THE OREGON STATE BOARD OF EDUCATION

Provide leadership and vision for Oregon's Public Schools and districts by enacting equitable policies and promoting educational practices that lead directly to the educational and life success of students.

AGENDA
Regular Meeting
Public Service Building 251 A/B
255 Capitol Street NE
Salem, OR 97310
Thursday, September 19, 2019

State Board of Education meetings comply with open meeting laws and accessibility requirements. Requests for an interpreter for the hearing impaired or for other accommodations for persons with disabilities should be given to Lisa Pinheiro at 503-910-8135, at least 48 hours before the meeting. You can access all board materials on our Boardbook page. Staff respectfully request that you submit email copies of written materials before or after your testimony.

Please note: all times are approximate.

1. **Call to Order**
   - A. **Celebration of Student Success**
   - B. **Roll Call**
   - C. **Board Member Reports**
   - D. **Director's Report**
2. **Public Comment**
   - A. **Written Public Comment Received:**
3. **Consent Agenda**
   - A. **Meeting Minutes from June 20th, 2019** **3**
   - B. **Meeting Minutes from Board Retreat August 14th & 15th, 2019** **9**
   - C. **Administrative Rules Update** **14**
     Cody Sibley & Emily Nazarov, Director's Office
4. **First Readings**
   - A. **Policy & Procedure Manual Updates (Written Report Only)** **36**
   - B. **Staff Docket Forms (Written Report Only)** **139**
   - C. **Administrative Rules Update (Written Report Only)** **144**
     Cody Sibley & Emily Nazarov, Director's Office
   - D. **Restraint & Seclusion Rules** **149**
     Lisa Bateman, Office of Student Services & Stacey Guise, Director's Office
   - E. **Future Farmers of America Summer Duty Extended Contract Grants** **181**
     Reynold Gardner & Laura Foley, Office of Teaching, Learning & Assessment
   - F. **Oregon School Library Guidelines Revision** **191**
     Tina Roberts & Alexa Pearson, Office of Teaching, Learning & Assessment Laurie Nordahl & Susan Stone, Teacher Librarians
5. **Adoptions**
   - A. **Farm to School Rules (TEMPORARY RULES)** **253**
     Rick Sherman & Matt Barber, Office of Student Services
6. **Break for Lunch**

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7. **First Readings**
    - A. **Educator Advancement Council Rules (PERMANENT)** **273**
      Cheryl Meyers, Educator Advancement Council
8. **Informational Reports**
    - A. **State Sponsored Charter School Update** **288**
      Kate Pattison, Director's Office
        - I. **The Ivy School**
          Nikki Jones, Director, The Ivy School
        - II. **Eagle Charter School**
          Marie Ballance, Director, Eagle Charter School
    - B. **Overview of Funding Formulas Related to the Student Success Act** **290**
      Michael Wiltfong & Rick Crager, Office of Finance & Technology
9. **Adjourn**

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Minutes of Regular Meeting

The Board of Trustees
Oregon State Board of Education

A Regular Meeting of the Board of Trustees of Oregon State Board of Education was held Thursday, June 20, 2019, beginning at 9:15 AM in the Public Service Building 251 A/B.

Present: Anthony Veliz, Kimberly Howard, Guadalupe Martinez Zapata, George Russell, Jerry Colonna, Alyssa Nestler, Ryan Mann (State Treasurer Designee)
Staff: Colt Gill, Zoe Larmer, Donna Newbeck
Excused: Gustavo Balderas, Azure Sensabaugh, Kudzai Kapurura

1. **Call to Order**
   Time: 9:15 AM
   Anthony Veliz called the meeting to order and welcomed everyone to the meeting.
   A. **Celebration of Student Success**
      Student Success video was from West Linn-Wilsonville SD
   B. **Roll Call**
      Zoe Larmer called roll.
   C. **Board Member Reports**
   D. **Director's Report**
2. **Public Comment**
   Time: 10:05 AM
   A. **Written Public Comment Received:**
3. **Consent Agenda**
   Time: 10:25 AM
   A. **May 16th, 2019 Meeting Minutes**
   B. **Board Leadership Nominations**
   C. **Board Advisors Nominations**
   D. **Silvies River Asset Transfer**
      Presenter: Kate Pattison, Director's Oregon
   E. **Social Sciences Scoring Guide**
      Presenter: Dan Farley & Tony Bertrand, Office of Teaching Learning & Assessment

      - The chair asked for a motion to approve the Consent Agenda.
        - Director George Russell moved to approve the Consent Agenda.
        - Director Guadalupe Martinez Zapata seconded.
        - Discussion: None

- All in favor: Anthony Veliz, Kimberly Howard, George Russell, Jerry Colonna, Guadalupe Martinez Zapata.
- Opposed: None
- Excused:

Motion to approve the Consent Agenda was approved.

4. **First Readings**
   Time: 10:30 AM

   A. **Administrative Rules Update (WRITTEN REPORT)**
   Amend: OAR 581-017-0010; 581-017-0020; 581-017-0215; 581-017-0301; 581-017-0306; 581-017-0312; 581-017-0315; 581-017-0318; 581-017-0330; 581-017-0333; 581-017-0335; 581-017-0347; 581-017-0441; 581-018-0010; 581-018-0020; 581-018-0125; 581-018-0265; 581-018-0325; 581-018-0336; 581-018-0386; 581-018-0509; 581-018-0529; 581-018-0575; 581-018-0590
   Presenter: Emily Nazarov & Cody Sibley, Director's Office

   B. **World Language Standards**
   Presenter: Mark Freed, Rendy Jantz & Jamie Rumage, Office of Teaching & Learning

5. **Adoptions**
   Time: 10:45 AM

   A. **Charter Waivers**
   Presenter: Emily Nazarov & Kate Pattison, Director's Office

   I. **Alliance Charter Academy**

- The chair asked for a motion to deny the **Alliance Charter Academy**.
  - Director Jerry Colonna moved to deny the Alliance Charter Academy.
  - Director Kimberly Howard seconded.
  - Discussion: None
  - All in favor: Anthony Veliz, Kimberly Howard, George Russell, Jerry Colonna, Guadalupe Martinez Zapata.
  - Opposed: None
  - Excused:None

Motion to deny the Alliance Charter Academy waiver request was approved.

   II. **Dallas Community Charter School**

- The chair asked for a motion to deny the **Dallas Community Charter School waiver request.**
  - Director Kimberly Howard moved to deny the Dallas Community Charter School
  - Director Guadalupe Martinez Zapata seconded.
  - Discussion: None

- All in favor: Anthony Veliz, Kimberly Howard, George Russell, Jerry Colonna, Guadalupe Martinez Zapata.
- Opposed: None
- Excused: None

Motion to deny the Dallas Community Charter School waiver request was approved.

III. **Hope Chinese Charter School**

- The chair asked for a motion to deny the **Hope Chinese Charter School waiver request**.
  - Director Kimberly Howard moved to deny the Hope Chinese Charter School.
  - Director Guadalupe Martinez Zapata seconded.
  - Discussion: None
  - All in favor: Anthony Veliz, Kimberly Howard, George Russell, Jerry Colonna, Guadalupe Martinez Zapata.
  - Opposed: None
  - Excused: None

Motion to deny the Hope Chinese Charter School waiver request was approved.

IV. **Mountain View Academy Charter School**

- The chair asked for a motion to deny the **Mountain View Academy Charter School waiver request**.
  - Director Guadalupe Martinez Zapata moved to deny the Mountain View Academy Charter School.
  - Director Jerry Colonna seconded.
  - Discussion: None
  - All in favor: Anthony Veliz, Kimberly Howard, George Russell, Jerry Colonna, Guadalupe Martinez Zapata.
  - Opposed: None
  - Excused: None

Motion to deny the Mountain View Academy Charter School waiver request was approved.

V. **Woodland Charter School**

- The chair asked for a motion to deny the **Woodland Charter School waiver request**.
  - Director Jerry Colonna moved to deny the Woodland Charter School
  - Director Kimberly Howard seconded.
  - Discussion: None

- All in favor: Anthony Veliz, Kimberly Howard, George Russell, Jerry Colonna, Guadalupe Martinez Zapata.
- Opposed: None
- Excused: None

Motion to deny the Woodland Charter School waiver request was approved.

B. **Charter Asset Transfers**
Presenter: Emily Nazarov & Kate Pattison, Director's Office

I. **Trillium Charter School**

- The chair asked for a motion to approve the **Trillium Charter School.**
  - Director Kimberly Howard moved to approve the Trillium Charter School asset transfer.
  - Director Guadalupe Martinez Zapata seconded.
  - Discussion: None
  - All in favor: Anthony Veliz, Kimberly Howard, Jerry Colonna, Guadalupe Martinez Zapata.
  - Opposed: None
  - Excused: George Russell

Motion to approve the Trillium Charter School asset transfer was approved.

II. **Siletz Valley Early College Academy Charter School**

- The chair asked for a motion to approve the **Siletz Valley Early College Academy Charter School asset transfer**.
  - Director Guadalupe Martinez Zapata moved to approve the Siletz Valley Early College Academy Charter School asset transfer.
  - Director Jerry Colonna seconded.
  - Discussion: None
  - All in favor: Anthony Veliz, Kimberly Howard, Jerry Colonna, Guadalupe Martinez Zapata.
  - Opposed: None
  - Excused: George Russell

Motion to approve the Siletz Valley Early College Academy Charter School asset transfer was approved.

6. **Break for Lunch**
Time: 11:45 AM
7. **Adoptions**
Time: 12:45 PM

A. **Referral Procedures and Early Intervention Screening**
Amend: OAR 581-015-2730, 581-015-2774
Presenter: Kara Williams & Bruce Sheppard, Office of Student Services

- The chair asked for a motion to approve the **Referral Procedures and Early Intervention Screening**.
    - Director Kimberly Howard moved to approve the Referral Procedures and Early Intervention Screening.
    - Director Jerry Colonna seconded.
    - Discussion: None
    - All in favor: Anthony Veliz, Kimberly Howard, Jerry Colonna, Guadalupe Martinez Zapata.
    - Opposed: None
    - Excused: George Russell

Motion to approve the Referral Procedures and Early Intervention Screening was approved.

B. **Fingerprinting & Criminal Background Check Rules**
Repeal: OAR 581-021-0500, 581-021-0501 & 581-021-0503
Amend: OAR 581-045-0586
Adopt: OAR 581-021-0510, 581-021-0511, 581-021-0512, 581-045-0584 & 581-045-0587
Presenter: Elliot Field, Office of Student Services & Stacey Guise, Director's Office

- The chair asked for a motion to approve the **Fingerprinting & Criminal Background Check Rules**.
    - Director Kimberly Howard moved to approve the Fingerprinting & Criminal Background Check Rules.
    - Director Guadalupe Martinez Zapata seconded.
    - Discussion: None
    - All in favor: Anthony Veliz, Kimberly Howard, Jerry Colonna, Guadalupe Martinez Zapata.
    - Opposed: None
    - Excused: George Russell

Motion to approve the Fingerprinting & Criminal Background Check Rules was approved.

C. **English Language Arts Standards**
Presenter: Tina Roberts, Tony Bertrand & Jamie Rumage, Office of Teaching Learning & Assessment

- The chair asked for a motion to approve the **English Language Arts Standards**.

- Director Kimberly Howard moved to approve the English Language Arts Standards.
- Director Jerry Colonna seconded.
- Discussion: None
- All in favor: Anthony Veliz, Kimberly Howard, Jerry Colonna, Guadalupe Martinez Zapata.
- Opposed: None
- Excused: George Russell

Motion to approve the English Language Arts Standards was approved.

D. **Revisions to Office of School Facilities Rules**
Amend: OAR 581-027-0005, 581-027-0010, 581-027-0015, 581-027-0020, 581-027-0023,581-027-0025, 581-027-0030, 581-027-0035, 581-027-0040, 581-027-0045,581-027-0050
Presenter: Rick Crager, Michael Wiltfong & Michael Elliott, Office of School Finance & Technology

- The chair asked for a motion to approve the **Revisions to Office of School Facilities Rules**.
  - Director Kimberly Howard moved to approve the Revisions to Office of School Facilities Rules.
  - Director Guadalupe Martinez Zapata seconded.
  - Discussion: None
  - All in favor: Anthony Veliz, Kimberly Howard, Jerry Colonna, Guadalupe Martinez Zapata.
  - Opposed: None
  - Excused: George Russell

Motion to approve the Revisions to Office of School Facilities Rules was approved.

8. **<u>Informational Reports</u>**
Time: 1:45 PM

A. **State School Library Standards**
Presenter: Peggy Christensen & Susan Stone, Oregon Association of School Librarians & Tina Roberts & Jamie Rumage, Office of Teaching & Learning

B. **Legislative Update**
Presenter: Jessica Ventura & Jennifer Donovan, Director's Office & Rick Crager, Office of Finance & Technology

9. **<u>Adjourn</u>**
Time: 3:00 PM

August 14, 2019 Minutes of the State Board of Education Retreat

Oregon State Board of Education

A State Board Retreat of the Board of Trustees of Oregon State Board of Education was held Wednesday, August 14, 2019, beginning at 9:00 AM in the Mount Bachelor Village Resort - Bend, Oregon.

Present: Anthony Veliz, Kimberly Howard, Guadalupe Martinez-Zapata, George Russell, Jerry Colonna, Cheri Helt

Absent: Alyssa Nestler, Gustavo Balderas, Ryan Mann, Roshun Sunder, Lauren Nguyen

Staff: Colt Gill, Zoe Larmer, Donna Newbeck, Emily Nazarov, Jessica Ventura, Tamara Dykeman, Jennifer Donovan, Rick Crager

1. **Welcome & Introductions**
   Time: 9:00 AM

   Anthony Veliz welcomed everyone to the retreat. Board members and staff introduced themselves and gave updates on their summers and their work in education policy.

2. **State Board of Education Overview**
   Time: 9:30 AM
   Presenter: Colt Gill, Director, Oregon Department of Education (ODE) & Zoe Larmer, Director's Office

   Colt Gill gave updates on the passing of SSA bill. There will be lots of hiring for the new positions at ODE. He is also working with the Governor's Office on getting two more board members to fill the vacancies on the Board. Colt Gill talked discussed the importance of equity. Emily talked about the Administrative Rule making process.

   Zoe Larmer showed a slide show about the roles and responsibility of the State Board Education.

3. **Overview of Districts**
   Time: 10:00 AM
   Presenter: Brian Reeder, Office of Research, Analysis & Accountability

   Brian Reeder was unable to attend so Colt Gill gave an overview of geographic and demographic information form Oregon's 197 School Districts.

4. **Break**
   Time: 10:30 AM

5. **Student Success Act Update**
   Time: 10:45 AM
   Presenter: Colt Gill, Director ODE

   Implementation Values

   - *Equity*
   - *Engagement*
   - *Accountable to Improving Outcomes*

   State School Fund and Additional Accounts

   - *20% Early Learning Account*
   - *50% Student Investment Account*
   - *30% Statewide Education Initiatives Account*

6. **Legislative & Budget Update**
   Time: 12:00 PM
   Presenter: Jessica Ventura & Jennifer Donovan, Director's Office & Rick Crager, Office of Finance & Technology

   The Legislative team presented a Summary of Enacted Education Legislation. Rick Crager presented an overview of the budget.

7. **Break for Lunch**
   Time: 12:30 PM

8. **Implementation & Engagement Overview**
   Time: 1:30 PM
   Presenter: Colt Gill, Director ODE

   Colt Gill and Communications staff discussed the Student Success Act Engagement Toolkit.

9. **2019/2020 State Board of Education Planning**
   Time: 2:15 PM
   Presenter: Emily Nazarov & Jennifer Donovan, Director's Office

   Emily Nazarov & Jennifer Donovan gave a high level draft schedule of rules for the 2019/2020 year.

10. **Beginning Thoughts on Docket Structure & Content**
    Time: 3:00 PM

Board members agree to look over the docket for the next day's discussion.

11. **Closing Thoughts**
Time: 3:30 PM

August 15, 2019 Minutes of the State Board of Education Retreat

Oregon State Board of Education

A State Board Retreat of the Board of Trustees of Oregon State Board of Education was held Thursday, August 15, 2019, beginning at 9:00 AM in the Mount Bachelor Village Resort - Bend, Oregon.

Present: Anthony Veliz, George Russell, Jerry Colonna, Guadalupe Martinez-Zapata, Kimberly Howard, Cheri Helt

Absent: Alyssa Nestler, Gustavo Balderas, Ryan Mann, Roshun Sunder, Lauren Nguyen

Staff: Colt Gill, Zoe Larmer, Donna Newbeck, Emily Nazarov. Carmen Xiomara Urbina, April Campbell, Ramona Halcomb, Kate Pattison

1. **Day One Debrief**
   Time: 9:00 AM
   Anthony Veliz welcomed everyone to the second day of the State Board Retreat. Members went around the room, letting each person reflect on the work from the day before.
2. **Docket Equity Questions**
   Time: 9:30 AM
   Presenter: Carmen Xiomara Urbina, Deputy Director, Oregon Department of Education
   Carmen Xiomara Urbina facilitated a discussion on the structure and questions around the docket template ODE staff use to present their topics on the State Board of Education agenda.
3. **Break**
   Time: 10:30 AM
4. ***Policy & Procedure Manual & Operating Agreements***
   Time: 10:45 AM
   Presenter: Zoe Larmer, Director's Office
   Zoe Larmer presented to the board some changes than may take place in Board Policies and Procedures. These are some of the changes:
   - *Table any talk about the adding more advisors until there is a full board in place.*
   - *Make all documents accessible online.*
   - *Social media as public records.*
   - *Joint boards between ODE/HECC taken out of the Policies and Procedures.*
   - *This is a policy board not a governance board. Take out PD for governance board.*
   - *Remove references to the Chief Ed Office.*

- *Colt is listed as Director for government and Deputy Superintendent for legislature.*
- *Manual should be reviewed annually.*
- *Most changes are in the charter school section.*
- *Operating agreements – between board members.*

5. **Break for Lunch**
   Time: 11:30 AM

6. **Office of Indian Education Services Update**
   Time: 12:30 PM
   Presenter: April Campbell & Ramona Halcomb, Office of Indian Education Services
   April Campbell and Ramona Halcomb gave an update on the work of the Office Indian Education Services.

7. **Charter School Conversation**
   Time: 1:30 PM
   Presenter: Kate Pattison, Director's Office
   Kate shared the role State Board has with State sponsored and all charter schools. She gave a high level overview of the charter work that would be coming before the board in the 2019/2020 year.

8. **Final Thoughts**
   Time: 2:30 PM

   Meeting adjourned at 3:00 pm.

Oregon State Board of Education
September 19, 2019

AGENDA ITEM: 3. C

SUBJECT: Chief Education Office Rule References 581-017-0010; 581-017-0020; 581-017-0215; 581-017-0301; 581-017-0306; 581- 017-0312; 581-017-0315; 581-017-0318; 581-017-0330; 581-017-0333; 581-017- 0335; 581-017-0347; 581-017-0441; 581-018-0010; 581-018-0020; 581-018-0125; 581-018-0265; 581-018-0325; 581-018-0336; 581-018-0386; 581-018-0509; 581- 018-0529; 581-018-0575; 581-018-0590 **STAFF NAME & OFFICE**: Cody Sibley & Emily Nazarov, Director's Office Due to statutory changes, the Oregon Department of Education is tasked with cleaning & amending some of its existing rules. The Chief Education Office is set to sunset, so ODE must amend its existing rules to delete references to the CEO. ☐ New Rule ☒ Amend Existing Rule ☒ Repeal Rule	☐ **First Reading** ☐ **Presentation** ☐ **No Presentation** ☒ **Action** ☐ **Temp Rule** ☐ **Presentation** ☒ **No Presentation**

BACKGROUND

In 2015, the legislature passed SB 215, which eliminated the Oregon Education Investment Board and established the Chief Education Office with a sunset date of June 30, 2019. Now that the office is about to sunset, ODE needs to delete references to the Chief Education Office found throughout its rules.

SUMMARY OF PREVIOUS BOARD ACTION

The board had written information on this topic at the June 2019 meeting.

HAS THE RULE CHANGED SINCE LAST BOARD MEETING?

☐ N/A; first read—hasn't been before board
☒ No; same as last month
☐ Yes – As follows:

POLICY ISSUE OR CONCERNS

These rules amendments clean up and further clarifies ODE's responsibilities. The Chief Education Office is set to expire by statute. Failure to adopt these amendments would have ODE's rules referencing an office that no longer exists.

EQUITY IMPACT ANALYSIS

Replacing the Chief Education Office references should not adversely impact underserved communities

FISCAL ANALYSIS

No fiscal impact

EFFECT OF A "YES" OR "NO" VOTE

Adopting the proposed amendments would allow ODE's rules to be up-to-date. Failure to adopt these amendments would have ODE referencing an office that would no longer exist.

STAFF RECOMMENDATION

☒ Approve ☐ Approve next month ☐ No recommendation at this time
Prompted by: ☒ State law changes ☐ Federal law changes ☐ other

ATTACHMENTS

Attachment 1 – Draft OARs from Division 17 dated 6-11-19 (581-017-0010; 581-017-0020; 581- 017-0215; 581-017-0301; 581-017-0306; 581-017-0312; 581-017-0315; 581-017-0318; 581-017- 0330; 581-017-0333; 581-017-0335; 581-017-0347; 581-017-0441)

Attachment 2 – Draft OARs from Division 18 dated 6-11-19 (581-018-0010; 581-018-0020; 581- 018-0125; 581-018-0265; 581-018-0325; 581-018-0336; 581-018-0386; 581-018-0509; 581-018- 0529; 581-018-0575; 581-018-0590)

Equity Lens

581-017-0010

(1) The Department of Education will apply the Oregon Equity Lens ~~adopted by the Chief Education Office~~ when administering the strategic investments including when determining resource allocation and making strategic investments.
(2) Specifically the Department shall consider the following:
(a) Who are the racial or ethnic and underserved groups affected? What is the potential impact of the resource allocation and strategic investment to these groups?
(b) Does the decision being made ignore or worsen existing disparities or produce other unintended consequences? What is the impact on eliminating the opportunity gap?
(c) How does the resource allocation or strategic investment advance the 40-40-20 goal?
(d) What are the barriers to more equitable outcomes? (e.g., mandated, political, emotional, financial, programmatic or managerial)
(e) How has the Department intentionally involved stakeholders who are also members of the communities affected by the resource allocation or strategic investment? How does the Department validate its assessment in paragraphs (a), (b) and (c) of this subsection?
(f) How will the Department modify or enhance the strategic investment to ensure each learner and communities' individual and cultural needs are met?
(g) How is the Department collecting data on race, ethnicity, and native language relating to the strategic investments?
(h) What is the Department's commitment to P-20 professional learning for equity? What resources is the Department allocating for training in cultural responsive instruction.
Statutory/Other Authority: 2013 OL Ch. 660 & Sec. 1 (Enrolled HB 3232)
Statutes/Other Implemented: 2013 OL Ch. 660 & Sec. 1 (Enrolled HB 3232)
History:
ODE 34-2016, f. & cert. ef. 5-17-16
ODE 28-2013, f. & cert. ef. 12-18-13
ODE 15-2013(Temp), f. & cert. ef. 8-15-13 thru 2-11-14

Timelines and Performance Measures

581-017-0020

Recipients of strategic investment grant funds shall meet timelines, performance measures and other requirements related to the accumulation and evaluation of data collected as required by ~~the Chief Education Office and~~ the Oregon Department of Education.
Statutory/Other Authority: 2013 OL Ch. 660 & Sec. 1 (Enrolled HB 3232)
Statutes/Other Implemented: 2013 OL Ch. 660 & Sec. 1 (Enrolled HB 3232)
History:
ODE 34-2016, f. & cert. ef. 5-17-16
ODE 28-2013, f. & cert. ef. 12-18-13
ODE 15-2013(Temp), f. & cert. ef. 8-15-13 thru 2-11-14

Implementation of Grant Funding

581-017-0215

(1) The Department of Education will make awards between $50,000 and $250,000 for use during the 2013–2014 or 2014–2015 school year for each eligible Mentoring, Monitoring, Accelerated grant program. The Department may not award more than $3 million in total per biennium for the grants.

(2) The Oregon Department of Education shall establish a request for proposal solicitation and approval process to be conducted for the Mentoring, Monitoring, Acceleration program funds. All proposals will comply with the requirements of ORS 327.800 and 327.815 and rules adopted to implement those sections.

(3) Awards will be based on the following criteria:

(a) Whether the proposal identifies how the funds will be used to reach the 40-40-20 goal and improve education outcomes for underserved and at risk and accelerating students as identified ~~by~~ using the ~~Chief Education Office~~ Oregon Equity Lens ~~document~~.

(b) Whether the applicant proposal demonstrates support, commitment and readiness to design or revise culturally competent programming specifically for underserved/at-risk eighth and ninth grade students.

(4) The Department shall give priority to proposals that meet the minimum criteria and:

(a) Provide a sustainability plan to continue the program for at least two years after the program funding has ended.

(b) The extent to which the applicant clearly documents its capacity to implement and carry out programming and services for students achieving a “C” or higher in core academic subjects within the current academic year.

(5) The Department of Education shall allocate funds for the grant program based on the evaluation of the grant application and the following considerations:

(a) Organizations that have documented evidence of serving underserved/at-risk eighth and ninth grade students or drop outs.

(b) Organizations designed to return or advance eighth or ninth grade students to a “C” or higher grade in core academic subjects within the same academic year using a systematic program design.

(c) Geographic location of the program organization to ensure geographic representation of the targeted student groups are included throughout the state.

(d) Organizations currently serving eighth and ninth grade underserved or at risk students that could improve academic levels to “C” or higher in core academic subjects with additional resources.

(e) Organizations that have a high number of students who are at or below a “C” in core academic subjects.

(f) Give preference to organizations that have demonstrated success by improving student academic outcomes.

(6) Each award may be up to $250,000 which shall be given during the following phases based on a detailed budget narrative and budget template:

(a) Planning phase;

(b) Implementation phase; and

(c) Evaluation phase.
(7) Grant recipients shall use funds received for the planning, implementation, and evaluation phases of the grant for activities outlined in the request for proposal.
(8) Grant recipients must be able to expend the funds for allowable purposes specified in the request for proposal within the grant timeline according to acceptable accounting procedures.
Statutory/Other Authority: ORS 327.800
Statutes/Other Implemented: ORS 327.815
History:
ODE 34-2016, f. & cert. ef. 5-17-16
ODE 1-2014, f. & cert. ef. 2-19-14
ODE 23-2013(Temp), f. & cert. ef. 10-18-13 thru 4-16-14

Definitions 1-9

581-017-0301
The following definitions apply to 581-017-0301 TO 581-017-0333:
(1) "Achievement Gap" means the gap in achievement (state test scores in science and mathematics as well as postsecondary degree attainment in STEM) that often exists between students who are economically disadvantaged, students learning English as a second language, African American, Hispanic or Native American compared to their peers.
(2) "Authentic Problem-Based Learning" means using real world questions, problems, and tasks—often drawn from local community issues and industries—as the focus to drive the learning experiences, deepen understanding, and developing rich contextual connections across a variety of STEM and non-STEM disciplines.
(3) "Career and Technical Education (CTE)" is a comprehensive educational program for students based on industry needs. CTE includes coursework in areas such as health care, engineering, and computer science.
(4) "Community Engagement" means a broad collaboration and participation between multiple sectors of the community for the mutually beneficial exchange of knowledge and resources to identify local needs and contribute to larger conversations on visioning planning which may include, but not limited to parent groups and advocacy groups, industry and STEM agencies, economic and workforce groups, student input, and educators.
(5) "Education service district" or "ESD" means an education service district as defined in ORS 334.003.
(6) "Effective STEM Instruction" means the use of evidence-based practices that support interconnected, relevant STEM instruction as stated in definition number one.
(7) "Effective STEM Leadership" means identifying schools, school districts, postsecondary institutions, business & industry, student-focused nonprofits and community leadership to support implementing and improving STEM teaching and learning in addition to creating a culture that fosters STEM learning with evidence-based resources. Effective STEM leadership develops an understanding of what effective and interconnected STEM education looks like in the classroom and supports the development of learning environments that empower educators to implement innovative STEM education approaches.

(8) “Effective STEM Learning Environments” means supporting student interaction with STEM education during formal and informal settings in ways that promote deeper understanding of real-world complex concepts. Such learning environments need to engage all students in solving complex problems, using highly interactive learning opportunities that create new opportunities for STEM learning across the core curriculum.
(9) “Oregon Equity Lens” means the Oregon Equity Lens as defined in OAR 581-017-0010~~refers to the commitment and principles adopted by the Oregon Education Investment Board to address inequities of access, opportunity, interest, and attainment for underserved and underrepresented populations in all current and future strategic investments~~.

Definition 10-17

581-017-0301
(10) “Postsecondary Institution” means a:
(a) A community college operated under ORS Chapter 341.
(b) The following public universities within the Oregon University System:
(A) University of Oregon.
(B) Oregon State University.
(C) Portland State University.
(D) Oregon Institute of Technology.
(E) Western Oregon University.
(F) Southern Oregon University.
(G) Eastern Oregon University.
(c) Oregon Health and Science University.
(d) An Oregon-based, generally accredited, not-for-profit institution of higher education.
(11) “Regional STEM Hub” means a commitment of a group of key stakeholders from different sectors such as, but not limited to school districts, informal education providers, postsecondary institutions, business & industry, student-focused nonprofits, students, families, community members and policy makers to advance state and local educational goals related to science, technology, engineering, mathematics and career & technical education (CTE).
(12) “Statewide STEM Network” means a supportive collaboration between and across Regional STEM Hubs to share knowledge, expertise, insights, and leadership to assist other communities in their efforts to create similar STEM partnerships.
(13) “STEM Education” means an approach to teaching and lifelong learning that emphasizes the natural interconnectedness of the four separate STEM disciplines. Developing and deepening content knowledge and skills in science and mathematics is the foundation of STEM teaching and learning. The natural connections among science, mathematics and STEM are made explicit through collaboration between educators resulting in real and appropriate context built into instruction, curriculum, and assessment. The common element of problem solving is emphasized across all STEM disciplines allowing students to discover, explore, and apply critical thinking skills as they learn.
(14) “STEM Practitioners” refers to individuals engaged in STEM-related professions such as but not limited to, natural resources management, high-tech manufacturing and product

development, information technology, industrial design, health sciences, software, scientific research, engineering, data analytics, etc.
(15) “Student-Focused Nonprofits” means an organization that meets all of the following requirements:
(a) Is established as a nonprofit organization under the laws of Oregon;
(b) Qualifies as an exempt organization under section 501(c)(3) of the Internal Revenue Code as defined in ORS 314.011; and
(c) Is focused on providing services to students who’s goals or mission are focused on impacting and improving outcomes in STEM education.
(16) “Underserved Students” are students whom systems have placed at risk because of their race, ethnicity, English language proficiency, socioeconomic status, gender, sexual orientation, differently abled, or geographic location.
(17) “Underrepresented Students” in STEM are from demographic groups who’s representation in STEM fields and industries does not mirror regional and national focus populations specifically, women, African American, Native American, Hispanic and Pacific Islander students which systems have provided insufficient or inadequate balance of opportunity.
Statutory/Other Authority: ORS 327.820; 2015 OL Ch. 763 & Sec. 1 (Enrolled HB 3072)
Statutes/Other Implemented: ORS 327.820; 2015 OL Ch. 763 & Sec. 1 (Enrolled HB 3072)
History:
ODE 3-2019, minor correction filed 01/09/2019, effective 01/09/2019
ODE 50-2016, f. & cert. ef. 11-1-16
ODE 34-2016, f. & cert. ef. 5-17-16
Reverted to ODE 30-2014, f. & cert. ef. 6-24-14
ODE 15-2015(Temp), f. 9-25-15, cert. ef. 9-28-15 thru 3-15-16
ODE 30-2014, f. & cert. ef. 6-24-14

Establishment of Regional STEM Hubs

581-017-0306
(1) The Regional STEM Hub Grant is established as part of the Connecting to the World of Work Program.
(2) The purposes of these Regional STEM Hubs includes, but is not limited to:
(a) Engage school districts, post-secondary institutions, student-focused nonprofit organizations, business and industry around common outcomes related to increasing students’ proficiency, interest, and attainment in science, technology, engineering and mathematics along with career and technical education.
(b) Align STEM program activities and leverage State and local resources, both financial and human, around common student outcomes to advance the State 40/40/20 goals.
(c) Address ongoing access, opportunity, interest, and attainment gaps for underserved and underrepresented students in STEM consistent with the Oregon Equity Lens.
(d) Engage local communities to elevate the importance of STEM to the prosperity of individuals, and the local and state economy.

