin, disability, ~~or~~ sexual orientation or gender identity.
6. “Bullying” is a pattern of repeated mistreatment that harms, intimidates, undermines, offends, degrades, or humiliates an employee.
7. “Cyberbullying” means the use of any electronic device to convey a message in any form (e.g., text, image, audio, or video) that intimidates, harasses, or otherwise harms, insults, or humiliates another in a deliberate, repeated or hostile and unwanted manner under a person’s true or false identity. In

⁺ ~~“Sexual orientation” means an individual’s actual or perceived heterosexuality, homosexuality, bisexuality or gender identity, regardless of whether the individual’s gender identity, appearance, expression or behavior differs from that traditionally associated with the individual’s sex at birth.~~

addition, any communication of this form which substantially disrupts or prevents a safe and positive working environment may also be considered cyberbullying. Staff will refrain from using personal electronic devices or district equipment to harass or stalk another person or people.

8. “Menacing” includes, but is not limited to, any act intended to place a district employee, student, or third party in fear of imminent serious physical injury.

Reporting Procedures

The principals and the superintendent have responsibility for investigations concerning reports of hazing, harassment, intimidation, bullying, menacing, or cyberbullying of staff or third parties. The investigator(s) shall be a neutral party having had no involvement in the report presented.

Any employee or third party who has knowledge of conduct in violation of Board policy JFCF - Hazing, Harassment, Intimidation, Bullying, Menacing, Cyberbullying, Teen Dating Violence, or Domestic Violence – Student shall immediately report concerns to the designated district official.

Any employee or third party who has knowledge of conduct in violation of Board policy GBNA – Hazing, Harassment, Intimidation, Bullying, Menacing, or Cyberbullying – Staff and this administrative regulation or feels they have been hazed, harassed, intimidated, bullied, cyberbullied, or menaced in violation of Board policy or this administrative regulation, is encouraged to immediately report concerns to the designated district official.

All reports and information will be promptly investigated in accordance with the following procedures:

Step 1 Any reports or information on acts of hazing, harassment, intimidation, bullying, menacing, or cyberbullying (e.g., complaints, rumors) shall be presented to the principal or superintendent. Reports against the principal shall be filed with the superintendent. Information may be presented anonymously. Reports against the superintendent shall be filed with the Board chair. All such information will be reduced to writing and will include the specific nature of the offense and corresponding dates.

Step 2 The district official receiving the report shall promptly investigate. Parents will be notified of the nature of any report involving their student. The district official will arrange such meetings as may be necessary with all concerned parties within five working days after receipt of the information or report. The parties will have an opportunity to submit evidence and a list of witnesses. All findings related to the report will be reduced to writing. The district official(s) conducting the investigation shall notify the person making the report within 10 working days of receipt of the information or report, and parents as appropriate, in writing, when the investigation is concluded and a decision regarding disciplinary action, as warranted, is determined.

A copy of the notification letter or the date and details of notification to the person making the report, together with any other documentation related to the incident, including disciplinary action taken or recommended, shall be forwarded to the superintendent.

Step 3 If the person making the report is not satisfied with the decision at Step 2, they may submit a written appeal to the superintendent or designee. Such appeal must be filed within 10 working days after receipt of the Step 2 decision. The superintendent or designee will arrange such

meetings with the person making the report and other affected parties as deemed necessary to discuss the appeal. The superintendent or designee shall provide a written decision to the appeal within 10 working days.

- Step 4 If the person making the report is not satisfied with the decision at Step 3, a written appeal may be filed with the Board. Such appeal must be filed within 10 working days after receipt of the Step 3 decision. The Board shall, within 20 working days, conduct a hearing at which time the person making the report shall be given an opportunity to present the information or report. The Board shall provide a written decision to the person making the report within 10 working days following completion of the hearing.

Reports against the superintendent should be referred to the Board chair on behalf of the Board. The Board chair shall present the report to the Board. 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. After receiving the results of the investigation, the Board shall decide, within 20 days, in open session what action, if any, is warranted.

Reports against the Board as a whole or against an individual Board member should be made to the Board chair on behalf of the Board. The Board chair shall present the report to the Board. 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. After receiving the results of the investigation, the Board shall decide, within 20 days, in open session what action, if any, is warranted.

Reports against the Board chair may be made directly to the district counsel on behalf of the Board. The district counsel shall present the report to the Board. 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. After receiving the results of the investigation, the Board shall decide, within 20 days, in open session what action, if any, is warranted.

Timelines may be extended upon written agreement between both parties. This also applies to reports filed against the superintendent or any Board member.

Direct complaints of discriminatory harassment related to employment may be filed with the Oregon Bureau of Labor and Industries, Civil Rights Division or the U.S. Department of Labor, Equal Employment Opportunities Commission.

Documentation related to the incident may be maintained as a part of the employee's personnel file. Additionally, a copy of all reported acts of hazing, harassment, intimidation, bullying, menacing, or cyberbullying and documentation will be maintained as a confidential file in the district office.

OSBA Model Sample Policy

Code: **GBNAB/JHFE-AR(2)**

Revised/Reviewed:

Abuse of a Child Investigations Conducted on District Premises

The Department of Human Services (DHS) or a law enforcement agency has the authority to conduct an investigation of a report of child abuse on school premises according to Oregon Revised Statute (ORS) 419B.045. The school administrator must be notified that the investigation is to take place, unless the administrator is a subject of the investigation. The investigator is not required to reveal information about the investigation to the school as a condition of conducting the investigation.

After the investigator provides adequate identification, school staff shall allow access to the child and provide a private space for conducting the interview. The investigator shall be advised by a school administrator or a school staff member of a child's relevant disabling conditions, if any, prior to any interview with the child. The school administrator or designee may, at the investigator's discretion, be present to facilitate the investigation.

School staff may only notify DHS, the law enforcement agency or school employees that are necessary to enable the investigation. School staff may not notify any other persons, including the child's parent(s) or guardian(s).

Investigator Name (Printed)

Name of Agency

Name of Worker's/Investigator's Supervisor

Supervisor Contact Information

Investigator Position and Badge or ID Number

Student Name

School

Investigator Signature

Date

☐ Investigator refused to sign. District staff should not deny entry based on refusal to sign.

FOR COMPLETION BY DISTRICT STAFF

- ☐ Student not available for interview
- ☐ Student refused to be interviewed
- ☐ Administrator participated in interview

Name of Administrator Notified

Name of Office Staff Involved

Name of Participating Administrator

This form should be placed in a separate secure file and not in the student's file.

HR **10/05/21** | **LF**

Abuse of a Child Investigations Conducted on
District Premises – **GBNAB/JHFE-AR(2)**

1-1

OSBA Model Sample Policy

Code: JHFE/GBNAB-AR(2)
Revised/Reviewed:

Abuse of a Child Investigations Conducted on District Premises

The Department of Human Services (DHS) or a law enforcement agency has the authority to conduct an investigation of a report of child abuse on school premises according to Oregon Revised Statute (ORS) 419B.045. The school administrator must be notified that the investigation is to take place, unless the administrator is a subject of the investigation. The investigator is not required to reveal information about the investigation to the school as a condition of conducting the investigation.

After the investigator provides adequate identification, school staff shall allow access to the child and provide a private space for conducting the interview. The investigator shall be advised by a school administrator or a school staff member of a child's relevant disabling conditions, if any, prior to any interview with the child. The school administrator or designee may, at the investigator's discretion, be present to facilitate the investigation.

School staff may only notify DHS, the law enforcement agency or school employees that are necessary to enable the investigation. School staff may not notify any other persons, including the child's parent(s) or guardian(s).

Investigator Name (Printed)

Name of Agency

Name of Worker's/Investigator's Supervisor

Supervisor Contact Information

Investigator Position and Badge or ID Number

Student Name

School

Investigator Signature

Date

☐ Investigator refused to sign. District staff should not deny entry based on refusal to sign.

FOR COMPLETION BY DISTRICT STAFF

- ☐ Student not available for interview
- ☐ Student refused to be interviewed
- ☐ Administrator participated in interview

Name of Administrator Notified

Name of Office Staff Involved

Name of Participating Administrator

This form should be placed in a separate secure file and not in the student's file.

HR10/05/21 | LF

Abuse of a Child Investigations Conducted on
District Premises – JHFE/GBNAB-AR(2)

1-1

OSBA Model Sample Policy

Code: IJ
Adopted:

School Counseling Program

The district's coordinated comprehensive school counseling program supports the academic, career, social-emotional, and community involvement development of all students. Each school will have a comprehensive counseling program for students in all grades, which will be based on the Oregon Department of Education's *Oregon's Framework for Comprehensive School Counseling Programs*.¹

The district will adopt program goals, which will assist students to:

1. Understand and utilize the educational opportunities and alternatives available to them;
2. Meet academic standards;
3. Establish tentative career and educational goals;
4. Create and maintain an education plan and education portfolio;
5. Demonstrate the ability to utilize personal qualities, education and training, in the world of work;
6. Develop decision-making skills;
7. Obtain information about self;
8. Accept increasing responsibility for their own actions, including the development of self-advocacy skills;
9. Develop skills in interpersonal relations, including the use of effective and receptive communication;
10. Utilize school and community resources;
11. Demonstrate and discuss personal contributions to the larger community; and
12. Know where and how to utilize personal skills in making contributions to the community.

Materials used in the counseling program will be free of content that may discriminate on the basis of race, color, national origin, religion, sex, sexual orientation, gender identity, age, disability, or marital status, or that which permits or requires different treatment of students on such basis unless such differences cover the same occupation and interest areas and the use of such different material is shown to be essential to the elimination of discrimination.

¹ Oregon Department of Education - [Comprehensive School Counseling](#)

Consistent with individual rights and the counselor's obligations as a professional, the counseling relationship and resulting information may be protected as privileged communications by Oregon law.²

END OF POLICY

Legal Reference(s):

[ORS 40.245](#)

[\[ORS 174.100\]](#)

[ORS 326.565](#)

[ORS 326.575](#)

[ORS 329.603](#)

[ORS 332.107](#)

[ORS 336.187](#)

[OAR 581-021-0013](#)

[OAR 581-021-0046](#) ~~(7)~~

[OAR 581-022-2030](#)

[OAR 581-022-2055](#)

[OAR 581-022-2060](#)

[OAR 581-022-2250](#)

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 (2019).

Protection of Pupil Rights, 20 U.S.C. § 1232h (2018); Student Rights in Research, Experimental Programs and Testing, 34 C.F.R. Part 98 (2019).

[\[House Bill 3041 \(2021\).\]](#)

² See ORS 40.245.

OSBA Model Sample Policy

Code: BDDH
Adopted:

Public Comment at Board Meetings

{HB 2560 (2021) goes into effect on January 1, 2022, and requires that districts provide the same opportunity for public comment to those attending virtually as is provided to those attending in person. We recommend that districts review current public comment practices and adopt policy language that meets the law and the desired district practice.}

All Board meetings, with the exception of executive sessions, will be open to the public. The Board invites the district's community members to attend Board meetings to become acquainted with the program and operation of the district. The public has a right to attend public meetings held in open session, and may be invited to share comments, ideas and opinions with the Board during designated times on the agenda. The Board may conduct a meeting without public comment. The public meeting law is a public attendance law, not a public participation law. The right of the public to attend does not include the right to participate by giving testimony or comment.

The Lebanon Community School Board recognizes members as vital to the success of the school system. Therefore, the Board extends to community members the right to make comments at the designated place on the agenda. Comments should follow the guidelines as described in the policy.

Board members should refrain from responding to audience comments.

Individuals with hearing, vision or speech impairments will be given an equal opportunity to participate in Board meetings and submit written comments to the Board. Individuals requesting assistance, aids or accommodations are encouraged to notify the district at least 48 hours prior to the Board meeting with the request, consistent with Board policy BD/BDA – Board Meetings.

Procedures for Oral Public Comment

The Board establishes the following procedures for public comment at Board meetings held in open session. The information will be accessible and available to all patrons accessing or attending such a Board meeting.

1. Public comment is limited to its designated place on the agenda and while time allows and should be made in an orderly manner and civil tone.
2. A person wishing to provide public comment, if an opportunity is provided by the Board during a meeting open to the public, will complete and submit the Intent to Speak form to the Board secretary prior to the Board meeting.¹ If attending virtually, the Intent to Speak form must be submitted 24 hours prior to the meeting. A request to give public comment in-person or electronically does not guarantee time will be available.

¹ When in-person attendees are allowed to provide oral comment, virtual attendees will be afforded the same opportunity.

3. A person speaking during the public comment portion of the meeting may comment on a topic not on the published agenda.
4. A person speaking during the public comment portion of the meeting should state their name, whether they are a resident of the district, and, if speaking for an organization, the name of the organization. A spokesperson should be designated to represent a group with a common purpose.
5. A person giving public comment is limited to an established time limit of three minutes. Statements should be brief and concise. The Board chair has discretion to waive time limits or extend the overall time allotted for public comment. Additional time will be allocated in a fair and equitable manner. Time limits will be determined based on the number of commenters and the amount of time available for public comment. If a person has more comments than time allows or is unable to comment due to time constraints, the person is encouraged to submit additional written comments to the Board through the district office as directed.
6. Inquiries from the public during the designated portion of the agenda will not generally be responded to immediately by the Board chair, and may be referred to the superintendent for reply at a later date. The Board will not respond to inquiries that are expected to be addressed during another designated portion of the agenda.

The Board will not hear public comment at Board work sessions.

Topics raised during the public comment portion may be considered for inclusion as agenda items at future Board meetings.

Comments Regarding Staff Members

A person speaking during the designated portion of the agenda for public comment may offer objective criticism of district operations and programs. The Board will not hear comments regarding any individual district staff member. The Board chair will direct the visitor to the procedures in Board policy KL - Public Complaints for consideration of a legitimate complaint involving a staff member. A commendation involving a staff member should be sent to the superintendent, who will forward it to the employee, a supervisor and the Board.

END OF POLICY

Legal Reference(s):

[ORS 165.535](#)
[ORS 165.540](#)

[ORS 192.610 - 192.690](#)
[ORS 332.057](#)

[ORS 332.107](#)

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).

Baca v. Moreno Valley Unified Sch. Dist., 936 F. Supp. 719 (C.D. Cal. 1996).

Leventhal v. Vista Unified Sch. Dist., 973 F. Supp. 951 (S.D. Cal. 1997).

Oregon House Bill 2560 (2021).

OSBA Model Sample Policy

Code: BDDH-AR
Revised/Reviewed:

Public Comment at Board Meetings

The Board requests that a public comment add information or a perspective that has not already been mentioned previously, and that the patron refrains from repeating a similar point.

To provide public comment in person, if the opportunity is available on the Board agenda, please complete and submit the Intent to Speak form to the Board secretary prior to the meeting. Those attending virtually and want to provide public comment, the Intent to Speak form must be submitted 24 hours prior to the meeting. A request to give public comment in-person or electronically does not guarantee time will be available.

A person speaking during the public comment portion of the meeting may comment on a topic not on the published agenda. A person providing public comment will be allowed three minutes. Signing up to provide public comment does not guarantee time will be available.

Any person, who is allowed to speak to the Board during a meeting, should state their name, whether they are a resident of the district and, if speaking for an organization, the name of the organization. A spokesperson should be designated to represent a group with a common purpose.

Comments about a specific employee or group of employees should comply with Board policy BDDH - Public Comment at Board Meetings:

“A person speaking during the designated portion of the agenda for public comment may offer objective criticism of district operations and programs. The Board will not hear comments regarding any individual district staff member. The Board chair will direct the visitor to the procedures in Board policy KL - Public Complaints for consideration of a legitimate complaint involving a staff member. A commendation involving a staff member should be sent to the superintendent[, who will forward it to the employee, a supervisor and the Board.”

SEE FORM ON REVERSE

INTENT TO SPEAK

The Board welcomes input. To provide in-person public comment please submit this completed card to the Board secretary prior the start of the meeting.

If attending virtually, the following will apply:

1. You will need to complete the digital Intent to Speak form on the School Board Minutes and Agendas page on the district website.
2. Name of participant for Zoom meeting must match the information below.
3. You will be assigned a speaking order, which you will receive with your Zoom link for the meeting.
4. You must have your camera on when speaking.
5. You must follow the meeting participation expectations provided by the Board Chair or you will be removed from the meeting.

Name: _____ Phone: _____

Name of organization (if applicable): _____

Address: _____

Email (optional): _____

Topic or comment to be presented (brief description): _____

A complaint brought before the Board shall be referred to the proper school authorities. A complaint shall be processed in accordance with Board policy KL - Public Complaints and KL-AR - Public Complaints Procedure. A hearing conducted by the Board regarding personnel may take place in an executive session.

The Board requests that a topic or comment is limited to three minutes or less.

OSBA Model Sample Policy

Code: LBE-AR
Revised/Reviewed:

Public Charter Schools

1. Definitions

- a. “Applicant” means any person or group that develops and submits a written proposal for a public charter school to the district.
- b. “Public charter school” means an elementary or secondary school offering a comprehensive instructional program operating under a written agreement entered into between the district and an applicant.
- c. “Virtual public charter school” means a public charter school that provides online courses, but does not primarily serve students in a physical location as described in Oregon Administrative Rule (OAR) 581-026-0300.
- d. “Remote and necessary school district” means a school district that offers kindergarten through grade 12 and has: (a) an average daily membership (ADM), as defined in Oregon Revised Statute (ORS) 327.006, in the prior fiscal year of less than 110; and (b) a school that is located, by the nearest traveled road, more than 20 miles from the nearest school or from a city with a population of more than 5,000.
- e. “Sponsor” means the district or Board.

2. Proposal Process

- a. An applicant will issue a written statement of its intent to submit a proposal not less than 30 days prior to the submission date outlined below.
- b. An applicant shall submit a complete proposal for sponsorship of a public charter school by the Board, including items outlined in ORS 338.045, to the district office no less than 180 days prior to the proposed starting date of the proposed public charter school by January 31 for a September start date. The applicant shall also submit a copy of the same proposal to the State Board of Education.
- c. The district will complete the review process as outlined in Section 3 below.
- d. As part of the proposal, each member of the proposed public charter school’s governing body must provide an acknowledgment of understanding of the standards of conduct and the liabilities of a director of a nonprofit organization, as described in ORS Chapter 65, if the public charter school is organized as required by ORS 338.035(2)(a)(B) and (C).

3. Proposal Review Process

- a. Within 30 business days of receipt of a proposal, the district will notify the applicant as to the completeness of the proposal.
 - (1) If the Board determines the proposal is incomplete, the district will identify the specific elements of the proposal that are not complete and provide the applicant with a reasonable opportunity, as determined by the Board, to complete the proposal.

- (2) If after given a reasonable opportunity the applicant does not complete the required elements, the Board may disapprove¹ the proposal.
 - (3) An applicant, that has had a proposal disapproved pursuant to section (2) may appeal the Board's decision to the State Board of Education within 30 days of the disapproval.
 - (4) A good faith disapproval is not a denial for purposes of requesting a review by the State Board of Education under ORS 338.075.
- b. Within 60 days after the receipt of a completed proposal, or a final order issued by the Superintendent of Public Instruction remanding the proposal to the Board for consideration following a decision on an appeal, the Board shall hold a public hearing on the provisions of the public charter school proposal.
 - c. The Board must evaluate a proposal in good faith using the following criteria:
 - (1) The demonstrated sustainable support for the proposed charter school by teachers, parents, students and other community members, including comments received at the public hearing;
 - (2) The demonstrated financial stability of the proposed public charter school including the demonstrated ability of the school to have a sound financial management system that
 - (3) is in place at the time the school begins operating and meets requirements of ORS 338.095(1);
 - (4) The capability of the applicant, in terms of support and planning, to provide comprehensive instructional programs;
 - (5) The capability of the applicant, in terms of support and planning, to provide comprehensive instructional programs to students identified as academically low achieving;
 - (6) The adequacy of the information provided as required in the proposal criteria;
 - (7) Whether the value of the public charter school is outweighed by any directly identifiable, significant and adverse impact² on the quality of the public education of students residing in the district in which the public charter school will be located.
 - (8) Whether there are arrangements for any necessary special education and related services for students with disabilities;
 - (9) Whether there are alternative arrangements for students, teachers and other school employees who choose not to attend or who choose not to be employed by the public charter school; and
 - (10) The prior history, if any, of the applicant in operating a public charter school or in providing educational services.
 - d. The Board must either approve or deny the proposal within 30 days of the public hearing. Written notice of the Board's action shall be sent to the applicant by the district.
 - (1) If approved, the applicant shall also submit a copy of the approval to the State Board of Education.
 - (2) If denied, the notice must include the reasons for the denial with suggested remedial measures. The Board shall provide a reasonable opportunity for the applicant to amend

¹ The term "disapprove" is used for a proposal that is rejected due to being incomplete. See ORS 338.055(1)(c).

² A determination of whether an impact is directly identifiable, significant and adverse may include, but is not limited to student enrollment, student-teacher ratios, staff with requisite licensure or endorsement, student learning and performance, specialty programs, financial considerations, and maintenance capabilities.

and resubmit the proposal. The Board must either approve or deny the resubmitted proposal within 30 days of receipt. The Board may, with good cause, request an extension in the approval process timelines from the State Board of Education.

- e. If the Board denies the resubmitted proposal, the process ends. An applicant whose resubmitted proposal is not approved by the Board may request a review of that decision to the State Board of Education within 30 days of the disapproval.

4. Terms of the Charter Agreement

- a. Upon the approval of a proposal by the Board, the applicant, in cooperation with the district, must prepare and execute a written charter agreement, subject to Board approval, which shall act as the legal authorization for the establishment of the public charter school.
- b. The charter agreement shall be legally binding and must be in effect for a period of not more than five years but may be renewed by the Board.
- c. The Board and the public charter school may amend a charter agreement through joint agreement.
- d. The agreement shall incorporate the elements of the approved proposal, will address the requirements outlined in OAR 581-026-0100(2) and any additional requirements that may apply to the public charter school including, but not limited to, the following:
 - (1) Pregnant and parenting students (ORS 336.640);
 - (2) English language learners (ORS 336.079);
 - (3) Student conduct (ORS 339.250);
 - (4) Alcohol and drug abuse policy and plan (ORS 336.222);
 - (5) Oregon Report Card (ORS 329.115);
 - (6) Employment status of public charter school employees pursuant to ORS 338.135;
 - (7) Student enrollment, application procedures and whether the public charter school will admit nonresident students and on what basis pursuant to ORS 338.125.³
 - (8) Transportation of students shall comply with ORS 338.145;
 - (9) The plan for performance bonding or insuring the public charter school sufficient to protect the public charter school and the district from loss and liability and comply with Oregon law. Documentation shall be submitted prior to agreement approval.
- e. If the district and the public charter school enter a cooperative agreement with other school districts for the purpose of forming a partnership to provide educational services, then the agreement must be incorporated into the charter of the public charter school.

5. Public Charter School Operation

³ Student enrollment shall be voluntary. A public charter school may not limit student enrollment based on ethnicity, national origin, race, religion, disability, sex, sexual orientation, gender identity, income level, the terms of an individualized education program, proficiency in the English language or athletic ability but may limit admission within a given age group or grade level. A public charter school must select students through an equitable lottery selection process if the number of student applicants exceeds the capacity of a program, class, grade level or building. A public charter school may implement a weighted lottery that favors historically underserved students and may give priority for admission to students when in accordance with ORS 338.125(3)(c) (as amended by HB 2954 (2021)).

- a. The public charter school shall operate at all times in accordance with the laws and rules governing public charter school operation in the state of Oregon, including but not limited to ORS Chapter 338 and applicable OAR Chapter 581 Division 22, and the charter agreement.
- b. Upon application by the public charter school, the State Board of Education may grant a waiver of certain public charter school law provisions if the waiver promotes the development of programs by providers, enhances the equitable access by underserved families to the public education of their choice, extends the equitable access to public support by all students or permits high quality programs of unusual cost. This waiver request must specify the reasons the public charter school is seeking the waiver and further requires the public charter school to notify the sponsor if a waiver is being considered.

6. Virtual Public Charter School Operation

In addition to the other requirements for a public charter school, a virtual public charter school must comply with additional requirements pursuant to ORS 338.120.

7. Charter Agreement Review

- a. The public charter school shall report at least annually on the performance of the school and its students to ODE and the district.
- b. The public charter school shall be audited annually in accordance with the Municipal Audit Law. After the audit, the public charter school shall forward a copy of the annual audit to ODE and the following to the sponsoring district:
 - (1) A copy of the annual audit;
 - (2) Any statements from the public charter school that show the results of operations and transactions affecting the financial status of the public charter school during the preceding annual audit period for the school; and
 - (3) A balance sheet containing a summary of the assets and liabilities of the public charter school as of the closing date of the preceding annual audit period for the school.
- c. The district may request at any time an acknowledgment from each member of the public charter school board that the member understands the standards of conduct and liabilities of a director of a nonprofit organization, as those standards and liabilities are described in ORS Chapter 65.
- d. The public charter school shall submit to the district [quarterly] financial statements that reflect the school's financial operations. The report shall include, but not be limited to, revenues, expenditures, loans and investments.

8. Authorizing Duties

- a. The district shall designate a liaison to the public charter school for ease of communication between the district and the public charter school.
- b. The district shall ensure at all times that both the public charter school and the district are in compliance with the charter agreement, as per ORS 338.065(2).
- c. The district shall conduct:
 - (1) A comprehensive annual visit to the public charter school and written evaluation of the charter school's program, which should include an audit of the public charter school's academic, financial, and operational performance.

- (2) A review of public charter school staff credentials to ensure that public charter school staff are properly licensed and/or registered with TSPC.
- (3) A collection and review of all deliverables specified in the agreement.
- (4) A review of data to ensure the public charter school is making progress on reasonable, measurable written goals for academic, financial, and operational performance.
- (5) A review to ensure the public charter school is providing appropriate services to students who qualify, e.g., English learner supports.

9. Complaints Heard by the Charter School Board

A final decision reached by the public charter school board for a complaint that alleges a violation of ORS 339.285 - 339.303 or OAR 581-021-0550 - OAR 581-021-0570 (Restraint or Seclusion), ORS 659.850 (Discrimination), ORS 659.852 (Retaliation), or applicable OAR Chapter 581, Division 22 (Division 22 Standards), is recognized as the final decision regarding this complaint⁴ by the Board of Lebanon Community School District. A final decision may be appealed to the Oregon Department of Education under OAR 581-002-0003 - 581-002-0005.