(e) Promote effective instructional practices by providing professional learning opportunities and to support educators in ways that are consistent with the implementation of the Common Core State Standards and Oregon Science Standards.
(f) Provide age-appropriate career exploration opportunities in STEM for students along the education continuum including career guidance, tours, and internships.
(g) Expand effective STEM learning experiences for students both in and out of school.
(h) Share knowledge, expertise, insights, and leadership to assist other communities in their efforts to create similar STEM partnerships.
(i) Foster greater coherency across institutions to smooth student transitions and support services along education and career pathways.
(j) Diminish the sense of academic isolation and silos, both locally and statewide.
(k) Increase interactions of STEM practitioners with students and educators.
Statutory/Other Authority: ORS 327.820
Statutes/Other Implemented: ORS 327.820
History:
Reverted to ODE 30-2014, f. & cert. ef. 6-24-14
ODE 15-2015(Temp), f. 9-25-15, cert. ef. 9-28-15 thru 3-15-16
ODE 30-2014, f. & cert. ef. 6-24-14

Criteria of Regional STEM Hubs Awards

581-017-0312
(1) The Oregon Department of Education shall establish a solicitation and approval process to be conducted each biennium for which the Regional STEM Hub grant funds for operations support and program support are available. The solicitation and approval process must comply with the requirements of section 1, Chapter 763, Oregon Law 2015 (Enrolled House Bill 3072) and rules adopted to implement that section.
(2) The Oregon Department of Education may only award grants for operations support to Regional STEM Hubs which meet the minimum criteria by having a record of success in, or clearly established plans for, addressing the following:
(a) Establishing a partnership for a Regional STEM Hub consisting of the partners identified in OAR 581-017-0309(2);
(b) Selecting and supporting a backbone organization to coordinate and support the various partners of the Regional STEM Hub and ensure effective communication, a focus on data and outcomes, and alignment of programing to address the STEM-related nees of the community; and
(c) Creating, implementing, and improving a Partnership Plan that guides the vision, goals, strategies, and outcomes of the Regional STEM Hub; incorporates the principles of the Oregon Equity Lens ~~adopted by the Chief Education Office~~; and contributes to the achievement of the State's education goals and the STEM-related goals identified by the STEM Investment Council.
(3) The Oregon Department of Education may only award grants for program support to Regional STEM Hubs which meet the minimum criteria by having a record of success in or clearly established plans for addressing the following:

(a) An established Regional STEM Hub with a formalized and approved Partnership Plan, and contributions by partners of human, material, and financial resources;
(b) An established backbone organization to coordinate and support the various partners of the Regional STEM Hub and ensuring effective communication, a focus on data & outcomes, and aligning programming to address the STEM-related needs of the community; and
(c) An approved Partnership Plan that guides the vision, goals, strategies, and outcomes of the Regional STEM Hub; incorporates the principles of the Oregon Equity Lens ~~adopted by the Chief Education Office~~; and contributes to the achievement of the State's education goals and the STEM-related goals identified by the STEM Investment Council.
Statutory/Other Authority: ORS 327.820; 2015 OL Ch. 763 & Sec. 1 (Enrolled HB 3072)
Statutes/Other Implemented: ORS 327.820; 2015 OL Ch. 763 & Sec. 1 (Enrolled HB 3072)
History:
ODE 50-2016, f. & cert. ef. 11-1-16
ODE 34-2016, f. & cert. ef. 5-17-16
Reverted to ODE 30-2014, f. & cert. ef. 6-24-14
ODE 15-2015(Temp), f. 9-25-15, cert. ef. 9-28-15 thru 3-15-16
ODE 30-2014, f. & cert. ef. 6-24-14

Implementation of Grant Funding of Regional STEM Hubs

581-017-0315
(1) The Oregon Department of Education shall allocate funds to support the operations and programs of expanding and newly established Regional STEM Hubs.
(2) The Department of Education, in collaboration with the ~~Chief Education Office and the~~ STEM Council, shall determine for each biennium the portion of the funds available for operations support and program support grants.
(3) Grantees and the associated Regional STEM Hub will be expected to:
(a) Participate in data collection and reporting progress against agreed upon outcomes determined by the ~~Chief Education Office, the~~ STEM Investment Council~~,~~ and the Oregon Department of Education;
(b) Engage in mutually reinforcing activities for improving STEM/CTE education with partners within and outside the formal education system;
(c) Engage in collaboration and communication, within and between Regional STEM Hubs, including regular coordination calls, site visits, and convenings; and
(d) Identify and select a backbone organization to coordinate and support the various partners of the Regional STEM Hub and ensuring effective communication, a focus on data & outcomes, and aligning programming to address the STEM-related needs of the community.
Statutory/Other Authority: ORS 327.820; 2015 OL Ch. 763 & Sec. 1 (Enrolled HB 3072)
Statutes/Other Implemented: ORS 327.820; 2015 OL Ch. 763 & Sec. 1 (Enrolled HB 3072)
History:
Reverted to ODE 30-2014, f. & cert. ef. 6-24-14
ODE 15-2015(Temp), f. 9-25-15, cert. ef. 9-28-15 thru 3-15-16
ODE 30-2014, f. & cert. ef. 6-24-14

Reporting of Regional STEM Hubs

581-017-0318

(1) The Department of Education shall develop partnership-reporting requirements for allocation of funds for implementation of Regional STEM Hubs ~~as required by the Chief Education Office~~.

(2) The Department of Education, in collaboration with the STEM Investment Council and the committee established under ORS 344.075, shall submit a biennial report to the Legislative Assembly related to distributions made under this section. The report must include metrics that identify how distributions made under this section are contributing to the development of a skilled workforce that is able to secure high wage and high demand jobs.

Statutory/Other Authority: ORS 327.820; 2015 OL Ch. 763 & Sec. 1 (Enrolled HB 3072)

Statutes/Other Implemented: ORS 327.820; 2015 OL Ch. 763 & Sec. 1 (Enrolled HB 3072)

History:

ODE 50-2016, f. & cert. ef. 11-1-16

ODE 34-2016, f. & cert. ef. 5-17-16

Reverted to ODE 30-2014, f. & cert. ef. 6-24-14

ODE 15-2015(Temp), f. 9-25-15, cert. ef. 9-28-15 thru 3-15-16

ODE 30-2014, f. & cert. ef. 6-24-14

Implementation of STEM Innovation Grant

581-017-0330

(1) The Oregon Department of Education, in collaboration with ~~the Chief Education Office and~~ the STEM Council, shall determine for each biennium the funds available for the STEM Innovation Grants.

(2) STEM Innovation Grant funds received by a grantee must be separately accounted for and may be used only to provide funding for the purposes described in the application of the grant recipient.

Statutory/Other Authority: 2013 OL Ch. 661 & Sec. 4 (Enrolled HB 3232)

Statutes/Other Implemented: 2013 OL Ch. 661 & Sec. 4 (Enrolled HB 3232)

History:

ODE 18-2016, f. & cert. ef. 3-22-16

ODE 30-2014, f. & cert. ef. 6-24-14; ODE 34-2015(Temp) f. 12-23-15, cert. ef. 12-28-15 thru 4-1-16

Reporting of STEM Innovation Grant

581-017-0333

Recipients of the STEM Innovation Grant must report on the grant to the Department of Education. The report must include metrics developed by the Department of Education~~,~~ in collaboration with the STEM Council ~~and the Chief Education Office~~.

Statutory/Other Authority: 2013 OL Ch. 661 & Sec. 4 (Enrolled HB 3232)

Statutes/Other Implemented: 2013 OL Ch. 661 & Sec. 4 (Enrolled HB 3232)

History:
ODE 18-2016, f. & cert. ef. 3-22-16
ODE 30-2014, f. & cert. ef. 6-24-14; ODE 34-2015(Temp) f. 12-23-15, cert. ef. 12-28-15 thru 4-1-16

Definitions and Establishment of STEM Lab Schools

581-017-0335

(1) The following definitions apply to 581-017-0335 TO 581-017-0347:
(a) "Achievement Gap" means the gap in achievement (state test scores in science and mathematics as well as postsecondary degree attainment in STEM) that often exists between students who are economically disadvantaged, students learning English as a second language, African American, Hispanic or Native American compared to their peers.
(b) "Authentic Problem-Based Learning" means using real world questions, problems, and tasks — often drawn from local community issues and industries — as the focus to drive the learning experiences, deepen understanding, and developing rich contextual connections across a variety of STEM and non-STEM disciplines.
(c) "Career and Technical Education (CTE)" is a comprehensive educational program for students based on industry needs. CTE includes coursework in areas such as health care, engineering, and computer science.
(d) "Community Engagement" means a broad collaboration and participation between multiple sectors of the community for the mutually beneficial exchange of knowledge and resources to identify local needs and contribute to larger conversations on visioning planning which may include, but not limited to parent groups and advocacy groups, industry and STEM agencies, economic and workforce groups, student input, and educators.
(e) "Effective STEM Instruction" means the use of evidence-based practices that support interconnected, relevant STEM instruction as stated in definition number fourteen.
(f) "Effective STEM Leadership" means identifying schools, school districts, postsecondary institutions, business & industry, student-focused nonprofits and community leadership to support implementing and improving STEM teaching and learning in addition to creating a culture that fosters STEM learning with evidence-based resources. Effective STEM leadership develops an understanding of what effective and interconnected STEM education looks like in the classroom and supports the development of learning environments that empower educators to implement innovative STEM education approaches.
(g) "Effective STEM Learning Environments" means supporting student interaction with STEM education during formal and informal settings in ways that promote deeper understanding of real-world concepts. Such learning environments must engage all students in solving complex problems, using highly interactive learning opportunities that create new opportunities for STEM learning across the core curriculum.
(h) "Oregon Equity Lens" means the equity lens as defined in OAR 581-017-0010~~refers to the commitment and principles adopted by the Chief Education Office to address inequities of access, opportunity, interest, and attainment for underserved and underrepresented populations in all current and future strategic investments~~.

(i) “Postsecondary Institution” means:
(A) A community college operated under ORS Chapter 341.
(B) The following public universities within the Higher Education Coordinating Council:
(i) University of Oregon.
(ii) Oregon State University.
(iii) Portland State University.
(iv) Oregon Institute of Technology.
(v) Western Oregon University.
(vi) Southern Oregon University.
(vii) Eastern Oregon University.
(viii) Oregon Health and Science University.
(C) An Oregon-based, generally accredited, not-for-profit institution of higher education.
(j) “Regional STEM Hub” means a commitment of a group of key stakeholders from different sectors such as, but not limited to school districts, informal education providers, postsecondary institutions, business & industry, student-focused nonprofits, students, families, community members and policy makers to advance state and local educational goals related to science, technology, engineering, mathematics and career & technical education (CTE).
(k) “School” means a public middle school, high school, community college, or postsecondary institution offering a comprehensive instructional program. A school may include a discreet comprehensive instructional program within a larger school or college.
(l) “Statewide STEM Network” means a supportive collaboration between and across Regional STEM Hubs to share knowledge, expertise, insights, and leadership to assist other communities in their efforts to create similar STEM partnerships.
(m) “STEAM Education” means the incorporation of strategies to enhance science, technology, engineering and mathematics (STEM) education by integrating art and design, and promoting creative possibilities.

Definitions and Establishment of STEM Lab Schools

(n) “STEM Education” means an approach to teaching and lifelong learning that emphasizes the natural interconnectedness of the four separate STEM disciplines which mirrors the practices and rich contexts of STEM practitioners. Developing and deepening content knowledge and skills in science and mathematics is the foundation of STEM teaching and learning. The natural connections among science, mathematics and STEM are made explicit through collaboration between educators resulting in authentic and appropriate context built into instruction, curriculum, and assessment. The common element of problem solving is emphasized across all STEM disciplines allowing students to discover, explore, and apply critical thinking skills as they learn.
(o) “STEM Lab School” means to establish a school that has a student-centered school culture of inquiry with meaningful and authentic learning environments that integrate STEM and/or STEAM education aligned with state, national and industry standards. This cutting-edge learning center will deepen connections between other educational institutions, business, industry, out-of-school educators, and the local community to create and promote STEM career pathways for students. An intentional focus of a lab school is to support the professional learning of current

and future educators, the implementation of innovative education models, and educational research in a manner that increases knowledge and capacity of systems and institutions beyond the school itself.
(p) “STEM Practitioners” refers to individuals engaged in STEM-related professions such as but not limited to, natural resources management, high-tech manufacturing and product development, information technology, industrial design, health sciences, software, scientific research, engineering, data analytics, etc.
(q) “Student-Focused Nonprofits” means an organization that meets all of the following requirements:
(A) Is established as a nonprofit organization under the laws of Oregon;
(B) Qualifies as an exempt organization under section 501(c)(3) of the Internal Revenue Code as defined in ORS 314.011; and
(C) Is focused on providing services to students or educators whose goal or mission is focused on improving student outcomes in STEM education.
(r) “Underserved Students” are students whom systems have placed at risk because of their race, ethnicity, English language proficiency, socioeconomic status, gender, sexual orientation, differently abled, or geographic location.
(s) “Underrepresented Students” in STEM are from demographic groups whose representation in STEM fields and industries does not mirror regional and national focus populations specifically, women, African American, Native American, Hispanic and Pacific Islander students which systems have provided insufficient or inadequate balance of opportunity.
(2) The STEM Lab Schools Grant is established as part of the Connecting to the World of Work Program.
(3) The purpose of the STEM Lab School Grant is to:
(a) Engage middle school, high school and/or community college students in authentic, inquiry-based learning environments that increase experiential learning opportunities focused on Science, Technology, Engineering, and Mathematics (STEM) education and design-related industries to improve, enhance, and enrich students’ problem-solving capabilities and to foster 21st Century Skills.
(b) Address ongoing access, opportunity, interest and attainment gaps for underserved and underrepresented students in STEM and design-related industries consistent with the Oregon Equity Lens.
(c) Promote more effective STEM and design-related industries instructional practices consistent with Common Core State Standards, Oregon State Science Standards and Oregon State Arts Standards by offering educator professional learning opportunities.
Statutory/Other Authority: ORS 327.800
Statutes/Other Implemented: ORS 327.820
History:
ODE 34-2016, f. & cert. ef. 5-17-16
ODE 31-2014, f. & cert. ef. 6-24-14
ODE 2-2014(Temp), f. & cert. ef. 2-19-14 thru 8-17-14

Reporting of STEM Lab Schools

581-017-0347

The Department of Education shall develop partnership-reporting requirements for allocation of funds for implementation of STEM Lab Schools ~~as required by the Chief Education Office~~.

Statutory/Other Authority: ORS 327.800

Statutes/Other Implemented: ORS 327.820

History:

ODE 34-2016, f. & cert. ef. 5-17-16

ODE 31-2014, f. & cert. ef. 6-24-14

ODE 2-2014(Temp), f. & cert. ef. 2-19-14 thru 8-17-14

Application Process and Criteria

581-017-0441

(1) The Oregon Department of Education shall establish a request for proposal solicitation and approval process to be conducted each biennium for which competitive Oregon Farm to School Program grant funds are available.

(2) The department shall notify eligible entities of the proposal process and the dates when proposals are due, and make available necessary guidelines and application forms.

(3)(a) Eligible entities must submit their grant proposals on the most current form prescribed by the department. The department shall publish the current request for proposals solicitation forms on the department's website.

(b) If an eligible entity that has applied for a competitive Oregon Farm to School Program grant is unable to provide the information required in the request for proposals, then the grant applicant must provide an explanation why the information cannot be provided. Grant applicants may submit additional information that will aid the department in evaluating their grant proposals.

(4) To be considered by the department, the grant proposals submitted by eligible entities must include the following information:

(a) The name of the school district in which the educational activities will be offered;

(b) The name of the person who will serve as the grant applicant's primary contact regarding the grant proposal and that person's contact information, including the primary contact's email address and telephone number;

(c) The name of the organizations which the grant applicant either has partnered, or is intending to partner, with for the purpose of providing food-based, agriculture-based, or garden-based educational activities for the benefit of children enrolled in either a public school or public charter school within a school district;

(d) The name and contact information of the persons who will serve as the partner organizations' primary contacts regarding the grant proposal and the educational activities the grant applicant and its partner organizations intend to provide;

(e) A description of the educational activities the grant applicant proposes to offer;

(f) An explanation of how the educational activities the grant applicant proposes to offer with grant funds will address the grant criteria and benefit children enrolled in either a public school or public charter school within a school district;
(g) An estimate of the costs associated with providing the proposed educational activities; and
(h) An analysis of the proposed educational activities and the proposed means of delivering those programs using the Oregon Equity Lens adopted under OAR 581-017-0010.
(5) Grant applicants' proposals will be reviewed for completeness and how well they address the evaluation criteria adopted by the department. The Oregon Department of Education shall give preference to eligible entities that propose educational activities that:
(a) Are well designed;
(b) Promote healthy food activities;
(c) Have clear educational objectives;
(d) Involve parents or the community;
(e) Are connected to a school district's farm-to-school procurement activities; and
(f) Are culturally relevant to the students being served by the grant moneys.
(6) Additional information may be required and additional criteria may be identified in the applicable request for proposal and guidelines published by the department.
(7) Recipients of a competitive Oregon Farm to School Program grant will:
(a) Represent a variety of school sizes and geographic locations; and
(b) Serve a high percentage of children who qualify for free or reduced price school meals under the United States Department of Agriculture's National School Lunch Program.
Statutory/Other Authority: OL 2015, ch. 840, sec.13 & ORS 336.431
Statutes/Other Implemented: OL 2015, ch. 840, sec.13 & ORS 336.431
History:
ODE 25-2018, amend filed 08/17/2018, effective 08/20/2018
ODE 47-2016, f. & cert. ef. 11-1-16
: ODE 11-2016, f. & cert. ef. 2-5-16

Equity Lens

581-018-0010

(1) The Department of Education will apply the Oregon Equity Lens ~~adopted by the Chief Education Office~~ when administering the network including when determining resource allocation and awarding grants and contracts.

(2) Specifically the Department shall consider the following issues:

(a) Who are the racial or ethnic and underserved groups affected? What is the potential impact of the resource allocation and grant or contract award to these groups?

(b) Does the decision being made ignore or worsen existing disparities or produce other unintended consequences? What is the impact on eliminating the opportunity gap?

(c) How does the resource allocation or grant or contract award advance the 40-40-20 goal?

(d) What are the barriers to more equitable outcomes? (e.g., mandated, political, emotional, financial, programmatic or managerial)

(e) How has the Department intentionally involved stakeholders who are also members of the communities affected by the resource allocation or grant or contract? How does the Department validate its assessment in paragraphs (a), (b) and (c) of this subsection?

(f) How will the Department modify or enhance the grant or contract to ensure each learner and communities' individual and cultural needs are met?

(g) How is the Department collecting data on race, ethnicity, and native language relating to the grants and contracts?

(h) What is the Department's commitment to P-20 professional learning for equity? What resources is the Department allocating for training in cultural responsive instruction.

Statutory/Other Authority: 2013 OL Ch. 661 & Sec. 1 (Enrolled HB 3233)

Statutes/Other Implemented: 2013 OL Ch. 661 & Sec. 1 (Enrolled HB 3233)

History:

ODE 34-2016, f. & cert. ef. 5-17-16

ODE 30-2013, f. & cert. ef. 12-18-13

ODE 16-2013(Temp), f. & cert. ef. 8-15-13 thru 2-11-14

Timelines and Performance Measures

581-018-0020

Recipients of network grant or contract funds shall meet timelines, performance measures and other requirements related to the accumulation and evaluation of data collected as required by ~~the Chief Education Office and~~ the Oregon Department of Education.

Statutory/Other Authority: 2013 OL Ch. 661 & Sec. 1 (Enrolled HB 3233)

Statutes/Other Implemented: 2013 OL Ch. 661 & Sec. 1 (Enrolled HB 3233)

History:

ODE 34-2016, f. & cert. ef. 5-17-16

ODE 30-2013, f. & cert. ef. 12-18-13

ODE 16-2013(Temp), f. & cert. ef. 8-15-13 thru 2-11-14

Reporting

581-018-0125

(1) Districts shall meet timelines, performance measures and other requirements related to the accumulation and evaluation of data collected as required by ~~the Chief Education Office and~~ the Oregon Department of Education.
(2) Districts shall submit interim and final grant reports describing progress toward grant requirements and goals as defined by the Department of Education.
(3) Districts shall share lessons learned and school district models on the design and implementation of the four blueprint areas.
(4) The Department of Education shall disseminate best practices from the grant districts to districts statewide.
Statutory/Other Authority: ORS 329.838
Statutes/Other Implemented: ORS 329.838
History:
ODE 34-2016, f. & cert. ef. 5-17-16
Reverted to ODE 33-2013, f. & cert. ef. 12-18-13
ODE 18-2015(Temp), f. 9-25-15, cert. ef. 9-28-15 thru 3-15-16
ODE 33-2013, f. & cert. ef. 12-18-13
ODE 18-2013(Temp), f. & cert. ef. 8-15-13 thru 2-11-14

Criteria

581-018-0265

(1) The Oregon Department of Education shall establish a request for proposal solicitation and approval process to be conducted for the Closing the Achievement Gap for African American Students Grant funds. All proposals must comply with the requirements of section 1, chapter 661, Oregon Laws 2013 (Enrolled House Bill 3233) and rules adopted to implement that section.
(2) Grants shall be awarded based on the following criteria:
(a) Whether the grant application identifies how the funds will be used to reach the 40-40-20 goal and improve education outcomes for African American students as identified ~~by~~ using the Oregon~~Chief Education~~ Office Equity Lens ~~document~~.
(b) Whether the grant applicant demonstrates support, commitment and readiness to design or revise programming specifically for African American students.
(3) The Department shall give priority to proposals that meet the minimum criteria and:
(a) Provide a sustainability plan to continue the program for at least two years after the grant funding has ended.
(b) The extent to which the applicant clearly documents its capacity to implement and carry out programming and services for closing the achievement gap for African American student populations, including demonstrated intentions to work in a collaborative way with school districts, other non-profits or post-secondary institutions.
(4) The Department of Education shall allocate funds for the grant program based on the evaluation of the grant application and the following considerations:
(a) Geographic location of the non-profit organization to insure geographic diversity within the recipients of grant program funds throughout the state;
(b) Organizations who have documented evidence of serving a primarily African American student population;

(c) Organizations who have a high level of students who are economically disadvantaged; and
(d) Give preference to entities that have demonstrated success in improving student outcomes.
Statutory/Other Authority: 2013 OL Ch. 661 & Sec. 1 (Enrolled HB 3233)
Statutes/Other Implemented: 2013 OL Ch. 661 & Sec. 1 (Enrolled HB 3233)
History:
ODE 34-2016, f. & cert. ef. 5-17-16
ODE 34-2013, f. & cert. ef. 12-18-13
ODE 24-2013(Temp), f. & cert. ef. 10-18-13 thru 4-16-14

Reporting

581-018-0325

The Department of Education shall develop district reporting requirements for allocation of funds for Educator Effectiveness and CCSS implementation ~~as required by the Chief Education Office and the Network for Quality Teaching and Learning~~.
Statutory/Other Authority: Sect. 1, ch. 661 & OL 2013 (Enrolled HB 3233)
Statutes/Other Implemented: Sect. 1, ch. 661 & OL 2013 (Enrolled HB 3233)
History:
ODE 34-2016, f. & cert. ef. 5-17-16
ODE 4-2014, f. & cert. ef. 2-19-14
ODE 22-2013(Temp), f. & cert. ef. 9-27-13 thru 3-26-14

Reporting

581-018-0336

(1) Districts shall meet timelines, performance measures and other requirements related to the accumulation and evaluation of data collected as required by ~~the Chief Education Office and~~ the Oregon Department of Education.
(2) Districts shall submit interim and final grant reports describing progress toward grant requirements and goals as defined by the Department of Education.
Statutory/Other Authority: ORS 342.950
Statutes/Other Implemented: ORS 342.950
History:
ODE 34-2016, f. & cert. ef. 5-17-16
ODE 28-2014, f. & cert. ef. 6-24-14
ODE 5-2014(Temp), f. & cert. ef. 2-19-14 thru 8-18-14

Establishment

581-018-0386

(1) There is established the Oregon Minority Educator Retention Grant to support school districts who are working to design and implement retention models for educators who are culturally and/or linguistically diverse. Subject to available funds, the grants will be awarded for two years based on a detailed description of proposed programming or services. This can include but is not limited to:
(a) Planning phase.
(b) Implementation phase.

(2) The purpose of the grant program is to provide funds to school districts who can create collaborative processes around:
(a) Developing a culturally responsive interviewing model adaptable to a variety of settings in the P-20 structure using the ~~OEIB~~ Oregon Equity Lens to frame the work.
(b) Collaborating with local community based organizations to develop programs and events to create a welcoming environment for culturally and/or linguistically diverse new hires.
(c) Develop strong mentoring programs with particular attention to the needs of teachers who are culturally and/or linguistically diverse.
(d) Implement systems at the district level to check-in with staff who are culturally and/or linguistically diverse on the success of retention efforts and related needs.
(e) Create professional learning communities that support the development of district-wide cultural responsiveness.
Statutory/Other Authority: OL Ch. 661 & Sec. 1 (Enrolled HB 3233)
Statutes/Other Implemented: OL Ch. 661 & Sec. 1 (Enrolled HB 3233)
History:
ODE 27-2014, f. & cert. ef. 6-24-14

Criteria

581-018-0509

(1) The Oregon Department of Education shall establish a request for proposal solicitation and approval process to be conducted for the Culturally Responsive Pedagogy and Practices Grant funds. All proposals must comply with the requirements of section 1, chapter 661, Oregon Laws 2013 (Enrolled House Bill 3233) and rules adopted to implement that section.
(2) Grants shall be awarded based on the following criteria:
(a) Whether the grant application identifies how the funds will be used to reach the 40-40-20 goal and improve education outcomes for students of color and English learners as identified ~~by the Chief Education~~using the Oregon Office Equity Lens ~~document~~.
(b) Whether the grant applicant demonstrates commitment and readiness to use best practice around culturally responsive pedagogy and practice to close opportunity gaps for culturally and/or linguistically diverse learners.
(3) The Department shall give priority to proposals that meet the minimum criteria and:
(a) Provide a sustainability plan to continue the program for at least two years after the grant funding has ended.
(b) The extent to which the applicant clearly documents its capacity to design and implement preparation and/or professional development that focuses on culturally responsive pedagogy and practices that:
(A) Increase academic achievement, retention, and graduation rates for students of color;
(B) Increase student engagement and participation;
(C) Increase of the presence of culturally competent teachers and teaching;
(D) Strengthen the bond and communication between home, school, tribe, and the larger community;
(E) Effectively utilize the local community as an extension of the classroom learning environment;
(F) Use any exemplary multicultural curricula or strategies identified by the Department of Education pursuant to the Oregon Multicultural Act under ORS 336.113, as a guide for curriculum and development; and
(G) Implement professional development that is culturally responsive and extends throughout the entire school year;

(H) Revise course offerings and field experiences for pre-service teachers that explicitly prepares educators to implement culturally responsive teaching and practices.
(4) The Department of Education shall allocate funds for the grant program based on the evaluation of the grant application and the following considerations:
(a) Geographic location of applicants to insure geographic diversity within the recipients of grant program funds throughout the state;
(b) Applicants who demonstrate evidence of prior design/planning of a robust culturally responsive learning environment as a way to close achievement gaps for culturally and/or linguistically diverse learners;
(c) Applicants who have a high level of culturally and/or linguistically diverse learners, and those who experience economic disparities.
Statutory/Other Authority: ORS 342.950
Statutes/Other Implemented: ORS 342.950
History:
ODE 34-2016, f. & cert. ef. 5-17-16
ODE 24-2014, f. & cert. ef. 6-24-14
ODE 6-2014(Temp), f. & cert. ef. 2-19-14 thru 8-18-14

Criteria

581-018-0529

(1) The Oregon Department of Education shall establish a request for proposal solicitation and approval process to be conducted for the American Indian/Alaskan Native Culturally Relevant Teaching, Learning, and Pedagogy Grant Program funds. All proposals must comply with the requirements of ORS 342.950 and rules adopted to implement that section.
(2) Grants shall be awarded based on the following criteria:
(a) Whether the grant application identifies how the funds will be used to reach the 40-40-20 goal and improve education outcomes for American Indian/Alaskan Native students as identified by the Oregon ~~Office~~ Equity Lens ~~document~~;
(b) Whether the grant application describes a strong and robust plan to close achievement gaps for American Indian/Alaskan Native students;
(c) Whether the grant application describes expected outcomes and a strong and robust plan to achieve those outcomes; and
(d) Whether the grant applications demonstrates how partners will collaborate on a mutually designed proposal in which all essential parties participate.
(3) The Department shall give priority to proposals that meet the minimum criteria and that demonstrate the use of evidence-based or best practice models of the required elements specific to American Indian/Alaskan Native:
(a) Culturally Responsive Pedagogy:
(A) Communication of high expectations.
(B) Teacher as facilitator within classroom.
(C) Integration of students' prior knowledge and skills through cultural activities, language, ways of life, the arts, and traditional knowledge system.
(D) Positive perspectives on parents and families of culturally and linguistically diverse students.
(E) Cultural sensitivity.
(F) Curricular decisions.
(G) Culturally mediated instruction.

(H) Student-centered, student-controlled classroom discourse.
(b) Culturally Responsive Leadership:
(A) Commitment to reform the educational system to reflect culturally responsiveness through organization of the school and school policies and procedures.
(B) Reshaping the curriculum.
(C) Professional development that is grounded in the principles of culturally responsive teaching.
(c) Culturally Responsive Community Engagement:
(A) Collaboration with one or more of the Tribes in Oregon or Title VII Indian Education Program.
(B) Postsecondary institution.
(C) Education Service Districts.
(D) Local American Indian/Alaskan Native communities and organizations.
(E) Community involvement of stakeholders (families, advocacy organizations, and other private, non-profit, business, faith-based organizations).
(F) Communication with families that is regular, uses diverse media and shares student achievement status and goals.
(d) Culturally Responsive Pre-Service and In-Service for Teachers:
(A) Coursework and field experiences for pre-service teachers that focuses on culturally responsive teaching, learning, and practice that:
(i) Reflects relevant research;
(ii) Uses local data;
(iii) Ensures principles of culturally responsive pedagogy.
(B) Includes collaboration with institutes of higher education (specifically Oregon Native American Indian Education Teacher Programs).
(e) Provide a sustainability plan to continue the program for at least two years after the grant funding has ended.
(f) The extent to which the proposal clearly documents its capacity to implement and carry out programming and services for American Indian/Alaskan Native culturally responsive pedagogy, practices, and professional development and demonstrates intentions to work in a collaboration with identified partners.
Statutory/Other Authority: ORS 342.950
Statutes/Other Implemented: ORS 342.950
History:
ODE 34-2016, f. & cert. ef. 5-17-16
ODE 23-2014, f. & cert. ef. 6-24-14
ODE 18-2014(Temp), f. & cert. ef. 3-28-14 thru 9-24-14

Definitions

581-018-0575

The following definitions apply to OAR 581-018-0575 to 581-018-0590:
(1) "Early Learning workforce" means those individuals employed in the provision of services to children who are zero through six years of age.
(2) "Oregon Equity Lens" means the Oregon Equity Lens ~~adopted by the Chief Education Office and described~~defined in ~~-~~in OAR 581-018-0010.
(3) "Non-profit organization" means:
(a) An organization established as a nonprofit organization under the laws of Oregon; and

(b) Qualifies as an exempt organization under section 501(c)(3) of the Internal Revenue Code as defined in ORS 314.011.
(4) "Postsecondary Institution" means a:
(a) A community college operated under ORS Chapter 341.
(b) The following public universities within the Oregon University System:
(A) University of Oregon.
(B) Oregon State University.
(C) Portland State University.
(D) Oregon Institute of Technology.
(E) Western Oregon University.
(F) Southern Oregon University.
(G) Eastern Oregon University.
(c) Oregon Health and Science University.
(d) An Oregon-based, generally accredited, not-for-profit institution of higher education.
(5) "Underserved student" means a student (English language learner, student of color, an economically disadvantaged student or a student with disabilities) who has not historically considered enrolling in a post-secondary education program.
Statutory/Other Authority: ORS 342.950
Statutes/Other Implemented: ORS 342.950
History:
ODE 34-2016, f. & cert. ef. 5-17-16
ODE 32-2014, f. & cert. ef. 6-24-14
ODE 17-2014(Temp), f. & cert. ef. 3-28-14 thru 9-24-14

Reporting

581-018-0590

Recipients of the Early Learning Professional Development grant funds must report on the grant to the Department of Education ~~and Chief Education Office~~. The report must include:
(1) Evidence toward meeting defined outcomes as articulated in the grant; and
(2) Description of outputs and activities related to creation of Early Learning Professional Development program.
(3) Data related to the impact of the project on students, teachers and community partners. These data may include but are not limited to the following:
(a) Number of students enrolled in the program(s).
(b) Interviews or surveys conducted by Department staff or evaluators.
(c) Data on specific measures of teacher knowledge and skills related to project outcomes.
Statutory/Other Authority: ORS 342.950
Statutes/Other Implemented: ORS 342.950
History:
ODE 34-2016, f. & cert. ef. 5-17-16
ODE 32-2014, f. & cert. ef. 6-24-14
ODE 17-2014(Temp), f. & cert. ef. 3-28-14 thru 9-24-14

Oregon Department of Education

Oregon State Board of Education Policy & Procedure Manual

2019 Draft

DRAFT

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Section A: Policies Required by Statute, Rule or Directive

Mission, Vision & Values - Policy #1

Mission: Provide leadership and vision for Oregon's public school and districts by enacting equitable policies and promoting educational practices that lead directly to the educational and life success of every student.