10. Charter School Renewal

- a. The first renewal of a charter agreement shall be for the same time period as the initial charter. Subsequent renewals of a charter agreement shall be for a minimum of five years but may not exceed 10 years.
- b. The Board and the public charter school shall follow the timeline listed below, unless a different timeline has been agreed upon by the Board and the public charter school:
 - (1) The public charter school board shall submit a written renewal request to the Board for consideration at least 180 days prior to the expiration of the charter agreement;
 - (2) Within 45 days after receiving a written renewal request from a public charter school, the Board shall hold a public hearing regarding the renewal request;
 - (3) Within 30 days after the public hearing, the Board shall approve the charter renewal or state in writing the reasons for denying charter renewal;
 - (4) If the Board approves the charter renewal, the district and the public charter school shall negotiate a new charter agreement within 90 days unless the district and the public charter school agree to an extension of the time period. Notwithstanding the time period specified in the charter agreement, an expiring charter agreement shall remain in effect until a new charter agreement is negotiated;
 - (5) If the Board does not renew the charter agreement, the public charter school board may address the reasons stated for denial of the renewal and any remedial measures suggested by the district and submit a revised request for renewal to the Board;
 - (6) If the Board does not renew the charter agreement based on the revised request for renewal the public charter school may appeal the Board's decision to the State Board of Education for a review of whether the Board used the process required by Oregon law in denying the charter agreement renewal pursuant to ORS 338.065(6).
 - (7) The Board shall base the charter agreement renewal decision on a good faith evaluation pursuant to ORS 338.065(8) and shall base the renewal evaluation described primarily on a review of the public charter school's annual performance reports, annual audit of

⁴ The public charter school board is given this authority by the district Board as established by Board policy.

accounts and annual site visit and review as required by ORS 338.095 and any other information mutually agreed upon by the public charter school board and the Board.

For purposes of this section, the phrase “good faith evaluation” means an evaluation of all criteria required by ORS 338.065 resulting in a conclusion that a reasonable person would come to who is informed of the law and the facts before that person.

11. Charter School Termination

a. The public charter school may be terminated by the Board for any of the following reasons:

- (1) Failure to meet the terms of an approved charter agreement or any requirement of ORS Chapter 338 unless waived by the State Board of Education.
- (2) Failure to meet the requirements for student performance as outlined in the charter agreement.
- (3) Failure to correct a violation of federal or state law that is described in ORS 338.115.
- (4) Failure to maintain insurance as described in the charter.
- (5) Failure to maintain financial stability.
- (6) Failure to maintain, for one or more consecutive years, a sound financial management system described in the proposal submitted under ORS 338.045 and incorporated into the written charter under ORS 338.065.
- (7) Failure to maintain the health and safety of the students.

b. If a public charter school is terminated by the Board for any reason listed in sections a.(1) through a.(6) above, the following shall occur:

- (1) The Board shall give the public charter school board, at least 60 days prior to the proposed effective date of termination, written notification of its decision which shall state the grounds for termination.
- (2) If the grounds for termination include failure to maintain financial stability or failure to maintain a sound financial management system, the Board and the public charter school may agree to develop a plan to correct deficiencies. The plan to correct deficiencies will follow a process outlined in ORS 338.105.
- (3) The public charter school may request a hearing with the Board in relation to a termination or a plan to correct deficiencies. The request must be made in writing and delivered to the business address of the district.
- (4) Following a hearing, a decision reached by the Board to terminate may be appealed by the public charter school to the State Board of Education.

c. The Board may terminate a charter immediately and close the public charter school for endangering the health or safety of the students enrolled in the public charter school under ORS 338.105(4):

- (1) A public charter school board may request, in writing and delivered to the business address of the district, a hearing with the Board.
- (2) Within 10 days of receiving the request for a hearing, the Board must hold a hearing on the termination.
- (3) If the Board acts to terminate the charter following the hearing, the public charter school may appeal the decision reached by the Board to the State Board of Education.

- (4) The public charter school will remain closed during the appeal process at the discretion of the Board unless the State Board of Education orders the Board not to terminate and to re-open the public charter school.
- d. If the charter agreement is terminated or a public charter school is closed or dissolved by the governing body of the public charter school, it shall be done only at the end of a semester and the public charter school board shall notify the district at least 180 days prior to the proposed effective date of the termination, closure or dissolution. Such notice must be made in writing and be delivered to the business address of the district.
- e. If a charter agreement is terminated or a public charter school is dissolved, assets that were obtained with grant funds will be dispersed according to the terms of the grant. If the grant is absent any reference to ownership or distribution of assets of a terminated, closed or dissolved public charter school, all assets will be given to the State Board of Education for disposal.

Instructional Resources/Instructional Materials (Version 1)

The Board is responsible for the selection of instructional materials. The Board delegates to district professional personnel the authority for the selection of instructional and library media materials in accordance with the policy below.

Selection Objectives

When reviewing and selecting instructional **resources and** materials, the objectives will be:

1. To select materials that will provide improvements in content, organization and teaching methods;
2. To ensure accurate and up-to-date content that includes new concepts, insights and facts;
3. To provide for sequential growth from level to level;
4. To provide a fair representation of the many religious, ethnic and cultural groups and their contributions to our American heritage;
5. To **provide resources and materials that are free of racial, color, national origin, religious, disability, age, marital status, gender identity, sexual orientation or sexual bias.** ~~recognition of minority groups and women by placing them frequently in positions of leadership and example. There will be no discrimination or bias or prejudice toward sex, sexual orientation, race, religion, national origin, marital status, disability or age.~~

The district will establish a process and timeline for regularly determining and considering whether the textbooks and other instructional materials are available through online resources that enable students with print disabilities to receive textbooks and instructional materials free of charge.

Textbooks and other instructional materials adopted by the Board shall be selected by the appropriate professional personnel in consultation with parents and citizens. The input of staff and students will be encouraged. Final decisions on purchase will rest with the superintendent or designee, subject to official adoption by the Board in the case of textbooks and other instructional materials.

Selection Criteria

All materials selected will be consistent with the following principles:

6. Materials that enrich and support the curriculum, taking into consideration the varied interests, abilities and maturity levels of the students served;
7. Materials that stimulate growth in factual knowledge, literary appreciation, aesthetic values and

ethical standards;

8. A background of information which will enable students to make intelligent judgments in their daily lives;
9. Materials on opposing sides of controversial issues, so that young citizens may develop, under guidance, the practice of analytical reading and thinking;
10. Materials representative of the many religious, ethnic and cultural groups, showing their contributions to our heritage.

The above principles will serve as a guide in the selection of all instructional and library media materials.

To be in compliance with the requirements of federal law, the Board directs the superintendent to distribute curriculum materials and instructional supplies to district schools in such a manner that ensures all schools receive equivalent materials.

Any resident or employee may challenge the appropriateness of the district's instructional materials. The district will provide a procedure to process such challenges.

END OF POLICY

Legal Reference(s):

[ORS 336.035](#)
[ORS 336.840](#)
[ORS 337.120](#)
[ORS 337.141](#)
[ORS 337.150](#)

[ORS 337.260](#)
[ORS 337.511](#)
[ORS 339.155](#)

[OAR 581-011-0050 to -0117](#)
[OAR 581-022-2310](#)
[OAR 581-022-2340](#)

[OAR 581-021-0045](#)
[OAR 581-021-0046](#)
[OAR 581-022-1140](#)
[OAR 581-022-1520](#)
[OAR 581-022-1640](#)
[OAR 581-022-2350](#)
[OAR 581-022-2355](#)

~~No Child Left Behind Act of 2001, 20 U.S.C. §§ 6311-6322 (2006).~~

Every Student Succeeds Act, 20 U.S.C. §§ 6311-6322 (2018).

OSBA Model Sample Policy

Code: JECB
Adopted:

Admission of Nonresident Students

The district may enroll nonresident students as follows:

1. **Interdistrict Transfer Agreement.** By written consent of the affected school boards, the student becomes a resident student of the attending district thereby allowing the attending district to receive State School Fund moneys;
2. **Tuition Paying Student.** By admitting nonresident student with tuition, whereby neither affected districts are eligible for State School Fund moneys;
3. **Court Placement.** If a juvenile court determines it is in the student's best interest, a student placed in a substitute care program outside the district will continue to be considered a resident student and allowed to attend the school the student attended prior to placement. The public agency placing the student in a substitute care program will be responsible for the transportation of the student, if public agency funds are available.

The Board shall deny regular school admission to nonresident students who are under expulsion from another district for a weapons policy violation. The Board may, based on district criteria, deny admission to nonresident students who are under expulsion from another district for reasons other than a weapons policy violation.

Consent for Admission of a Nonresident Student by Interdistrict Transfer or Consent for Admission of a Tuition Paying Student

The Board may not consider nor ask for any information from the student about race, religion, sex, sexual orientation, gender identity, ethnicity, national origin, disability, health, whether a student has an individualized education program (IEP) or the terms of that IEP, identified as talented and gifted, income level, residence, proficiency in English, athletic ability, or academic records. The Board may not request or require the student to participate in an interview, tour any of the schools or facilities, or otherwise meet with any representatives of the school or district prior to the district deciding whether to give consent.

The Board may only ask for the student's name, contact information, date of birth, grade level, whether the student may be given priority on consent for admission (see the following paragraph for priorities), information about which schools the student prefers to attend, and whether the student is currently expelled.

If the number of students seeking consent exceeds the number of spaces, the Board will use an equitable lottery selection process. The process may give priority to students who have siblings currently enrolled in the district; who previously received consent for admission because of a change in legal residence; or who attended a public charter school located in the same district in which the student seeks to attend, for three consecutive years, completed the highest grade offered by the public charter school, and did not enroll and attend school in another district following completion of that highest grade in the public charter school.

The Board may revise the maximum number of students to whom consent will be given at a time other than the annual date established by the Board if there are no pending applications for consent.

If the Board decides not to give consent to a student the Board must provide a written explanation to the student.

The district may require minimum standards of behavior and/or attendance once the student has been accepted. The minimum standards must be the same for all students that are given consent. The district is not allowed to establish minimum standards for academics as a criteria for the student to remain in the district. Students whose consent is revoked for violation of set attendance and/or behavior standards will not be allowed to apply for consent to return to this district in the same or the following school year.

The Board may determine the length of time the consent is given. Any limitations in length of time must be applied consistently among all students to whom consent is given.

The district is not required to provide transportation outside the boundaries of the district. The student will be allowed to use existing bus routes and transportation services of the district. Transportation will be provided if required by federal law.

The attending district is responsible for a free appropriate public education for those students on an IEP.

END OF POLICY

Legal Reference(s):

[ORS 174.100](#)
[ORS 327.006](#)
[ORS 329.485](#)
[ORS 335.090](#)

[ORS 339.115 - 339.133](#)
[ORS 339.141](#)
[ORS 339.250](#)
[ORS 343.221](#)

[ORS 433.267](#)
[OAR 581-021-0019](#)

OSBA Model Sample Policy

Code: BBAA
Adopted:

Individual Board Member's Authority and Responsibilities

An individual Board member exercises the authority and responsibility of their position when the Board is in legal session only.

A Board member has the authority to act in the name of the Board when authorized by a specific Board motion. The affirmative vote of the majority of members of the Board is required to transact any business. When authorized to act as the district's designated representative in collective bargaining, a Board member may make and accept proposals in bargaining subject to subsequent approval by the Board.

~~A Board member has the right to express personal opinions.~~ When expressing ~~personal~~ ~~such~~ opinions in public, the Board member ~~should~~ ~~must~~ clearly identify the opinions as their own.

Members will be knowledgeable of information requested through Board action, supplied by the superintendent, gained through attendance at district activities and through professional Board activities.

Members of the Board will adhere to the following in carrying out the responsibilities of membership:

1. Request for Information

Any individual Board member who desires a copy of an existing written report or survey prepared by the administrative staff will make such a request to the superintendent. A copy of the material may be made available to each member of the Board. Requests for the generation of reports or information, which require additional expense to the district, must be submitted to the Board for consideration.

2. Requests for Legal Opinions

Requests for legal ~~advice or~~ opinions by a Board member must be approved by a majority vote of the Board before the request is made to legal counsel. The Board chair is authorized to obtain legal ~~advice or~~ opinions if advantageous to do so prior to the next meeting (e.g., advice regarding an executive session or a decision to invite district legal counsel) without a need for Board approval. ~~If the legal opinion sought involves the superintendent's employment or performance, the request should be made to the board chair.~~ Legal counsel is responsible to the Board.

3. Action on Complaints or Requests Made to Board Members

When Board members receive complaints or requests for action from staff, students or members of the public, the Board members will direct the staff, students, members of the public to the appropriate complaint policy Board policy KL – Public Complaints. Such information will be conveyed to the superintendent.

4. Board Member's Relationship to Administration

Individual Board members will be informed about the district's educational program, may visit schools or other facilities to gain information, and may request information from the superintendent. No individual Board member may direct the superintendent to action without Board authorization. Board members will not intervene in the administration of the district or its schools.

5. Contracts or Agreements

All contracts of the district must be approved by the Board, unless otherwise delegated by the Board to the superintendent or designee for approval, before an order can be drawn for payment. If a contract is made without authority of the Board, the individual making such contract shall be personally liable.