Vision: The Oregon State Board of Education will work collaboratively and inclusively with stakeholders to develop and sustain a public education system that empowers every student to reach their full potential.

Values:

EQUITY: We will ensure in words and actions that every student has access to the resources and supports they need to thrive in school. We will explicitly work toward an education system that is culturally responsive, sustaining, eliminates barriers, and is relevant to Oregon's diverse communities.

INTEGRITY: We will act with honesty and transparency in everything we do.

INNOVATION: We will promote creativity, challenge the status quo, and work to improve Oregon's education system.

EMPOWERMENT: we will value, respect, listen to multiple perspectives, and empower students, education professionals, families, and community members to take a leading role in ensuring student success.

INCLUSION: We will ensure that every student has access to the opportunities and benefits of Oregon's education system.

EXCELLENCE: We will take actions to ensure the Oregon education system prepares every student for college, career, and life.

ADAPTABILITY: We will modify and adopt policies and practices to respond to changing social, demographic, operational, or financial conditions in order to do what is best for students and schools.

STUDENT CENTERED: We will ensure that all discussion, decisions, and action are centered on the best interest of every student.

State Board of Education Membership

A. Number & Terms of Office

The State Board of Education consists of the State Treasurer or the Treasurer's designee; the Secretary of State or Secretary's designee; and seven members, appointed by the Governor for a term of four years beginning July 1 of the year of appointment, subject to confirmation by the Senate. No person may be appointed to serve consecutively more than two full terms as a board member. According to the Office of the Governor, a member who completes another's term is still eligible to serve two additional four-year terms; a member whose final term has expired may remain on the board until replaced. The State Treasurer and the Secretary of State are nonvoting, ex officio members of the board (ORS 171.562 and 171.565; ORS 326.021).

B. Eligibility for Board Membership

In making appointments to the State Board of Education, the Governor selects from residents of Oregon one member from each congressional district and ~~one~~ two from the state at large. One appointed member [may not] from the state at large must be engaged in teaching as a licensed teacher in this state. ~~No member shall be engaged in teaching or participate in the administration or operation of any school~~ (ORS 326.021). The State Treasurer and the Secretary of State are nonvoting, ex officio members of the board (ORS 171.562 and 171.565; ORS 326.021). The State Treasurer and the Secretary of state may appoint a designee. Designees work to represent the perspective of the Secretary of State or State Treasurer to areas of shared interest, such as civics and financial literacy.

C. Vacancies

The Governor fills vacancies by appointment, and those nominations must be confirmed by the Senate. Appointments made to fill vacancies occurring prior to the expiration of a term are for the remainder of the unexpired term. When a

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vacancy occurs in an appointment made from a congressional district, the successor shall be appointed from the congressional district for which the vacancy exists (ORS 326.031).

D. Removal from Office

The Governor may remove members of the State Board of Education for cause at any time after notice and public hearing (ORS 326.021).

The secretary or clerk of the state board reports to the Governor the names of all members who fail to attend any meeting of the board or commission (ORS 182.020). Any member of a state board or commission appointed by the Governor who fails to attend two consecutive meetings of the board or commission, whether regular, adjourned or special, may forfeit the office unless the member is prevented from attending by the serious illness of a member or the family of the member or for any other cause that in the judgment of the Governor constitutes a valid reason for failing to attend (ORS 182.010). Ex-officio non-voting members or their designees are not expected to attend every meeting. However, designees are expected to be abide by the policies and procedures adopted by the State Board of Education. If a designee violates any of the Board's policies, the Chair may approach the Ex-Offcio member and ask a different designee to be assigned.

E. Chair

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The board shall elect one of its members to serve as chairperson of the board for one year commencing July 1. If the office of chairperson of the board is permanently vacated for any reason, the board may elect a new chairperson to serve until the June 30 next following (ORS 326.041).

END OF POLICY

Board Authority/Responsibilities[1] - Policy # 2

A. Policy Setting Authority

The State Board of Education is responsible for adopting rules for the general governance of public kindergartens and public elementary and secondary schools. (ORS 326.051) In promulgating policies, the board shall consider the goals of a modern education, the requirements of a sound, comprehensive curriculum best suited to the needs of the students and the public and any other factors consistent with the maintenance of a modern and efficient elementary and secondary school system. (ORS 326.011).

B. Rule Making Authority

The State Board of Education is responsible for adopting Oregon Administrative Rules for the governance of K-12 education. Adoption of such rules shall comply with state and federal law (326.051).

C. Review/Appeal Authority

As provided by law, the board acts as decision-making body in some situations where a party makes an appeal to the board or asks for review. Examples of such actions include the following:

- Hearing district appeals on district boundary board decisions concerning boundary changes (ORS 330.090).
- Reviewing appeals from charter schools denied district sponsorship (ORS 338.075).

D. Executive/Administrative Authority

The Oregon Department of Education functions under the direction and control of the State Board of Education. All administrative functions of the board relating to supervision, management and control of schools are exercised through the

[1] For a complete list of statutory responsibilities, see Appendix C.

Oregon Department of Education under the Superintendent of Public Instruction (ORS 326.111).

However, state law does specifically assign the board some administrative duties. Among those administrative duties is accepting money or property donated for the use or benefit of schools ~~and community colleges~~ (ORS 326.051) and applying for federal funds and entering into contracts for the receipt of federal funds (ORS 326.051).

E. Fiscal Responsibility

In consultation with the~~The~~ State Board of Education, approves the budget of the Oregon Department of Education proposes an agency budget to the Governor. The Governor the introduces an agency budget to the Legislature, which then takes action on ODE's budget.

As a state agency, the State Board of Education is subject to the provisions of the Oregon Accounting Manual (OAM 01.05.00.PO, section .105).

As a state agency, the State Board of Education is subject to the federal Cash Management Improvement Act that requires that state agencies minimize the time between the deposit of federal funds in state agency accounts and the disbursement of funds for program purposes (OAM 30.30.00.PO section .101). The Board shall receive quarterly updates on the agency's budget and finances.

~~F. Advisory Responsibility~~

~~The Teacher Standards and Practices Commission shall notify the State Board of Education of proposed rules and shall solicit its advice before adoption. Within 60 days after receiving notice from the commission of adoption of a rule, the State Board of Education on its motion or upon request shall review the rule to determine if the rule serves the public interest. Where the board finds pursuant to its review that the rule reviewed is not in the public interest, the board shall request the commission to set aside or amend the rule (ORS 342.167).~~

~~After considering recommendations of the State Board of Education, the Teacher Standards and Practices Commission shall establish by rule standards for approval of teacher education institutions and teacher education programs (ORS 342.14~~

F. Board Management Responsibility[2]

Board members will act in accordance with their role as a public representative of the agency.

1. Working with Other Boards

The board will monitor and coordinate with those other boards whose responsibilities and interests are closely related or overlap.

2. Effective Practices

The board may~~will~~ adopt practices that support effective meetings, such as the use of a consent calendar, subcommittees, public comment opportunities, and discussion. Members will identify and attend appropriate member training sessions, conduct periodic self-evaluations and audits of board practices, and periodic evaluations of board staff.

END OF POLICY

Oregon Department of Education (ORS 326.111) - Policy #3

The Department of Education is created and shall function under the direction and control of the State Board of Education with the Superintendent of Public Instruction serving as an administrative officer for public school matters.

[2] Department of Administrative Services and Legislative Fiscal Office. *Budget Note Report on Performance Measures for Boards and Commissions*. Prepared for July 6, 2006 Joint Legislative Audit Committee.

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The Department of Education shall consist of agencies and officers that are added by law to the Department of Education and administrative organizations and staffs required for the performance of the department's functions.

All administrative functions of the State Board of Education shall be exercised through the Department of Education, and the department shall exercise all administrative functions of the state relating to supervision, management and control of schools not conferred by law on some other agency.

END OF POLICY

Superintendent of Public Instruction Policy # 4

A. The Superintendent of Public Instruction

The Governor is the Superintendent of Public Instruction. (ORS 326.300). The Governor appoints a Deputy Superintendent of Public Instruction and is subject to confirmation by the Senate (ORS 171.562 & ORS 171.565

B. Authority

The Superintendent of Public Instruction:

1. Acts as administrative officer of the State Board of Education. (ORS 326. 310)
2. Acts as executive head of the Department of Education. (ORS 326. 310)
3. Assists all district school boards and education service district boards in answering questions concerning the proper administration of the school laws. (ORS 326. 310)
4. Obtains and compiles statistical information relative to the condition and operation of the public schools. (ORS 326. 310)
5. Appoints personnel as needed. (ORS 326. 310)

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6. Administers and supervise adult education programs in elementary and secondary schools. (ORS 326. 310)
7. Performs other functions necessary to carry out the superintendent's duties. (ORS 326. 310)
8. Compiles rules and laws for distribution to school districts (ORS 326.320).
9. Prepares biennial budget in compliance with Department of Administrative Services' requirements (OAM 107-02-010).

END OF POLICY

Deputy Superintendent of Public Instruction Policy # 5

A. Deputy Superintendent of Public Instruction

The Governor shall appoint a Deputy Superintendent of Public Instruction. The appointment of the deputy superintendent shall be subject to confirmation by the Senate. (ORS 326.300)

B. Authority

The deputy superintendent shall perform any act or duty of the office of Superintendent of Public Instruction that is designated by the Governor ~~and shall serve under the direction and control of the Chief Education Officer for matters related to the design and organization of the state's education system~~. (ORS 326.300)

C. Removal

The deputy superintendent may be removed from office by the Governor following consultation with the State Board of Education. (ORS 326.300)

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END OF POLICY

Meetings Policy #6

A. Regular Meetings

The State Board of Education shall meet at least six times each year on dates determined by the board, and at such other times as may be designated by the chairperson agreeable to a majority of the board, or at the call of a majority of the board members (ORS 326.041).

B. Requirements of Meetings

1. Public Meeting Law Compliance

The State Board of Education shall comply with the provisions of ORS chapter 192, Records, Public Reports, Public Meetings.

- All meetings of the State Board of Education shall be open to the public and all persons shall be permitted to attend any meeting except as otherwise provided by law. (ORS 192.630)
- Any subcommittees, task forces, or work groups that are charged with making recommendations as a whole to the board shall comply with the provisions of chapter 192[3].

2. Time and Place

Meetings of the board shall be held within the geographic boundaries over which the public body has jurisdiction, or at the administrative headquarters of the public body or at the other nearest practical location. The State Board of Education may not hold a meeting at any place where discrimination on the basis of race, creed, color, sex, age, national origin or disability is practiced. It is

[3] A body that has authority to make recommendations to a public body on policy or administration is a governing body (ORS 192.610(3); *Attorney General's Public Records and Meetings* Manual, 2005, p. 110-111. Subcommittees, task forces, and work groups that are charged with making recommendations as a whole, to the board, are subject to the public meetings law.

discrimination on the basis of disability for the State Board of Education to meet in a place inaccessible to the disabled, or, upon request of a deaf or hard-of-hearing person, to fail to make a good faith effort to have an interpreter for deaf or hard-of-hearing persons provided at a regularly scheduled meeting (ORS 192.630).

3. Notice

The members of the board will be given at least 10 days' notice, in writing, of the date and place of each regular or special meeting (ORS 182.020).

The board shall give public notice reasonably calculated to give actual notice to interested persons including news media who have requested notice, of the time and place for holding of its meetings, including its committees and work groups. The notice shall also include a list of the principal subjects anticipated to be considered at the meeting (ORS 192.640).

4. Quorum

For a motion to be adopted, a majority of the State Board of Education must vote in favor of the motion. A quorum of the seven-member State Board of Education is four members (ORS 174.130; *Opinions of the Attorney General,* vol. 41, p. 28, 1980). Absent a quorum, the State Board of Education may meet for the purposes of gathering information but no formal action may be taken.

A quorum of the State Board of Education may not meet in private for the purpose of deciding on or deliberating toward a decision on any matter except as otherwise provided by law (ORS 192.630(2)).

5. Minutes and Other Written Records

The board shall provide for the sound, video, or digital recording or the taking of written minutes of all its meetings. All minutes shall be available to the public within a reasonable time after the meeting and shall include at least the following information:

- All members of the board present;
- All motions, proposals, resolutions, orders, ordinances and measures proposed and their disposition;
- The results of all votes and the vote of each member by name;
- The substance of any discussion on any matter; and
- Subject to public records law, a reference to any document discussed at the meeting. (ORS 192.650)

Minutes and other reports presented to the board shall be available to the public and posted to the board's website (ORS 192.243).

6. Archiving Records

The State Board of Education shall follow the retention schedule suggested by the Secretary of State's Archivist (ORS 192.105).

C. Executive Session

1. Meetings (ORS 192.660)

The board may schedule an "executive session," closed to the public, under certain circumstances allowed by law, including the following:

- To consider the employment of a public officer, employee, staff member or individual agent.
- To consult with counsel concerning the legal rights and duties of a public body with regard to current litigation or litigation likely to be filed.
- To review and evaluate the employment-related performances. The State Board of Education may not use an executive session for purposes of evaluating a staff member to conduct a general evaluation of an agency goal, objective or operation or any directive to personnel concerning agency goals, objectives, operations or programs).
- To conduct deliberations with persons designated by the governing body to negotiate real property transactions
- To consider information or records that are exempt by law from public inspection

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The board as a whole can invite or include whomever they wish to attend an executive session meeting. -The Board as a whole can invite Board Advisors and/or Ex-officio members or their designees to the executive session. An individual board member does not have that authority. The individual board member should make a motion to invite a specific individual to an executive session and the result of the vote will be the board's decision.

No executive session may be held for the purpose of taking any final action or making any final decision. Representatives of the news media shall be allowed to attend executive sessions, but the board may require that specified information be undisclosed. When the board convenes an executive session for the purposes of conferring with counsel on current litigation or litigation likely to be filed, the board shall bar any member of the news media from attending the executive session if the member of the news media is a party to the litigation or is an employee, agent or contractor of a news media organization that is a party to the litigation (ORS 192.660).

If an executive session is to be held, the meeting notice shall be given to the members of the board, to the general public and to news media which have requested notice, stating the specific provision of law authorizing the executive session (ORS 192.640(2), Attorney General's Public Records and Meetings Manual, 2005, p.129, 143,).

A record of any executive session may be written minutes or be kept in the form of a sound or video tape or digital recording, which need not be transcribed unless otherwise provided by law. If the disclosure of certain material is inconsistent with the purpose for which a meeting under ORS 192.660 is authorized to be held, that material may be excluded from disclosure. However, excluded materials are authorized to be examined privately by a court in any legal action and the court shall determine their admissibility (ORS 192.650).2. Penalties

Any decision made in violation of the public meetings law is voidable. A decision shall not be voided if the State Board of Education reinstates the decision while in compliance with public meetings law. A decision that is reinstated is effective from the date of its initial adoption (ORS 192.680).

The Government Standards and Practices Commission may impose civil penalties not to exceed $1,000 for violating any provision of law pertaining to executive sessions. However, a civil penalty may not be imposed under this subsection if the violation occurred as a result of the State Board of Education acting upon the advice of the public body's counsel (ORS 244.350).

D. Special Meetings

No special meeting shall be held without at least 24 hours' notice to the members of the board, the news media that have requested notice and the general public. In case of an actual emergency, a meeting may be held upon such notice as is appropriate to the circumstances, but the minutes for such a meeting shall describe the emergency justifying less than 24 hours' notice (ORS 192.640).

END OF POLICY

Compensation and Reimbursement Policy #7

A. Compensation

Board members (other than members who are employed in full-time public service) are authorized to receive compensation for time spent in performance of official duties. Members shall receive a payment of $30 for each day or portion thereof during which the member is actually engaged in the performance of official duties.

Compensation is subject to federal and state income tax withholding, social security and Medicare taxes, Workers' Compensation insurance, and Workers' Benefit Fund assessment (ORS 292.495; Dept. of Administrative Services *Oregon Statewide Payroll Services Reference Manual, Volunteers, Boards and Commissions*).

B. Reimbursement

Board members, including those employed in full-time public service, may receive actual and necessary travel or other expenses actually incurred in the

performance of their official duties within the limits provided by law or by the Oregon Department of Administrative Services under ORS 292.210 to 292.250 (ORS 292.495).

As a state agency, the State Board of Education is subject to the provisions of the Oregon Accounting Manual (OAM 01.05.00.PO, section .105).

Board members are directed to use state per diem meal and lodging reimbursement allowances. Under this option, receipts are not required for meal expenses (Oregon Accounting Manual 10.40.00.PO, section .108). Receipts for lodging are required. Receipts for meals are required when the expenses exceed the state per diem or if gratuities are claimed. Gratuities of 15% actual meal costs are permissible if reasonable and necessary for the conduct of state business and need to be documented on the receipt (Oregon Accounting Manual 10.40.00.PO, section .150).

Reimbursement for expenses incurred in a privately owned motor vehicle shall be at the rate established and regulated by the Oregon Department of Administrative Services. Reimbursement shall be paid only for distances actually traveled and trips made in the performance of official or state related duties. The rate is deemed to include gasoline, oil, repair parts, depreciation, taxes, insurance and maintenance and upkeep of every kind and nature (ORS 292.250).

C. Out of State Travel

It is the policy of the state that all out-of-state travel by state agency personnel shall be allowed only when the travel is essential to the normal discharge of the agency's responsibilities and shall be conducted in the most efficient and cost-effective manner resulting in the best value to the state.

- All out-of-state travel must be for official state business.
- Use of out-of-state travel must be related to the board's scope of responsibilities.
- Travel awards earned while conducting state business shall be used to reduce the costs of state travel. The use of travel awards obtained while conducting state business for personal travel constitutes personal gain from state employment and violates ORS 244.040.

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END OF POLICY

Member Ethics - Policy #8

A. Code of Ethics

Board members are public officials under state law. Public office is a public trust, and as one safeguard of that trust, the people require all public officials to adhere to the code of ethics set forth in ORS 244.040. Board members should not make private promises that are binding upon the duties of a board member, because a board member has no private word that can be binding on public duty (ORS 244.010-.020). Members should familiarize themselves with Oregon's ethics laws; this policy high lights some key features but is not comprehensive. In the event of any conflict between this policy and Oregon ethics laws, the law supersedes the policy.

B. Financial Gain

No board member may use, or attempt to use, their official position or office to obtain financial gain or avoidance of financial detriment for the board member, a relative or household member of the board member, or any business with which the board member or a relative, or member of the household of the board member is associated, if the financial gain or avoidance of financial detriment would not otherwise be available but for the member's holding of the official position. Permitted is official salary, honoraria, (except as prohibited below), reimbursement of expenses or an unsolicited award for professional achievement for the board member, the board member's relative, or for a household member of the board member (ORS 244.040).

A board member may not solicit or receive, whether directly or indirectly, honoraria for himself or for any member of the member's household with a value of $50 or more if the honoraria is solicited or received in connection with the official duties of the board member. Honoraria does not include a certificate, plaque, commemorative token or other item with a value of $50 or less, or

honoraria for services performed in relation to the private profession, occupation, avocation or expertise of the board member. Any person that provides a board member or household member of the board member with an honorarium as allowed under ORS 244.042 with a value of $15 shall notify the member in writing of the value of the item within ten days after the event for which the item was received (ORS 244.042, ORS 244.100).

No board member may solicit or receive, either directly or indirectly, and no person shall offer or give to any board member any pledge or promise of future employment, based on any understanding that such board member's vote, official action or judgment would be influenced by such a pledge or promise (ORS 244.040).

No board member or former board member may attempt to further or further the personal gain of the board member through the use of confidential information gained in the course of or by reason of the official position or activities of the board member in any way (ORS 244.040).

No board member may attempt to represent or represent a client for a fee before the State Board of Education. This subsection does not apply to the person's employer, business partner or other associate (ORS 244.040).

C. Gifts

No person shall offer during any calendar year any gifts with an aggregate value in excess of $50 from any single source to any board member or their relative or household member, if the person offering the gift could reasonably be known to have a legislative or administrative interest in the Oregon Department of Education (ORS 244.025).

No board member, their relative, or household member shall solicit or receive, whether directly or indirectly, during any calendar year, any gift or gifts with an aggregate value in excess of $50 from any single source who could reasonably be known to have a legislative or administrative interest in the board member. "Legislative or administrative interest" means an economic interest, distinct from that of the general public in any matter subject to the decision or vote of the

board member acting in the board member's capacity as a public official. (ORS 244.020, ORS 244.025).

Gifts do not mean:

(a) Gifts from relatives or members of the board member's household.

(b) Unsolicited tokens of appreciation with a resale value of less than $25.

(c) Informational material, publications, or subscriptions related to the performance of the board member's public duties.

(d) Admission/cost of food consumed by a board member, or a member of the household when accompanying the board member at a reception, meal, or meeting held by an organization when the board member represents state government.

(e) Reasonable expenses paid by any local, state, or federal government; a state or nationally recognized Native American tribe; a membership organization to which a public body pays membership dues; or a not-for-profit corporation for attendance at a convention, fact-finding mission or trip, or other meeting if the public official is scheduled to deliver a speech, make a presentation, participate on a panel or represent state government.

(f) Reasonable food, travel, or lodging expenses provided to a public official, or a relative/household member/staff member of the board member accompanying the board member when the board member is representing state government.

(g) Food or beverage consumed while the board member is acting in an official capacity.

(h) Food or beverage consumed by a board member at a reception where the food or beverage is provided as an incidental part of the reception and no cost is placed on the food or beverage.

(i) Entertainment provided to a board member/relative/member of the household that is incidental to the main purpose of another event.

(j) Entertainment provided to a board member/relative/member of the household where the board member is acting in an official capacity while representing state government.

(k) Anything of economic value that is part of the usual and customary practice of the person's private business, employment, or volunteer activities and bears no relationship to the board member's official position.

Any organization, unit of government, tribe, or corporation that provides a board member with expenses with an aggregate value exceeding $50 for an event (convention, trip, certain meetings) shall notify the board member in writing of the amount of the expense. The notice shall be sent to the board member within 10 days from the date such expenses are incurred (ORS 244.100).

D. Conflicts of Interest

An "actual conflict of interest," means any action or any decision or recommendation by a person acting in a capacity as a public official, the effect of which would be to the private pecuniary benefit or detriment of the person or the person's relative or any business with which the person or a relative of the person is associated (ORS 244.020).

A potential conflict of interest means any action or any decision or recommendation by a person acting in a capacity as a public official, the effect of which could be to the private pecuniary benefit or detriment of the person or the person's relative, or a business with which the person or the person's relative is associated, unless the pecuniary benefit or detriment arises out of the following:

(a) An interest or membership in a particular business, industry, occupation or other class required by law as a prerequisite to the holding by the person of the office or position.

(b) Any action in the person's official capacity which would affect to the same degree a class consisting of all inhabitants of the state, or a smaller class consisting of an industry, occupation or other group including one of which or in which the person, or the person's relative or business with which the person or the person's relative is associated, is a member or is engaged.

(c) Membership in or membership on the board of directors of a nonprofit corporation that is tax-exempt under section 501(c) of the Internal Revenue Code.

When confronted with a **potential** conflict of interest, a board member shall:

- announce publicly the nature of the potential conflict prior to taking any action thereon in the capacity of a public official.

When confronted with an **actual** conflict of interest, a board member shall:

- Announce publicly the nature of the actual conflict.
- Refrain from participating as a public official in any discussion or debate on the issue out of which the actual conflict arises or from voting on the issue, unless the member's vote is necessary to meet the quorum requirement.
- Notify in writing the Governor of the nature of the conflict and request that the Governor dispose of the matter giving rise to the conflict. Upon receipt of the request, the Governor shall designate, within a reasonable time, an alternate to dispose of the matter or shall direct the official to dispose of the matter in a manner specified by the Governor (ORS 244.120).

Conflicts and potential conflicts and their disposition shall be recorded in the minutes and may be reported to the Oregon Government Ethics Commission at the discretion of the board (ORS 244.130).

The Oregon Government Ethics Commission may impose civil penalties not to exceed $1000 for violating any provision of this chapter or any resolution adopted under ORS chapter 244 (ORS 244.350). Board members who have financially benefited by a conflict of interest may be required to forfeit twice the amount of the gain realized (ORS 244.360).

E. Bribery

A person commits the crime of bribe-giving if the person offers, confers or agrees to confer any pecuniary benefit upon a public servant with the intent to influence the public servant's vote, opinion, judgment, action, decision or exercise of discretion in an official capacity. (ORS 162.015). Bribe giving is a Class B felony,

punishable with up to 10 years in jail and a $250,000 fine (ORS 161.625, ORS 161.605).

A public servant commits the crime of bribe-receiving if the public servant: (a) solicits any pecuniary benefit with the intent that the vote, opinion, judgment, action, decision or exercise of discretion as a public servant will thereby be influenced; or (b) accepts or agrees to accept any pecuniary benefit upon an agreement or understanding that the vote, opinion, judgment, action, decision or exercise of discretion as a public servant will thereby be influenced (ORS 162.025). Bribe receiving is a Class B felony punishable with up to 10 years in jail and a $250,000 fine (ORS 161.625, ORS 161.605).

F. Official Misconduct

A board member commits the crime of official misconduct in the second degree if the person knowingly violates any statute relating to the office of the person (ORS 162.405). Official misconduct in the second degree is a Class C misdemeanor, punishable with up to 30 days in jail and a $1250 fine (ORS 161.615, ORS 161.635).

A board member commits the crime of official misconduct in the first degree if with intent to obtain a benefit or to harm another: (a) the public servant knowingly fails to perform a duty imposed upon the public servant by law or one clearly inherent in the nature of office; or (b) the public servant knowingly performs an act constituting an unauthorized exercise in official duties (ORS 162.415). Official misconduct in the first degree is a Class A misdemeanor, punishable with up to one year in jail or a $6250 fine (ORS 161.635, ORS 161.615).

G. Economic Interest Form

Members of the State Board of Education are required to file with the Oregon Government Ethics Commission a verified statement of economic interest by April 15 of each year (ORS 244.050). The statement of economic interest filed under ORS 244.050, shall be on a form prescribed by the Oregon Government Ethics Commission (ORS 244.060). Failure to file the statement may result in a civil penalty (ORS 244.050, ORS 244.060).

The Oregon Government Ethics Commission shall notify the board member if it has not received the statement within five days of its due date and give the board member no fewer than 15 days to comply prior to imposing a penalty. Failure to file the statement may result in the commission imposing a fine of $10 for each of the 14 days the statement is late and $50 for each day thereafter (ORS 244.350).

END OF POLICY

Public Records, Social Media & Email Policy - # 9

A. Definition of Public Records

For retention purposes, a "public record" includes, but is not limited to, a document, book, paper, photograph, file, sound recording or machine readable electronic record, regardless of physical form or characteristics, made, received, filed or recorded in pursuance of law or in connection with the transaction of public business, whether or not confidential or restricted in use (ORS 192.005).

For public access purposes, a "public record" is any writing containing information relating to the conduct of the public's business, including but not limited to, court records, mortgages and deed records, prepared, owned, used or retained by a public body regardless of physical form or characteristics" (ORS 192.410(4)).

Board docket items, handouts, administrator files, board e-mails, social media accounts, correspondence, and minutes are all public records required to be retained and accessible by the public (ORS 192.005, OAR 166-350- 0010).

Purely personal messages, as well as unsolicited messages and advertisements (spam), are not public records under the retention/disposition aspect of the law but may be accessible to the public under the access portion of the law (ORS 192.502). Confidential records, such as those protected by lawyer-client privilege are not public records.

B. Access to Public Records

All board materials are public documents and available to the public upon request. An exception is confidential lawyer-client materials. In addition, work done on private e-mail accounts as well as personally purchased computers and hand held devices might be considered a public record for both access and retention/disposition (ORS 192.502).

C. Retention of Public Records

The State Board of Education will follow the retention schedule suggested by the Secretary of State's Archivist (ORS 192.105; OAR 166-350-0010). Tampering with a public record is punishable by a year in prison and a $5000 fine (ORS 162.305). • Audio Tapes: Retention: 1 year following transcription; destroy

- Minutes: Retention: Permanent; transfer to State Archives after 10 years
- Other meeting records: Retention: 5 years; destroy
- Board Records (correspondence, budgets, committee reports, reports, reference material) -- Retention: 4 years, destroy
- Member Personnel Records (appointment letters, employee data sheets) - Retention: 10 years after final term expires, destroy
- Organizational Records (bylaws, mission/goal statements, work plans, policy) - Retention: Permanent, transfer to State Archives after 10 years
- Board Lobbyist Records (registration, correspondence, reports) - Retention: Expenditure reports: 5 years, destroy; Other: 5 years after last activity

D. Charging for Records Requests

The Oregon Public Records Law expressly authorizes a public body to establish fees "reasonably calculated to reimburse it for its actual cost in making such records available." It further permits local government to include in its fees "costs for summarizing, compiling or tailoring a record to meet the person's request." "Actual cost" may include a charge for the time spent by staff to locate the requested records, review the records to delete exempt material, supervise a person's inspection of the original documents in order to protect the records, copy records, certify documents as true copies or send records by special

methods such as express mail. It also includes the cost of an attorney reviewing and segregating records that should not be disclosed. The board may not charge a fee greater than $25 unless the public body first provides the requestor with a written notification of the estimated amount of the fee and the requestor confirms that the requestor wants the public body to proceed with making the public record available (ORS 192.440).

E. Social Media – Board Members, Board Advisors, & Ex-Officio or their Designee

Definitions

1. "Social Media" is an umbrella term for various forms of communication consisting of user-created text, audio and video published in a shared online environment, such as over the Internet or through mobile telephone networks, including but not limited to, social network services (i.e., Facebook, Twitter, LinkedIn, etc.), blogs, texts, forums or message boards, audio/video content commodities (i.e., You Tube, Flickr), etc.
2. "Intellectual Property" is a product of the intellect (knowledge) that has commercial value, including copyrighted property such as literary or artistic works, and ideational property, such as patents, appellations of origin, business methods, and industrial processes.
3. "Public official" is defined in ORS 244.020(14)1 as any person who, when an alleged violation of ORS Chapter 244 occurs, is serving the State of Oregon or any of its political subdivisions or any other public body as defined in ORS 174.109 as an elected official, appointed official, employee or agent, irrespective of whether the person is compensated for the services. Volunteers are also public officials.

To address the increasing popularity and usefulness of social media as a rapidly evolving means of communication. The policy is to provide important standards and guidelines when using social media.

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Board members, board advisors, ex-officio or their designees will abide by the State Board of Education (SBE) Policy & Procedures manual and any guidelines provided in the manual. Board members, board advisors, ex-officio or their designees are public officials. Participation in social media on behalf of SBE is not a right, but an opportunity. Board members, board advisors, ex-officio or their designees are expected to treat this opportunity with due seriousness and respect, and are expected to follow the terms and conditions for any third-party sites.

Failure to abide by these guidelines could put any board members, board advisor, ex-officio or their designee participation at risk.

The following are official guidelines for participating in social media for SBE and are applicable for any board members, board advisors, ex-officio or their designees personally creating or contributing to blogs, social networks or any other kind of social media.

Board members, board advisors, ex-officio or their designees who use social media for SBE purposes are to always conduct themselves in a professional manner according to this policy and any other applicable policies and procedures. Board members, board advisors, ex-officio or their designees are public figures are public officials subject to Oregon Ethics Laws.

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All Board members, board advisors, ex-officio or their designees will maintain SBE's confidentiality, legal guidelines for speech, follow the Ethics Commission guidelines, and personal privacy. Everything on the Internet is public and searchable. Ultimately individual postings are the responsibility of the individual. Board members, board advisors, ex-officio or their designees should have no expectation of privacy while using SBE email addresses or while sending to Oregon Department of Education (ODE) computer systems and other devices.

ODE and SBE will monitor and investigate the use of equipment and associated sites as necessary. "

Confidential information" includes, but is not limited to, litigation and client-related information.

SBE and ODE support transparency and are committed to ensuring all postings clearly disclose relationships or endorsements, and that statements about SBE and ODE are truthful and substantiated. All published material must be true and not misleading, and all claims must be substantiated and approved.

SBE board administrator monitors social media related to its activities and interests, including the activities of board members, board advisors, ex-officio or their designees. Authors of any nondisclosed relationships or statements that are false or misleading will be contacted for correction. If it is found that an author repetitively makes inaccurate statements about SBE or ODE, SBE may revoke authorization to participate in social media on behalf of the State Board of Education.