END OF POLICY

Legal Reference(s):

[ORS 332.045](#)
[ORS 332.055](#)

[ORS 332.057](#)
[ORS 332.075](#)

38 OR. ATTY. GEN. OP. 1995 (1978)

S. Benton Educ. Ass'n v. Monroe Union High Sch. Dist., 83 Or. App. 425 (1987).

OSBA Model Sample Policy

Code: IL
Adopted:

Assessment Program**

The district's assessment program shall be designed for the purpose of determining district and school program improvement and individual student needs including the requirements of the Oregon Administrative Rules. Each year the district shall determine each student's progress toward achieving federal, state and local achievement requirements.

Assessments shall be used to measure the academic content standards ~~and Essential Skills~~ and to identify students who meet or exceed the performance standards ~~and Essential Skills~~ adopted by the State Board of Education.

Accordingly, the district shall maintain the following assessment program:

1. Criterion-reference assessments, including performance-based assessments, content-based assessments and other valid methods as may be required by state and federal requirements;
- ~~2. — Assessment of Essential Skills;~~
- ~~3.2.~~ Individual diagnostic and ability evaluations in all grades when students have been referred and parental permission obtained;
- ~~4.3.~~ Assessments by individual teachers;
- ~~5.4.~~ ~~Optional~~ Other schoolwide and grade levelwide assessments, ~~as recommended by the superintendent and as approved by the Board.~~

It is the intent of the Board that progress be measured in a manner that clearly enables the student and parents to know whether the student is making progress toward meeting or exceeding academic content standards. District, school and individual results shall be reported to the Board, parents and the community, as prescribed by law.

The district shall make additional services or alternative educational or public school options available to any student who has not met or has exceeded all of the state-required academic content standards. Additionally, students in schools receiving Title I moneys that have been identified by the Oregon Department of Education (ODE), will be provided supplemental services and public school options as required by law.

The district shall not discriminate in the methods, practices and materials used for assessment, evaluating and counseling students on the basis of race, color, national origin, religion, sex, sexual orientation, **gender identity**, age, disability or marital status. Discrimination complaints shall be processed in accordance with established procedures.

Staff will receive in-service education in the use of designated assessments and interpretation of assessment results.

A parent on behalf of their student or an adult student may annually opt-out of taking a statewide summative assessment by completing and submitting ODE's opt-out form¹ to the school. The district shall provide supervised study time for students who are excused from participating in the assessment. A student may be excused from the Oregon Statewide Assessment Program for disability or religious reasons. Parents and adult students will be provided the required notices² and access to forms by the district that include a time frame in which statewide assessments will take place, and an adult student's or parent's right to request an exemption from taking the statewide summative assessments.

~~A student may opt out of the Smarter Balanced and/or alternate Oregon Extended Assessments in English language arts and mathematics as provided in state law. The district shall provide the required notice and necessary forms to the student. The district shall provide supervised study time for students who are excused from participating in the assessment. A student may be excused from the Oregon Statewide Assessment Program for disability or religious reasons. Parents and adult students will be provided the required notices³ and access to forms by the district that include a time frame in which statewide assessments will take place, and an adult student's or parent's right to request an exemption from taking the statewide summative assessments.~~

~~The district shall establish conduct and discipline consequences for student-initiated test impropriety.~~ The act of student-initiated test impropriety is prohibited. A student that participates in an act of student-initiated test impropriety will be subject to discipline. "Student-initiated test impropriety" means student conduct that is inconsistent with the *Test Administration Manual* or accompanying guidance; or results in a score that is invalid.

The superintendent shall ensure a periodic review and evaluation of the district's assessment program is conducted.

END OF POLICY

Legal Reference(s):

[ORS 40.245](#)
[ORS 326.565](#)
[ORS 326.575](#)
[ORS 329.479](#)
[ORS 329.485](#)
[ORS 336.187](#)
[ORS 659.850](#)

[ORS 659.870](#)
[OAR 581-021-0009](#)
[OAR 581-021-0030](#)
[OAR 581-022-1910](#)
[OAR 581-022-2030](#)
[OAR 581-022-2060](#)
[OAR 581-022-2100](#)

[OAR 581-022-2110](#)
[OAR 581-022-2115](#)
[OAR 581-022-2250](#)
[OAR 581-022-2270](#)
[OAR 581-022-2310](#)
House Bill 3041 (2021)
Senate Bill 602 (2021)

¹ Oregon Department of Education page for: [30-day notice and opt-out form](#)

² Districts are required to provide notice twice each year: once at the beginning of the year and second time at least 30 days prior to the administration of the test.

³ ~~Districts are required to provide notice twice each year: once at the beginning of the year; and second time at least 30 days prior to the administration of the test.~~

Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (~~2012~~2018); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (~~2017~~2021).

Protection of Pupil Rights, 20 U.S.C. § 1232h (~~2012~~2018); Student Rights in Research, Experimental Programs and Testing, 34 C.F.R. Part 98 (~~2017~~2021).

Individuals with Disabilities Education Act (IDEA), 20 U.S.C. §§ 1400-1419 (~~2012~~2018).

Every Student Succeeds Act, 20 U.S.C. §§ 6311-6322 (~~2012~~2018).

OSBA Model Sample Policy

Code: JBB
Adopted:

Educational Equity

The district is dedicated to the success of every student in each of our schools. For that success to occur, the district is committed to equity by recognizing institutional barriers and creating access and opportunities that benefit each student. Equity at Lebanon Community School District will not be confused with equality, where all students are treated the same. Equity will be an enduring commitment where race will no longer be a predictor of student achievement; where historically underserved groups¹ increase in capacity and power; and where barriers to student success have been mitigated or eliminated. Educational equity is based on the principles of fairness and justice in allocating resources, opportunity, treatment and creating success for each student.

Educational equity promotes the real possibility of equality of educational results for each student and between diverse groups of students. Equity strategies are intentional, systemic and focused on the core of the teaching and learning process.

To achieve educational equity the district will commit to:

1. Systematically using districtwide and individual school level data, disaggregated by [¹race/ethnicity, national origin, language, special education, sex, non-binary, socioeconomic status and mobility] to inform district decision making.
2. Raising the achievement of all students while narrowing the gap between the lowest and the highest performing students.
3. Eliminating the predictability and disparity in all aspects of education and its administration, including but not limited to, the disproportionate representation of students by race, poverty, sex, sexual orientation², gender identity, and national origin in discipline, special education and in various advanced learning.
4. Graduating all students ready to succeed in a diverse local, national and global community.

In order to achieve educational equity for each and every student:

1. The district shall provide every student with equitable access to high quality curriculum, support, facilities and other educational resources, even when this means differentiating resource allocation.

¹ These are data categories that the Oregon Department of Education collects. Districts may choose to add to this list from data the district collects.

² ~~“Sexual orientation” is defined by Oregon Revised Statute (ORS) 174.100(7) to mean an individual’s actual or perceived heterosexuality, homosexuality, bisexuality or gender identify, regardless of whether the individual’s gender identity, appearance, expression or behavior differs from that traditionally associated with the individual’s sex at birth.~~

2. The district shall review existing policies, programs, professional development and procedures for the promotion of educational equity, and all applicable new policies, programs and procedures will be developed [using an educational equity analysis tool] [with educational equity as a priority].
3. The district shall actively work toward a balanced teacher and administrator workforce to reflect the diversity of the student body. The district seeks to recruit, employ, support and retain a workforce that includes racial, ~~sex~~ gender and linguistic diversity, as well as culturally and linguistically responsive administrative, instructional and support personnel.
4. The district shall provide professional development to strengthen employees' knowledge and skills for eliminating opportunity gaps and other disparities in achievement.
5. The district shall create schools with a welcoming, inclusive culture and environment that reflects and supports diversity of the student population, their families and their community.
6. The district shall include partners who have demonstrated culturally specific expertise, including but not limited to, families, government agencies, institutions of higher learning, early childhood education organizations, community-based organizations, local businesses and the community in general, in meeting our high goals for educational outcomes. The district shall seek to involve students, staff, families and community members that reflect district demographics to inform decisions regarding the narrowing of the achievement and other opportunity gaps.
7. The district shall provide multiple pathways to success in order to meet the needs of the diverse student body and shall actively encourage, support and expect high academic achievement for each student.
8. The district shall provide materials and assessments that reflect the diversity of students and staff and are geared toward the understanding and appreciation of culture, class, race, language, ethnicity, poverty, ability and other differences that contribute to the uniqueness of each student and staff member.

The superintendent shall include equity practices in the district's strategic plan to implement this policy. The superintendent will annually report to the Board the progress of the strategic plan.

END OF POLICY

Legal Reference(s):

[ORS 174.100](#) ~~(7)~~
[ORS 332.075](#)

[ORS 332.107](#)
[ORS 342.437 - 342.449](#)

House Bill 3041 (2021).

OSBA Model Sample Policy

Code: IKFB
Adopted:

Graduation Exercises

The Board believes that completion of the requirements for a diploma, a modified diploma, an extended diploma or an alternative certificate from public schools is an achievement that improves the community as well as the individual. The Board wishes to recognize this achievement in a publicly, celebrated graduation exercise.

Accordingly, appropriate graduation programs may be planned by the school on the date selected by the Board.

The district's valedictorian(s), salutatorian(s) or others, at the discretion of the principal or designee, may be permitted to speak as part of the district's planned graduation program. All speeches will be reviewed and approved in advance by the building principal or designee.

All students in good standing who have successfully completed the requirements for a high school diploma, or ~~qualifies~~ qualify to receive or receives a modified diploma, an extended diploma or an alternative certificate, including a student participating in a district-sponsored alternative education program and a student with disabilities receiving a document certifying successful completion of program requirements, shall have the option to participate in graduation exercises.

A student shall be allowed to wear a dress uniform issued to the student by a branch of the U.S. Armed Forces if the student:

1. Qualifies to receive a high school diploma, a modified diploma, an extended diploma or an alternative certificate; and
2. Has completed basic training for, and is an active member of, a branch of the U.S. Armed Forces.

~~{Graduating students will be allowed to wear Native American or other items of cultural significance^{1}; in accordance with consistently enforced rules established by the principal or designee.^{2}^{3}}~~

END OF POLICY

¹ {HB 2052 (2021) requires that districts allow students to wear Native American items of cultural significance to graduation and other school events. Districts can choose to allow students to wear items of significance to other cultures.} "Native American items of cultural significance" means items or objects that are traditionally associated with Native American or that have religious or cultural significance to a Native American.

² The district may prohibit an item or object that: a) is likely to cause a substantial disruption of, or material interference with the graduation ceremony, or b) replaces a cap or gown customarily worn at a graduation ceremony.

³ ~~{See letter from ODE regarding Graduation Ceremonies (click on [Year] Graduation Ceremonies).} {This could cause some controversy. OSBA recommends communicating with community cultural leaders and high school administration prior to adopting this language. If one group of students is allowed to wear an item of cultural significance, the same rule must be applied to other students in a non-discriminatory manner.}~~

Legal Reference(s):

[ORS 329.451](#)
[ORS 332.107](#)
[ORS 339.505](#)
[ORS 343.295](#)

[OAR 581-021-0050](#)
[OAR 581-021-0055](#)
[OAR 581-021-0060](#)
[OAR 581-022-2000](#)
[OAR 581-022-2010](#)

[OAR 581-022-2015](#)
[OAR 581-022-2020](#)
[OAR 581-022-2505](#)

31 OR. ATTY. GEN. OP. 428 (1964)

Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683 (2018); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2020).

Kay v. David Douglas Sch. Dist. No. 40, 1987; cert. den., 484 U.S. 1032 (1988).

Doe v. Madison Sch. Dist. No. 321, 177 F.3d 789 (9th Cir. 1999).

Lee v. Weisman, 505 U.S. 577 (1992).

Hazelwood Sch. Dist. v. Kuhlmeier, 484 U.S. 260 (1988).

OSBA Model Sample Policy

Code: IKF
Adopted:

Graduation Requirements**

~~(This version does not require an administrative regulation.)~~ If the district has additional credit or graduation requirements above the state requirements, the district is required to include those additional credits and graduation requirements in the following lists.)

~~(Version 1)~~

The Board ~~will~~ establishes graduation requirements for ~~the~~ awarding of a high school diploma, a modified diploma, an extended diploma and an alternative certificate which meet or exceed state requirements.

A student may satisfy graduation requirements in less than four years. The district will award a diploma to a student fulfilling graduation requirements in less than four years if consent is given by the student's parent or guardian or by the student if the student is 18 years of age or older or emancipated.

If the district requires diploma requirements beyond the state requirements, the district shall grant a waiver for those requirements to any student who, at any time from grade 9 to 12, was:

1. A foster child¹;
2. Homeless;
3. A runaway;
4. A child in a military family covered by the Interstate Compact on Educational Opportunity for Military Children;
5. A child of a migrant worker; or
6. Enrolled in the Youth Corrections Education Program or the Juvenile Detention Education Program.

For any student identified above, the district shall accept any credits earned by the student in another district or public charter school, applying those credits toward the state requirements for a diploma if the credits satisfied those requirements in that district or public charter school.

Diploma

A high school diploma will be awarded to students in grades 9 through 12 who complete a minimum of 24 credits^{2} which include at least:

¹ As defined in ORS 30.297.

² { If the district has additional credit or graduation requirements, the district is required to include those additional credits and graduation requirements in the following lists. }

1. Three credits in mathematics (shall include one unit at the Algebra I level and two units that are at a level higher than Algebra I);
2. Four credits in ~~English~~-language arts (shall include the equivalent of one unit in written composition);
3. Three credits in science;
4. Three credits in social sciences (including history, civics³, geography and economics (including personal finance));
5. One credit in health education;
6. One credit in physical education; and
7. Three credits in career and technical education, the arts or world languages (units shall be earned in any one or a combination).

The district shall offer students credit options provided the method for obtaining such credits is described in the student's personal education plan and the credit is earned by meeting requirements described in Oregon Administrative Rule (OAR) 581-022-2025.

To receive a diploma, in addition to credit requirements outlined in OAR 581-022-2000, a student must⁴:

- ~~1. Demonstrate proficiency in the Essential Skills of reading, writing, and applying mathematics in a variety of settings;~~
1. Develop an education plan and build an education profile;
2. Demonstrate extended application through a collection of evidence; and
3. Participate in career-related learning experiences.

Essential Skills

~~The district [will] [will not] allow English Language Learner (ELL) students to demonstrate proficiency in all required Essential Skills in the student's language of origin.~~

~~{⁵ The district will develop procedures to provide assessment options as described in the *Test Administration Manual*, in the ELL student's language of origin, and will develop procedures to ensure that locally scored assessment options administered in an ELL student's language of origin are scored by a qualified rater.}~~

³ Civics becomes a half-credit requirement beginning on January 1, 2026 (Senate Bill 513, 2021).

⁴ The proficiency in Essential Skills requirement has been waived and is not a condition of receiving a high school diploma during the 2021-2022, 2022-2023 or 2023-2024 school year (Senate Bill 744, 2021).

~~{⁵ This paragraph is required if the district allows ELL students to demonstrate proficiency in Essential Skills in their language of origin.}~~

~~[Essential Skills Appeal~~

~~The district will [establish an appeal process] [follow Board policy KL—Public Complaints] in the event of an appeal for the denial of a diploma based on the Essential Skills graduation requirement. The district will retain student work samples and student performance data to ensure that sufficient evidence is available in the event of an appeal.]~~

Modified Diploma

A modified diploma will be awarded only to students who have demonstrated the inability to meet the full set of academic standards adopted by the State Board of Education for a diploma while receiving reasonable modifications and accommodations. A modified diploma may only be awarded to a student who meets the eligibility criteria below **and other criteria, if applicable, outlined in OAR 581-022-2010(3):**

1. Has a documented history of an inability to maintain grade level achievement due to significant learning and instructional barriers; or
2. Has a documented history of a medical condition that creates a barrier to achievement.

Having met the above eligibility criteria, a modified diploma will be awarded to students who, while in grade nine through completion of high school, complete 24 credits which shall include:

1. Three credits in ~~English~~ language arts;
2. Two credits in mathematics;
3. Two credits in science;
4. Two credits in social sciences (which may include history, civics, geography and economics (including personal finance));
5. One credit in health education;
6. One credit in physical education; and
7. One credit in career technical education, the arts or world languages (units may be earned in any one or a combination).

Students may earn additional credits to earn a modified diploma pursuant to OAR 581-022-2010.

In addition to credit requirements as outlined in OAR 581-022-2010, a student must:

1. Develop an education plan and build an education profile; and
2. Demonstrate extended application through a collection of evidence.

~~A student must also demonstrate proficiency in the Essential Skills with reasonable modifications and accommodations.~~

Districts may make modifications to the assessment for students who seek a modified diploma when the following conditions are met:

~~CR7/18/19~~ 10/05/21 | RSLF

Graduation Requirements** – IKF

3-7

1. For a student on an individualized education program (IEP) or Section 504 plan, any modifications to work samples must be consistent with the requirements established in the IEP or 504 plan. Modifications include practices and procedures that compromise the intent of the assessment through a change in learning expectations, construct, or content that is to be measured, grade level standard, or measured outcome of the assessment. This means that IEP or 504 school teams responsible for approving modifications for a student's assessment may adjust the administration of the assessment and/or the assessment's achievement standard;
2. For a student not on an IEP or 504 plan, any modifications to work samples must have been provided to the student during their instruction in the content area to be assessed and in the year in which the student is being assessed, and modifications must be approved by the school team that is responsible for monitoring the student's progress toward the modified diploma.

Students not on an IEP or a Section 504 Plan may not receive a modified Smarter Balanced assessment.

A student's school team shall decide that a student should work toward a modified diploma no earlier than the end of grade six and no later than two years before the student's anticipated exit from high school. A student's school team may decide to revise a modified diploma decision.

A student's school team may decide that a student who was not previously working toward a modified diploma should work toward one when the student is less than two years from anticipated exit from high school if the documented history has changed.

Beginning in grade five or beginning after a documented history to qualify for a modified diploma, the district shall annually provide to the parents or guardians of the student, information about the availability and requirements of a modified diploma.

Extended Diploma

An extended diploma will be awarded only to students who have demonstrated the inability to meet the full set of academic content standards adopted by the State Board of Education for a diploma while receiving modifications and accommodations. To be eligible for an extended diploma, a student must:

1. While in grade nine through completion of high school, complete 12 credits, which may not include more than six credits in a self-contained special education classroom and will include:
 - a. Two credits in mathematics;
 - b. Two credits in **English** language arts;
 - c. Two credits in science;
 - d. Three credits in history, geography, economics or civics;
 - e. One credit in health;
 - f. One credit in physical education; and
 - g. One credit in the arts or a world language.
2. Have a documented history of:
 - a. An inability to maintain grade level achievement due to significant learning and instructional barriers;

- b. A medical condition that creates a barrier to achievement; or
- c. A change in the student's ability to participate in grade level activities as a result of a serious illness or injury that occurred after grade eight.

Beginning in grade five or beginning after a documented history to qualify for an extended diploma, the district shall annually provide to the parents or guardians of the student, information about the availability and requirements of an extended diploma.

Alternative Certificates

Alternative certificates will be awarded to students who do not satisfy the requirements for a diploma, a modified diploma, or an extended diploma if the students meet minimum requirements established by the district.

Beginning in grade five or beginning after a documented history to qualify for an alternative certificate, the district shall annually provide to the parents or guardians of the student, information about the availability and requirements of an alternative certificate.

Other District Responsibilities

The district will ensure that students have onsite access to the appropriate resources to achieve a diploma, a modified diploma, an extended diploma, or an alternative certificate at each high school. The district will provide [age-appropriate and developmentally appropriate] literacy instruction to all students until graduation.

The district may not deny a student the opportunity to pursue a diploma with more stringent requirements than a modified diploma or an extended diploma for the sole reason the student has the documented history listed under the above modified diploma or extended diploma requirements.

The district may award a modified diploma or an extended diploma to a student only upon the written consent of a student who is emancipated or who has reached the age of 18 at the time the modified or extended diploma is awarded, or the student's parent or guardian. The district shall receive the written consent during the school year in which the modified diploma or the extended diploma is awarded.

A student shall have the opportunity to satisfy the requirements for a modified diploma, an extended diploma or an alternative certificate in ~~either~~ the later of 4 years after starting the ninth grade, or until the student reaches the age of 21 if the student is entitled to a public education until the age of 21 under state or federal law.

A student may satisfy the requirements for a modified diploma, an extended diploma or an alternative certificate in less than four years but not less than three years. To satisfy the requirements for a modified diploma, an extended diploma or an alternative certificate in less than four years, the student's parent or guardian or a student who is emancipated or has reached the age of 18 must provide written consent which clearly states the parent, guardian or student is waiving the fourth year and/or years until the student reaches the age of 21. A copy of the consent will be forwarded to the district superintendent who will annually report to the Superintendent of Public Instruction the number of such consents.

A student who qualifies to receive or receives a modified diploma, an extended diploma, or an alternative certificate shall have the option of participating in a high school graduation ceremony with the student's class.

A student who receives a modified diploma, an extended diploma, or an alternative certificate shall have access to instructional hours, hours of transition services and hours of other services that are designed to meet the unique needs of the student and when added together provide a total number of hours of instruction and services that equals at least the total number of instructional hours that are required to be provided to students who are attending a public high school.

The district will award to students with disabilities a document certifying successful completion of program requirements. No document issued to students with disabilities educated in full or in part in a special education program shall indicate that the document is issued by such a program. When a student who has an IEP completes high school, the district will give the student an individualized summary of performance.

Eligible students with disabilities are entitled to a free appropriate public education (FAPE) until the age of 21, even if they have earned a modified diploma, an extended diploma, an alternative certificate or completion of a General Education Development document. The continuance of services for students with disabilities for a modified diploma, extended diploma or alternative certificate is contingent on the IEP team determining the student's continued eligibility and special education services are needed.

Students and their parents will be notified of graduation and diploma requirements.

~~[The district will review graduation requirements biennially in conjunction with the secondary school improvement plan. Graduation requirements may be revised to address student performance.]~~

The district may not deny a diploma to a student who has opted out of statewide assessments if the student is able to satisfy all other requirements for the diploma. ~~Students who opt out will need to meet the Essential Skills graduation requirement using another approved assessment option.~~ Students may opt-out of the Smarter Balanced or alternate Oregon Extended Assessment by completing the Oregon Department of Education's Opt-out Form⁶ and submitting the form to the district.

The district will issue a high school diploma pursuant to Oregon law (ORS 332.114) to a veteran if the veteran resides within the boundaries of the district or is an Oregon resident and attended a high school of the district, or to a deceased veteran, upon request from a representative of the veteran, if the deceased veteran resided within the boundaries of the district at the time of death or was an Oregon resident at the time of death and attended a high school of the district.

~~The district shall establish conduct and discipline consequences for student-initiated test impropriety.~~ The act of student-initiated test impropriety is prohibited. A student that participates in an act of student-initiated test impropriety will be subject to discipline. "Student-initiated test impropriety" means student conduct that is inconsistent with the *Test Administration Manual* or accompanying guidance; or results in a score that is invalid.

END OF POLICY

Legal Reference(s):

[ORS 329.007](#)

[ORS 329.045](#)

[ORS 329.451](#)

⁶ [www.ode.state.or.us: Educator Resources > Student Assessment > Test Administration > Forms > 2018-2019 30-day notice and opt-out form](http://www.ode.state.or.us/EducatorResources/StudentAssessment/TestAdministration/Forms/2018-2019-30-day-notice-and-opt-out-form) Oregon Department of Education page for: [30-day notice and opt-out form](#)

[ORS 329.479](#)
[ORS 332.107](#)
[ORS 332.114](#)
[ORS 339.115](#)
[ORS 339.505](#)
[ORS 343.295](#)

[OAR 581-021-0009](#)
[OAR 581-022-2000](#)
[OAR 581-022-2005](#)
[OAR 581-022-2010](#)
[OAR 581-022-2015](#)

[OAR 581-022-2020](#)
[OAR 581-022-2025](#)
[OAR 581-022-2030](#)
[OAR 581-022-2115](#)
[OAR 581-022-2120](#)
[OAR 581-022-2505](#)

Test Administration Manual, published by the OREGON DEPARTMENT OF EDUCATION.
House Bill 2056 (2021).
Senate Bill 744 (2021).

GRADING AND REPORTING: GRADES 6 – 12

I. Grading Guidelines

- A. Grades will reflect student achievement toward mastery of course content standards, which shall be based on applicable state and national standards.
- B. Grades shall be reported each grading period.
- C. District/school content area/grade level teams will have agreed upon weighting and categories for determining student grades. Content areas will determine course-specific guidelines for weighting summative standards-based assessments and formative standards-based assignments.
- D. Clear learning objectives for each content unit and general grading criteria shall be explicitly communicated to students and parents at the beginning of the course. Course-alike teachers will have common syllabus expectations.
- E. To ensure consistency, content area teams will establish a common standards-based curriculum to include required common formative and summative assessments, as well as similar gradebook practices.
- F. Grades shall be available and kept current (~~every two weeks~~) **(weekly)** for parent and student monitoring through the district-approved electronic grading system.
- G. Buildings will set the deadlines for when final grades are posted to the gradebook.
- H. Teachers will provide feedback to students prior to the summative assessment.

II. Types of Assessments

- A. Teachers shall classify all assignments that affect a student's course grade into one of two categories: 1) **summative assessments/assignments** or 2) **formative assessments/assignments**. They should do so in accordance with district, building, and departmental guidelines.
 - 1. **Summative assessments/assignments** are those that reflect a student's completed learning toward a learning target or performance standard.
 - a. The frequency of summative assessments will depend on the nature of the curriculum that has been adopted by each content area professional learning community (PLC). Summative assessments are typically end-of-unit assessments.
 - b. Summative assignments should be individual in nature to discern what each student has achieved. If students have worked together on a project, the teacher shall have a method to fairly assign individual grades for each student's contribution.
 - c. Summative assessments are designed to assess a student's overall grasp of

essential questions, learning targets, and standards. Summative assessments may include: state or district level assessments, comprehensive assessments (tests), written papers, performance-based work samples, projects, tests, or demonstrations of a student's overall knowledge/mastery of the learning target(s).