Social media websites have nearly unlimited communication potential, duration and retention, and generally can be accessed by anyone around the world. Thus, to protect SBE's legitimate interests, Board members, board advisors, board staff, ex-officio or their designees or volunteers who maintain or contribute to social media sites are prohibited from engaging in the following activities:

- Using social media to threaten physical violence against ODE employees, SBE members, contractors, volunteers or others associated with the organization or to harass such individuals based on their color, race, national origin, religion, sex, sexual orientation, age, disability, marital status, or any other protected status under applicable law;
- Using social media to comment on anything that would be protected by federal law under HIPPA/FERPA;

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- Using social media to post intellectual property, trademarks logos or copyrighted materials owned by SBE and ODE or any of its affiliates;
- Post photos or recordings without prior notification;
- Posting SBE or ODE confidential business information, including but not limited to private information about ODE employees, volunteers, Board members, board advisors, ex-officio or their designees, service providers and suppliers, SBE's financial information;
- Using photographs, recordings, marketing materials or other materials owned by SBE for personal social media activities;
- Using social media to engage in libelous, defamatory, obscene, violent, maliciously false or otherwise egregious behavior directed at or implicating SBE, its members, visitors, employees, volunteers, contractors, service providers or others associated with the SBE or any of its affiliates.

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If individual Board members, board advisors, ex-officio or their designees requests to create a Facebook, twitter, or any other social media account to represent yourself as a Board member, board advisor or ex-officio member, the Chair must first approve the request. Once the Chair approves, the Board Administrator will create the social media account and give access to the Board member, ex-officio or their designee, or advisor. The Board administrator will monitor the individual Board member, board advisors, ex-officio social media account.

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These limitations are not intended to infringe upon any rights that Board members, board advisors, ex-officio or their designees may have under applicable local, state and federal employment and/or labor laws. These guidelines have been created to protect the Board from liabilities.

SBE reserves the right to take any appropriate legal action necessary to stop or remedy improper or unlawful conduct involving social media.

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Public record laws apply to all information posted on any social media platform while representing SBE, including private messages sent between public and private individuals.

Board Member Email Account Guidelines

As email access has spread to many of SBE members, it has become a significant means of communicating within the SBE members, SBE advisors, Ex-Officio members and their designees. Meeting agendas and other information is frequently distributed via an electronic distribution list of all current board members. Some board members may not have access to email, or cannot receive attachments. In such cases, the Board member should work with board staff to develop a mutually agreeable method of communication. This could be via US mail, fax, phone, or another board member with email who could relay information to/from the board member.

Board members should create a unique individual email account for public business. Board members may request that ODE provide an individual email address through ODE for business use. The Board Administrator will have access to all Board member email and assist Board members with email responses, as needed.

END OF POLICY

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Oregon Administrative Rules - Policy #10

A. Definition (ORS 183.310(9))

Under Oregon law, an administrative rule means any agency directive, standard, regulation or statement of general applicability that implements, interprets or prescribes law or policy, or describes the procedure or practice requirements of any agency. The term includes the amendment or repeal of a prior rule, but does not include:

1. Unless a hearing is required by statute, internal management directives, regulations or statements which do not substantially affect the interests of the public:
    a. Between agencies, or their officers or their employees; or
    b. Within an agency, between its officers or between employees.
2. Action by agencies directed to other agencies or other units of government which do not substantially affect the interests of the public.
3. Declaratory rulings issued pursuant to ORS 183.410 or 305.105.
4. Intra-agency memoranda.
5. Executive orders of the Governor.
6. Rules of conduct for persons committed to the physical and legal custody of the Department of Corrections, the violation of which will not result in:
    a. Placement in segregation or isolation status in excess of seven days.
    b. Institutional transfer or other transfer to secure confinement status for disciplinary reasons.
    c. Disciplinary procedures adopted pursuant to ORS 421.180. (ORS 183.310)

B. Public Input (ORS 183.333)

It is the policy of this state that whenever possible the public be involved in the development of public policy by agencies and in the drafting of rules. The Legislative Assembly encourages agencies to seek public input to the maximum extent possible before giving notice of intent to adopt a rule. Written comments or testimony to the Board can be sent to the board administrator.

1. Public Comment at Board Meetings:

The State Board of Education values public input. The role of the State Board of Education is to actively listen to and reflect on public comments. Each person wishing to address the Board must sign-up individually for the Public Comment period on the agenda. A sign-up sheet will be placed by the boardroom entrance and each name will be called upon by the Board's Executive Officer. Public Comment allows the Board and Deputy Superintendent to hear issues of interest, but does not allow an opportunity for dialogue between the speaker, Board or

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Deputy Superintendent. The Board may ask staff to respond to public comments or questions raised during the public comment period.

The guidelines below for public input emphasize respect and consideration of others:

- A sign-up sheet will be placed by the room entrance and each name will be called upon by the
- Board's Executive Officer.
- The Board's Executive Officer will read off the names of the speakers who signed up to testify. Individuals called will come up to the testimony table and will have three minutes to testify, unless otherwise stated.
- Please begin by stating your name for the record.
- Each person providing public comment will have a total of three minutes; when your time is up, a buzzer will sound. The Board respectfully asks that you conclude your comments at that time.
- Taking more time reduces others ability to provide public comments.
- Those providing public comment may submit written testimony before or at the meeting.
- If an interpreter is required, please notify the Board Officer at least 48 hours in advance.

Complaints about individual employees should be directed to the Deputy Superintendent's office as a personnel matter.

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2. Advisory Committees

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The agency may appoint an advisory committee that will represent the interests of persons likely to be affected by the rule, or use any other means of obtaining public views that will assist the agency in drafting the rule.

If an agency appoints an advisory committee for consideration of a rule, the agency shall seek the committee's recommendations on whether the rule will have a fiscal impact, what the extent of that impact will be and whether the rule will have a significant adverse impact on small businesses. If the committee

indicates that the rule will have a significant adverse impact on small businesses, the agency shall seek the committee's recommendations on compliance with ORS 183.540.

An agency shall consider an advisory committee's recommendations provided under subsection (3) of this section in preparing the statement of fiscal impact required by ORS 183.335 (2)(b)(E).

If an agency does not appoint an advisory committee for consideration of a permanent rule under subsection (1) of this section and 10 or more persons likely to be affected by the rule object to the agency's statement of fiscal impact as required by ORS 183.335 (2)(b)(E) or an association with at least 10 members likely to be affected by the rule objects to the statement, the agency shall appoint a fiscal impact advisory committee to provide recommendations on whether the rule will have a fiscal impact and what the extent of that impact will be. An objection under this subsection must be made not later than 14 days after the notice required by ORS 183.335 (1) is given. If the agency determines that the statement does not adequately reflect the rule's fiscal impact, the agency shall extend the period for submission of data or views under ORS 183.335 (3)(a) by at least 20 days. The agency shall include any recommendations from the committee in the record maintained by the agency for the rule.

~~1.~~3. Interested Parties

Any agency in its discretion may develop a list of interested parties and inform those parties of any issue that may be the subject of rulemaking and invite the parties to make comments on the issue (ORS 183.333).

~~2.~~4. Hearing

Opportunity for oral hearing shall be granted upon request received from 10 persons or from an association having not less than 10 members before the earliest date that the rule could become effective after the giving of notice. An agency holding a hearing upon a request made under this subsection shall give notice of the hearing at least 21 days before the hearing to the person who has requested the hearing. The agency shall publish notice of the hearing in the

bulletin referred to in ORS 183.360 at least 14 days before the hearing. The agency shall consider fully any written or oral submission (ORS 183.335).

C. Notice (ORS 183.335, 183.341; OAR 581-001-000)

Prior to the adoption, amendments or repeal of any rule, the State Board of Education shall give notice as required by OAR 581-001-000. ~~of the proposed adoption, amendment or repeal:~~

~~1. In the Secretary of State's Bulletin referred to in ORS 183.360 at least 21 days prior to the effective date of the rule to be adopted;~~

~~2. By mailing, at least 28 days before the effective date of the rule, a copy of the notice to persons on the State Board of Education's mailing list established pursuant to ORS 183.335(7);~~

~~3. Persons who wish to be placed on the State Board of Education's mailing list may request in writing that the Department mail to the person copies of its notice of proposed rulemaking;~~

~~4. By mailing a copy of the notice to the following persons, organizations or publications:~~

- ~~Associated Press;~~
- ~~Higher Education Coordinating Commission~~
- ~~Confederation of Oregon School Administrators;~~
- ~~Established student and parent organizations that have submitted mailing addresses;~~
- ~~Education Service Districts;~~
- ~~Oregon Community College Association;~~
- ~~Oregon Education Association;~~
- ~~Oregon Education Policy and Planning;~~
- ~~Oregon Federation of Teachers;~~
- ~~Oregon School Boards Association;~~

- ~~Oregon School Employees Association; and~~
- ~~Capitol Press Room~~

D. Content of Notice (ORS 183.335)

The required notice may be given in written or electronic form and must include:

A caption of not more than 15 words that reasonably identifies the subject matter of the agency's intended action. The agency shall include the caption on each separate notice, statement, certificate or other similar document related to the intended action.

- An objective, simple and understandable statement summarizing the subject matter and purpose of the intended action in sufficient detail to inform a person that the person's interests may be affected, and the time, place and manner in which interested persons may present their views on the intended action.
- A citation of the statutory or other legal authority relied upon and bearing upon the promulgation of the rule;
- A citation of the statute or other law the rule is intended to implement;
- A statement of the need for the rule and a statement of how the rule is intended to meet the need;
- A list of the principal documents, reports or studies, if any, prepared by or relied upon by the agency in considering the need for and in preparing the rule, and their location;
- A statement of fiscal impact identifying state agencies, units of local government and the public which may be economically affected by the adoption, amendment or repeal of the rule and an estimate of that economic;
- If an advisory committee is not appointed under the provisions of ORS 183.333, an explanation as to why no advisory committee was used to assist the agency in drafting the rule; and
- A request for public comment on whether other options should be considered for achieving the rule's substantive goals while reducing the negative economic impact of the rule on business.

- When providing notice of an intended action under subsection (1)(c) of this section, the agency shall provide a copy of the rule that the agency proposes to adopt, amend or repeal, or an explanation of how the person may acquire a copy of the rule. The copy of an amended rule shall show all changes to the rule by striking through material to be deleted and underlining all new material, or by any other method, that clearly shows all new and deleted material.

E. Temporary Rules (ORS 183.335)

An agency may adopt a temporary rule that adopts, amends or suspends a rule without prior notice or hearing or upon any abbreviated notice and hearing, if the agency prepares:

- A statement of its findings that its failure to act promptly will result in serious prejudice to the public interest or the interest of the parties concerned and the specific reasons for its findings of prejudice;
- A citation of the statutory or other legal authority relied upon and bearing upon the promulgation of the rule;
- A statement of the need for the rule and a statement of how the rule is intended to meet the need;
- A list of the principal documents, reports or studies, if any, prepared by or relied upon by the agency in considering the need for and in preparing the rule, and a statement of the location at which those documents are available for public inspection.

A rule adopted, amended or suspended under subsection (5) of this section is temporary and may be effective for a period of no longer than 180 days.

F. Filing of Rules (ORS 183.335)

Each agency shall file in the office of the Secretary of State a certified copy of each rule adopted by it. Each rule is effective upon filing as required, unless another effective date is given.

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G. Rules Review (ORS 183.405)

Not later than five years after adopting a rule, an agency shall review the rule for the purpose of determining:

- Whether the rule has had the intended effect;
- Whether the anticipated fiscal impact of the rule was underestimated or overestimated;
- Whether subsequent changes in the law require that the rule be repealed or amended; and
- Whether there is continued need for the rule.

H. Rules Coordinator (ORS 183.330)

Each state agency that adopts rules shall appoint a rules coordinator and file a copy of that appointment with the Secretary of State. The rules coordinator shall:

- Maintain copies of all rules adopted by the agency and be able to provide information to the public about the status of those rules;
- Provide information to the public on all rulemaking proceedings of the agency; and
- Keep and make available the mailing list required by ORS 183.335 (8).

I. Readability (ORS 183.750)

The Department of Education shall prepare its public writings in language that is as clear and simple as possible.

END OF POLICY

Section B: Board General Governance Policies

Board Policies and Procedures - Policy #100

A. Board Policies

The board shall operate under its policies as directed by law and as adopted by the board. These policies may be adopted, amended, or repealed by a majority of the board. No amendment shall be contrary to the laws of Oregon.

The policies may be amended at any meeting upon giving the members of the board ten (10) days advance notice of such proposed amendments, and upon an affirmative vote of a majority of the directors. Punctuation, grammar, and typographical errors may be corrected by board staff without a vote of the board.

B. Board Procedures

The board shall regularly review its operational procedures, generally at its annual retreat. At a minimum, the board's operational review shall include an annual work plan session[4]

Board Officers/ Board Organization - Policy #101

A. Chair

The board shall elect one of its members to serve as chairperson of the board for one year commencing July 1. If the office of chairperson of the board is permanently vacated for any reason, the board may elect a new chairperson to serve until the June 30 next following year (ORS 326.041).

A member may serve as chair for no more than two consecutive years[5].

Duties of the Chair[6]:

[4] *1997 State Board of Education Policy Manual,* Code BK
[5] Ibid.
[6] Ibid.

- Calls special meetings not on board's adopted calendar.
- Sets agenda.
- Presides at meetings.
- Ensures fairness and impartiality.
- Enforces parliamentary procedure.
- Names members for board subcommittees and liaisons, unless a majority of the board votes otherwise.
- Serves as an ex-officio member on board subcommittees.
- Acts as the primary spokesperson to the press for the board.
- Performs other duties as may be required by law or action of the board.
- May form committees and workgroups

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B. Vice Chair[7]

The board will elect one of its members to serve as vice-chairperson of the board for one year commencing July 1.

Duties of the Vice Chair:

- Presides at meetings in the event of an absence of the Chair.
- Performs other duties as directed by the Chair or the vote of the board.

C. Second Vice Chair[8]

The board will elect one of its members to serve as second vice-chairperson of the board for one year commencing July 1.

Duties of the Second Vice Chair:

- Presides at meetings in the event of an absence of the Chair and Vice Chair.
- Performs other duties as directed by the Chair or the vote of the board.

D. Member Duties

- Attend meetings on time, prepared to act on the agenda.
- Act in an impartial, fair, and courteous manner.

[7] Ibid.
[8] Ibid.

- Familiarize themselves with proper parliamentary procedure.
- Accept assignments and complete them in a timely manner.
- Respect and accept majority rules.
- May, with three other board members, add items to the agenda.

E. Ex-Officio Member or Designee

The State Treasurer and the Secretary of State are nonvoting ex-officio members of the board by by virtue of the office or position they hold. The State Treasurer and Secretary of State may appoint a designee.(ORS 326.021) It is recommended that the designee of Ex-Officio member be a state employees of the respective offices to provide updates of shared interest. When an ex-officio member ceases to hold the office that entitles them to membership, their membership on the board terminates automatically.

Duties of the Ex-Officio Member or their Designee:

- May attend Board meetings.
- May not vote on actions before the board.
- Provide updates from their respective offices on how their offices work intersects with educational policies.
- Act in an impartial, fair, and courteous manner.
- Familiarize themselves with proper parliamentary procedure.

~~E.~~F. Individual Board Members, Ex-Officio Member or Designee, and Advisors

Board Members, Ex-officio or their designees, and Board advisors of the State Board of Education have authority only when acting as a member of the board during legal sessions. The Board cannot be bound by statements or actions of individual members unless directed by the Chair. Individual Board members, Advisors, Ex-officio or their designees do not have authority to direct ODE, district or school level staff. Individual board members do not speak for the board unless the board arrived at a formal decision. If individual Board, advisors or ex-officio

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members want updates on ODE topics, those request need to be sent to the Board Administrator and Chair.

To contact individual ODE staff, that request must be sent to the Board administrator to make sure staff is properly responding to Board members.

~~F.~~G. Organization

1. Subcommittees

The board chair may form subcommittees and workgroups on issues before the board to make more efficient use of meeting time. A "subcommittee" will consist solely of board members with staff support and may also include advisors and community members who have been appointed by the board; a "work group" will include other stakeholders and is led by staff.

A board advisor or ex-officio member on a subcommittee may vote for a recommendation to be brought to the State Board of Education. However, the State Board of Education will ultimately have the final vote on that recommendation. The board advisor or ex-officio member will not be able to vote when the final recommendation is made to the State Board of Education.

When subcommittees and work groups are created, their duties and length of service will be determined by chair, unless a majority of the board votes otherwise. Board members serving on committees will keep the board apprised of the committee's activities.

Committees will comply with the Oregon public meetings law. They will be open to the public with formal notices sent out.

2. Executive Committee

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The Executive Committee assists the chair in carrying out his or her duties. The Executive Committee consists of the Chair, Vice Chair, and immediate past Chair, or Chair, Vice Chair, and Second Vice Chair. The Chair will determine membership of the Executive Committee.

The Executive Committee is empowered to act in emergencies requiring immediate action and in which reasonable efforts to convene an emergency meeting or conference call to resolve the issue have not succeeded. Notification of any such action must be conveyed to all board members as soon as possible and ratified by the full board at the next regular meeting[9]. Failure to ratify the Executive Committee's action by the full board nullifies the decision.

~~2.~~3. Liaisons

Members may be asked to be a contact for various education associations and attend some or all meetings. Members and advisors may be reimbursed for their participation in assigned liaisons.

END OF POLICY

Board Advisors/Stakeholder Groups - Policy #102

A. Creation and Term of Board Advisors

The board may elect to have board advisors. Advisors will serve a one-year term from July 1 through June 30. Advisors may serve more than a single term and be re-elected for consecutive terms. Advisors will receive all materials distributed to the board as a whole

1. Criteria for Advisor Selection
   - Interest in serving as an advisor for one year
   - Commitment to attend board meetings and any special board functions
   - Willingness to participate in policy discussions
   - Ability to deliberate policy issues
   - Demonstrated leadership qualities
   - Experience with education delivery in Oregon
   - Actively employed in good standing

[9] 1997 State Board of Education Policy Manual, Code BCE

2. Advisors
    - K-12 School Administrator
    - K-12 Teacher
    - K-12 Student
    - Early Learning Teacher/Professional Advisor

3. Advisor Selection Process

In consultation with the Superintendent of Public Instruction and the board chair, advisors will be selected as follows:

K-12 School Administrator: Up to three nominations from the Confederation of School Administrators will be submitted to the board. The board Executive Committee will recommend a candidate to the full board who will vote on the selection.

K-12 Teacher: Up to three nominations from the Oregon Education Association will be submitted to the board. The board Executive Committee will recommend a candidate to the full board who will vote on the selection.

K-12 Student: The board administrator will solicit candidates, review applications, and forward up to three names to an interviewing committee named by the board chair who will recommend a candidate to the full board who will vote on the selection.

~~*Early Learning Advisor:* Nominations will be made from the Early Learning Council and early childhood communities. The executive board will review the nominations and make a recommendation to the full board.~~

Board advisors will be approved by a vote of the full board.

4. Responsibilities of Advisors
    - Attend board meetings

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- Assist the board in analyzing issues, proposals, and requests before it
- Other duties as assigned by the board chair

5. Advisor Compensation

   Advisors are eligible for reimbursement of actual expenses incurred in attending board meetings and board- related activities, including mileage, meals, and hotels.

B. Stakeholder Groups

The board may vote to have regular reports from stakeholder groups including but not limited to:

1. Recognized Stakeholders

- Oregon School Boards Association
- Oregon Education Association
- Confederation of Oregon School Administrators
- Nine Confederated Tribes of Oregon
- Community Organizations
- Parent Groups

2. Responsibilities of Stakeholders

- Make periodic updates at board meetings of their organization's activities
- Assist the board in analyzing issues, proposals, and requests before it

END OF POLICY

Meeting Protocol - Policy # 103

The State Board of Education will conduct all meetings in accordance with state law and will be accessible to persons with disabilities. A request for an interpreter

for the hearing impaired or for other accommodations should be made at least 48 hours prior to the meeting.

A. Agendas

The board chair, working with the board administrator, and the Superintendent of Public Instruction, and the will prepare an official agenda for board meetings. The agenda will be posted to the board's website and distributed to interested parties as soon as it is available. Any four board members may request in writing that an item be added to an agenda.

B. Docket Materials

1. Content

   All items on the agenda will be accompanied by written material a completed docket that supports the presence of the item on the agenda, unless the item is a presentation by someone other than ODE staff. The docket includes background, summary of previous board action, policy issues or concerns, equity impact analysis, fiscal analysis, effects of decision, and staff recommendations.

2. Timing:

   The agenda with supporting detail will be provided to each state board member and advisor approximately one week prior to the board meeting[10].

3. Public Access:

   All board documents, to the extent possible, will be posted on the State Board of Education's website.

4. Recommendations:

   When action on an item is requested, staff will make a recommendation on what that action should be to the board.

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[10] 1997 State Board of Education Policy Manual, Code BDDA. Prior requirement was 5 days before a meeting

C. Public Comment[11]

The role of the State Board of Education is to actively listen to and reflect on public comments. Each person wishing to address the Board must sign-up individually for the public comment period on the agenda. Persons or groups wishing to appear before the board may be given a reasonable opportunity to do so; there will be time allotted on each agenda for public comment. A sign-up sheet for those who wish to offer comments or testimony on any item will be available at the meeting. The board may impose such time limitations on any appearance as it may deem appropriate. Written testimony may also be submitted to the board administrator. The public comment period is not to be used as a vehicle for immediate resolution of problems, but is a method to bring important issues to the board's attention. Speakers may offer objective criticism of state operations and programs, but the board will not hear complaints concerning individual personnel; persons with such complaints will be directed to the appropriate process for the disposition of personnel complaints. ~~The board will not hear comments on administrative rules after the comment period has ended.~~ Public Comment allows the Board and Deputy Superintendent to hear issues of interest, but does not allow an opportunity for dialogue between the speaker, Board or Deputy Superintendent. The Board may ask staff to respond to public comments or questions raised during the public comment period.

The guidelines below for public input emphasize respect and consideration of others and will be used by Board staff:

- A sign-up sheet will be placed by the room entrance and each name will be called upon by the Board Chair or administrator.
- The Board Chair or administrator will read off the names of the speakers who signed up to testify. Individuals called will come up to the testimony table and will have three minutes to testify, unless otherwise stated.
- Please begin by stating your name for the record.

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[11] State Board of Education Policy Manual, 1997, policy code BDDB

- Each person providing public comment will have a total of three minutes; when your time is up, a buzzer will sound. The Board respectfully asks that you conclude your comments at that time. Taking more time reduces others ability to provide public comments.
- Those providing public comment may submit written testimony before or at the meeting.
- If an interpreter is required, please notify the Board Officer at least 48 hours in advance.

Complaints about individual employees should be directed to the Deputy Superintendent's office as a personnel matter.

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~~C.~~D. Consent Agenda[12]

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Items requiring board approval may be placed on the consent agenda upon the recommendation of the superintendent. Any item may be removed from the consent agenda by a board member. Items remaining in the consent agenda section will be adopted by a single motion. Actions that have been taken by the superintendent that require board approval may be placed on the agenda in the for-the-record section. By a single consent motion, the board adopts the resolutions submitted and ratifies the actions presented in the for-the-record section.

~~D.~~E. Parliamentary Procedure

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Except where otherwise noted, the board will be guided by Robert's Rules of Order Newly Revised, 11th Ed. The board administrator will serve as parliamentarian.

1. Quorum

Robert's Rule of Order states that a quorum is a majority (more than half) of all the members. A quorum must be present for the board to act. A quorum of the seven-member State Board of Education is four members (ORS 174.130; Opinions of the Attorney General, vol. 41, p. 28, 1980). Absent a quorum, the State Board

[12] State Board of Education Policy Manual, 1997, policy code BDDB

of Education may meet for the purposes of gathering information but no formal action may be taken.

2. Voting

All voting board members are expected to participate in voting unless a conflict of interest exists. If a conflict of interest arises, a member will need to excuse themselves from any votes or discussion. A conflict of interest is when an official action by the public official could or would result in a financial benefit or detriment to the public official, a relative of the public official or a business with which either is associated (Oregon Ethics Commission).

A majority of board members are required for a motion to pass. The word "majority" in this context means more than half (RONR (11th ed.), p. 400; see also p. 66 of RONRIB).Votes may be taken either by individually calling member names, by a group voice vote, or by "unanimous consent." The chair may say, "If there is no objection . . ." If an objection is lodged, a roll call vote must then be taken. Following the vote, the chair will announce vote and whether the motion has failed or passed. All votes must be recorded in the minutes indicating how each member voted.

When a potential conflict of interest exists, the member will announce that conflict and be allowed to vote. When an actual conflict exists, the member will announce the conflict and refrain from participating in the debate or vote unless necessary for a quorum (ORS 244.120). The conflict will be recorded in the minutes (ORS 244.130).

A vote by proxy is a vote cast by a substitute on behalf of a member who is not present at the meeting. Proxy voting is not authorized since no member of the board is empowered to delegate his or her vote to others[13].

Members of the State Board of Education are discouraged from voting abstention. They should only be used in rare instances with a full explanation to the Board, as outlined in the Oregon Government Ethics Commission Manual.

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[13] *Attorney General's Public Records and Meetings Manual*, Appendix C, E Proxy Vote, Absentee Vote, Votes by Mail, and Secret Ballots Prohibited. January 2008, p. C-6.

~~E.~~F. Executive Sessions

Members of the State Board of Education will not reveal information learned in executive session to others, and shall keep the lawyer-client privilege that attaches to such a session. Violation of confidentiality will result in that member being barred from future executive sessions and possible removal from the board. The chair has the discretion of allowing board advisors, ex-officio members, staff, and others to attend the meetings. If the chair is aware of a conflict of interest, or potential conflict of interest by members, or that a member is a party in the litigation, the chair will report that conflict to the Office of the Governor. Representatives of the press, unless a party to the litigation, may sit in on executive sessions but may not report on them.

END OF POLICY

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Board Authority/ Individual Authority – Policy #104

Any duty imposed upon the board as a body will be performed at a regular or special meeting and will be made a matter of record[14]. For a complete list of statutory responsibilities, see Appendix.

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A. Board Committee Authority

The board chair may form committees and workgroups on issues before the board to make more efficient use of meeting time.

Committees and workgroups may schedule meetings and invite stakeholders as needed. Committees and workgroups are expected to make regular reports that include policy issues and recommendations to the full board.

The Executive Committee assists the chair in carrying out his or her duties. The Executive Committee is empowered to act in emergencies requiring immediate action and in which reasonable efforts to convene an emergency meeting or conference call to resolve the issue have not succeeded. Notification of any such action must be conveyed to all board members as soon as possible and action will be ratified at the next regular board meeting[15].

[14] State Board of Education Policy Manual, 1997, policy code BBAA
[15] 1997 State Board of Education Policy Manual, Code BCE

B. Individual Board Members, Ex-Officio or their designees, and Board Advisors

Board members, ex-officio or their designees , and Board advisors will have authority only when acting as a member of the board, ex-officio or their designees and Board advisors ~~when legally in session~~. The board cannot be bound by statements or actions of individual board members, ex-officio or their designees and Board advisors or employees, except when such a statement or action is pursuant to policies of the board or as delegated by the board[16].

Board members, ex-officio or their designees, and Board advisors do not have the authority to direct the staff work. The chair may, however, ask staff, through the board administrator, and in consultation with the Deputy Superintendent, to prepare materials for presentation to the full board. The chair may do this in anticipation of questions board members may have about a specific issue[17].

Any board member, ex-officio or their designees, and Board advisors who desires a written report or survey prepared by the administrative staff will make such a request to the Deputy Superintendent through board staff who will weigh the request with its value to the board and staff workload issues. Individual board member requests will also be distributed to other board members or a notification of the request will be made to each board member[18].

Board members will not presume to speak for the board unless the board has arrived at a formal decision. Members should also be cautious about voicing personal opinions since those views may be interpreted as representing board opinion. Members should not, for example, write a letter to the editor on an education issue, especially a letter signed with his title as board chair, unless the board has authorized it. Members of the board will not use their position or Oregon Department of Education facilities to advocate individual views on an issue without the official sanction of the board[19].

Board members should be especially cautious in becoming involved in matters that may be appealed to the State Board of Education in its judicial function, as

[16] State Board of Education Policy Manual, 1997, policy code BBAA
[17] Language suggested by Oregon Community College Association Governance "Board Operations" section.
[18] Ibid.
[19] State Board of Education Policy Manual, 1997, policy code BBAA

the member may need to be recused from discussion and voting on that matter. For example, it would be inappropriate for a board member to identify themselves as a board member and then testify in favor of the formation of a charter school or to independently contact parties in a matter before the board. This includes but is not limited to requests to speak by the Legislature and local school boards.

END OF POLICY

Staff to the Board[20] - Policy #105

The Deputy Superintendent of Public Instruction acts as administrative officer of the State Board of Education (ORS 326.310). The Deputy superintendent may delegate this responsibility to other staff.

A. Board Administrator & Support Staff

Staff to the board will be responsible for the day-to-day activities of board work including the following:

- Coordinating the preparation of board agendas, docket items, and minutes in keeping with the Public Records Law.
- Facilitating communication between the board and others, including the Governor, Legislature, Deputy superintendent, state and federal agencies, and state, local, and national organizations.
- Coordinating travel and expense reimbursement to meetings.
- Developing and monitoring expenditures from biennial board budget.
- Coordinating and overseeing board standing and special committees.
- Orienting new members and advisors to board processes and agency function

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[20] Summarized from list found in State Board Policy Manual, 1997, policy code BCBB

B. Department of Justice

The State Attorney General's office is the authorized legal counsel for the State Board of Education, the Deputy Superintendent of Public Instruction, and the Department of Education (ORS 180.060; 180.220). No state officer, board, commission, or the head of a department or institution of the state shall employ or be represented by any other counsel or attorney at law (ORS 180.220). Individual Board members, either governor-appointed, ex-officio, or the designees of ex-officios, do not have access to DOJ as individuals. The Board would need a motion to ask advice and a majority of the Board would need to vote to get the advice. There are very specific criteria that the Board needs to meet in order to enter into executive session under ORS 192.660 which must be identified on the agenda.

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C. Agency Staff

Agency staff will bring issues to the board for policy direction through the Deputy Superintendent of Public Instruction.

Individual board members do not have the authority to direct individual staff work. The chair may, however, ask staff, through the board administrator or, the DeputySuperintendent, ~~or the commissioner~~ to prepare materials for presentation to the full board. The chair may do this in anticipation of questions board members may have about a specific issue[21].Requests of staff by the full board shall be evaluated in terms of resources and impact on the agency by the ~~commissioner and superintendent~~Deputy Superintendent who shall report on that impact at the next regular meeting.

Docket items prepared by agency staff should communicate clearly the issue, background on the issue, what problem needs to be solved, and a staff recommendation.

END OF POLICY

[21] Language suggested by Oregon Community College Association Governance "Board Operations" section.

Board Member Professional Development[22] - Policy #106

A. Orientation

The board administrator will orient each new board member and advisers concerning the board's functions, rules, policies, and procedures.

The appointee will be given materials to assist in the orientation to the board's work.

Prior to taking office, the appointee will be invited to attend board meetings and participate in discussions. Staff will supply material pertinent to meetings and will explain its use.

The appointee will be invited to meet the state Deputy Superintendent and others to discuss services they perform for the board.

B. On-Going Professional Development

Board member professional development opportunities may include but are not limited to participation in conferences, workshops, and conventions held by state and national associations, and subscriptions to publications.

The Deputy Superintendent or board administrator will inform board members in a timely manner of upcoming conferences, conventions and workshops. The board will decide which meetings appear to be most likely to produce the greatest benefit to the board.

Funds for participation at such meetings will be budgeted. When funds are limited, the board will designate which members would be most appropriate to participate at a given meeting and approve the participation at a board meeting. If the board does not have an opportunity to approve the participation prior to the event date, the board chair may approve the participation. The participation shall be placed on the agenda for approval, and the member will report on the event at the next board meeting.

[22] 1997 State Board of Education Policy Manual, Code BH, BHB

If authorized to attend, reimbursement will be for reasonable and necessary expenses actually incurred. For members to attend conferences, the full Board should approve travel for bookkeeping. Members who travel to conferences will report back to the full Board what they learned at the conference.

When a conference, convention or workshop is not attended by the full board, those who do participate will be requested to share, by means of written or oral reports, information, recommendations and materials acquired at the meeting.