2. **Formative assessments/assignments** are those that reflect a student's progress with respect to a learning target or performance standard.
 - a. Formative assessments should be administered at frequent intervals in a student's learning so the teacher, student, and parents have feedback about the student's progress in learning the standard(s).
 - b. The number of formative assessment scores will depend on the class and teacher, but it should exceed the number of summative assessmentscores.
 - c. Formative assessments may include both scores based on the accuracy of a student's learning and participation scores. Participation scores include those based on a student's demonstrated skills, such as homework completion, class discussions, note taking, goal setting, quizzes, and classwork that is assessed on completeness rather than accuracy, and periodic teacher assessments, such as exit or entrance slips. The teacher shall clearly define, in advance, academic criteria for scores based on accuracy and performance indicators for scores based on participation.
- B. The relative weight of summative assessment and formative assessment scores in the calculation of a student's grade shall be decided by grade level or content area teams. This information shall be made publicly available and shall be provided to students and parents.

III. Definitions

- A. Based on school or department guidelines, the teacher will provide a summative grade upon the conclusion of the course. Definitions/descriptors of letter grades and level of performance are listed below.

1. Regular Grading Codes

Letter Grade	%	Descriptor
A	90-100	An "A" means mastery through extensive evidence. The student consistently surpasses the proficient level and demonstrates an in-depth understanding of the standard.
B	80-89	A "B" means proficient. The student regularly meets the standard and demonstrates a working knowledge of essential skills. While there are still some weaknesses or inconsistencies, the strengths are dominant.

C	70-79	A “C” means approaching proficiency. Though the student is sometimes demonstrating a working knowledge of the essential skills that encompass the standard, there are still inconsistencies.
D	60-69	A “D” means the student is showing partial understanding and some skill demonstrated with significant omissions or errors evident. A grade of D may not be sufficient for a pre-requisite course.
F	Below 60	An “F” means the student shows insufficient understanding or that insufficient skill has been demonstrated. No credit is earned for an F.

2. Special Grading Codes

Code	Descriptor
G	A “G” means “No Grade.” This is assigned to a student when a student leaves a class so early or joins a class so late that no grade can be assigned. The grade does not count toward the grade point average (GPA).
P	A “P” means “Pass.” A student is given a Passing grade when they complete the minimum expectations for a course. This grade counts for course credit but does not count toward the GPA.
N	An “N” means “No Pass.” A student is given a No Pass grade when they do not complete the minimum expectation for a course. This grade does not count for course credit and does not count toward the GPA.
I	An “I” means “Incomplete.” A student can be given an Incomplete grade when a teacher feels the student needs additional time to complete required coursework and administrative approval is granted. After two weeks, any unresolved Incomplete grades will revert to an F.

B. Reporting Modified Grades

Students pursuing a modified diploma may receive modified grades against identified learning targets for each unit of study. The district will develop an identified process for a student to pursue a modified diploma.

C. Special Education Students

Grading for special education students is determined by the student’s performance in the core curriculum. Grades are driven by the student’s level of proficiency for each subject based on the academic standards and the district adopted curriculum. Grades should take into account accommodations and modifications as they relate to the components of the grading policies.

Each student’s accommodations and modifications are identified in the student’s Individualized Education Program (IEP).

Special Education students who are in general education classes will be graded using the adopted district grading policy weights and percentages, with appropriate accommodations and modifications per their IEP.

At the same time the site report cards are distributed, the special education case manager is required to send a parent progress report or annotated goals based on the student's IEP.

The IEP team for a student meets to determine accommodations that allow the student to access the content, curriculum, and the modifications needed to demonstrate their knowledge and skill at a level appropriate to their ability. An accommodation is a change in the course, standard, test preparation, location, timing, scheduling, student response and/or other attribute that provides access for a student with a disability to participate in the course, standard, or test, which **does not fundamentally alter or lower** the standard or expectation of the course, standard, or test. A modification is a change in the course, standard, or test preparation, location, timing, scheduling, expectations, student response, and/or attribute that provides access for a student with a disability to participate in a course, standard, or test, **and which does fundamentally alter or lower** the standard or expectation of the course, standard, or test.

The accommodations/modifications outlined in a student's IEP must be provided in order to ensure appropriate access to the curriculum.

IV. Work Completion (Missing Work, Retakes, Makeup, and Extra Credit)

- A. End of course assessments are not included in retakes, since they coincide with the end of the grading period.
- B. Teachers may assign an Incomplete grade for students who are unable to complete end of grading term assignments or assessments. Teacher, student, and, if necessary, counselor will work together to develop a plan to complete end of term work within two weeks of the end of the grading period. Ultimately, the student is responsible for ensuring this gets completed. Unresolved Incomplete grades will revert to an F at the end of the two-week period.
- C. Content area teams will decide whether students will be allowed to retake assessments, and this expectation will be clear in course syllabi.
- D. Students with excused absences are given the same number of days as their absence and an additional day to make up their missing work without penalty.
- E. Teachers will assign makeup work as necessary to ensure academic progress.
- F. Students who habitually do not turn in work on time should be referred to possible interventions through the Response to Intervention (RTI) process.
- G. Extra credit may be awarded for students who go above and beyond expectations according to course standards and should be limited to no more than 3% of a student's grade.

V. Employability Score (Attendance, Behavior, Effort, and Cooperation)

An employability score is given on a scale of 1 to 5 once each semester to all students in grades 6 through

The employability score is based on a combination of a student's attendance, behavior, effort, and cooperation according to the percentages shown in the tables below.

Attendance, behavior, and timeliness account for 70% of the employability score and are all taken directly from the Student Information System. The balance of the score (30% for professional skills of **cooperation** and **work ethic**) is based on input from each of the student's teachers on a scale of 1 to 5. The professional skills rubrics are to be included in the student handbook.

Percentage of All School Days Attended (40% of total score)¹	Score	Days Absent Per Year
97% to 100% of all school days	5	5
93% to 96.99%	4	12
90% to 92.99%	3	17
85% to 89.99%	2	25
84.99% and below		26

¹ Includes all absences other than school-related events.

Timeliness (Tardies Per Semester) (20% of total score)	Score
0 to 4	5
5 to 8	4
9 to 12	3
13 to 16	2
17 or more	1

Behavior (Number of Major Referrals Per Semester) (10% of Total Score)	Score
0	5
1	4
2-3	3
4	2
5 or more	1

Though the employability score does not appear on a student's transcript, parents and students will receive an employability score report twice a year. Staff can use these scores as a tool in the RTI process to assist with providing interventions, goal setting, motivation, and helping prepare students for college and career. Major employers in our region are using these scores in their hiring process.

END OF POLICY



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Join OSBA Policy
Services staff on
Tuesday, October 26,
2021 for the *Policy
Update* Webinar at 9
a.m.

Watch for news
coming soon.

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BBAA – Individual Board Member’s Authority and Responsibilities, Optional
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Jim Green

Executive Director

Mary Paulson

Deputy Executive Director

Haley Percell

Chief Legal Counsel

Director of Legal Services

Michael Miller, Attorney

Amy Williams, Attorney

Tonya Brady, Attorney

Elliot Field, Attorney

Callen Sterling, Attorney

Leslie Howell, Attorney

Spencer Lewis

Director of Policy Services

Rick Stucky

Policy Services Specialist

Leslie Fisher

Policy Services Specialist

Colleen Forcier

Senior Policy Services

Assistant

Jean Chiappisi

Policy Services Assistant

If you have questions
regarding this publication
or OSBA, please call
our offices:
503-588-2800 or 800-578-6722

This publication is designed to provide accurate and authoritative information regarding the subject matter covered. It is furnished with the understanding that policies should be reviewed by the district’s legal counsel.

**2021
STAFF/STUDENT
HANDBOOKS AND
KEY DATES
CALENDAR**
(Available Now):

OSBA's Model Staff and Student Handbooks and Key Dates Calendar are revised annually to reflect recent legislation and other changes.

Online ordering of these tools can be accessed through the OSBA portal: <https://osba.envisiams.com/>. (Can be purchased in the *Online Store*, from *Subscriptions/Downloads*. Select *Download* in Membership Category). Information about purchasing Handbooks can be found [here](#) under *Publications*.

JHFF/GBNAA-AR – Suspected Sexual Conduct Report Procedures and Form *, Required
KGBB – Firearms Prohibited, New Conditionally Required
LBE-AR – Public Charter Schools, Highly Recommended

Review recommendations carefully, including the {braced} language prompts in the proposed documents to help modify current policy language. Please reach out to OSBA if there are questions.

GENDER IDENTITY & PHYSICAL CHARACTERISTICS ASSOCIATED WITH RACE

Summary

House Bill (HB) 2935 added an aspect to the definition of discrimination in ORS 659.850 for race that includes physical characteristics historically associated with race such as natural hair and hair texture (see new footnote in AC and JB for full language). Another bill, HB 3041, revised the definition of sexual orientation and added a new definition for gender identity to the protected classes. Both of these bills affected change represented in the attached model policies.

A change created by HB 2935 that is not reflected by policy changes but is still important for districts, the bill created additional criteria a school district must ensure when paying fees to a voluntary organization. In addition to the complaint policy requirements imposed on these voluntary organizations in 2019, these policies must now be equity focused. Voluntary organizations must have policies that prohibit discrimination as defined in ORS 659.850, which now includes physical characteristics related to race such as natural hair or hair texture. These equity focused policies must now also permit a student to wear religious clothing when consistent with any safety and health requirements, which will be balanced based on reasonable accommodation needs of participants for a specific activity. Further, the HB adds a provision regarding employer driven dress code or policy, amending ORS 659A.030(5), that they cannot create “a disproportionate adverse impact on members of a protected class to a greater extent than the policy impacts persons generally” (HB 2935, 2021).

Collective Bargaining Impact

None

Local District Responsibility

The board and the district should review, revise and readopt with the recommended changes.

Policy(ies) and ARs Impacted by these Revisions

AC – Nondiscrimination, Required
AC-AR – Discrimination Complaint Procedure, Required
JB – Equal Educational Opportunity[**], Required

BOARD MEMBERS SEEKING LEGAL ADVICE

Summary

There are many instances when a district board needs to consult with legal counsel prior to making a decision. This policy change clarifies when individual board members are authorized to seek legal counsel and incur legal costs for the educational entity.

Collective Bargaining Impact

None

Local District Responsibility

Revise and readopt affected policy as recommended.

Policy(ies) and ARs Impacted by these Revisions

BBAA – Individual Board Member’s Authority and Responsibilities, Optional

BOARD MEETING PARTICIPATION & PUBLIC COMMENT

Summary

House Bill 2560 (2021) updated law governing public attendance and comment at public meetings of the board. When public meetings are held and access is made available in-person, the board must provide, to the extent reasonably possible, an opportunity to access and attend meetings by telephone, video or other electronic or virtual means; if in-person oral testimony is allowed during a meeting, allow the public to submit oral testimony by telephone, video or other electronic or virtual means; and if in-person written testimony is allowed, written testimony must be allowed by email or other electronic means.

Collective Bargaining Impact

None

Local District Responsibility

Review the board’s policy manual and if these policies are present, review and readopt the recommended changes. The AR, BDDH-AR, does not require board adoption and can be submitted to the board for review as an information item.

Policy(ies) and ARs Impacted by these Revisions

BD/BDA – Board Meetings, Optional

BDDH - Public Comment at Board Meetings, Highly Recommended

BDDH-AR - Public Comment at Board Meetings, Optional

DIV. 22 COMPLIANCE REPORTING

Summary

The changes result from an updated rule adopted by the State Board of Education; revising the report due date from February 1 to November 1 of each school year. The revised rule also adds a requirement to present the report orally at a board meeting and allow public comment on the report.

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Collective Bargaining Impact

None

Local District Responsibility

If the board has adopted policy CM, revise and readopt with the recommended changes.

Policy(ies) and ARs Impacted by these Revisions

CM – Compliance and Reporting on Standards, Highly Recommended

BIDDING REQUIREMENTS

Summary

Senate Bill 420, passed in the 2021 legislative session, created a provision in the public improvements bidding requirements in ORS 279C. The provision defines a “community benefit project” and the requirements for a public improvement to be a community benefit project.

Collective Bargaining Impact

None

Local District Responsibility

If the Board has adopted highly recommended policy DJC – Bidding Requirements, review the recommended changes and re-adopt.

Policy(ies) and ARs Impacted by these Revisions

DJC – Bidding Requirements, Highly Recommended (Versions 1 or 2)

GENDER IDENTITY DEFINITION

Summary

House Bill 3041 (2021) revised the statutory definition of sexual orientation (removed gender identity) and created a new definition for gender identity.

Collective Bargaining Impact

None

Local District Responsibility

Review the board’s policy manual for the policies listed herein and if present, revise and readopt. GBNA-AR is an AR that does not require adoption by the board so it can be submitted as an information item to the board for their review.

Policy(ies) and ARs Impacted by these Revisions

GBA – Equal Employment Opportunity, Required

GBEA – Workplace Harassment *, Required

GBNA-AR – Hazing, Harassment, Intimidation, Bullying, Menacing, or Cyberbullying
Reporting Procedures -- Staff, Highly Recommended

IB – Freedom of Expression, Required
IIA – Instructional Resources/Instructional Materials, Highly Recommended
IJ – School Counseling Program, Highly Recommended
JBB – Educational Equity, Optional
JECB - Admission of Nonresident Students, Highly Recommended

DEFINITIONS FOR CHILD ABUSE AND SEXUAL CONDUCT

Summary

Recent revisions to ORS 339 affecting reporting of child abuse and sexual conduct were adopted by the 2021 Legislature. The passing of these bills revised the definition of ‘sexual conduct’ and ‘licensed administrator’ as it relates to reporting and helps define the persons who can be designated to receive and respond to these reports. Additionally, a new definition was added for ‘commission licensee’ to distinguish between district employees suspected of sexual conduct that shall be reported to and investigated by TSPC and those that shall be reported to and investigated by ODE. The effective date of these changes are immediate.