END POLICY

Board Partnerships - Policy #107

The State Board of Education works cooperatively with others engaged in improving education for Oregon's PK--20 educational system. These partnerships[23] include, but are not limited to the following:

- The Governor;
- The Legislature;
- The federal government, particularly the US Department of Education;
- The Higher Education Coordinating Commission;
- The Early Learning Council;
- The Governor's Education Policy Advisor;
- Oregon Student Assistance Commission;

~~Chief Education Office~~

- The Teacher Standards & Practices Commission;

~~The Oregon Workforce Investment Board;~~

- ~~The Oregon Community College Association;~~
- The Quality Education Commission;
- Local school districts;
- Education Service Districts;

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[23] Condensed from policies in the 1997 State Board of Education Policy Manual, Codes LAB, LAC, LB, LBA, LBB, LBCA, LC, LE, LG

- Educator Advancement Council;
- Youth Development Council;
- Nine Confederated Tribes of Oregon;

~~Oregon's seventeen community colleges through the Oregon President's Council;~~

- ~~The Northwest Association of Schools and Colleges~~;
- Private schools; and
- Business, industry, and labor

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The board should regularly communicate with members of the Legislative Assembly and be available to them for consideration of educational matters. Similarly, the board encourages its partners to communicate their concerns and needs to the board.

The Deputy Superintendent ~~and commissioner~~ will regularly communicate with the Governor and Legislature regarding the needs of public education.

END OF POLICY

Adoption of Administrative Rules - Policy #108

A fundamental responsibility of the board is the adoption of Oregon Administrative Rules that govern the state's school districts.

The board is the lawful and final authority in formulating policy but may involve those who will be affected. In formulating administrative rules, staff is directed to collaborate with interested parties, provide public notice and consider public comment.

A. Board Process for Permanent Rule-Making

The board will have sufficient time to consider a proposed administrative rule. Once staff has determined the need for an administrative rule, the following steps will be observed:

1. An advisory committee will be created if the proposed rule will have a significant impact on a segment of the board's constituency. If an advisory committee is not formed, then stakeholders will be consulted.
2. Staff will draft the rule. If the rule amends a prior rule, the changes will be clearly displayed, with new language in bold, and deleted language marked as deleted.
3. Staff will bring the proposed rule to the board for a "first reading," showing the proposed changes and review the need for the rule and what the rule accomplishes.
4. Staff will schedule and hold a public hearing on the proposed rule. The hearings officer will summarize the oral testimony presented at the hearing.
5. Staff will revise the rule if advisable.
6. If significant changes are made, the rule will be returned to the board for a "second reading."
7. If significant changes are not made, or following a second reading of the rule, staff will schedule the rule for adoption before the state board.

B. Board Materials

The packet of materials will be sufficient to inform the board of the need for the rule, and what the rule accomplishes. The packet will include a board docket that explains the changes to the rules or policy changes. The Board administrator has discretion to make changes to the docket template according to Board needs. All board packets will be posted to the State Board of Education Boardbook and made public at one week before any board meeting.

1st/2nd Reading: This is when a rule is first introduced to the State Board of Education. Typically, staff presents administrative rules or standards to the State Board. Then discussion of the rule or standard follows. The Board will provide input, ask for changes and ask staff to come back for a Second Reading or action. If no changes are made by the Board, then staff are invited back for adoption the following month. The docket will include:

- Background and explanation of the need for the rule.
- Summary of previous board action.

- Policy issues or concerns raised during the rule writing process or public comment period.
- Equity Impact Analysis
- Fiscal Analysis
- Effects of board approval.
- Rule number and wording with the changes clearly indicated.
- Estimated fiscal impact, as indicated on the board's rule template.

Action: The State Board will vote on a proposed rule. In order for a rule to be adopted, four members of the seven member board, will need to vote yes. ODE staff will submit a board docket outlining changes from the first reading. The docket will be updated and include:

- Background and explanation of the need for the rule.
- Summary of previous board action.
- Policy issues or concerns raised during the rule writing process or public comment period.
- Equity Impact Analysis
- Fiscal Analysis
- Effects of board approval
- Rule number and wording with the changes clearly indicated.
- Estimated fiscal impact, as indicated on the board's rule template.
- Hearings Officer Report, including a summary of oral testimony.
- Written testimony submitted or summary of written testimony submitted.

Consent Agenda: This is a single item that encompasses all the things the board would normally approve with little comment. The minutes, are usually a consent agenda item or perfunctory items such as formal approval of a contract that has been already talked about in past meetings. Board members can make motions to move consent agenda items for board discussion. The full board will need to approve.

C. Notice

An administrative rule will not be voted on without prior public notice unless it is a temporary rule and failure to act promptly will result in serious prejudice to the public interest or the interest to the parties concerned. Such notice will be on the board agenda and include the number of the board rule and the title of the board sufficient to give the public adequate notice of the matter before the board[24]. Public notice of a board meeting will be sent out at least one week before any board meeting unless a meeting is called by the Chair due to an emergency.

D. Public Comment

In order to avoid opening up the public comment period, the board will not entertain testimony on a proposed rule after the public comment period has closed on the agenda. ~~This generally will mean public comment will not be taken the month the rule is scheduled for adoption~~[25].

However, this does not in any way foreclose the board members from discussing and debating among themselves the merits of the proposed rules at a meeting. The board is also free to ask questions and seek input from ODE staff at the meeting. Finally, the limits discussed above apply to comments that are received by the board as a body. Individual board members are free to discuss board business, including proposed rules, with members of the public.

E. Temporary Rules

When the failure to immediately modify, adopt, or suspend a rule will result in serious prejudice to the public interest or the interest of the parties concerned, the board may enact a temporary rule with an effective period of no more than 180 days.

No prior notice, hearing, or board meeting is necessary prior to a temporary rule adoption. Staff will include the following information in their written docket item:

- An explanation as to why immediate action is needed.

[24] 1997 State Board of Education Policy Manual, Code BF
[25] Letter of advice from DOJ attorney McKeever, Joe

- A copy of the proposed rule language.
- A list of principal documents, reports, or studies, if any, prepared by the agency or relied upon by the agency when considering the need for the rule and writing the rule.

F. Vote

The adoption, amendment, or repeal of administrative rules will be accomplished by recorded vote with the result entered in the minutes.

END OF POLICY

Reimbursement - Policy #109

A. General Travel Policy

A member of the Board is entitled to compensation and expenses as provided in ORS 292.495. Board members will be reimbursed for those costs incurred in participating in regularly scheduled board meetings, Joint Boards of Education meetings, board committee meetings, and other board business events approved by the board.

Members will keep the chair or board staff apprised of activities undertaken on behalf of the board and will seek approval of the activity prior to the activity or travel. All state-funded out-of-state travel will be reviewed and approved in advance by the board at one of its regular meetings except for emergency requests which may be approved by the board Executive Committee[26].Any activities undertaken on behalf of the board will be reported at the next regularly scheduled board meeting.

Board approval is to ensure that such travel is aligned with board budget priorities, within the board budget, and will be part of the board budget oversight responsibility. Reimbursements will be made in accordance to Department of Administrative Services (DAS) travel policies (OAM 40.10.00.PO).

[26] From 1997 State Board of Education Policy Manual, 1997, policy code BHD

B. Lodging Reimbursement

Board staff will arrange for lodging of board members prior to meetings when possible, and will make direct payments to the hotel. Such a practice is designed to reduce board members' out-of-pocket expenses. Staff is directed to follow DAS lodging rates whenever possible.

Travelers are eligible for lodging reimbursement when the one-way distance from their homes is 70 miles or more. Exceptions may be made in special cases that include inclement weather and medical conditions. Individuals traveling on official state business who share lodging will each be reimbursed for their equal share of the allowed per diem for that location. Persons sharing with a family member or friend will be reimbursed for the allowed lodging single room rate expense for that location (ODE Travel, Parking, and Expense Claims procedure).

C. Meal Reimbursement

Meal per diem rates vary depending on departure and arrival times and also if the trip is overnight or non- overnight. Rates (for overnight and non-overnight trips and high-cost locations) can be obtained from the ODE travel management system.

D. Other Board-Related Business Reimbursement

Board members may travel and incur expenses for board-approved events. Requests for reimbursement will include some documentation of the event such as an agenda or e-mail setting up the meeting and any other documentation that supports the request, such as receipts

E. Forms

Board members will use those reimbursement forms provided to them to facilitate timely reimbursement. Additional documentation may be attached to the claim form.

END OF POLICY

Section C: Policies Relating to the Department of Education

Delegation of Authority to State Deputy Superintendent[27]- Policy #300

The State Board of Education will delegate to the state Deputy Superintendent, as its administrative officer, authority for administering rules and policies that fall under the scope of the Oregon Department of Education. Functions delegated to the Deputy Superintendent include the following:

1. Applying for and accepting federal funds, and entering into any contracts or agreements on behalf of the state for the receipt of such federal funds (ORS 326.051).
2. Accepting money or property donated for the use or benefit of public kindergartens, elementary, secondary schools, and using the funds for the purpose it was donated (ORS 326.051).
3. Appointing such personnel as may be necessary for the performance of the duties of the office of the superintendent (ORS 326.310).
4. Obtaining and compiling statistical information relative to the condition and operation of the public schools (ORS 326.310).
5. Administering adult education programs in the public elementary and secondary schools (ORS 326.310); the board shall retain its supervisory responsibilities.
6. Annotating and compiling all school laws (ORS 326.320).
7. Receiving any revenue as a result of ownership/management of intellectual property (ORS 326.530).
8. Distributing board-adopted administrative rules to school districts (ORS 326.565).
9. Soliciting and accepting funds for the Prekindergarten Program Trust Fund and Early Childhood Education Trust Fund (ORS 329.183, 329.228).
10. Distributing prekindergarten funds (ORS 329.195).

[27] With the exception of the list of 15 specific statutory board responsibilities, the language is from the 1997 State Board of Education's Policy Manual Code CB

11. Coordinating, implementing and assisting public high schools in identifying local and regional needs and resources available for American Sign Language courses (ORS 329.489).
12. Enforcing the requirement that school districts give individual, written notice of reasonable assurance of continued employment to all classified school employees (ORS 332.505).
13. Developing curriculum to commemorate the formation of the provisional government at Champoeg (ORS 336.023).
14. Reporting to the public the textbooks and instructional materials the board adopts (ORS 337.080).
15. Contracting with board approved textbook publishers (ORS 337.090).

Should a policy decision by the Deputy Superintendent be necessary in an emergency where no board policy has been adopted, the Deputy Superintendent will have the authority to make a decision and will notify the board. The decision will be subject to the approval of the board at its next regular meeting.

The following issues will be referred to the board:

1. Situations that conflict with current board policy; Situations where no policy currently exists;
2. Matters involving major differences of opinion that could not be resolved administratively;
3. Contracts that would be binding upon the board. Such contracts, which must be within budget limitations, will be presented at the next regular board meeting;
4. Any other matter which the Deputy Superintendent wishes to call to the board's attention.

END OF POLICY

Department Budget[28] - Policy #301

The State Deputy Superintendent of Public Instruction will direct the preparation of the Department of Education's budget with input from the State Board of Education in the form and manner required by the Department of Administrative Services. To allow for consideration by the board, budget discussions with the board will begin at least ~~six~~ four months before the executive department's deadline for filing the budget document.

Proposals brought to the board for ~~review~~ input by the Deputy Superintendent will be based on realistic assessments of the needs and priorities of the state's educational system. Proposals will be justified with statements which suggest both benefits to and impact on local and state programs. Cost projections will include estimates of expenditure requirements for currently approved programs and activities and for new or revised programs and activities as recommended by the superintendent or requested by the board.

The board will receive an update on ODE's proposed budget to the Governor and provide input to the Deputy Superintendent.

~~adopt and submit budget proposals to the Governor that:~~

~~1. Reflect the board's goals and priorities; the Oregon Progress Board's benchmarks; agency key performance measures; and statewide, long-range plans for education;~~

~~2. Reflect the needs of the elementary, secondary, community college systems and other programs under the authority of the State Board of Education;~~

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[28] 1997 State Board of Education Policy Manual, Code DB

~~3. Include base budget requests based on needs and work load increases related to essential services and maintenance and improvement of the agency;~~

~~4. May require companion legislation designed to ensure availability of funding for statutorily required activities.~~

~~Interested parties will be able to review and comment on proposals prior to the date they are submitted to the Department of Administrative Services. The board reserves the right to consult directly with the Governor on matters of concern.~~

END OF POLICY

Charter School Waiver Process - Policy # 302

A. Request for a Waiver

Pursuant to ORS 338.025, a public charter school (charter school) that has been approved for sponsorship may request the waiver of any provision of ORS 338 (Public Charter School law) by the State Board of Education, as allowed by law ~~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. ORS 338.025.~~

B. Content of Waiver Request

Such a request must be in writing and comply with the timeline and format published by the Department annually in the Process to Request a Charter School Waiver. ~~addressed to the State Board of Education.~~ Pursuant to OAR 581-020-0130(2)026-0130 ~~and, the request should~~ include the following elements:

1. The ORS law to be waived.
2. The specific reason(s) the charter school is seeking the waiver and any other relevant information.
3. The impact the waiver will have on the school.

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4. Evidence that the sponsor has been notified as required under OAR 581-026-0130(2).
5. How the waiver will promote the development of programs by providers, enhance the equitable access by underserved families to the public education of their choice, extend the equitable access to public support by all students, or permit high quality programs of unusual cost. (ORS 338.025; OAR581-026-0130(3))
6. Whether the sponsoring school district supports the law waiver request.

C. Review Process

Upon receipt of the request, board or ODE staff shall acknowledge receipt of the request ~~to the charter school principals requesting the waiver~~, and shall assign staff to review the request. Staff will evaluate whether the waiver request for the following elements:

1. Enhances the equitable access by underserved families to the public education of their choice,

2. Estends the equitable access to public support by all students,

3. Promotes the development of programs by providers, or

4. Permits high quality programs of unusual cost.

~~1. Whether the request is allowed under state law.~~

~~2. Whether the board has received and approved similar requests.~~

~~3. Whether the sponsoring school district supports the waiver.~~

~~4. Who, if anyone, is likely to oppose the request.~~

~~5. What policy issues the request raises, if any.~~

~~6.5. The impact on students, other school districts, other entities, and the state's education system, if any.~~

Reviewing staff will complete an equity impact analysis and provide the charter school with an opportunity to answer questions and clarify the waiver request

before a recommendation is made to the Board. Reviewing staff will present evaluation to the Deputy Superintendent who will make a recommendation to the Board. Each waiver request will be scheduled for a first read and then a second read and decision. ~~notify board staff upon completion of the review, notify the requestors of the results of the review (recommend waiver or not), and schedule the item for board review as an information item.~~

D. Board Review

The contents of the docket item shall be written by the staff reviewer and shall include, at a minimum:

1. The name of the charter school and its sponsor;
2. How long the charter school has been operating;
3. The ORS law to be waived and its content;
4. Whether the sponsoring school district supports the waiver;
5. Any other support and opposition to the waiver submitted to the Deputy Superintendent;
6. The impact on students, other school districts, other entities, and the state's education system, if any;
7. Any correspondence or supporting documents from the charter school, district, or others concerning the request; and
8. A recommendation as to whether the request should be granted or not, and the reasons for the recommendation.

Upon review by the board, board members may request additional information from the Deputy Superintendent regarding the waiver. The item shall be scheduled for action as soon after the ~~initial hearing~~ first reading, generally at the following board meeting.

~~Should the charter school principals want to make a presentation to the board directly, such requests will be made to board staff and decided by the board chaiHearing~~

~~If waiving the statute(s) has statewide impact, the State Board of Education may schedule a public hearing on the issue prior to making a decision. The hearing may be scheduled during a regular board meeting or may be delegated to the~~

~~Deputy Superintendent to schedule at a different time and place. If the hearing takes place separately from a regularly scheduled board meeting, testimony shall be summarized for board members to consider.~~

E. Decisions

Within 120 days of receipt of the waiver request~~proposal~~, the board will act upon the request. The time period may be extended for good cause. Once the board has voted on whether to grant the waiver or not, the decision shall be communicated to the charter school and the sponsoring school district in a timely manner. Decisions shall also be logged in a reference document identifying the name of the charter school, the waiver requested, and the date the board decided the request. Such a log will aid in the research of future waiver requests.

END OF POLICY

Charter School Denial Review/ State Board of Education Sponsorship Requests Policy #303

A. Review of School District Decision

Following the district denial of a resubmitted charter school proposal, the applicant may request that the State Board of

Education review the decision of the school district board within 30 days of the local board's decision to deny (~~ORS 338.075/agency timelines~~ OAR 581-026-0065). The request should be accompanied by the most recent charter proposal submitted to the district and the district's written response to that proposal. ODE staff will notify the district of the request for review and possible sponsorship and will request the full record of board (including subcommittees) discussions of the proposal. The board delegates to the Deputy Superintendent of public instruction or designee all administrative functions necessary to conduct the review (OAR 581-~~020-0331~~ 026-0065). The Deputy Superintendent shall determine whether the school district board used the required process, whether the proposal meets

the evaluation criteria, and whether the reasons stated by the district board for the denial are valid and align with the evaluation criteria. The review shall be concluded with a report detailing the determination and sent to the charter school developer, the district and included with the Board docket. ~~Staff will attempt to mediate a resolution between the applicant and the district board, and may recommend revisions to the proposal; mediation will be completed within 60 days of the department's receipt of the request to review. If mediation fails, the board may sponsor the charter school if the school meets the legal requirements set forth in law (ORS 338.075).~~

B. ~~Request for Sponsorship~~Recommendation to the Board

Following the review determination, the Deputy Superintendent shall present a recommendation for the Board to either uphold the decision of the school district board to deny the resubmitted proposal, remand the resubmitted proposal back to the school district board for reconsideration if the district and the charter school agree to the remand, or consider becoming the sponsor of the charter school.

If the Board decides to uphold the denial, notice will be sent to the charter school and the school district.

If the Board decides to remand the proposal, the charter school and school district will be consulted about whether they agree to the remand. If both parties agree, notice will be sent to the charter school and the school district. If one or both parties do not agree to the remand, the Board will either uphold the denial or consider becoming the sponsor. The Board will send notice of its decision to the charter school and the school district.

If the Board decides to consider sponsoring the charter school, the Board will complete a rigorous evaluation of the proposal.

~~Upon failure of mediation, the applicant may request that the State Board of Education sponsor the charter school (ORS 338.075) within 30 days of being notified of the completed mediation (agency timeline). The request should be accompanied by the most recent charter proposal submitted to the district,~~

~~including any revisions agreed upon during mediation. The board decision to sponsor a charter school shall be based on the most recent charter proposal submitted to the district including any revisions agreed upon during mediation. The state shall not participate in negotiations that significantly amend the most recent charter proposal rejected by the local school district. However, minor changes needed to accommodate board sponsorship and state oversight may be made.~~

~~Such a request for state board sponsorship from the charter school applicant must be in writing, such as e-mail, to the board chair, with board staff copied on the request. Board staff will then make a note of this pending request.~~

C. Sponsorship Review Process

Pursuant to OAR 581-026-0065(6)(a), the Board shall complete a rigorous evaluation of the proposal before deciding to sponsor the charter school. The evaluation shall be completed by department staff using the criteria in ORS 338.005 and the State Board of Education's Guide to Charter School Sponsorship. The guide shall include a rubric for evaluating the requirements in ORS 338.045 and the evaluation criteria in ORs 338.055.

In addition, the department may evaluate the proposal for how the charter school proposal meets the goals of the charter school law (ORS 338.015):

1. Increase student learning and achievement.
2. Increase choices of learning opportunities for students.
3. Better meet individual student academic needs and interests.
4. Build stronger working relationships among educators, parents and other community members.
5. Encourage the use of different and innovative learning methods.
6. Provide opportunities in small learning environments for flexibility and innovation.

7. Create new professional opportunities for teachers.

8. Establish additional forms of accountability for schools.

9. Create innovative measurement tools.

Prior to concluding the proposal evaluation, the Department shall conduct an interview of the charter school developer team and board of directors. Board members shall be notified of the interview and may participate in the interview process. If enough Board members want to participate that a quorum will be formed, the interview will be scheduled as a special meeting of the board.

Upon completion of the review process and interview, Department staff shall coordinate with the Deputy Superintendent to prepare a recommendation for the Board.

~~Pursuant to ORS 338.075(3), the state board may reject a request to sponsor a charter school if the school fails to meet the requirements of ORS Chapter 338.~~

~~Staff shall evaluate the proposal using the criteria in ORS 338.055, OAR 581-020-0331, and the Department of Education's Guide to State Board of Education Charter School Sponsorship:~~

~~1. Compliance with state and federal law.~~

~~2. The demonstrated, sustainable support for the public charter school by teachers, parents, students and other community members, including comments received at the public hearing held by the district;~~

~~3. The demonstrated financial stability of the public charter school;~~

~~4. The capability of the applicant, in terms of support and planning, to provide comprehensive instructional programs to students pursuant to an approved proposal;~~

~~5. The capability of the applicant, in terms of support and planning, to specifically provide, pursuant to an approved proposal, comprehensive~~

~~instructional programs to students identified by the applicant as academically low achieving;~~

~~6. The extent to which the proposal addresses the information required in ORS 338.045;~~

~~7. Whether the value of the public charter school is outweighed by a directly identifiable, significant and adverse impact on the quality of the public education of students residing in the school district in which the public charter school will be located;~~

~~8. Whether there are arrangements for any necessary special education and related services for children with disabilities pursuant to ORS 338.165; and~~

~~9. In the case of a conversion from an existing public school, whether there are alternative arrangements for students and for teachers and other school employees who choose not to attend or who choose not to be employed by the public charter school.~~

~~In addition, the department may evaluate the proposal for how the charter school proposal meets the goals of the charter school law (ORS 338.015):~~

~~1. Increase student learning and achievement.~~

~~2.1. Increase choices of learning opportunities for students.~~

~~3.1. Better meet individual student academic needs and interests.~~

~~4.1. Build stronger working relationships among educators, parents and other community members.~~

~~5.1. Encourage the use of different and innovative learning methods.~~

~~6.1. Provide opportunities in small learning environments for flexibility and innovation.~~

~~7.1. Create new professional opportunities for teachers.~~

~~8.1. Establish additional forms of accountability for schools.~~

~~9.1. Create innovative measurement tools.~~

D. Recommendation

Reviewing staff will prepare a summary document ~~and~~ to accompany the Deputy Superintendent's recommendation regarding sponsorship. The recommendation and supporting documentation will be given to the ~~Deputy Superintendent of Public Instruction, the developer~~charter school developer and local district. ~~ODE staff will make its recommendation to the Deputy Superintendent within 60 days of the completion of mediation, however the time period may be extended for good cause.~~ Department staff will schedule the item for board consideration as a first read and then a second read and decision.

~~Reviewing staff will also notify board staff upon completion of the review and schedule the item for board consideration as an information item as soon as feasible.~~

E. Board ~~Review~~ Hearing

1. Contents

The contents of the docket item shall be written by the staff reviewer and shall include, at a minimum:

a. The name of the charter school and its school district.
b. The proposal.
c. Any additional materials requested by staff reviewers.
d. Reasons for local school board denial of sponsorship request.
e. Any policy issues the request raises.
f. A recommendation and the reasons for the recommendation.

Upon review by the board, board members may direct staff for additional information regarding the sponsorship request. The item shall be scheduled for action as soon as possible after the initial hearing ("first reading") before the board, generally at the next regularly scheduled board meeting.

2. Presentations by Proposed School and District

In the letter containing the staff recommendation that is sent to the applicants and the district, both the applicants and the district will be informed of their option to make a 15-minute presentation before the board. Such presentations will be made at the board's first hearing of the item, unless the board chair determines otherwise for good cause. Reviewing department staff shall notify board staff of any planned presentations and request enough time for the one or two presentations in addition to the presentation of the staff presentation and recommendation. An outline of the presentations from the applicants and the district is required and will be included in the staff packet on the item.

F. Board Decision

The State Board will consider the recommendation of the superintendent and any other information it deems relevant when determining to reject or sponsor the school. The board's decision will be made within 75 days of receipt by the State Board of the superintendent's recommendation, unless extended for good cause (OAR 581- ~~020-0331~~ 026-0065(7)).

Once the board has voted on whether to sponsor the school or not, the decision shall be communicated to the charter school and the sponsoring school district in a timely manner by department staff. Decisions shall also be logged in a reference document identifying the name of the charter school, the waiver requested, and the date the board decided the request. Such a log will aid in the research of future sponsorship requests.

G. Operation

Research has shown that adequate planning time to develop a quality infrastructure is critical to a charter school's success. A State Board of Education Charter School will need a minimum of nine months before the school opens to students for such planning. If a developer can demonstrate the capacity to open

and operate a fully functioning school in a shorter time-period, special permission may be granted.

END OF POLICY

Charter School Contract Renewal Request Process - Policy #304

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A. Request for Renewal

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Pursuant to ORS 338.065, a public charter school that has been operating under the sponsorship of the State Board of Education may request renewal of its contract in writing within one year of the contract's expiration but at least 180 days prior to the expiration of the charter. Requests shall be directed to the Department of Education's Charter School Education Specialist.

The board shall base its decision to renew on a good faith evaluation of whether the charter a) is in compliance with this chapter and all other applicable state and federal laws; b) is in compliance with the charter of the public charter school; c) is meeting or working toward meeting the student performance goals and agreements specified in the charter or any other written agreements between the sponsor and the public charter school governing body; d) is fiscally stable and has used the sound financial management system described in the proposal submitted under ORS 338.045 and incorporated into the written charter; and e) is in compliance with any renewal criteria specified in the charter of the public charter school.

ODE shall base the renewal evaluation primarily on a review of the school's annual performance reports, annual audit, and annual site visit and any other information mutually agreed upon.

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B. Request Contents

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Required information in the request shall be the following information:

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The Record of Performance

1. Academic Performance

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a. Using the results contained in the Performance Framework, explain whether or not the school has met its performance expectations.
b. Provide any academic performance-related evidence, supplemental data, or contextual information that may not be captured in authorizer records. Submissions may include supplements related to the Renewal Performance Report. Please reference the specific Performance Framework measures to which the information applies, as appropriate.
c. Provide evidence of outcomes related to any mission-specific academic goals and measures established in the charter contract (if not already captured in Renewal Performance Report).

2. Financial Performance

a. Provide evidence that the school is currently in meeting its liabilities, including but not limited to payroll taxes, debt service payments, and employee benefits.
b. Provide any financial performance-related evidence, supplemental data, or contextual information that may not be captured in authorizer records. Submissions may include, but are not limited to, updated financial records and other updates regarding the Renewal Performance Report. Please reference the specific Performance Framework measures to which the information applies, as appropriate.

3. Organizational Performance

a. Provide any organizational performance-related evidence, supplemental data, or contextual information that may not be captured in authorizer records. Submissions may include evidence of current compliance in areas for which the school was found previously to be non-compliant or other updates relevant to the Renewal Performance Report. Please reference the specific Performance Framework measures to which the information applies, as appropriate.
b. Provide evidence of outcomes related to any school-established organizational goals, as appropriate.

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Plans for the Next Charter Term

1. **Educational Program**
   a. Describe any significant changes to the essential terms of the school's educational program. Essential terms are those included, either directly or by incorporation, in the school's existing charter contract that relate to its educational program, including but not limited to the school's mission, course of study, instructional program, grade levels served, and, if applicable, any mission-specific goals.
2. **Financial Plans**
   a. Provide a five-year projected budget for the next charter term. The budget narrative should make clear the assumptions on which the school bases its key revenue and expenditure projections. In addition, the budget and narrative should describe any anticipated changes to the school's financial position and clearly articulate the financial impact of any proposed modifications on other aspects of the school's education program and operations (e.g., new curriculum or instructional materials, modified staffing structure, decreased or increased enrollment, etc.).
3. **Organizational Plans**
   a. Describe any anticipated changes to the governance of the school, including but not limited to board composition, committee structure, and/or amendments to by-laws.
   b. Describe any anticipated changes to the school leadership or staffing model and any proposed changes to the management of the school, including any changes to the school's relationship with a third-party education service provider, if one exists. If the school does not currently contract with an ESP but intends to do so during the next charter term, if the school currently contracts with an ESP but does not intend to continue to do so during the next term, or if the school intends to make material modifications to its existing management agreement, the school must contact the authorizer for additional information prior to the submission of this application.

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c. Describe the current status of the school facility and discuss any anticipated changes in facilities needs or location. Ensure that the budget narrative in section 2 explains how the school's facilities plans are reflected in the budget.

Local District Relationship

1. Provide evidence that the charter school has notified the district in which the charter school is located of the charter school's intent to request a contract renewal.

Optional, but recommended information to be included:

1. How the school has increased choices of learning opportunities for students in the community. How the school better meets individual student academic needs and interests.
2. How the school has built stronger working relationships among educators, parents and other community members.
3. How the school has encouraged the use of different and innovative learning methods.
4. How the school has provided opportunities in small learning environments for flexibility and innovation.
5. How the school has created new professional opportunities for teachers.
6. How the school has established additional forms of accountability for schools. 8. How the school has created innovative measurement tools.

C. Renewal Preparation

Application Review

Upon receipt of a contract renewal request, ODE staff shall review the submitted materials for completeness and notify the requestor of any deficiencies within 30 days of receipt.

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D. Board Review

Docket Item

ODE staff will prepare a summary document and recommendation regarding renewal as a first reading of the item. Reviewing staff will also notify board staff upon completion of the review and schedule the item for board consideration as an information item as soon as feasible.

The contents of the docket item shall be written by the staff reviewer and shall include, at a minimum: The name of the charter school;

1. How long the charter school has been in operation;
2. Student academic progress or other student progress factors
3. A summary of the materials submitted by the charter school, with the full materials available
4. A summary of the charter school's and the Department's notification of the charter school's renewal request to the local school district in which the charter school is located;
5. A summary of prior annual evaluations of the school, including any issues that have come to the attention of ODE
6. The impact on students, other school districts, other entities, and the state's education system, if any;
7. Any correspondence or supporting documents from the charter school, district, or others concerning the request; and
8. A recommendation as to whether the request should be granted or not, and the reasons for the recommendation.
9. Charter Application Renewal will be added to the docket.

In addition to the State Board of Education, the docket item will be provided to the Deputy Superintendent of Public Instruction, the charter school governing board, and the resident district.

Upon review by the board, board members may direct staff for additional information regarding the sponsorship request. The item shall be scheduled for

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action as soon as possible after the initial hearing before the board, generally at the next regularly scheduled board meeting.

E. Public Hearing

Within 45 days[29] of receiving a written renewal request from a charter school governing body, ODE shall hold a public hearing regarding the request for renewal. The hearing will take place within the school district where the charter school is located. Written comments will be accepted in lieu of oral testimony.

F. Board Hearing

In the letter containing the staff recommendation that is sent to the applicants and the district, both the applicants and the district will be informed of their option to make a presentation before the board. Such presentations will be made at the board's first hearing of the item, unless the board chair determines otherwise for good cause. The board chair shall determine presentation lengths. Reviewing department staff shall notify board staff of any planned presentations and request enough time for the one or two presentations in addition to the presentation of the staff presentation and recommendation. An outline of the presentations from the applicants and the district is required and will be included in the staff packet on the item.

G. Decision

Within 30 days[30] after the public hearing the board shall approve the renewal or state in writing the reasons for denying the renewal. Once the board has voted on whether to renew the contract or not, the decision shall be communicated to the charter school and the school district in which the charter school is located in a timely manner.

Renew

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[29] ORS 338.065(5)(c) unless charter language specifies another timeframe for renewals
[30] ORS 338.065(4)(d) unless charter language specifies another timeframe for renewals

If the State Board of Education approves the renewal of the charter, the sponsor and the charter school governing body shall negotiate a new charter within 90 days after the date on which the sponsor approved the renewal of the charter unless the sponsor and charter school governing body agree to an extension of the time period. An expiring charter shall remain in effect until a new charter is successfully executed.

Deny and Reconsideration

If the State Board of Education does not renew the charter, the charter school governing body has 30 days to address the reasons stated by the board for the denial and any remedial measures suggested by the State Board of Education and submit a revised request for renewal to the department.

If the State Board does not renew based on the revised request for renewal, the public charter sc hool governing body may seek judicial review of an order of the state board pursuant to ORS 183.484 for a review of whether the state board used the process required by law for renewal.

H. Contract Periods

Pursuant to ORS 338.065, the first contract between a charter school and the State Board of Education shall be in effect for a period of not more than five years. The first renewal of a charter shall be for the same time period as the initial charter. Subsequent renewals of a charter shall be for a minimum of five years but may not exceed ten years. The State Board of Education generally supports five year terms unless other circumstances have been documented.

END OF POLICY

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Charter School Contract Amendment Request Process - Policy #305

A. Request for Contract Amendment

Amendments may be requested mid-contract by either the State Board of Education or the charter school sponsored by the state board. Amendments must be agreed upon by both parties.

B. Request by the State Board of Education

Such a request must be in writing and addressed to the governing board of charter school, with a copy to the principal of the charter school and the resident school district. The request must contain the following:

1. The existing contract language proposed to be changed,
2. The proposed change,
3. The reasons for the requested change, and
4. The impact of the change on the school, students, parents, community, and resident school district.