Additionally, because of the requirements of staff involved in child abuse reporting, a second code has been added to model policy JHFE and its administrative regulations. This policy can now be inserted into section G (if desired) of the board’s policy manual and support informing staff of these reporting requirements.

Collective Bargaining Impact

Review any collective bargaining agreement language as it relates to GBNAA/JHFF and sexual conduct presented herein.

Local District Responsibility

Review the recommendations in the required policies and administrative regulations, i.e., GBNAA/JHFF and GBNAB/JHFE presented herein and readopt; review and modify to meet current practices.

Policy(ies) and ARs Impacted by these Revisions

GBNAA/JHFF – Suspected Sexual Conduct with Students and Reporting Requirements *, Required
GBNAA/JHFF-AR – Suspected Sexual Conduct Report Procedures and Form *, Required
GBNAB/JHFE – Suspected Abuse of a Child Reporting Requirements, Required
GBNAB/JHFE-AR(1) – Reporting of Suspected Abuse of a Child, Required
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JHFF/GBNAA-AR – Suspected Sexual Conduct Report Procedures and Form *, Required

LANGUAGE ARTS AND ESSENTIAL SKILLS

Summary

The 2021 Oregon Legislature updated statute in ORS 329.451 (House Bill 2056) modifying Oregon diploma requirements by changing ‘English language arts’ to ‘language arts’ and redefining definitions for language arts, world languages and holocaust and genocide studies. Statute updates to ORS 329.045 made changes to the required characteristics of a school system and to Essential Skills.

Senate Bill 744 (2021) has suspended the requirement for a student to show proficiency in Essential Skills as a condition of receiving a high school diploma for the 2021-2022, 2022-23 or the 2023-2024 school year.

Lastly, there has been two versions of policy for IKF – Graduation Requirements and an AR to accompany version 2. The decision was made to maintain one version of IKF – Graduation Requirements and remove the alternate version (2) and the AR from the model samples, leaving one version of model policy IKF. The designation for IKF – Graduation Requirements has been changed to *conditionally required* because the district is required to adopt policy if the district has established additional credit and/or graduation requirements above the state-adopted graduation requirements for any state described diploma or alternative certificate.

Collective Bargaining Impact

None

Local District Responsibility

School districts should review their current graduation requirements to update and revise.

Policy(ies) and ARs Impacted by these Revisions

IA - Instructional Goals, Optional

IGBI - Bilingual Education**, Required

IKF – Graduation Requirements**, Conditionally Required

ALTERNATIVE EDUCATION PROGRAMS

Summary

Revisions to model policy IGBHA - Alternative Education Programs** and its administrative regulation are made to better align and update with ODE’s rule governing alternative education programs.

Collective Bargaining Impact

None

Local District Responsibility

Review and readopt policy and administrative regulation (this AR should be adopted) with recommended revisions.

Policy(ies) and ARs Impacted by these Revisions

IGBHA – Alternative Education Programs**, Required

GED STUDENT INTERSCHOLASTIC ACTIVITY PARTICIPATION

Summary

Recent passage of House Bill 2817 (2021) allows certain students enrolled in GED programs with a district or ESD to participate in interscholastic activities in their district of residence.

Collective Bargaining Impact

None

Local District Responsibility

Revise and readopt affected policy as recommended.

Policy(ies) and ARs Impacted by these Revisions

IGDJ - Interscholastic Activities, Optional

GRADUATION EXERCISES

Summary

The 2021 Oregon Legislature passed House Bill 2052 that allows student to wear Native American items of cultural significance to school events.

Collective Bargaining Impact

None

Local District's Responsibility

If the district has policy IKFB – Graduation Exercises, review the policy and readopt.

Policy(ies) and ARs Impacted by these Revisions

IKFB – Graduation Exercises, Optional

ASSESSMENT PROGRAM

Summary

Senate Bill 602 passed in 2021 made a student's choice of opting out of taking a statewide summative assessment permanent and requiring them to opt-out annually.

Collective Bargaining Impact

None

Local District Responsibility

If the district has highly recommended policy IL – Assessment Program, the board should review the proposed update and readopt.

Policy(ies) and ARs Impacted by these Revisions

IL – Assessment Program, Highly Recommended

PROHIBITION ON FALSE STATEMENTS

Summary

Districts have multiple procedures to handle various types of complaints. These procedures prohibit retaliation for good faith reports, however, districts can also prohibit knowingly making false reports, or knowingly providing false information as part of an investigation.

Collective Bargaining Impact

None

Local District Responsibility

Revise and readopt affected policy as recommended.

Policy(ies) and ARs Impacted by these Revisions

JFC – Student Conduct, Required

[HAZING,]HARASSMENT, INTIMIDATION, BULLYING, [MENACING,] CYBERBULLYING, TEEN DATING VIOLENCE, OR DOMESTIC VIOLENCE – STUDENT**

Summary

House Bill 2631 passed by the 2021 Legislature added requirements to notify parents or guardians of a student who was the subject an act of harassment, intimidation, bullying, or cyberbullying, and the parents or guardians of a student who may have conducted an act of harassment, intimidation, bullying, or cyberbullying. House Bill 3041 also passed and revised the statutory definition of sexual orientation and added a new term defining gender identity in Oregon affecting protected classes.

Additionally, OSBA will now maintain only one version of model sample policy JFCF and its administrative regulation, JFCF-AR with the option for boards to included hazing and menacing (not required to be in policy) as shown in the updated version presented herein.

Collective Bargaining Impact

None

Local District Responsibility

The board should review policy JFCF – [Hazing,]Harassment, Intimidation, Bullying, [Menacing,]Cyberbullying, Teen Dating Violence, or Domestic Violence – Student and adopt the proposed language.

Policy(ies) and ARs Impacted by these Revisions

JFCF – [Hazing,]Harassment, Intimidation, Bullying, [Menacing,]Cyberbullying, Teen Dating Violence, or Domestic Violence – Student**, Required

FIREARMS

Summary

The 2021 Oregon Legislature passed Senate Bill (SB) 554 which includes amendments to ORS 166.360 and 166.370 and is now effective.

Oregon law has allowed members of the public possessing a concealed carry license to carry firearms on district property in accordance with ORS 166.370(3)(g). SB 554 (2021) created law that now allows districts to prohibit persons with concealed carry licenses from carrying firearms on school grounds by adopting a policy and posting notice at entry points. A person who is properly licensed to carry may still possess the firearm IF the person is not otherwise prohibited from possessing and if it is unloaded and locked in a motor vehicle and in accordance with law.

OSBA considers this policy to be conditionally required because if the district wants to prohibit concealed carry licensees from carrying firearms on district property, the district must adopt a policy. If the district does not want to limit concealed carry licensees, it does not need to adopt this policy.

To institute this prohibition, this requires a policy adopted by the board, the board to identify all school grounds subject to policy in a notice posted on the board's website, and post appropriate signage "at all normal points of entry to school grounds subject to policy" (Senate Bill 554, 2021), in accordance with law.

Law enforcement are still permitted to carry and [superintendent's] may still approve use for district-sponsored activities.

Collective Bargaining Impact

None

Local District Responsibility

Review proposed revisions for policy JFCJ - Weapons in Schools and adopt changes. In addition, consider if new proposed policy KGBB - Firearms Prohibited is in the best interest of the district to adopt. The adoption of policy language prohibiting firearms as described in Senate Bill 554 (2021) is required only if the board intends to prohibit.

Policy(ies) and ARs Impacted by these Revisions

JFCJ – Weapons in Schools**, Required

KGBB – Firearms Prohibited, *New* Conditionally Required

WEIGHTED LOTTERY FOR ENROLLMENT IN CHARTERS

Summary

House Bill 2954 (2021) reinserted weighted lottery provisions for public charter schools so they may favor historically underserved students.

Collective Bargaining Impact

None

Local District Responsibility

If the district has added LBE-AR to the board's policy manual, the district can consider revising the AR with the recommended changes. Submit any revisions to the AR to the board for review as an information item.

Policy(ies) and ARs Impacted by these Revisions

LBE-AR – Public Charter Schools, Highly Recommended

ABOUT *POLICY UPDATE*

Policy Update is a subscription newsletter providing a brief discussion of current policy issues of concern to Oregon school districts, education service districts, community colleges, and public charter schools.

Sample model policies reflecting these issues and changes in state and federal law, if applicable, are part of this newsletter. These samples are offered as a starting point for drafting local policy and may be modified to meet particular local needs. They do not replace district legal counsel advice.

To make the best use of *Policy Update*, we suggest you discuss the various issues it presents and use the sample model policies to determine which policies your district should develop or revise, get ideas for what a policy should contain, and as a starting point for editing, modifying and discussing your district's policy position.

If you have questions about *Policy Update*, sample policies or policy in general, call OSBA Policy Services, 800-578-6722 or 503-588-2800.

TRY OUR ONLINE POLICY DEMO

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Go to policy.osba.org and select "Policy Online Demo." The online manual includes a subscription to *Policy Update* and policy manual maintenance service to help keep policies current.

OSBA offers several options. Contact Policy Services to determine the best option for you, 800-578-6722 or 503-588-2800.

Agenda Item 11

Financial Reports

BOARD MEMORANDUM



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

From: William H. Lewis III, Business Director

Date: February 3, 2022 **Meeting Date:** February 10, 2022

Re: Financial Report and Fiscal Updates

Financial Report

The 2021-2022 Financial Board Report included in this packet reflects all revenues and expenditures for 2015-2021 and the budgeted YTD expenditures, plus encumbered amounts for 2021-2022 as of 2/03/22.

2020-21 Audit Report- Lebanon's 2020-21 audit is complete and administration has been debriefed on its results by our auditors. The audit report is working through the final compliance review at our audit firm. The State of Oregon had a large last-minute adjustment to the audit process, which has slowed the process.

ESSER I, II, & III, Summer Learning and GEER Grant Update- Provided this month are summary and detailed revenue and expenditures sheets for ESSER I, II, & III, Summer Learning and GEER Grants. Administration will present the main expenditure themes of these grants at the board meeting.

Board Resolution 2122-5 CM|GC- The documents attached to Board Resolution 2122 – 5 are as follows-

Exhibit A- Public Notice, this is the notice that was published in the Daily Journal of Commerce on Friday, January 21st meeting the 14-day minimum publication requirement in a trade paper of statewide distribution. There is no action for the Board to take on this document other than as a reference that the public notice did occur.

Exhibit B- CMGC alternative contracting method findings. Findings for the Alternative Contracting Method, this is the document for your review needed to act on and adopt the CM|GC alternative contracting method.

Board Resolution Page- The board resolution approves all of the findings of fact, and the Alternative Contracting Method Construction Manager | General Contractor CM|GC for the Seven Oak classroom expansion project.

	18/19 Actual	19/20 Actual	20-21 Budget	21-22 Budget	2-03-22 YTD & Enc	2-03-22 Balance
General Fund - Revenue						
SSF Formula	39,748,844	42,038,081	43,560,057	44,440,549	32,873,331	11,567,218
SSF Adjustment	-	-	-	-	-	-
State Fiscal Stabilization Fund		-	-	-	-	-
Federal Ed Jobs		-	-	-	-	-
School Year SubAccount		-	-	-	-	-
Loan Receipts		-	-	-	-	-
Interest	385,564	320,317	250,000	150,000	39,567	110,433
Third Party Billing	72,372	-	-	-	-	-
TMR	180,556	212,376	210,000	210,000	85,313	124,687
JROTC	35,236	77,982	65,000	65,000	35,247	29,753
Other	374,395	325,816	387,500	368,266	130,051	238,215
Interfund Transfer	8,029	850,000	-	-	-	-
BFB	5,263,314	2,126,603	3,784,307	5,065,000	6,205,654	(1,140,654)
Total	46,068,310	45,951,175	48,256,864	50,298,816	39,369,163	10,929,653
=====	=====	=====	=====	=====	=====	=====
General Fund - Expenses						
Salaries	21,069,833	21,896,193	21,680,883	22,526,487	22,023,919	502,568
Benefits	13,157,764	14,481,355	15,086,873	14,597,973	13,567,923	1,030,050
P. Services	5,396,276	5,349,577	5,299,827	5,686,551	4,333,845	1,352,706
Supplies	1,269,608	1,569,846	1,530,133	1,606,583	1,060,103	546,480
Capital Outlay	76,554	54,500	90,000	100,000	203,118	(103,118)
Other Objects	350,672	441,468	469,147	501,776	428,101	73,675
Transfers	2,621,000	1,185,000	2,100,000	2,279,446	2,055,000	224,446
Contingency	-	1,750,000	2,000,000	3,000,000	-	3,000,000
Total	43,941,707	46,727,940	48,256,864	50,298,816	43,672,009	6,626,807
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2021-22 General Fund Revenue Report