C. Request by the Charter School

Such a request must be in writing and addressed to the State Board of Education, with a copy to the resident school district. The request must contain the following:

1. The existing contract language proposed to be changed,
2. The proposed change,
3. The reasons for the requested change, and
4. The impact of the change on the school, students, parents, community, and resident school district.

D. Resolution

Within 30 days of the request, the parties shall meet (may teleconference) to discuss the proposal. Within 60 days, the party subject to the request must notify the other party in writing as to the decision. A copy of the decision shall be sent to the resident school district.

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If the decision is to amend the contract, such a change will be completed within 60 days of the decision. Legal costs may be paid by the entity making the request.

END OF THE POLICY

Termination of Charter School Contract - Policy #306

The State Board of Education may terminate the charter contract for a board-sponsored school for those reasons found in ORS 338.105.

A. Grounds for Termination

Grounds for termination are set forth below:

1. Failure to meet the terms of an approved charter or state law.
2. Failure to meet the requirements for student performance stated in the charter.
3. Failure to correct a violation of a federal or state law that is described in ORS 338.115.
4. Failure to maintain insurance as described in the charter.
5. ~~1.~~ Failure to maintain financial stability.
6. ~~2.~~ Failure to maintain, for one or more consecutive years, a sound financial management system.

If the sponsor reasonably believes that a public charter school is endangering the health or safety of the students enrolled in the charter school, ODE may act to immediately terminate the approved charter and close the school without providing the notice requirements set forth below:

- Notification of Termination

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The State Board shall notify the charter school governing body at least 60 days prior to the proposed effective date of the termination. The notice shall state the grounds for the termination. The decision must be made at a public meeting.

- Plan to Correct Deficiencies

If the reason for termination is failure to maintain financial stability or failure to maintain a sound financial management system, the sponsor and the public charter school may agree to develop a plan to correct deficiencies. The charter school may attempt to correct deficiencies related to financial stability or a sound financial management system by a date identified by ODE which may not be less than 60 days from the notice, which will extend the termination date.

ODE may withhold in trust up to 50% of the funds owed the charter school while the school works to correct deficiencies. A deadline to correct deficiencies may be extended by mutual agreement. A charter school governing board may request a hearing by the sponsor in relation to a termination or plan to correct deficiencies.

- Appeal

A charter school may appeal a decision to terminate to the circuit court pursuant to ORS 183.484.

If the termination was immediate and the result of a health or safety concern, the governing body of the charter school may request a hearing by the ODE. Such a request must be made in writing and be delivered to the business address of the sponsor. Within 10 days of receiving the request for a hearing, the sponsor must provide the charter school with the opportunity for a hearing on the termination.

END OF POLICY

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Section D: Joint Boards of Education Bylaws

Joint Board of Education Bylaws – Policy #400

Oregon State Board of Education

A. Statement of Purpose

These bylaws are adopted pursuant to ORS 348.890 to provide a procedure for joint meetings of the State Board of Education and the Higher Education Coordinating Commission.

B. Call, Time and Place of Meetings

The two boards will meet jointly at least three times each legislative biennium. A meeting may be called by the presiding officer of either of the boards on reasonable notice to the other board, at a location to be determined by the presiding officers.

C. Agenda

- The business of a joint meeting will be issues on which one or both boards have jurisdiction or in which actions taken by one will affect the other.
- The agenda for each meeting will be set jointly by the presiding officers.
- Meetings of the Joint Boards will be held in compliance with the open meetings law.

D. Presiding Officer

The responsibility to preside over Joint Boards meetings will alternate between the presiding officers of the boards. In the absence of the presiding officer, his/her designee will preside.

E. Quorum and Decision

- Joint meetings will constitute official meetings of each of the boards.
- A quorum for a joint meeting is a quorum of each board.
- Action taken in joint session will be binding and deemed official action of each board, but only if such action is approved by a majority of each board present at the meeting.

F. Committees

- Each board will select annually three of its members to serve on a Joint Boards Working Group. The Working Group will be responsible for developing the agenda for joint meetings, position papers on issues of concern to the two boards, and related information. The Working Group will be staffed jointly by staff members of the Higher Education Coordinating Commission and State Department of Education as the working group deems appropriate.
- Ad hoc committees may be formed and appointments made thereto by the presiding officer of each of the boards. The purpose and all activities of an ad hoc committee will be subject to the approval of the appointive board through periodic reports to the appointive board and a report to the Joint Boards.

G. Minutes

The presiding officer of each joint meeting will arrange for the taking and preparation of minutes, which will be promptly circulated for approval by each board.

H. Proceedings

Joint meeting proceedings will be governed by the most recent edition of *Robert's Rules of Order (Revised).*

I. Adoption, Amendment, and Repeal of Bylaws

These Bylaws may be adopted, amended, or repealed by concurrence of a lawful majority of each body, acting individually or jointly. No amendment will be contrary to the laws of Oregon or the rules of the bodies.

END OF POLICY

Section E: Appendices

Budget Note

The Department of Administrative Services (DAS) will work with the Legislative Fiscal Office (LFO) to develop best management practices performance measures with respect to governance oversight for applicable boards and commissions. The best practices measures and a list of entities to which these measures should apply will be approved by the Joint Legislative Audit Committee (JLAC) by August 1, 2006. Boards and commissions identified as benefiting from adoption of these measures shall adopt them as Key Performance Measures after they are approved by JLAC. The performance measures should then be made part of the set of

performance measures included in the 2007-2009 requested budget of each affected agency.

Boards and Commissions Types

The Governor's Web site identifies over 200 different boards and commissions. There are several types of boards and commissions that do different things

Boards and Commissions Types and Functions

Boards and Commissions Types and Functions

Type	Function
Governing and licensing boards	Are responsible for directing state agency, policy guidance and/or appointing the agency director. Licensing boards also examine and license members of a profession or occupation.
Policy making boards	Are given statutory power by the legislature to make policy decisions and enforce regulations, however, they do not appoint agency or executive directors.
Advisory boards	Serve as advisors on policy matters to their appointing authority who is responsible for the management and administration of the policy.
Judgment boards	Created by the legislature as review and appeals boards which hear and rule on individual cases.

List of Applicable Boards and Commissions

The budget note asked that best practices be developed to assist boards and commissions that have governance oversight[31]. To isolate applicable boards, two criteria were established:

- The board has an independent state budget or is included in another state agency's budget.

[31] Throughout the rest of the document the word board is used generically to represent entities with governance oversight.

- ~~The board hires the agency or board's executive director.~~

~~Applying these criteria to the Governor's list of boards and commissions produced the following list of candidate boards[32].~~

Salaries and Expenses of Nonelective State Officials

292.495 Compensation and expenses of members of state boards and commissions. (1) Subject to the availability of funds therefor in the budget of the state board or commission, and except as otherwise provided by law, any member of a state board or commission, other than a member who is employed in full-time public service, who is authorized by law to receive compensation for time spent in performance of official duties, shall receive a payment of $30 for each day or portion thereof during which the member is actually engaged in the performance of official duties.

(2) Except as otherwise provided by law, all members of state boards and commissions, including those employed in full-time public service, may receive actual and necessary travel or other expenses actually incurred in the performance of their official duties within the limits provided by law or by the Oregon Department of Administrative Services under ORS 292.210 to 292.250.

(3) As used in subsection (2) of this section, "other expenses" includes expenses incurred by a member of a state board or commission in employing a substitute to perform duties, including personal, normally performed by the member which the member is unable to perform because of the performance of official duties and which by the nature of such duties cannot be delayed without risk to health or safety. No member shall be reimbursed for expenses incurred in employing a substitute in excess of $25 per day. [1969 c.314 §1; 1973 c.224 §2; 1975 c.441

~~[32] The list does not include semi-independent agencies because they operate outside budget control. These groups are subject to the same administrative and financial guidelines as other agencies, and are currently working on identifying their own list of best practices.~~

§1; 1979 c.616 §1]

SUBSISTENCE AND MILEAGE ALLOWANCES FOR TRAVEL BY STATE OFFICERS AND EMPLOYEES

292.210 Definitions for ORS 292.210 to 292.230. As used in ORS 292.210 to 292.230, unless the context otherwise requires:

(1) "State agency" has the same meaning as provided in ORS 291.002.

(2) "State officer" means any elected or appointed state officer, including members of boards and commissions. [Amended by 1953 c.623 §3; 1971 c.153 §1]

292.220 Department to regulate subsistence and mileage allowances for travel; rules. The amounts and nature of subsistence allowances for travel, and the rate of mileage allowance for travel by private automobile, payable by state agencies, shall be established and regulated by the Oregon Department of Administrative Services within any limits that may be prescribed by statute. The department shall prescribe by rule the conditions under which allowances for travel by private automobile may be made. [Amended by 2005 c.22 §215]

292.230 Policy on out-of-state travel; guidelines; use of travel awards; rules. (1) It is the policy of the state that all out-of-state travel by state agency personnel shall be allowed only when the travel is essential to the normal discharge of the agency's responsibilities. Out-of-state travel shall be conducted in the most efficient and cost-effective manner resulting in the best value to the state. The travel must comply with requirements of rules adopted under subsection (5) of this section. State agencies shall adhere to the following guidelines when using out-of-state travel:

(a) All out-of-state travel must be for official state business.

(b) Use of out-of-state travel must be related to the agency's scope of responsibilities.

(c) Each state agency is charged with the responsibility for determining the necessity and justification for and method of travel.

(d) Each state agency shall make every effort possible to minimize employee time spent on out-of-state travel.

(2) Notwithstanding any other law, including but not limited to ORS 243.650 to 243.782, it is the policy of the state that travel awards earned while conducting state business shall be used to reduce the costs of state travel expenses except as otherwise required as a prerequisite to receipt of federal or other granted funds. The use of travel awards obtained while conducting state business for personal travel constitutes personal gain from state employment and violates ORS 244.040.

(3) The Oregon Department of Administrative Services shall work with commercial airlines to make travel awards available to the state rather than individual employees.

(4) Notwithstanding subsection (5) of this section, each state agency shall manage all travel awards earned by personnel employed by them who travel for the state. Agencies shall establish procedures in accordance with Oregon Department of Administrative Services rules to monitor the earning and use of awards by individual employees.

(5) The Oregon Department of Administrative Services shall adopt by rule standards regulating out-of-state travel including but not limited to:

(6) Limiting the number of officers and employees who may attend the same meeting;

(7) Requiring state agencies to establish practices for travel that are consistent with the agency's resources;

(8) Requiring agencies to develop information sharing for reporting and other aspects that have benefits to more than one agency;

(9) Developing telecommunication resources to be used in lieu of travel;

(10) Requiring agency administrators or their designees, as designated in writing, to approve out-of-state travel;

(11) and

(12) Setting up procedures to audit agency use of travel and travel awards including appropriate sanctions for

(13) misuse.

(14) As used in this section:

(15) "Official state business" means activity conducted by any agency personnel that has been authorized by that agency in support of approved state programs.

(16) "Out-of-state travel" means all travel from a point of origin in Oregon to a point of destination in another state and return therefrom.

(17) "Travel award" means any object of value awarded by any business providing commercial transportation or accommodations to an individual or agency which can be used to reduce the cost of travel including, but not limited to, frequent flier miles, discounts or coupons. [Amended by 1993 c.750 §1]

(18)

(19) **292.240** [Repealed by 1953 c.623 §3]

(20)

(21) **292.250 Reimbursement for use of privately owned motor vehicle on official business.** (1) No person shall be reimbursed by the state for the use on official or state related business of a privately owned motor vehicle at a rate to exceed the rate established and regulated by the Oregon Department of Administrative Services. Reimbursement shall be paid only for distances actually traveled and trips made in the performance of official or state related duties.

(22) The rate prescribed in subsection (1) of this section shall be deemed to be in full compensation for all and every expense, charge or liability incurred through the use of the privately owned motor vehicle, including the cost of gasoline, oil, repair parts, depreciation, taxes, insurance and maintenance and upkeep of every kind and nature.

(23) No law enacted before August 2, 1951, allowing the recovery by any person of necessary and reasonable traveling expenses incurred in the performance of official duties shall be construed to authorize payment by the state for the use of a privately owned motor vehicle on a basis in excess of the rate provided in subsection (1) of this section. [Amended by 1965 c.8 §1; 1971 c.153 §2; 1971 c.244 §1; 1973 c.224 §1; 1974 c.10 §1; 1975 c.525 §1; 1979 c.179 §1]

(24)

(25) Proposed:

(26) **.124 Provisions for Elected Officials and Members of Boards and Commissions**

(27) Elected officials are encouraged to use state per diems for meals and lodging, but may opt to claim reimbursement for actual and necessary travel expenses incurred in the performance of official state duties. Except as otherwise provided by law, members of state boards and commissions (including those individuals employed in full-time public service) may receive reimbursement for actual and necessary travel expenses incurred in the performance of official state duties. Gratuities up to 15% of actual meal costs are permissible if reasonable and necessary for the conduct of state business and need to be documented on the receipt. This is in addition to any per diem compensation that may be provided by statute that is not intended as a travel reimbursement. This special provision applies to both instate and out-of-state travel.

(28)

(29) Now:

(30) **Provisions for Elected Officials and Members of Boards and Commissions**

(31) **.108** Elected officials are encouraged to use state per diems for meals and lodging, but may opt to claim reimbursement for actual and necessary travel expenses incurred in the performance of official state duties. Except as otherwise provided by law, members of state boards and

commissions (including those individuals employed in full-time public service) may receive reimbursement for actual and necessary travel expenses incurred in the performance of official state duties. Gratuities up to 15% of actual meal costs are permissible if reasonable and necessary for the conduct of state business and need to be documented on the receipt. This is in addition to any per diem compensation that may be provided by statute that is not intended as a travel reimbursement. This special provision applies to both in state and out-of-state travel and is in addition to all other applicable provisions of this policy.

State Board of Education

326.011 Policy. In establishing policy for the administration and operation of the public elementary and secondary

schools in the State of Oregon and in carrying out its duties as prescribed by law, the State Board of Education shall consider the goals of modern education, the requirements of a sound, comprehensive curriculum best suited to the needs of the students and the public and any other factors consistent with the maintenance of a modern and efficient elementary and secondary school system. [1965 c.100 §1; 1971 c.513 §8; 2013 c.747 §176]

326.020 [Amended by 1961 c.624 §2; 1963 c.544 §15; repealed by 1965 c.100 §456]

326.021 State Board of Education membership. (1) The State Board of Education shall consist of:

(a) The State Treasurer, or the designee of the State Treasurer;

(b) The Secretary of State, or the designee of the Secretary of State; and

(c) Seven members, appointed by the Governor for a term of four years beginning July 1 of the year of appointment, subject to confirmation by the Senate in the manner provided in ORS 171.562 and 171.565. A person appointed under this paragraph may not be appointed to serve consecutively more than two full terms as a board member.

(2) In making appointments under subsection (1) of this section, the Governor shall select from residents of Oregon one member from each congressional district and two members from the state at large. An appointed member may not be engaged in teaching or participate in the administration or operation of any school.

(3) The Governor may remove appointed members of the State Board of Education for cause at any time after notice and public hearing.

(4) The State Treasurer and the Secretary of State, or the designee of the State Treasurer or Secretary of State, are nonvoting, ex officio members of the board.

(5) The board shall coordinate and collaborate with the Chief Education Office as provided by section 1, chapter 519, Oregon Laws 2011. [1965 c.100 §3 (enacted in lieu of 326.060); 1969 c.695 §4; 1971 c.485 §1; 1985 c.565 §56;

1993 c.45 §2; 2009 c.446 §1; 2013 c.624 §§87,88; 2015 c.774 §12]

Note: The amendments to 326.021 by section 42, chapter 774, Oregon Laws 2015, become operative June 30,

2019. See section 72, chapter 774, Oregon Laws 2015, as amended by section 14, chapter 682, Oregon Laws 2015, and section 20, chapter 763, Oregon Laws 2015. The text that is operative on and after June 30, 2019, is set forth

for the user's convenience.

326.021. (1) The State Board of Education shall consist of:

(a) The State Treasurer, or the designee of the State Treasurer;

(b) The Secretary of State, or the designee of the Secretary of State; and

(c) Seven members, appointed by the Governor for a term of four years beginning July 1 of the year of appointment, subject to confirmation by the Senate in the manner provided in ORS 171.562 and 171.565. A person appointed under this paragraph may not be appointed to serve consecutively more than two full terms as a board member.

(2) In making appointments under subsection (1) of this section, the Governor shall select from residents of Oregon one member from each congressional district and two members from the state at large. An appointed member may not be engaged in teaching or participate in the administration or operation of any school.

(3) The Governor may remove appointed members of the State Board of Education for cause at any time after notice and public hearing.

(4) The State Treasurer and the Secretary of State, or the designee of the State Treasurer or Secretary of State, are nonvoting, ex officio members of the board.

326.030 [Amended by 1961 c.624 §3; renumbered 326.095]

326.031 Vacancies. Appointments made to fill vacancies of the State Board of Education occurring prior to

expiration of a term of an appointed member shall be for the remainder of the unexpired term. When a vacancy occurs in an appointment made from a congressional district, the successor shall be appointed from the congressional district for which the vacancy exists. [1965 c.100 §4; 1985 c.565 §57; 2009 c.446 §2]

326.040 [Amended by 1957 c.124 §1; repealed by 1965 c.100 §456]

326.041 Meetings; election and term of chairperson; compensation and expenses. (1) The State Board of

Education shall meet at least six times each year on dates determined by the board, and at such other times as may be designated by the chairperson agreeable to a majority of the board, or at the call of a majority of the board members.

(2) The board shall elect one of its members to serve as chairperson of the board for one year commencing July 1. In case the office of chairperson of the board is permanently vacated for any reason, the board may elect a new chairperson to serve until the June 30 next following.

(3) A member is entitled to compensation and expenses as provided in ORS 292.495. [1965 c.100 §5; 1967 c.507 §3; 1969 c.314 §21; 1971 c.656 §1; 1987 c.474 §1; 1993 c.15 §1; 1993 c.45 §3]

326.050 [Repealed by 1957 c.124 §3]

326.051 Board functions; rules. Subject to ORS 417.300 and 417.305:

(1) In addition to such other duties as are prescribed by law and pursuant to the requirement of ORS chapter 183, the State Board of Education shall:

(a) Establish state standards for public kindergartens and public elementary and secondary schools consistent with the policies stated in ORS 326.011.

(b) Adopt rules for the general governance of public kindergartens and public elementary and secondary schools.

(c) Prescribe required or minimum courses of study.

(d) Adopt rules regarding school and interscholastic activities.

(e) Adopt rules that provide that no public elementary or secondary school shall discriminate in determining participation in interscholastic activities. As used in this paragraph, "discrimination" has the meaning given that term in ORS 659.850.

(f) Adopt rules that will eliminate the use and purchase of elemental mercury, mercury compounds and mercury-added instructional materials by public elementary and secondary schools.

(2) The State Board of Education may:

(a) Consistent with the laws of this state, accept money or property not otherwise provided for under paragraph (b) of this subsection, which is donated for the use or benefit of the public kindergartens and public elementary and secondary schools and use such money or property for the purpose for which it was donated. Until it is used, the board shall deposit any money received under this paragraph in a special fund with the State Treasurer as provided in ORS 293.265 to 293.275.

(b) Apply for federal funds and accept and enter into any contracts or agreements on behalf of the state for the receipt of such funds from the federal government or its agencies for:

(A) Educational purposes, including but not limited to any funds available for the school lunch program;

(B) Career and technical education programs in public elementary and secondary schools; and

(C) Any grants available to the state or its political subdivisions for general federal aid for public kindergartens, public elementary schools and public secondary schools and their auxiliary services, improvement of teacher preparation, teacher salaries, construction of school buildings, administration of the Department of Education and any other educational activities under the jurisdiction of the State Board of Education.

(c) Adopt rules to administer the United States Department of Agriculture's National School Lunch Program and School Breakfast Program for public and private prekindergarten through grade 12 schools and residential child care facilities. [1965 c.100 §6; 1965 c.519 §14; 1967 c.67 §24; 1969 c.284 §1; 1971 c.513 §9; 1973 c.707 §1; 1975

c.459 §1; 1975 c.605 §17a; 1981 c.91 §1; 1987 c.404 §2; 1987 c.474 §2; 1989 c.834 §§12,13; 1993 c.45 §§5,6; 2001 c.530 §1; 2003 c.14 §146; 2003 c.151 §1; 2009 c.94 §1; 2011 c.313 §17; 2013 c.747 §37]

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STATE BOARD OF EDUCATION POLICY & PROCEDURE MANUAL:
Preview of Board Staff Proposed Changes
Board will consider these as action items at their September Meeting

Policy #100
First Adopted: pre-1997
Revised: 2007, 8/2009

Board Policies & Procedures

A. Board Policies

The board shall operate under its policies as directed by law and as adopted by the board. These policies may be adopted, amended, or repealed by a majority of the board. No amendment shall be contrary to the laws of Oregon.

The policies may be amended at any meeting upon giving the members of the board ten (10) days advance notice of such proposed amendments, and upon an affirmative vote of a majority of the directors. Punctuation, grammar, and typographical errors may be corrected by board staff without a vote of the board.

B. Board Procedures

The board shall regularly review its operational procedures, generally at its annual retreat. At a minimum, the board's operational review shall include an annual work plan session.[1]

END OF POLICY

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[1] *1997 State Board of Education Policy Manual*, Code BK

STATE BOARD OF EDUCATION POLICY & PROCEDURE MANUAL:
Preview of Board Staff Proposed Changes
Board will consider these as action items at their September Meeting

Page	Policy	Proposed Change	Explanation
6	#1	Added mission, vision and values to policy # 1	The Board recently adopted mission, vision, and values that are not in the policy manual.
7 & 8	#1	Added language on ex-officio and designees to Removal from Office	To clarify the role of ex-officio member or their designee, language has been added to various parts of the policy manual.
10	#2	Reworded who is responsible of approving ODE's budget.	There was confusion as to whether the agency needed approval of SBE to propose the budget to the Gov.
10	#2	Add requirement of quarterly budgetary & fiscal updates.	Better conforms to current practice and ensures continued quality of updates
11	#2	Changes effective practices from "will" to "may"	Better conforms to current practice and allows flexibility
17	#6	Added language on Executive Sessions	To clarify whether or not board advisors, ex-officio members or their designees can attend Executive Sessions.
26-32	#9	Added social media as part of the definition of public record	To provide policy clarification on social media usage.
36	#10	Changed notice specifics to the public notice rule number.	To allow for changes to the rule in the case of changing/increasing stakeholder recognition
33	#10	Added language on how to submit public comment	This guidance is used on the SBE page and has not been formally adopted by the Board.
41	#101	Adds "may form committees & workgroups" to the duties of the chair	To clarify and conform to current practice
42-43	#101	Added language on ex-officio member or designee Added language on role of SBE members, ex-officio, and advisors.	To clarify the role of the ex-officio member or their designee. To clarify the role and responsibilities of board member, ex-officio and advisors.
46	#102	Adds language of "including but not limited to" the stakeholder list Adds the Nine Confederated Tribes of Oregon to the list of stakeholder	Better inclusion and representation amongst recognized stakeholders

STATE BOARD OF EDUCATION POLICY & PROCEDURE MANUAL:
Preview of Board Staff Proposed Changes
Board will consider these as action items at their September Meeting

47-51	#103	Added language to public comment section Added language to describe the contents of a docket Added language on Executive Session	To clarify the public comment process. To clarify who attends Executive Sessions.
52-53	#104	Added language to Board & Individual authority	Manual did not specify if ex-officio or advisors were included in Board authority.
54	#105	Added language to DOJ	To clarify if individual board members have access to DOJ.
56	#106	Added language about members reporting back on what they learn at conferences	To clarify expectations of members traveling for conferences
56-57	#107	Updates the list of Board Partnerships	Comply with current law &reflect current practice
58-59	#108	Added board material language Added language clarifying when notice will be sent out	Included more information on what is included in board materials.
60	#108	Deleted language	The Board takes public comments the month a rule is being considered for adoption. This sentence deleted said otherwise.
65-66	#310	Adds & Deletes language	Clarifies Board's role in the Department Budget Process
66-69	#302	Added ORS language to waivers	This language was added and taken from statute directly. It highlights the importance of equity issues in waivers.
69-75	#303	Adds language clarifying current process	Clarifies Charter School Sponsorship request process
76-82	#304	New policy : charter renewal request	Based on recommendations from report from Four Rivers/OSD investigation, new policies were created to base on statute to be

			adopted by SBE.
83-84	#305	New policy: Charter Contract Amendment Process	Based on recommendations from report from Four Rivers/OSD investigation, new policies were created to base on statute to be adopted by SBE.
84-85	#306	New Policy: Charter Termination Process	Based on recommendations from report from Four Rivers/OSD investigation, new policies were created to base on statute to be adopted by SBE.
86-88	#400	Removes Joint Boards of Education Bylaws	To comply with statute. Does not preclude meeting with HECC in other capacities.

Oregon State Board of Education
MEETING DATE
AGENDA ITEM:

SUBJECT: Title of topic/OAR # and Title **STAFF NAME & OFFICE**: Summarize the issue. Three to five sentences that explains the subject and the need for board attention—what's the problem/concern/issue?	☐ **Informational Presentation** ☐ **Written Report**

BACKGROUND

1. History:
    a. What prompted this update to the board?
2. Purpose
    a. What function does this policy or update hold?
        i. How long has this policy in place?

3. Does the board have any areas of discretion on this policy and/or update?
4. Stakeholder voice/input (individual and collective i.e., groups)
    a. Who was involved in bringing this to the Board?
    b. What did engagement in this process entail?
    c. Who may be affected by this?
    d. Whose voice is missing ~~potentially~~?
    e. What more information does the Board need prior to moving forward?

SUMMARY OF PREVIOUS BOARD ACTION

1. Has this been before the board before? If so, what action did the board take?

POLICY ISSUE OR CONCERNS

These policy issues or concerns could be from the field, stakeholder groups, statements submitted during the comment period, or discussions among ODE staff. Consider the following questions:

1. Stakeholders
    a. How have you intentionally involved stakeholders who are also members of communities affected by this rule?
    b. Who are the historically underserved groups affected?
    c. ~~If the rule change or policy decision has tribal implications and it has been deemed appropriate by the Department's Tribal Liaison, the Deputy Superintendent, or State Board,~~ has there been consultation~~engagement~~ or collaboration with tribes in this rule change or policy decision?
    d. How has the Oregon Department of Education modified or enhanced the rule change or policy decision to address the needs of historically underserved communities?

2. Negative/Positive Effects
    a. What is the impact on the population most affected by this rule that the board should consider?
    ~~a.~~b. What possible opportunities, assets or access could this rule provide?
    ~~b.~~c. What is the impact on eliminating the opportunity or achievement gap?
    ~~c.~~d. Have all the potential unintended consequences been considered?
    ~~d.~~e. Does this rule advance the ESSA~~40/40/20~~ goals?
3. What are the barriers to more equitable outcomes, either:
    a. State or federally mandated?
    b. Political?
    c. Emotional?
    d. Financial?
    e. Programmatic?
    f. Language?
    ~~e.~~g. Geography?

EQUITY IMPACT ANALYSIS

The following questions are designed to examine how the proposed rule, policy or action systematically affect historically underserved students and/or communities.

1. ~~Will~~ How are historically underserved populations ~~be~~ impacted by this docket item?
    a. Demonstrate~~If yes, describe~~ how the rule changes, policy, or action could produce other unintended consequences not listed in the docket.
    b. ~~If no,~~ refer to *Policy Issue or Concerns* and identify the historically underserved populations affected. Conduct a reflection and examination, which will and should answer 1a.

2. Examine the potential impact of the rule changes, policy, or action on historically underserved populations in Oregon. Describe this ongoing and/or foreseeable impact, using as much detail as possible.

~~3.~~ 3. Explain how the rule change, policy or action works toward improving achievement, opportunities and a sense of worthiness for underserved students?~~Explain how the rule change, policy, or action works toward the elimination of either (one or both):~~

~~a. the achievement gap~~
~~b. the opportunity gap~~

FISCAL ANALYSIS

Are there any fiscal impacts that the Board should consider as part of this update or report? Does the proposed rule change impact other stakeholders?

ATTACHMENTS

Attachment 1:

Oregon State Board of Education
MEETING DATE

AGENDA ITEM:

SUBJECT: Title of topic/OAR # and Title **STAFF NAME & OFFICE**: Summarize the issue. Three to five sentences that explains the subject and the need for board attention—what's the problem/concern/issue? If this is a rule, what is the change that needs to be made? ☐ New Rule ☐ Amend Existing Rule ☐ Repeal Rule	☐ **First Reading** ☐ **Presentation** ☐ **No Presentation** ☐ **Action** ☐ **Temp Rule** ☐ **Presentation** ☐ **No Presentation**

BACKGROUND

Include the following points for new OARs, OAR updates or changes.

1. History:
    a. What prompted the rule (why do we have it?) State law? Federal law? Incident? Why are changes/amendments being proposed?
    b. What is the current requirement in rule or statute?
    ~~b.~~c. Why is this rule being brought forward right now?
2. Purpose
    a. What function does the current rule hold?
    b. How long has the rule been in place?
3. Does the board have any areas of discretion or is this strictly mirroring statute?
    a. If the board does have discretion, those areas should be called out here or in the next section.
4. Stakeholder voice/input (individual and collective i.e., groups)
    a. Who was involved in bringing this to the Board?
    b. What did engagement in this process entail?
    c. Who may be affected by this?
    d. Whose voice is missing ~~potentially~~?
    e. What additional information does the Board need prior to moving forward?

SUMMARY OF PREVIOUS BOARD ACTION

1. Has this been before the board before? If so, what action did the board take?

HAS THE RULE CHANGED SINCE LAST BOARD MEETING?

☐ N/A; first read—hasn't been before board

Oregon State Board of Education
MEETING DATE

AGENDA ITEM:

☐ No; same as last month
☐ Yes – As follows:

POLICY ISSUE OR CONCERNS

These policy issues or concerns could be from the field, stakeholder groups, statements submitted during the comment period, or discussions among ODE staff. Consider the following questions:

1. Stakeholders
    a. How have you intentionally involved stakeholders who are also members of communities affected by this rule?
    b. Who are the historically underserved groups affected?
    c. ~~If the rule change or policy decision has tribal implications and it has been deemed appropriate by the Department's Tribal Liaison, the Deputy Superintendent, or State Board,~~ has there been consultation~~engagement~~ or collaboration with tribes in this rule change or policy decision?
    d. How has the Oregon Department of Education modified or enhanced the rule change or policy decision to address the needs of historically underserved communities?
2. Negative/Positive Effects
    a. What is the impact on the population most affected by this rule that the board should consider?
    ~~a.~~b. What possible opportunities, assets or access could this rule provide?
    ~~b.~~c. What is the impact on eliminating the opportunity or achievement gap?
    ~~c.~~d. Have all the potential unintended consequences been considered?
    ~~d.~~e. Does this rule advance the ESSA~~40/40/20~~ goals?
3. What are the barriers to more equitable outcomes, either:
    a. State or federally mandated?
    b. Political?
    c. Emotional?
    d. Financial?
    e. Programmatic?
    f. Language?
    g. geography?
    ~~e.~~h. Size?

EQUITY IMPACT ANALYSIS

The following questions are designed to examine how the proposed rule, policy or action systematically affect historically underserved students and/or communities.

1. ~~Will~~ How are historically underserved populations ~~be~~ impacted by this docket item?
    a. ~~If yes, describe~~Demonstrate how the rule changes, policy, or action could produce other unintended consequences not listed in the docket.

b. ~~If no,~~ refer to *Policy Issue or Concerns* and identify the historically underserved populations affected. Conduct a reflection and examination, which will and should answer 1a.

2. Examine the ~~potential~~ impact of the rule changes, policy, or action on historically underserved populations in Oregon. Describe this ongoing and/or foreseeable impact, using as much detail as possible.

~~3.~~ Explain how the rule change, policy or action works toward improving achievement, opportunities and a sense of worthiness for underserved students? ~~Explain how the rule change, policy, or action works toward the elimination of either (one or both):~~

~~a. the achievement gap~~

~~b. the opportunity gap~~

FISCAL ANALYSIS

What is the fiscal impact of the proposed rule changes to the Department of Education, school districts, education service districts or schools? Use the following suggestions as a guide:

1. How does the proposed rule fit within the budget of the agency?
   a. Which units/divisions/offices will be impacted and how?
2. How does the proposed rule change impact school districts and ESDs?
3. How does the proposed rule change impact schools and other educational institutions?
4. Does the proposed rule change impact other stakeholders?

EFFECT OF A "YES" OR "NO" VOTE

Explain the consequences of a Board approving or not approving the staff recommendation.

STAFF RECOMMENDATION

☐ Approve ☐ Approve next month ☐ No recommendation at this time
Prompted by: ☐ State law changes ☐ Federal law changes ☐ other

ATTACHMENTS

Attachment 1:

Oregon State Board of Education
September 19, 2019
AGENDA ITEM: 4. C

SUBJECT: Model Program for Disruptive Students (581-021-0059); Complaint Procedure (581-021-0570) **STAFF NAME & OFFICE**: Cody Sibley & Emily Nazarov, Director's Office The Oregon Department of Education is undergoing an effort to ensure administrative rules are consistent with current laws & policies. The Model Program for Disruptive Students OAR references a program that no longer exists and therefore needs to be repealed. The complaint procedure OAR needs to be updated to comply with current law and practices. ☐ New Rule ☒ Amend Existing Rule ☒ Repeal Rule	☒ **First Reading** ☐ **Presentation** ☒ **No Presentation** ☐ **Action** ☐ **Temp Rule** ☐ **Presentation** ☐ **No Presentation**

BACKGROUND

The Model Program for Disruptive Students was a two-year pilot program for districts from 1998-2000. The Oregon Department of Education has since discontinued this program, so this OAR needs to be repealed.

The complaint procedure OAR described the procedure for individuals or organizations to file complaint appeals to the Department. Section (2) stated that individuals may file with the Deputy Superintendent of Public Instruction. However, in practice, individuals file with the Department. This language is being amended to reflect current practices.

SUMMARY OF PREVIOUS BOARD ACTION

This is the first time these rules are before the board.

HAS THE RULE CHANGED SINCE LAST BOARD MEETING?

☒ N/A; first read—hasn't been before board
☐ No; same as last month
☐ Yes – As follows:

POLICY ISSUE OR CONCERNS

These rules amendments clean up and further clarifies ODE's responsibilities. Because the pilot program was discontinued, this rule is no longer relevant. Because individuals submit complaint appeals to the Department and not director, that language is not relevant to current practices.

Oregon State Board of Education
September 19, 2019
AGENDA ITEM: 4. C

EQUITY IMPACT ANALYSIS

While the pilot program was discontinued, communities of color and historically underserved communities have typically been labeled as "disruptive." Repealing this OAR is consistent with the Department's commitment to equity and with its equity statement.

Changes to the complaint procedure rule should not adversely impact historically underserved communities.

FISCAL ANALYSIS

No fiscal impact

EFFECT OF A "YES" OR "NO" VOTE

Adopting these OAR changes would allow the Department's rules to be consistent with current practices and policies. Failure to adopt these OAR changes would create inconsistencies, which may be confusing to districts.

STAFF RECOMMENDATION

☐ Approve ☒ Approve next month ☐ No recommendation at this time
Prompted by: ☒ State law changes ☐ Federal law changes ☐ other

ATTACHMENTS

OAR 581-021-0059 and OAR 581-021-0570

~~**581-021-0059**~~
~~**Model Programs for Disruptive Students**~~

~~(1) The purpose of this rule is to establish a two-year pilot program by which school district boards may adopt a program to address the problems of disruptive students in schools.~~

~~(2) Definitions — For the purpose of this rule, the following definitions shall apply:~~

~~(a) "School district" means the school district where the student is attending school.~~

~~(b) "Serious offense" means a violation of school district policies and procedures on:~~

~~(A) Alcohol or drugs;~~

~~(B) Arson;~~

~~(C) Assault;~~

~~(D) Firearms;~~

~~(E) Extortion;~~

~~(F) Harassment;~~

~~(G) Intimidation or menacing;~~

~~(H) Knives;~~

~~(I) Reckless endangering;~~

~~(J) Sexual harassment;~~

~~(K) Theft;~~

~~(L) Vandalism; or~~

~~(M) Weapons.~~

~~(c) "Disruptive student" means a student who has been found to have committed a serious offense as defined in the rule, while on the school property, at a school sponsored activity or at an interscholastic activity sponsored by a voluntary organization approved by the State Board of Education.~~

~~(3) Pilot programs developed under this rule shall be established in not more than five school districts and may include, but not be limited to, the following:~~

~~(a) Counseling services, including rehabilitation counseling;~~

~~(b) Social work services; and~~

~~(c) A parent counseling and training class that may be provided by a county or program provider.~~

~~(4) A School district may apply to the Department of Education to be a pilot program. The application shall include, but not be limited to:~~

~~(a) A timeline for the implementation of the pilot program;~~

~~(b) A description of services provided to students and their parents who participate in the pilot program;~~

~~(c) Policy and procedures for selection of students and parents who will participate in the pilot program;~~

~~(d) Program services that are appropriate to meet the students' and parents' needs.~~

~~(5) The school district shall report the progress of their pilot program to the Department of Education. The first report shall be December, 1998 with subsequent reports March 1999, July 1999, December 1999 and June 2000.~~

~~(6) If a student is expelled for a serious offense, the school district may require the parents and the student to participate in appropriate program services to assist the student and parents to address problems with the student's disruptive behavior and to help the student to benefit from their educational setting.~~

~~**Statutory/Other Authority:**~~
~~ORS 326.051~~

~~**Statutory/Other Implemented:**~~
~~Ch. 613~~
~~Sec 1 & 2~~
~~1997 OL~~

581-021-0570
Complaint Procedure

(1) An organization or an individual may file a complaint alleging that a public education program is violating or has violated a provision of ORS 339.285 to 339.303 or OAR 581-021-0550 to 581-021-0566. If the public education program is a school district, the organization or individual and the school district shall follow the school district's complaint procedure established under OAR 581-022-2370.

(2) A complainant may appeal a final decision by a school district ~~to the Deputy Superintendent public education program~~ to the Department of Education as provided in ~~OAR 581-002-0001~~ OAR 581-002-0001 to OAR 581-002-0023.

Statutory/Other Authority:
ORS 339.303

Statutory/Other Implemented:
ORS 339.285 – 339.303

Oregon State Board of Education
September 19, 2019
AGENDA ITEM: 4.D

SUBJECT: Restraint and Seclusion Rules

581-021-0550: Definitions for Restraint and Seclusion
581-021-0553: Use of Restraint and Seclusion in Public Education Programs
581-021-0556: Procedures Regarding Restraint and Seclusion
581-021-0563: Approval of Restraint and Seclusion Training Programs for School Staff
581-021-0566: Required Use of Approved Restraint and Seclusion Programs

581-021-0559: (REPEALED: Reporting Requirements)
581-022-2267: (NEW: Annual Report on use of Restraint and Seclusion)

STAFF NAME & OFFICE:
Lisa Bateman/Office of Student Services
Stacey Guise/Office of the Director

Senate Bill 963 was signed into law by Governor Brown with an effective date of July 1, 2019. This legislation changes the restraint and seclusion laws in Oregon public education programs. Rulemaking is necessary to update the restraint and seclusion rules to make them consistent with the new restraint and seclusion law and to further clarify some of the changes made to restraint and seclusion via SB 963. Another goal of the rulemaking is to provide clarification on what actions will constitute a seclusion. There are additional minor changes that have been made to the rules either for style reasons or for increased readability.

☒ New Rule: (division 22)
☒ Amend Existing Rule (division 21)
☒ Repeal Rule **(**581-021-0559)

☒ **First Reading**
- ☒ **Presentation**
- ☐ **No Presentation**

☐ **Action**
- ☐ **Temp Rule**
- ☐ **Presentation**
- ☐ **No Presentation**

BACKGROUND

History:

Recent reports and publications have emphasized the existence of an issue in Oregon's classrooms related to disrupted learning resulting from student behavior. Oregon's previous statute (ORS 339.291) stated that physical restraint or seclusion may be used on a student in a public education program only if the student's behavior imposed a reasonable threat of imminent, serious bodily injury[1] to the student or others; **and** less restrictive interventions would not be effective.

[1] Under ORS 339.285 and OAR 581-021-0550 "serious bodily injury" means any significant impairment of the physical condition of a person, as determined by qualified medical personnel, whether self-inflicted or inflicted by someone else.

The previous statute did not allow for the use of restraint except under these very specific circumstances. The previous statute additionally lacked a comprehensive list of prohibited uses of restraint and created confusion in the field regarding the threshold for the application of restraint in scenarios where lesser interventions have failed.

Senate Bill 963 was signed into law by Governor Brown with an effective date of July 1, 2019.

This legislation changes the restraint and seclusion laws in Oregon public education programs.

SB 963 modifies existing statutes pertaining to restraint and seclusion to clarify that area of law, which will better assure student and staff safety while maintaining student dignity. SB 963 modifies allowed and prohibited uses of restraint of students by public education program staff.

In sum, the passage of SB 963 makes the following changes:

- Updates the definition of restraint (and the term from 'physical restraint' to 'restraint')
- Clarifies the threshold for intervention involving the use of restraint by providing the situations under which restraints can be used
- Defines certain situations involving physical intervention that are not considered restraint
- Expands specificity of non-allowable restraint
- Ties state school funding to Division 22 reporting

Purpose:

In the 2011 legislative session, HB 2939 was passed with an effective date of January 1, 2012 (Chapter 665, 2011 Laws). The function of the current rules 581-021-0550 through 581-021-0570 is to further define ORS 339.285 *et seq.* describing the use of restraint and seclusion in public education programs.

Below is a list of required *non-discretionary* changes that are being made to the restraint and seclusion rules to make them consistent with SB 963:

1. The rules delete the old definition for "physical restraint."
2. A new definition for "restraint" has been added. *See* draft OAR 581-021-0550(5).
3. A definition for "supine restraint" has been added. *See* draft OAR 581-021-0550(10).

4. The rules incorporate the list of prohibited types of restraints found in SB 963, which include, among other things, restraints involving the intentional use of a solid object to impede a student's movement and supine restraints. *See* draft OAR 581-021-0553(1)(a).
5. The rules add language prohibiting the use of any action designed for the primary purpose of inflicting pain on a student. *See* draft OAR 581-021-0553(1)(b).
6. The previous rule that specified that restraint and seclusion may not be used for discipline, punishment, or the convenience of personnel, has been amended to add that restraint and seclusion may not be used for retaliation or for the convenience of contractors or volunteers of a public education program. *See* draft OAR 581-021-0553(2).
7. The rules add new thresholds for when it is appropriate to use restraint and seclusion. *See* draft OAR 581-021-0553(3).
8. OAR 581-021-0559, which details the annual reporting requirements for restraint and seclusion, has been repealed. In its place, a new rule with the annual reporting requirements has been added to Division 22, making compliance with the reporting requirements mandatory to be considered a standard school pursuant to SB 963. *See* draft OAR 581-022-2267.

Below is a list of proposed changes made to further clarify the changes made to the law in SB 963. Recommendations are as follows, with <u>board discretion</u> for adoption:

1. SB 963 requires risk of "substantial physical or bodily injury" for restraints to occur, but does not define that term. The rules define the term "substantial physical or bodily injury" to make it clear what level of risk is required before a restraint may be used. *See* draft OAR 581-021-0550(9).
2. SB 963 prohibits the intentional use of a solid object to restrain a student, but was silent on the use of objects as a safe protective mechanism for adult use. The rules provide an exception to the prohibition against restraints involving the intentional use of a solid object, which allows personnel of a public education program to use a solid object during a restraint if the solid object is used for their own support, stability, or control in performing the restraint. That exception also provides a non-exclusive list of solid objects that might be used in that manner. *See* draft OAR 581-021-0553(1)(a)(E)(ii).

Below is a list of proposed changes made to provide further clarification on what actions will constitute a seclusion.

<u>*Board discretion*</u> exists on this issue, as SB 963 did not include changes to the law pertaining to seclusion. However, complaints received by the Oregon Department of Education ("Department") have made it apparent that there is confusion in the field surrounding what constitutes a seclusion and the proposed changes are designed to assure firm guidance to the field.

1. The rules add language to the definition of the term "seclusion" to specify that seclusion includes the involuntary confinement of a student alone in a room with a closed door, whether the door is locked or unlocked. *See* draft OAR 581-021-0550(6)(a).
2. The rules also add language to explain that seclusion does not include a student being left alone in a room for a brief period of time if the incident has occurred for a reason unrelated to the student's behavior. *See* draft OAR 581-021-0550(6)(b)(B).

Stakeholder voice/input

A SB 963 Restraint & Seclusion Stakeholder Workgroup was closely involved in bringing these proposed rules to the Board. In the Summer of 2019, the Department engaged broad stakeholder input in person in July, during a half day convening. Draft rules were written based upon input received from stakeholders during the July meeting. An additional half-day engagement opportunity in August was held to receive feedback on the draft rules. Additional changes were made to the rules based on the stakeholder feedback received during that meeting. That updated draft of the rules was then circulated to the field via email on August 28, 2019 for any additional feedback. We have summarized the additional feedback we received based on that email circulation of the latest draft and the Department's action taken in response to that feedback in the docket below.

The fifty member stakeholder group was intended to be a representative sample of those affected by statutory changes. Stakeholder workgroup members included individuals who authored SB 963, provided testimony on the bill, or were witnesses in the proceedings leading to the passage of SB 963.

SB 963 Restraint & Seclusion Stakeholder Workgroup members also included broad, diverse representation of individuals from across Oregon, including: public school students who had and had not experienced instances of restraint and/or seclusion, parents of individuals with disabilities, teachers, paraprofessionals, school psychologists, behavioral specialists, school administrators, and community members. Stakeholder membership was intentionally constructed to represent varied geographic regions and school district size, to include perspectives from ESDs and EI/ECSE programs, and to ensure voices were heard from both rural and urban settings.

Finally, the stakeholder group included representation from the following organizations and/or constituencies:

- Confederation of Oregon School Administrators

- ODE[2] Civil Rights
- Oregon School Board Association
- FACT Oregon
- State Advisory Council for Special Education
- Oregon School Employees Association
- Oregon Association of Education Service Districts
- Youth ERA
- Disability Rights Oregon
- Oregon Education Association
- Salem-Keizer Education Association
- Oregon Alcohol and Drug Policy Commission
- Oregon School Psychology Association
- ODE Office of Equity, Diversity and Inclusion
- ODE Tribal Liaison
- Sponsoring Member of the Senate
- Legislative Staff

Additionally, once the draft rules were finalized based on the feedback we received from the stakeholder group, an email was sent out to restraint and seclusion complainants seeking their feedback on the proposed rules.

SUMMARY OF PREVIOUS BOARD ACTION

1. Has this been before the board before? If so, what action did the board take?

   N/A; first read—hasn't been before board

HAS THE RULE CHANGED SINCE LAST BOARD MEETING?

☒ N/A; first read—hasn't been before board

[2] As used in this list, "ODE" refers to the Oregon Department of Education.

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☐ No; same as last month

☐ Yes – As follows:

POLICY ISSUE OR CONCERN: Centered around discretionary rule making pertaining to clarification of SB 963 changes and the clarification of what actions constitute seclusion:

Discretionary Rulemaking: Clarification of SB 963 Changes

Issue	Proposed Solution	Draft OAR Language
SB 963 requires risk of "substantial physical or bodily injury" for restraints to occur, but does not define that term.	Define "substantial physical or bodily injury" within OARs.	**"Substantial physical or bodily injury" means any impairment of the physical condition of a person that requires some form of medical treatment.** *Draft OAR 581-021-0550(9)*
SB 963 prohibits the intentional use of a solid object to restrain a student, but was silent on these objects as a safe protective mechanism for adult use.	Exception to allow personnel of a public education program to use a solid object during a restraint if the solid object is used for their own support, stability, or control in performing the restraint.	**The use of a solid object, including but not limited to a piece of furniture, a wall or the floor, by personnel of a public education program who are performing a restraint is not prohibited if the object is used for the personnel's own stability, support or control while performing the restraint.** *Draft OAR 581-021-0553(1)(a)(E)(ii)*

Discretionary Rulemaking: Clarification on What Actions Constitute a Seclusion

Issue	Proposed Solution	Draft OAR Language
Insufficient clarity in the definition of what constitutes a seclusion	Add language to the section to define the term "seclusion" with further specificity	"'Seclusion'" means the involuntary confinement of a student alone in a room from which the student is physically prevented from leaving. **Seclusion includes, but is not limited to, the involuntary confinement of a student alone in a room with a closed door, whether the door is locked or unlocked.** *Draft OAR 581-021-0550(6)(a)*
Insufficient clarity in the definition of what does not constitute a seclusion	Add language to the section to describe actions that are not considered "seclusion"	"'Seclusion'" does not include: The removal of a student for a short period of time to provide the student with an

Issue	Proposed Solution	Draft OAR Language
		opportunity to regain self-control if the student is in a setting from which the student is not physically prevented from leaving; **or** **A student being left alone in a room with a closed door for a brief period of time if the student is left alone for a purpose that is unrelated to the student's behavior.** *Draft OAR 581-021-0550(6)(b)*

Stakeholder Feedback on Draft OARs: Feedback received on draft OARs is summarized below[3]:

Issue of concern / Draft rule text	Summary of Feedback Provided	Action
Issue: SB 963 prohibits the intentional use of a solid object to restrain a student, but was silent on these objects as a safe protective mechanism for adult use. Draft Rule: **The use of a solid object, including but not limited to a piece of furniture, a wall or the floor, by personnel of a public education program who are performing a restraint is not prohibited if the object is used for the personnel's own stability, support or control while performing the restraint** *Draft OAR 581-021-0553(1)(a)(E)(ii)*	*A proposed revision, as follows:* 581-021-0553 (ii) Notwithstanding paragraph (a)(E)(i) of this subsection, the use of a solid object, including but not limited to a piece of furniture, a wall or the floor, by personnel of a public education program who are performing a restraint is not prohibited if: (A) The object is used solely for the personnel's own stability or support ~~or control~~ while performing the restraint; and (B) The object, including but not limited to a piece of furniture, a wall or the floor, is not used as a tool for immobilization of the student; and (C) There is no pressure applied between the student's body and the	The Department did not change the rules based on this comment. The addition of the word "solely" to subsection (A) is unnecessary, because the exception includes an exclusive list of what a solid object may be used for during a restraint. The verbiage "control" is vital to safely performing any restraint technique. Conversely, an unstable restraint lacking in control can feel very destabilizing, unsafe and out of control or for all individuals involved. The following suggested language would be hard to implement: *"The object, including but not limited to a piece of furniture, a*

[3] Draft rules were written based upon input received from stakeholders during the July meeting. An additional half-day engagement opportunity in August was held to receive feedback on the draft rules. Additional changes were made to the rules based on the stakeholder feedback received during that meeting. That updated draft of the rules was then circulated to the field via email on August 28, 2019 for any additional feedback. We have summarized the additional feedback we received based on that email circulation of the latest draft and the Department's action taken in response to that feedback in the docket below.

Issue of concern / Draft rule text	Summary of Feedback Provided	Action
	object, including but not limited to a piece of furniture, a wall or the floor except for incidental pressure that would be caused by gravity when a student was not in a restraint.	*wall or the floor, is not used as a tool for immobilization of the student*[.]" For example, a student who already is on the floor, against a wall or other solid object, or sitting on a piece of furniture when a restraint is performed will, necessarily, be somewhat immobilized by the presence of that solid object. Finally, in an earlier draft of the rules, the Department presented language to stakeholders that would have specified that any restraint involving the use of a solid object as a means to apply pressure to a student is prohibited. That language, as drafted, largely was opposed by the stakeholder group. We will continue to have a conversation with stakeholders around this issue and will come forward with recommendations to the board at final adoption.
Issue of concern / Draft rule text	Summary of Feedback Provided	Action
Issue: Insufficient clarity in the definition of what constitutes a seclusion. Draft Rule: "'Seclusion'" means the involuntary confinement of a student alone in a room from which the student is physically prevented from leaving. **Seclusion includes, but is not limited to, the involuntary confinement of a student alone in a room with a closed door, whether the door is locked or unlocked.** *Draft OAR 581-021-0550(6)(a)*	*A proposed revision, as follows:* 581-021-0550 (6)(a) "'Seclusion'" means the involuntary confinement of a student alone in a ~~room~~ space from which the student is physically prevented from leaving. Seclusion includes, but is not limited to, the involuntary confinement of a student alone in a room with a closed door, whether the door is locked or unlocked or opened or closed.	The Department did not change the rules based on this comment. In the statute, the definition of seclusion uses the word "room" not "space." *See* ORS 339.285(3)(a). The seclusion definition was not changed by SB 963. For that reason, a revison of the definition of seclusion to delete the word "room" and add the word "space" would require a legislative-fix and cannot be accomplished through rulemaking. Additonally, if a door is open, the student, by definition, is able to leave and is not involuntarily confined.
Issue of concern / Draft rule text	Summary of Feedback Provided	Action
Insufficient clarity in the definition of what does not constitute a seclusion. "'Seclusion'" does not include:	*A proposed revision, as follows:* "'Seclusion'" does not include: (A)The removal of a student for a short period of time to provide the student	The Department did not change the rules based on this comment.

Issue of concern / Draft rule text	Summary of Feedback Provided	Action
The removal of a student for a short period of time to provide the student with an opportunity to regain self-control if the student is in a setting from which the student is not physically prevented from leaving; **or** **A student being left alone in a room with a closed door for a brief period of time if the student is left alone for a purpose that is unrelated to the student's behavior.** *Draft OAR 581-021-0550(6)(b)*	with an opportunity to regain self-control if the student is in a setting from which the student is not physically prevented from leaving; or (B) A student being left alone in a room with a closed door for a brief period of time if the student is left alone for a purpose that is unrelated to the student's behavior or disability.	There are times that students indeed do need to be left alone in a room, due to their disability, as part of a medical protocol**.**
Issue of concern / Draft rule text	Summary of Feedback Provided	Action
Addressing matters pertaining to seclusion when the law of seclusion was unchanged by SB 963.	The Department was asked to consider a separate process to deal with any changes to seclusion rules, because SB 963 did not include changes to the seclusion statute and a separate process would allow more input and time to discuss the challenging legal questions raised about locked doors, etc.	It has become apparent to the Department that there currently is confusion in the field on this issue. The Department decided to address this issue as part of this rulemaking to address that confusion. Multiple opportunities for stakeholder input and discussion have occurred and additional opportunities will occur before the rules are presented to the board for final adoption.

EQUITY IMPACT ANALYSIS

Prior to the passage of SB 963, there was uneven understanding of the threshold for restraint and/or seclusion, leading to confusion in the field regarding best practices for utilization of those techniques in a crisis situation, when lesser interventions had failed.

Students with disabilities and students from other historically underserved groups tend to experience a higher rate of physical restraint in public education programs than other student groups. For example, according to the Civil Rights Data Collection (2018), during the 2015-16 school year, students with disabilities were subjected to mechanical and physical restraint and seclusion at rates that far exceeded those of other students. Specifically, students with disabilities served by the Individuals with Disabilities Education Act (IDEA) represented 12 percent of students enrolled in public schools nationally, yet represented 71 percent of all students restrained and 66 percent of all students secluded. African American students represented 15 percent of students enrolled in public schools nationally, yet represented 27 percent of all students restrained and 23 percent of all students secluded. This disparity raises a question as to whether restraint or seclusion are being imposed in discriminatory ways. The use

of restraint and seclusion may result in discrimination against students in violation of federal laws that prohibit discrimination, including Section 504 of the Rehabilitation Act of 1973 (Section 504).

The legislative intent of SB 963 is to minimize harm, while ensuring safe learning environments for all Oregon youth. Assuring that Oregon students graduate from high school college- and career-ready requires the state to promote and maintain the engagement and inclusion of ALL learners in safe and healthy environments.

The use of restraint or seclusion on students has been prone to misapplication and abuse. The updated rules and forthcoming updated corresponding guidance (Technical Assistance Manual) will provide further clarity and assistance to the field as to when it is appropriate and not appropriate to use these techniques. This could reduce overall incidences of restraint and seclusion, thus leading to a corresponding reduction in opportunity gaps, access gaps, worthiness gaps and other inequities for both students with disabilities and students from historically marginalized and underserved groups.

FISCAL ANALYSIS

Restraint and seclusion requirements in ORS already require Department FTE to support effective implementation. Department staff is prioritizing this content to assure implementation best-practices.

Associated activities include: revising Oregon Administrative Rules, revising Restraint and Seclusion Technical Assistance Manual, and statewide professional development to assure best practices for uniformity of implementation. Additionally, all training program providers approved by the Department under ORS 339.300 have been notified of the passage of SB 963 and are statute compliant.

Public education programs will need to update their school board policies and professional development on this topic to comply with this legislation. Public education programs will be required to comply with the new Division 22 rule on annual reporting requirements, making compliance with the reporting requirements mandatory to be considered a standard school, pursuant to SB 963. *See* draft OAR 581-022-2267.

EFFECT OF A "YES" OR "NO" VOTE

If the Board approves these recommendations, there will be more specific guidance to the field regarding implementation of the restraint and seclusion statute in Oregon public education programs. If the Board rejects the recommendations, then the Department will craft a revised version of the rules for future Board approval. In this situation, the Department will not be able to give more specific guidance on areas of the law requiring further clarification until those rules are in place.

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STAFF RECOMMENDATION

☐ Approve ☒ Approve next month ☐ No recommendation at this time
Prompted by: ☒ State law changes ☐ Federal law changes ☒ other

ATTACHMENTS

Attachment 1:

SB 963 Measure Text

581-021-0550: Definitions for Restraint and Seclusion

581-021-0553: Use of Restraint and Seclusion in Public Education Programs

581-021-0556: Procedures Regarding Restraint and Seclusion

581-021-0563: Approval of Restraint and Seclusion Training Programs for School Staff

581-021-0566: Required Use of Approved Restraint and Seclusion Programs

581-021-0559: (REPEALED: Reporting Requirements)

581-022-2267: (NEW: Annual Report on use of Restraint and Seclusion)

581-021-0550
Definitions for Restraint and Seclusion

As used in OAR 581-021-0550 to 581-021-0570:

(1) "~~'~~Chemical restraint~~'~~" means a drug or medication that is used on a student to control behavior or restrict freedom of movement and that is not:

(a) Prescribed by a licensed physician or other qualified health professional acting under the professional's scope of practice for standard treatment of the student's medical or psychiatric condition; and

(b) Administered as prescribed by a licensed physician or other qualified health professional acting under the professional's scope of practice.

(2)(a) "~~'~~Mechanical restraint~~'~~" means a device used to restrict the movement of a student or the movement or normal function of a portion of the body of a student.

(b) "~~'~~Mechanical restraint~~'~~" does not include:

(A~~a~~) A protective or stabilizing device ordered by a licensed physician; or

(B~~b~~) A vehicle safety restraint when used as intended during the transport of a student in a moving vehicle.

~~(3) 'Physical restraint' means the restriction of a student's movement by one or more persons holding the student or applying physical pressure upon the student.~~

~~(a) Physical restraint' does not include the touching or holding of a student without the use of force for the purpose of directing the student or assisting the student in completing a task or activity;~~

~~(b) 'Physical restraint does not include prone restraint as defined inORS 339.288.~~

(3~~4~~) "~~'~~Prone restraint~~'~~" means a restraint in which a student is held face down on the floor.

(4~~5~~) "~~'~~Public education program~~'~~" means a program in this state that:

(a) Is for students in early childhood education, elementary school or secondary school;

(b) Is under the jurisdiction of a school district, an education service district or another educational institution or program; and

(c) Receives, or serves students who receive, support in any form from any program supported, directly or indirectly, with funds appropriated to the Department of Education.

(5)(a) "Restraint" means the restriction of a student's actions or movements by holding the student or using pressure or other means.

(b) "Restraint" does not include:

(A) Holding a student's hand or arm to escort the student safely and without the use of force from one area to another;

(B) Assisting a student to complete a task if the student does not resist the physical contact; or

(C) Providing reasonable intervention with the minimal exertion of force necessary if the intervention does not include a restraint prohibited under ORS 339.288 and the intervention is necessary to:

(i) Break up a physical fight;

(ii) Interrupt a student's impulsive behavior that threatens the student's immediate safety, including running in front of a vehicle or climbing on unsafe structures or objects; or

(iii) Effectively protect oneself or another from an assault, injury or sexual contact with the minimum physical contact necessary for protection.

(6)(a) "~~'~~Seclusion~~'~~" means the involuntary confinement of a student alone in a room from which the student is physically prevented from leaving. Seclusion includes, but is not limited to, the involuntary confinement of a student alone in a room with a closed door, whether the door is locked or unlocked.

(b) "~~'~~Seclusion~~'~~" does not include:

(A) ~~t~~The removal of a student for a short period of time to provide the student with an opportunity to regain self-control if the student is in a setting from which the student is not physically prevented from leaving; or

(B) A student being left alone in a room with a closed door for a brief period of time if the student is left alone for a purpose that is unrelated to the student's behavior.

(7) "~~'~~Seclusion cell~~'~~" means a freestanding, self-contained unit that is used to:

(a) Isolate the student from other students; or

(b) Physically prevent a student from leaving the unit or cause the student to believe that the student is physically prevented from leaving the unit.

(8) "~~"~~Serious bodily injury~~"~~" means any significant impairment of the physical condition of a person, as determined by qualified medical personnel, whether self-inflicted or inflicted by someone else.

(9) "Substantial physical or bodily injury" means any impairment of the physical condition of a person that requires some form of medical treatment.

(10) "Supine restraint" means a restraint in which a student is held face up on the floor.

Statutory/Other Authority: ORS. 326.051
Statutes/Other Implemented: ORS 339.285 - 339.303
History:
ODE 15-2014, f. & cert. ef. 3-4-14
ODE 13-2014, f. & cert. ef. 2-19-14
ODE 12-2012, f. 3-30-12, cert. ef. 5-1-12

581-021-0553
Use of ~~Physical~~ Restraint and Seclusion in Public Education Programs

(1)(a) The use of the following types of restraint on a student in a public education program is prohibited:

(A) Chemical restraint;

(B) Mechanical restraint;

(C) Prone restraint;

(D) Supine restraint;

(E)(i) Any restraint that involves the intentional and nonincidental use of a solid object, including a wall or the floor, to impede a student's movement, unless the restraint is necessary to prevent an imminent life-threatening injury or to gain control of a weapon;

(ii) Notwithstanding paragraph (a)(E)(i) of this subsection, the use of a solid object, including but not limited to a piece of furniture, a wall or the floor, by personnel of a public education program who are performing a restraint is not prohibited if the object is used for the personnel's own stability, support or control while performing the restraint;

(F)(i) Any restraint that places, or creates a risk of placing, pressure on a student's mouth, neck or throat, or that impedes, or creates a risk of impeding, a student's breathing;

(ii) Notwithstanding paragraph (a)(F)(i) of this subsection, a restraint that places, or creates a risk of placing, pressure on a student's mouth may be used if the restraint is necessary for the purpose of extracting a body part from a bite;

(G) Any restraint that involves the intentional placement of the hands, feet, elbow, knee or any object on a student's neck, throat, genitals or other intimate parts; and

(H) Any restraint that causes pressure to be placed, or creates a risk of causing pressure to be placed, on a student's stomach or back by a knee, foot or elbow bone.

(b) The use of any action designed for the primary purpose of inflicting pain upon a student in a public education program is prohibited.~~a chemical restraint, mechanical restraint or prone restraint on a student in a public education program in this state is prohibited.~~

~~(2) The use of physical restraint or seclusion on a student in a public education program in this state is prohibited unless used as provided in ORS 339.291, which includes the following:~~

~~(a) Physical restraint or seclusion may be used on a student in a public education program only if:~~

~~(A) The student's behavior imposes a reasonable threat of imminent, serious bodily injury to the student or others; and~~

~~(B) Less restrictive interventions would not be effective.~~

(2~~b~~) ~~Physical r~~Restraint or seclusion may not be used for discipline, punishment, retaliation or convenience of personnel, contractors or volunteers of ~~the~~a public education program.

(3)(a) Restraint may be used on a student in a public education program only under the following circumstances:

(A) The student's behavior imposes a reasonable risk of imminent and substantial physical or bodily injury to the student or others; and

(B) Less restrictive interventions would not be effective.

(b) Seclusion may be used on a student in a public education program only under the following circumstances:

(A) The student's behavior imposes a reasonable risk of imminent and serious bodily injury to the student or others; and

(B) Less restrictive interventions would not be effective.

(4c) If physical restraint or seclusion is used on a student, the physical restraint or seclusion must be:

(aA) Used only for as long as the student's behavior poses a reasonable threat of imminent, serious bodily injury to the student or othersrisk as described in subsection (3) of this rule;

(bB) Imposed by personnel of the public education program who are:

(Ai) Trained to use physical restraint or seclusion through programs approved by the Department of Education under OAR 581-021-0563; or

(Bii) Otherwise available in the case of an emergency circumstance when trained personnel are not immediately available due to the unforeseeable nature of the emergency circumstance.; and

(cC) Continuously monitored by personnel of the public education program for the duration of the physical restraint or seclusion.