		18/19 Actual	19/20 Actual	20-21 Budget	21-22 Budget	2-03-22 YTD	2-03-22 Balance
	SSF Formula						
1111,	Taxes	10,179,205	10,509,179	10,938,094	11,873,719	10,958,842	914,877
4801,4899	Federal Forest Fees	179,478	157,804	130,000	125,000	-	125,000
3103	Common School	437,082	196,120	400,000	444,819	437,986	6,833
2101	County School		209,250	200,000	195,000	24,871	170,129
3104	State Timber	167,048	23,587	100,000	100,000	115,423	(15,423)
3101/3199	School Support Fund	29,101,930	30,942,140	31,791,963	31,702,011	21,336,209	10,365,802
	Adjustments to SSF Payments						-
	Adj for Prior Year payments	(755,646)					-
	Adj for HC Disability Grant	439,748	-	-	-	-	-
	Total SSF Formula	39,748,844	42,038,081	43,560,057	44,440,549	32,873,331	11,567,218
1510	Interest on Investments	385,564	320,317	250,000	150,000	39,567	110,433
4200	Third Party billing	72,372	-	-	-	-	-
2210	TMR	180,556	212,376	210,000	210,000	85,313	124,687
4300	JROTC reimbursement	35,236	77,982	65,000	65,000	35,247	29,753
	Other						-
1741	Outdoor School		-	-	-	-	-
1910	Rental Fees	3,926	1,582	7,500	5,000	-	5,000
1980	Fees Charged to Grants	-	14,915	50,000	108,266	51,097	57,169
1312, 1960, 1990,							
5300	Miscellaneous	370,469	304,781	250,000	255,000	78,954	176,046
1760	Club Fundraising		-	-	-	-	-
1411, 1993	Transportation Fees		4,538	-	-	-	-
1994	E-Rate reimbursement	-	-	80,000	-	-	-
5200	Interfund Transfer - Athletics	8,029	850,000	-	-	-	-
5400	Beginning Fund Balance	5,263,314	2,126,603	3,784,307	5,065,000	6,205,654	(1,140,654)
	Total	46,068,310	45,951,175	48,256,864	50,298,816	39,369,163	10,929,653

2021-22 General Fund Expenditure Report

Description	18/19 Actual	19/20 Budget	20/21 Budget	21/22 Budget	2-03-22 YTD	2-03-22 Encumb	2-03-22 Balance
Certified salaries	12,295,790	12,665,056	12,540,564	12,871,079	5,362,920	7,354,434	153,725
Classified salaries	5,554,869	6,227,931	6,008,791	6,250,523	2,722,585	3,119,995	407,943
Administrative salaries	1,782,092	1,873,807	1,863,955	2,059,820	1,210,689	862,141	(13,010)
Managerial - classified	249,120	154,577	289,051	299,689	179,110	131,038	(10,459)
Retirement stipends	19,904	91,904	133,413	120,000	50,000	70,000	0
Confidential salaries	159,789	162,808	284,898	343,800	216,986	154,990	(28,176)
Certified subs	43,660	2,000	0	14,294	0	0	14,294
Classified subs	43,138	1,500	23,975	0	0	0	0
Temp certified	162,287	82,264	45,425	0	56,631	113,568	(170,199)
Temp classified	23,111	8,000	21,658	481	11,086	0	(10,605)
Student helpers salaries	4,413	21,000	16,654	5,748	9,173	0	(3,425)
Overtime	50,768	0	91,513	57,127	32,021	3,110	21,996
Compensation time	77,738	52,300	44,207	71,883	31,003	0	40,880
Extra duty	350,933	279,579	128,295	230,761	111,083	242	119,436
Classified extra hrs	200,393	208,000	0	0	0	0	0
Vacation Payoff	14,017	29,817	24,292	28,240	14,261	0	13,979
Mentor teacher pay	0	0	0	0	985	0	(985)
Personal Leave Payout	0	0	0	0	0	0	0
Department Head Extra Duty	788	6,000	30,000	0	0	0	0
Taxable Meal Reimbursement	2,073	0	809	2,000	463	8	1,529
Cell Phone Stipend		0	1,080	1,080	450	0	630
Travel Stipend		0	11,400	0	15,692	11,208	(26,900)
Club Advisor	34,950	29,650	120,904	169,964	95,627	82,420	(8,083)
Total Salaries	21,069,833	21,896,193	21,680,883	22,526,487	10,120,765	11,903,154	502,568
PERS	5,753,639	7,398,130	7,286,664	6,797,646	2,879,529	3,276,899	641,218
Social Security	1,544,838	1,655,388	1,642,024	1,627,475	743,482	863,457	20,536
Worker's Comp	210,272	293,025	275,747	189,328	60,368	60,619	68,341
Employee Ins - Admin	239,427	215,642	275,263	283,669	164,003	131,415	(11,749)
Employee Ins - Certified	2,829,522	2,449,421	2,756,998	2,840,563	1,199,005	1,653,433	(11,875)
Employee Ins - Classified	2,408,513	2,327,520	2,596,579	2,598,694	1,100,774	1,301,849	196,071
Employee Ins - Other	36,487	33,429	65,298	92,498	42,498	29,987	20,013
Employee Ins - Retired	120,255	83,600	52,700	120,000	15,005	0	104,995
TSA	24,336	25,200	45,600	45,600	26,600	19,000	0
Staff Tuition Reimbursement	0	0	90,000	2,500	0	0	2,500
Employee Tuition	(9,525)	0	0	0	0	0	0
Total Benefits	13,157,764	14,481,355	15,086,873	14,597,973	6,231,264	7,336,659	1,030,050

2021-22 General Fund Expenditure Report

Description	18/19 Actual	19/20 Budget	20/21 Budget	21/22 Budget	2-03-22 YTD	2-03-22 Encumb	2-03-22 Balance
Instructional Services	125,368	103,800	76,375	66,000	89,175	17,232	(40,407)
Instr Prog Improve Service	33,042	53,000	67,750	87,750	32,099	0	55,651
Other Instr-Prof-Tech SVCS	11,205	20,000	10,000	11,500	25,840	42,640	(56,980)
Cleaning SVCS	0	0	0		0	0	0
Repairs & Maintenance	206,884	190,300	227,612	258,500	171,369	13,829	73,302
Radio Service	12,455	11,100	11,100	15,000	0	0	15,000
Rentals	121,067	129,400	88,286	86,300	41,908	25,203	19,189
Electricity	453,206	502,620	465,700	451,500	204,281	172,614	74,605
Fuel	181,534	223,135	217,800	208,100	74,141	70,252	63,707
Water & Sewer	138,029	153,520	142,500	146,700	84,759	0	61,941
Garbage	112,864	102,400	87,000	106,500	44,257	0	62,243
Other Property Services	3,500	20,000	0	0	0	0	0
Reimb. Student Transportation	4,658	10,200	29,900	34,500	101,171	0	(66,671)
Reimb. Student Transportation	(79,915)				0	0	0
Travel	163,937	158,263	150,513	153,011	10,894	153	141,964
Travel - Student - Out of Dist.	1,140	5,300	4,500	3,500	0	0	3,500
Meals/Transportation	153	200	350	350	0	0	350
Staff Tuition	92,746	47,000	2,000	72,000	35,038	0	36,962
Telephone	44,987	73,165	65,100	52,300	36,743	17,669	(2,112)
Postage	24,224	26,074	28,900	32,117	12,940	13,288	5,889
Advertising	2,761	4,300	2,650	3,500	6,221	0	(2,721)
Printing & Binding	13,712	29,400	30,950	31,700	6,038	29,712	(4,050)
Charter School Payments	2,159,564	2,195,000	2,300,000	2,400,000	1,636,489	963,511	(200,000)
Tuitions Payments to Other Dist.	0	0	0	0	0	0	0
Tuition Pay Private School	0	5,000	0	0	0	0	0
Other Tuition	240,090	92,500	90,000	115,000	3,759	0	111,241
Audit Services	29,150	30,000	39,000	36,000	0	0	36,000
Legal Services	33,971	35,000	35,000	35,000	5,587	0	29,413
Negotiation Services	0	10,000	5,000	1,000	0	0	1,000
Data Processing SVCS	65,278	89,600	65,000	57,500	26,501	0	30,999
Election Services	4,632	5,000	5,000	18,000	0	0	18,000
Other Non_instr Pro/Tech	447,701	363,700	351,450	402,650	114,883	18,239	269,528
Physical Exams - Drivers	4,072	4,400	5,750	5,500	4,161	2,655	(1,316)
Drug Tests Drivers	1,670	3,000	2,250	3,000	385	1,615	1,000
Child Care Services	0	15,000	0	0	0	0	0
Sub calling service	14,113	15,000	12,000	7,500	0	0	7,500
Classified subs	226,030	194,000	228,600	251,500	24,035	0	227,465
Criminal History checks	3,394	3,200	3,500	3,500	456	0	3,044
Fingerprinting	626	1,000	2,500	1,000	374	0	626
Total P. Services	5,396,276	5,349,577	5,299,827	5,686,551	2,945,233	1,388,612	1,352,706

2021-22 General Fund Expenditure Report

Description	18/19 Actual	19/20 Budget	20/21 Budget	21/22 Budget	2-03-22 YTD	2-03-22 Encumb	2-03-22 Balance
Gas Oil & Lubricants	185,324	190,500	189,100	192,000	80,569	86,282	25,149
Supplies & Materials	457,850	648,024	651,837	698,023	415,231	34,212	248,580
Vehicle repair parts	27,649	52,800	50,500	50,500	20,312	23,270	6,918
Transportation operations	30,665	15,000	25,000	25,000	11,269	7,234	6,497
Textbooks	68,642	28,033	9,933	5,433	10,469	0	(5,036)
Library Books	5,914	15,694	8,200	11,700	3,890	0	7,810
Periodicals	6,511	6,000	10,800	12,100	10,440	0	1,660
Equipment under 5K	160,140	178,842	146,100	125,550	38,136	0	87,414
Computer software	184,472	264,360	257,398	323,918	233,804	22,118	67,996
Computer hardware	142,441	170,593	181,265	162,359	62,867	0	99,492
Total Supplies & Materials	1,269,608	1,569,846	1,530,133	1,606,583	886,987	173,116	546,480
Buildings Acquisition		0	0	25,000	0.00	0.00	25,000
Improvements Other Than Buildings				0	13,665.00	14,500.00	(28,165)
Equipment	33,623	54,500	25,000	45,000	0.00	0.00	45,000
New Equipment over 5K	35,353	0	45,000	10,000	34,862.76	0	(24,863)
Replace of Equip over 5K		0	20,000	20,000	109,753.00	30,337	(120,090)
Depreciable Technology	7,579	0	0	0	0	0	0
Bus Replacement	0	0	0	0	0.00	0	0
Total Capital Outlay	76,554	54,500	90,000	100,000	158,281	44,837	(103,118)
Regular Interest	0	500	0	0	0	0	0
Dues & Fees	105,393	175,180	159,726	148,076	67,098	1,165	79,813
Insurance & Judgments	245,279	265,588	306,221	350,000	358,753	0	(8,753)
		0	0	0	0	0	0
Fidelity Bond Premiums		0	0	0	100	0	(100)
Property Insurance Premium		0	0	0	0	0	0
		0	0	0	0	0	0
Judgments & Settlements		0	2,500	3,000	0	0	3,000
Settlements		0	0	0	0	0	0
		0	0	0	0	0	0
Taxes & Licenses	0	200	700	700	985	0	(285)
		0		0	0	0	0
Total Other Objects	350,672	441,468	469,147	501,776	426,936	1,165	73,675

2021-22 General Fund Expenditure Report

Description	18/19 Actual	19/20 Budget	20/21 Budget	21/22 Budget	2-03-22 YTD	2-03-22 Encumb	2-03-22 Balance
Transfer - Vocational House Fund	40,000	0	70,000	250,000	250,000	0	0
Transfer - Technology	100,000	0	80,000	100,000	100,000	0	0
Transfer - Classroom Furniture	50,000	0	10,000	35,000	35,000	0	0
Transfer - Textbook Adoption	400,000	400,000	200,000	350,000	350,000	0	0
Transfer - Capital Improvement	400,000		200,000	300,000	300,000	0	0
Transfer - Track and Turf Fund	85,000	10,000	0	0	0	0	0
Transfer - Athletic Fund	446,000	450,000	475,000	475,000	475,000	0	0
Transfer - Bus Replacement	300,000	150,000	225,000	225,000	225,000	0	0
Transfer - Unemploy Ins	25,000	25,000	250,000	0	0	0	0
Transfer - OHC Fund	0			0	0	0	0
PERS Reserve	525,000	0	450,000	300,000	300,000	0	0
Transfer - Food Service	100,000	100,000	120,000	224,446	0	0	224,446
Transfer - Music/Band Replaceme	0	0	20,000	20,000	20,000	0	0
Transfer - Debt Service	150,000	50,000	0	0	0	0	0
Transfer - Academic Achievement	0	0	0	0	0	0	0
Total Transfers	2,621,000	1,185,000	2,100,000	2,279,446	2,055,000	0	224,446
Reserve/Contingency	0	1,750,000	2,000,000	3,000,000	0	0	3,000,000
Grand Total	43,941,707	46,727,940	48,256,864	50,298,816	22,824,466	20,847,543	6,626,807
=====	=====	=====	=====	=====	=====	=====	=====