(53) If physical restraint or seclusion continues for more than 30 minutes:

(a) The student must be provided with adequate access to the bathroom and water every 30 minutes;

(b) Personnel of the public education program must immediately attempt to verbally or electronically notify a parent or guardian of the student; and,

(c) Every 15 minutes after the first 30 minutes of the physical restraint or seclusion, an administrator for the public education program must provide written authorization for the continuation of the physical restraint or seclusion, including providing documentation for the reason the physical restraint or seclusion must be continued.

Statutory/Other Authority: ORS. 326.051
Statutes/Other Implemented: ORS 339.285 - 339.303
History:
ODE 15-2014, f. & cert. ef. 3-4-14
ODE 13-2014, f. & cert. ef. 2-19-14
ODE 12-2012, f. 3-30-12, cert. ef. 5-1-12

581-021-0556
Program's Procedures Regarding Physical Restraint and Seclusion

(1) Each entity that has jurisdiction over a public education program must establish procedures for the public education program to follow after an incident involving the use of ~~physical~~ restraint or seclusion.

(2) Following an incident involving the use of ~~physical~~ restraint or seclusion, the following must be provided to a parent or guardian of the student:

(a) Verbal or electronic notification of the incident by the end of the school day when the incident occurred~~;~~.

(b) Written documentation of the incident within 24 hours of the incident that provides:

(A) A~~a~~ description of the ~~physical~~ restraint or seclusion, including:

(i~~A~~) The date of the ~~physical~~ restraint or seclusion;

(ii~~B~~) The times when the ~~physical~~ restraint or seclusion began and ended; and

(iii~~C~~) The location of the ~~physical~~ restraint or seclusion~~;~~.

(B~~D~~) A description of the student's activity that prompted the use of ~~physical~~ restraint or seclusion~~;~~.

(C~~E~~) The efforts used to de-escalate the situation and the alternatives to ~~physical~~ restraint or seclusion that were attempted~~;~~.

(D~~F~~) The names of the personnel of the public education program who administered the ~~physical~~ restraint or seclusion~~;~~.

(E~~G~~) A description of the training status of the personnel of the public education program who administered the ~~physical~~ restraint or seclusion, including any information that may need to be provided to the parent or guardian under subsection (3) of this rule~~; and~~,.

(c~~H~~) Timely notification of a debriefing meeting to be held and of the parent's or guardian's right to attend the meeting.

(3) If the personnel of the public education program who administered the ~~physical~~ restraint or seclusion had not received training from a program approved by the Department of Education, as required and in accordance with OAR 581-021-0563, the administrator of the public education program shall ensure that a parent or guardian of the student and the district superintendent or, if the public education program is a Youth Corrections Education Program provider under contract with the department, a Juvenile Detention Education Program provider under contract with the department, or a program that receives moneys pursuant to ORS

343.243, the person who oversees the administration of the program, receive written notification of:

(a) The lack of training; and

(b) The reason the ~~physical~~ restraint or seclusion was administered by a person without training.

(4) A debriefing meeting related to the use of ~~physical~~ restraint or seclusion must be held within two school days of the incident and must include all personnel of the public education program who were involved in the incident and any other appropriate personnel. Written notes must be taken of the debriefing meeting, and a copy of the written notes must be provided to a parent or guardian of the student.

(5) If a student is involved in five incidents in a school year involving ~~physical~~ restraint or seclusion, a team consisting of personnel of the public education program and a parent or guardian of the student must be formed for the purposes of reviewing and revising the student's behavior plan and ensuring the provision of any necessary behavioral supports.

(6) If serious bodily injury or death of a student occurs in relation to the use of ~~physical~~ restraint or seclusion, written notification of the incident must be provided to the Department of Human Services~~by the public education providers~~ within 24 hours of the incident ~~to the Department of Human Services~~.

(7) If serious bodily injury or death of personnel of the public education program occurs in relation to the use of ~~physical~~ restraint or seclusion, written notification of the incident must be provided to the following individuals within 24 hours of the incident:

(a) ~~to t~~The district superintendent and, if applicable, the union representative for the affected party; ~~or~~or~~,~~

(b) ~~i~~If the public education program is a Youth Corrections Education Program provider under contract with the department, a Juvenile Detention Education Program provider under contract with the department, or a program that receives moneys pursuant to ORS 343.243, the person who oversees the administration of the program~~,~~ and, if applicable, ~~to~~ the union representative for the affected party.

(8) Each public education program must maintain a record of each incident in which injuries or death occurs in relation to the use of ~~physical~~ restraint or seclusion.

(9) Pursuant to ORS 161.205 and 339.250,~~As indicated, per ORS 161.205 and 339.250~~ an individual who is a teacher, administrator, school employee or school volunteer may use

reasonable physical force upon a student when and to the extent the application of force is consistent with ORS 339.285 to 339.303~~Section 3, chapter 665, Oregon Laws 2011 (Enrolled House Bill 2939)~~ and OAR 581-021-0553.

(10) District school boards shall adopt written policies to implement ~~Physical R~~restraint and~~&~~ ~~S~~seclusion procedures consistent with and as indicated in ORS 339.285 to 339.308~~chapter 665, Oregon Laws 2011 (Enrolled House Bill 2939), ORS 339.250~~ and OARs 581-021-0550 to 581-021-0570, and shall inform teachers, administrators, school employees and school volunteers of those policies.

Statutory/Other Authority: ORS. 326.051
Statutes/Other Implemented: ORS 339.285 - 339.303
History:
ODE 11-2019, amend filed 03/25/2019, effective 03/25/2019
ODE 15-2014, f. & cert. ef. 3-4-14
ODE 13-2014, f. & cert. ef. 2-19-14
ODE 12-2012, f. 3-30-12, cert. ef. 5-1-12

581-021-0559 (REPEALED)
~~**Reporting Requirements for the Use of Physical Restraint and Seclusion**~~

~~(1) Each entity that has jurisdiction over a public education program must prepare and submit to the Superintendent of Public Instruction an annual report detailing the use of physical restraint and seclusion for the preceding school year, including, at a minimum:~~

~~(a) The total number of incidents involving physical restraint;~~

~~(b) The total number of incidents involving seclusion;~~

~~(c) The total number of seclusions in a locked room;~~

~~(d) The total number of students placed in physical restraint;~~

~~(e) The total number of students placed in seclusion;~~

~~(f) The total number of seclusion rooms available; and a description, including the location of those rooms, designated solely for seclusion;~~

~~(g) The total number of incidents that resulted in injuries or death to students or personnel as a result of the use of physical restraint or seclusion;~~

~~(h) The number of students who were placed in physical restraint or seclusion more than 10 times in the course of a school year and an explanation of what steps have been taken by the~~

~~public education program to decrease the use of physical restraint and seclusion for each student;~~

~~(i) The number of incidents in which the personnel of the public education program administering physical restraint or seclusion were not trained; and~~

~~(j) The demographic characteristics of all students upon whom physical restraint or seclusion was imposed, including race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged, unless the demographic information would reveal personally identifiable information about an individual student.~~

~~(2) Each entity that has jurisdiction over a public education program shall make its annual report about physical restraint and seclusion available to:~~

~~(a) The public at the entity's main office and the website of the entity;~~

~~(b) The school board or governing body overseeing the entity;~~

~~(c) If the entity is an education service district, the component school districts of the education service district;~~

~~(d) If the entity is a public charter school, the sponsor of the public charter school;~~

~~(e) Parents and guardians of students in a public education program, who shall be advised at least once each school year about how to access the report.~~

~~**Statutory/Other Authority:** 326.051~~
~~**Statutes/Other Implemented:** 2011 OL Ch. 665 (Enrolled HB 2939)~~
~~**History:**~~
~~ODE 15-2014, f. & cert. ef. 3-4-14~~
~~ODE 13-2014, f. & cert. ef. 2-19-14~~
~~ODE 12-2012, f. 3-30-12, cert. ef. 5-1-12~~

581-021-0563
Approval of ~~Physical~~ Restraint and Seclusion Training Programs for School Staff

(1) The Department of Education shall approve training programs in ~~physical~~ restraint and seclusion that:

(a) Teach evidence-based techniques that are shown to be effective in the prevention and safe use of ~~physical~~ restraint or seclusion;

(b) Provide evidence-based skills training related to positive behavior support, conflict prevention, de-escalation and crisis response techniques; and

(c) Are consistent with the philosophies, practices and techniques for ~~physical~~ restraint and seclusion that are established by rule or policy of the Department of Human Services.

(2) A training program seeking approval must submit program materials that meet the expectations of subsection (1) of this rule in writing to the Oregon Department of Education ~~that meets the expectations subsection (1) of this rule~~.

(3) Approved ~~T~~training programs ~~approved~~ remain in effect unless significant changes are made to the program. If significant changes are made, the training program must be re-submitted for approval.

(4) The Oregon Department of Education~~ODE~~ must remove training programs from the approved list if they no longer meet~~s~~ the requirements specified in subsection (1) of this rule, or if they are found by the Oregon Department of Education to have violated any other laws.

Statutory/Other Authority: ORS. 326.051
Statutes/Other Implemented: ORS 339.285 - 339.303
History:
ODE 15-2014, f. & cert. ef. 3-4-14
ODE 13-2014, f. & cert. ef. 2-19-14
ODE 12-2012, f. 3-30-12, cert. ef. 5-1-12

581-021-0566
Required Use of Approved Restraint and Seclusion Programs

On or after July 1, 2012, a Public Education Program may only use training programs on ~~physical~~ restraint and seclusion that are approved by the Department of Education under OAR 581-021-0563. The Department of Education shall make the approved training list available to all Public Education Programs.

Statutory/Other Authority: ORS. 326.051
Statutes/Other Implemented: ORS 339.285 - 339.303
History:
ODE 15-2014, f. & cert. ef. 3-4-14
ODE 13-2014, f. & cert. ef. 2-19-14
ODE 12-2012, f. 3-30-12, cert. ef. 5-1-12

581-022-2267
Annual Report on use of Restraint and Seclusion

(1) Each entity that has jurisdiction over a public education program must prepare and submit an annual report detailing the use of restraint and seclusion for the preceding school year to the Oregon Department of Education. The annual report shall include, at a minimum:

(a) The total number of incidents involving restraint;

(b) The total number of students placed in restraint;

(c) The total number of incidents involving seclusion;

(d) The total number of students placed in seclusion;

(e) The total number of seclusions in a locked room;

(f) The total number of seclusion rooms available, including a description of the dimensions and design of the rooms;

(g) 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;

(h) The number of students who were placed in restraint or seclusion more than 10 times in the course of a school year and an explanation of what steps have been taken by the public education program to decrease the use of restraint and seclusion for each student;

(i) The number of incidents in which the personnel of the public education program administering restraint or seclusion were not trained; and

(j) The demographic characteristics of all students upon whom restraint or seclusion was imposed, including race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged, unless the demographic information would reveal personally identifiable information about an individual student.

(2)(a) Each entity that has jurisdiction over a public education program shall make its annual report about restraint and seclusion available to:

(A) The public at the entity's main office and the website of the entity;

(B) The school board or governing body overseeing the entity;

(C) If the entity is an education service district, the component school districts of the education service district; and

(D) If the entity is a public charter school, the sponsor of the public charter school.

(b) Parents and guardians of students in a public education program shall be advised at least once each school year about how to access the report.

Statutory/Other Authority: ORS. 326.051
Statutes/Other Implemented: ORS 339.285 - 339.303

Enrolled
Senate Bill 963

Sponsored by Senator GELSER, Representatives CLEM, MCLAIN, HELT, SALINAS, SMITH G; Senators FREDERICK, HEARD, KNOPP, TAYLOR, THATCHER, THOMSEN, WAGNER, Representatives BONHAM, BOSHART DAVIS, DOHERTY, EVANS, GOMBERG, HERNANDEZ, HOLVEY, KENY-GUYER, MARSH, MCKEOWN, NATHANSON, NERON, RAYFIELD, REARDON, SCHOUTEN, SOLLMAN, WILDE, WILLIAMS, WILLIAMSON (at the request of Oregon Education Association, Disability Rights Oregon)

CHAPTER .....

AN ACT

Relating to safe classrooms; amending ORS 161.205, 339.250, 339.285, 339.288, 339.291, 339.294, 339.297 and 339.300; and declaring an emergency.

Be It Enacted by the People of the State of Oregon:

SECTION 1. ORS 339.285 is amended to read:

339.285. As used in ORS 339.285 to 339.303:

[*(1)(a) "Physical restraint" means the restriction of a student's movement by one or more persons holding the student or applying physical pressure upon the student.*]

[*(b)(A) "Physical restraint" does not include the touching or holding of a student without the use of force for the purpose of directing the student or assisting the student in completing a task or activity.*]

[*(B) "Physical restraint" does not include prone restraint as defined in ORS 339.288.*]

[*(2)*] **(1)** "Public education program" means a program **in this state** that:

(a) Is for students in early childhood education, elementary school or secondary school;

(b) Is under the jurisdiction of a school district, an education service district or another educational institution or program; and

(c) Receives, or serves students who receive, support in any form from any program supported, directly or indirectly, with funds appropriated to the Department of Education.

(2)(a) "Restraint" means the restriction of a student's actions or movements by holding the student or using pressure or other means.

(b) "Restraint" does not include:

(A) Holding a student's hand or arm to escort the student safely and without the use of force from one area to another;

(B) Assisting a student to complete a task if the student does not resist the physical contact; or

(C) Providing reasonable intervention with the minimal exertion of force necessary if the intervention does not include a restraint prohibited under ORS 339.288 and the intervention is necessary to:

(i) Break up a physical fight;

(ii) Interrupt a student's impulsive behavior that threatens the student's immediate safety, including running in front of a vehicle or climbing on unsafe structures or objects; or

(iii) Effectively protect oneself or another from an assault, injury or sexual contact with the minimum physical contact necessary for protection.

(3)(a) "Seclusion" means the involuntary confinement of a student alone in a room from which the student is physically prevented from leaving.

(b) "Seclusion" does not include the removal of a student for a short period of time to provide the student with an opportunity to regain self-control if the student is in a setting from which the student is not physically prevented from leaving.

(4) "Serious bodily injury" means any significant impairment of the physical condition of a person, as determined by qualified medical personnel, whether self-inflicted or inflicted by someone else.

SECTION 2. ORS 339.288 is amended to read:

339.288. [*(1) The use of a mechanical restraint, chemical restraint or prone restraint on a student in a public education program in this state is prohibited.*]

[*(2) The use of physical restraint or seclusion on a student in a public education program in this state is prohibited unless used as provided in ORS 339.291.*]

(1) The use of the following types of restraint on a student in a public education program is prohibited:

(a) Chemical restraint.

(b) Mechanical restraint.

(c) Prone restraint.

(d) Supine restraint.

(e) Any restraint that involves the intentional and nonincidental use of a solid object, including a wall or the floor, to impede a student's movement, unless the restraint is necessary to prevent an imminent life-threatening injury or to gain control of a weapon.

(f) Any restraint that places, or creates a risk of placing, pressure on a student's neck or throat.

(g) Any restraint that places, or creates a risk of placing, pressure on a student's mouth, unless the restraint is necessary for the purpose of extracting a body part from a bite.

(h) Any restraint that impedes, or creates a risk of impeding, breathing.

(i) Any restraint that involves the intentional placement of the hands, feet, elbow, knee or any object on a student's neck, throat, genitals or other intimate parts.

(j) Any restraint that causes pressure to be placed, or creates a risk of causing pressure to be placed, on the stomach or back by a knee, foot or elbow bone.

(k) Any action designed for the primary purpose of inflicting pain.

[*(3)*] **(2)** As used in this section:

(a) "Chemical restraint" means a drug or medication that is used on a student to control behavior or restrict freedom of movement and that is not:

(A) Prescribed by a licensed physician or other qualified health professional acting under the professional's scope of practice for standard treatment of the student's medical or psychiatric condition; and

(B) Administered as prescribed by a licensed physician or other qualified health professional acting under the professional's scope of practice.

(b)(A) "Mechanical restraint" means a device used to restrict the movement of a student or the movement or normal function of a portion of the body of a student.

(B) "Mechanical restraint" does not include:

(i) A protective or stabilizing device ordered by a licensed physician; or

(ii) A vehicle safety restraint when used as intended during the transport of a student in a moving vehicle.

(c) "Prone restraint" means a restraint in which a student is held face down on the floor.

(d) "Supine restraint" means a restraint in which a student is held face up on the floor.

SECTION 3. ORS 339.291 is amended to read:

339.291. [*(1)(a) Physical restraint or seclusion may be used on a student in a public education program only if:*]

[*(A) The student's behavior imposes a reasonable threat of imminent, serious bodily injury to the student or others; and*]

[*(B) Less restrictive interventions would not be effective.*]

[*(b)*] **(1)** [*Physical*] Restraint or seclusion may not be used for discipline, punishment**, retaliation** or convenience of personnel**, contractors or volunteers** of [*the*] **a** public education program.

(2)(a) Restraint may be used on a student in a public education program only under the following circumstances:

(A) The student's behavior imposes a reasonable risk of imminent and substantial physical or bodily injury to the student or others; and

(B) Less restrictive interventions would not be effective.

(b) Seclusion may be used on a student in a public education program only under the following circumstances:

(A) The student's behavior imposes a reasonable risk of imminent and serious bodily injury to the student or others; and

(B) Less restrictive interventions would not be effective.

[*(2)*] **(3)** If [*physical*] restraint or seclusion is used on a student, the [*physical*] restraint or seclusion must be:

(a) Used only for as long as the student's behavior poses a reasonable [*threat of imminent, serious bodily injury to the student or others*] **risk as described in subsection (2) of this section**;

(b) Imposed by personnel of the public education program who are:

(A) Trained to use [*physical*] restraint or seclusion through programs described in ORS 339.300; or

(B) Otherwise available in the case of an emergency circumstance when personnel described in subparagraph (A) of this paragraph are not immediately available due to the unforeseeable nature of the emergency circumstance; and

(c) Continuously monitored by personnel of the public education program for the duration of the [*physical*] restraint or seclusion.

[*(3)*] **(4)** In addition to the requirements described in subsection [*(2)*] **(3)** of this section, if [*physical*] restraint or seclusion continues for more than 30 minutes:

(a) The student must be provided with adequate access to the bathroom and water every 30 minutes;

(b) Personnel of the public education program must immediately attempt to verbally or electronically notify a parent or guardian of the student; and

(c) Every 15 minutes after the first 30 minutes of the [*physical*] restraint or seclusion, an administrator for the public education program must provide written authorization for the continuation of the [*physical*] restraint or seclusion, including providing documentation for the reason the [*physical*] restraint or seclusion must be continued.

SECTION 4. ORS 339.294 is amended to read:

339.294. (1) Each entity that has jurisdiction over a public education program must establish procedures for the public education program to follow after an incident involving the use of [*physical*] restraint or seclusion.

(2) Following an incident involving the use of [*physical*] restraint or seclusion, the following must be provided to a parent or guardian of the student:

(a) Verbal or electronic notification of the incident by the end of the school day when the incident occurred.

(b) Written documentation of the incident within 24 hours of the incident that provides:

(A) A description of the [*physical*] restraint or seclusion, including:

(i) The date of the [*physical*] restraint or seclusion;

(ii) The times when the [*physical*] restraint or seclusion began and ended; and

(iii) The location of the [*physical*] restraint or seclusion.

(B) A description of the student's activity that prompted the use of [*physical*] restraint or seclusion.

(C) The efforts used to de-escalate the situation and the alternatives to [*physical*] restraint or seclusion that were attempted.

(D) The names of the personnel of the public education program who administered the [*physical*] restraint or seclusion.

(E) A description of the training status of the personnel of the public education program who administered the [*physical*] restraint or seclusion, including any information that may need to be provided to the parent or guardian under subsection (3) of this section.

(c) Timely notification of a debriefing meeting to be held as provided by subsection (4) of this section and the parent's or guardian's right to attend the meeting.

(3) If the personnel of the public education program who administered the [*physical*] restraint or seclusion had not received training as provided by ORS 339.300, the administrator of the public education program shall ensure that a parent or guardian of the student and the district superintendent receive written notification of:

(a) The lack of training; and

(b) The reason the [*physical*] restraint or seclusion was administered by a person without training.

(4)(a) A debriefing meeting related to the use of [*physical*] restraint or seclusion must be held within two school days of the incident and must include all personnel of the public education program who were involved in the incident and any other appropriate personnel.

(b) Written notes must be taken of the debriefing meeting, and a copy of the written notes must be provided to a parent or guardian of the student.

(5) If a student is involved in five incidents in a school year involving [*physical*] restraint or seclusion, a team consisting of personnel of the public education program and a parent or guardian of the student must be formed for the purposes of reviewing and revising the student's behavior plan and ensuring the provision of any necessary behavioral supports.

(6) If serious bodily injury or death of a student occurs in relation to the use of [*physical*] restraint or seclusion, written notification of the incident must be provided within 24 hours of the incident to the Department of Human Services.

(7) If serious bodily injury or death of personnel of the public education program occurs in relation to the use of [*physical*] restraint or seclusion, written notification of the incident must be provided within 24 hours of the incident to the district superintendent and, if applicable, to the union representative for the affected party.

(8) Each public education program must maintain a record of each incident in which injuries or death occurs in relation to the use of [*physical*] restraint or seclusion.

SECTION 5. ORS 339.297 is amended to read:

339.297. (1) Each entity that has jurisdiction over a public education program must prepare and submit to the [*Superintendent of Public Instruction*] **Department of Education** an annual report detailing the use of [*physical*] restraint and seclusion for the preceding school year, including, at a minimum:

(a) The total number of incidents involving [*physical*] restraint.

(b) The total number of incidents involving seclusion.

(c) The total number of seclusions in a locked room.

(d) The total number of rooms available for use by the public education program for seclusion of a student and a description of the dimensions and design of the rooms.

(e) The total number of students placed in [*physical*] restraint.

(f) The total number of students placed in seclusion.

(g) The total number of incidents that resulted in injuries or death to students or personnel as a result of the use of [*physical*] restraint or seclusion.

(h) The number of students who were placed in [*physical*] restraint or seclusion more than 10 times in the course of a school year and an explanation of what steps have been taken by the public education program to decrease the use of [*physical*] restraint and seclusion for each student.

(i) The number of incidents in which the personnel of the public education program administering [*physical*] restraint or seclusion were not trained as provided by ORS 339.300.

(j) The demographic characteristics of all students upon whom [*physical*] restraint or seclusion was imposed, including race, ethnicity, gender, disability status, migrant status, English proficiency and status as economically disadvantaged, unless the demographic information would reveal personally identifiable information about an individual student.

(2)(a) Each entity that has jurisdiction over a public education program shall make its annual report about [*physical*] restraint and seclusion available to:

(A) The public at the entity's main office and the website of the entity;

(B) The board or governing body overseeing the entity;

(C) If the entity is an education service district, the component school districts of the education service district; and

(D) If the entity is a public charter school, the sponsor of the public charter school.

(b) Parents and guardians of students in a public education program shall be advised at least once each school year about how to access the report.

(3) A public education provider that does not comply with the requirement to submit a report to the Department of Education under subsection (1) of this section or to make the report available as described in subsection (2) of this section is considered nonstandard under ORS 327.103.

SECTION 6. ORS 339.300 is amended to read:

339.300. The Department of Education shall approve training programs in [*physical*] restraint and seclusion that:

(1) Teach evidence-based techniques that are shown to be effective in the prevention and safe use of [*physical*] restraint or seclusion;

(2) Provide evidence-based skills training related to positive behavior support, conflict prevention, de-escalation and crisis response techniques; and

(3) Are consistent with the philosophies, practices and techniques for [*physical*] restraint and seclusion that are established by rule or policy of the Department of Human Services.

SECTION 7. ORS 161.205 is amended to read:

161.205. The use of physical force upon another person that would otherwise constitute an offense is justifiable and not criminal under any of the following circumstances:

(1)(a) A parent, guardian or other person entrusted with the care and supervision of a minor or an incompetent person may use reasonable physical force upon such minor or incompetent person when and to the extent the person reasonably believes it necessary to maintain discipline or to promote the welfare of the minor or incompetent person.

(b) Personnel of a public education program, as that term is defined in ORS 339.285, may use reasonable physical force upon a student when and to the extent the application of force is consistent with ORS [*339.291*] **339.285 to 339.303**.

(2) An authorized official of a jail, prison or correctional facility may use physical force when and to the extent that the official reasonably believes it necessary to maintain order and discipline or as is authorized by law.

(3) A person responsible for the maintenance of order in a common carrier of passengers, or a person acting under the direction of the person, may use physical force when and to the extent that the person reasonably believes it necessary to maintain order, but the person may use deadly physical force only when the person reasonably believes it necessary to prevent death or serious physical injury.

(4) A person acting under a reasonable belief that another person is about to commit suicide or to inflict serious physical self-injury may use physical force upon that person to the extent that the person reasonably believes it necessary to thwart the result.

(5) A person may use physical force upon another person in self-defense or in defending a third person, in defending property, in making an arrest or in preventing an escape, as hereafter prescribed in chapter 743, Oregon Laws 1971.

SECTION 8. ORS 339.250 is amended to read:

339.250. (1) Public school students shall comply with rules for the government of such schools, pursue the prescribed course of study, use the prescribed textbooks and submit to the teachers' authority.

(2) Each district school board shall adopt written policies for the discipline, suspension or expulsion of any refractory student. The policies:

(a) May allow discipline, suspension or expulsion for conduct that includes, but is not limited to:

(A) Willful disobedience;

(B) Open defiance of the authority of a school employee;

(C) Possession or distribution of tobacco, alcohol, drugs or other controlled substances;

(D) Use or display of profane or obscene language;

(E) Willful damage or injury to school property;

(F) Use of threats, intimidation, harassment or coercion against a student or a school employee;

(G) Assault of a school employee or another student; or

(H) Intentional attempts, by word or conduct, to place a school employee or another student in fear of imminent serious physical injury.

(b) Must require consideration of the age of a student and the past pattern of behavior of a student prior to imposing the suspension or expulsion of a student.

(c) Must limit the use of expulsion to the following circumstances:

(A) For conduct that poses a threat to the health or safety of students or school employees;

(B) When other strategies to change student conduct have been ineffective, except that expulsion may not be used to address truancy; or

(C) When the expulsion is required by law.

(d) In addition to any limitations imposed by paragraph (c) of this subsection, for a student who is in fifth grade or lower, must limit the use of out-of-school suspension or of expulsion to the following circumstances:

(A) For nonaccidental conduct causing serious physical harm to a student or school employee;

(B) When a school administrator determines, based upon the administrator's observation or upon a report from a school employee, that the student's conduct poses a direct threat to the health or safety of students or school employees; or

(C) When the suspension or expulsion is required by law.

(e) When an out-of-school suspension is imposed as provided under paragraph (d) of this subsection, must require the school district to take steps to prevent the recurrence of the behavior that led to the out-of-school suspension and return the student to a classroom setting so that the disruption of the student's academic instruction is minimized.

(f) Must be limited so that:

(A) The duration of an expulsion may not be more than one calendar year.

(B) The duration of a suspension may not be more than 10 school days.

(g) Notwithstanding ORS 336.010, may require a student to attend school during nonschool hours as an alternative to suspension if the total number of hours does not exceed the equivalent of 10 school days.

(3) Pursuant to the policies adopted as provided by subsection (2) of this section, each school district shall develop a student handbook, code of conduct or other document that:

(a) Defines and helps create a learning environment that students respect;

(b) Defines acceptable norms of behavior for students and the types of behavior that are subject to discipline;

(c) Establishes procedures to address behavior or circumstances that pose a threat to the safety of students or employees of the school;

(d) Establishes a system of consequences that are designed to correct student misconduct and promote behavior within acceptable norms; and

(e) Makes the system of consequences known to the school community through the dissemination of information to students, parents, legal guardians and school district employees.

(4) Each district school board shall adopt written policies on managing students who threaten violence or harm in public schools. The policies adopted by a district school board under this section shall include all of the following:

(a) Staff reporting methods.

(b) Provisions that allow an administrator to consider and implement any of the following options:

(A) Immediately removing from the classroom setting any student who has threatened to injure another person or to severely damage school property.

(B) Placing the student in a setting where the behavior will receive immediate attention, including, but not limited to, the office of the school principal, vice principal, assistant principal, counselor or a school psychologist licensed by the Teacher Standards and Practices Commission or the office of any licensed mental health professional.

(C) Requiring that a school obtain an evaluation of a student by a licensed mental health professional before allowing the student to return to the classroom setting. A student who is removed from the classroom setting for an evaluation may not be removed for more than 10 school days unless the administrator is able to show good cause that an evaluation could not be completed in that time period. The policy must describe the circumstances under which the district school board may enter into contracts with licensed mental health professionals to perform any evaluations required under this subparagraph.

(c) The requirement that an administrator provide to the parent or legal guardian of the student notification that describes the student's behavior and the school's response.

(d) A provision for the allocation of any funds necessary for the school district to implement the policies described in this subsection.

(5) In establishing and enforcing discipline, suspension and expulsion policies, a district school board shall ensure that the policy is designed to:

(a) Protect students and school employees from harm;

(b) Provide opportunities for students to learn from their mistakes;

(c) Foster positive learning communities;

(d) Keep students in school and attending class;

(e) Impose disciplinary sanctions without bias against students from a protected class, as defined in ORS 339.351;

(f) Implement a graduated set of age-appropriate responses to misconduct that are fair, nondiscriminatory and proportionate in relation to each student's individual conduct;

(g) Employ a range of strategies for prevention, intervention and discipline that take into account a student's developmental capacities and that are proportionate to the degree and severity of the student's misbehavior;

(h) Propose, prior to a student's expulsion or leaving school, alternative programs of instruction or instruction combined with counseling for the student that are appropriate and accessible to the student in the following circumstances:

(A) Following a second or subsequent occurrence within any three-year period of a severe disciplinary problem with the student; or

(B) When a parent or legal guardian applies for the student's exemption from compulsory attendance on a semiannual basis as provided in ORS 339.030 (2);

(i) To the extent practicable, use approaches that are shown through research to be effective in reducing student misbehavior and promoting safe and productive social behavior; and

(j) Ensure that school conduct and discipline codes comply with all state and federal laws concerning the education of students with disabilities.

(6) Except for policies adopted under subsection (7) of this section, any policies adopted under this section must provide for the dissemination of information about alternative programs of instruction or instruction combined with counseling, as described in subsection (5)(h) of this section, in writing to the student and the parent, legal guardian or person in parental relationship with the student at least once every six months, unless the information has changed because of the availability of new programs.

(7) Each district school board shall adopt a written policy involving firearms, as defined in 18 U.S.C. 921. The policy shall:

(a) Require expulsion from school for a period of not less than one year of any student who is determined to have:

(A) Brought a firearm to a school, to school property under the jurisdiction of the school district or to an activity under the jurisdiction of the school district;

(B) Possessed, concealed or used a firearm in a school, on school property under the jurisdiction of the school district or at an activity under the jurisdiction of the school district; or

(C) Brought to or possessed, concealed or used a firearm at an interscholastic activity administered by a voluntary organization.

(b) Allow exceptions:

(A) For courses, programs and activities approved by the school district that are conducted on school property, including, but not limited to, hunter safety courses, Reserve Officer Training Corps programs, firearm-related sports or firearm-related vocational courses; and

(B) Identified by and adopted by the State Board of Education by rule.

(c) Allow a superintendent of a school district to:

(A) Modify the expulsion requirement for a student on a case-by-case basis.

(B) Propose alternative programs of instruction or instruction combined with counseling for a student that are appropriate and accessible to the student. If alternative programs are appropriate for a student, the superintendent shall ensure that information about programs of instruction or instruction combined with counseling is provided in writing to the student and the parent, legal guardian or person in parental relationship with the student at least once every six months, or at any time the information changes because of the availability of new programs.

(d) Require a referral to the appropriate law enforcement agency of any student who is expelled under this subsection.

(e) Require an annual reporting to the Department of Education of the name of each school that had an expulsion under this subsection and the number of students expelled from each school.

(8) Each district school board shall adopt and disseminate written policies for the use of physical force upon a student. The policies must allow an individual who is a teacher, administrator, school employee or school volunteer to use reasonable physical force upon a student when and to the extent the application of force is consistent with ORS [*339.291*] **339.285 to 339.303**.

(9)(a) The authority to discipline a student does not authorize the infliction of corporal punishment. Every resolution, bylaw, rule, ordinance or other act of a district school board, a public charter school or the Department of Education that permits or authorizes the infliction of corporal punishment upon a student is void and unenforceable.

(b) As used in this subsection:

(A) "Corporal punishment" means the willful infliction of, or willfully causing the infliction of, physical pain on a student.

(B) "Corporal punishment" does not include:

(i) The use of physical force authorized by ORS 161.205 for the reasons specified therein; or

(ii) Physical pain or discomfort resulting from or caused by participation in athletic competition or other such recreational activity, voluntarily engaged in by a student.

(10) For purposes of this section, calculations of the number of school days that a student is removed from a classroom setting shall be as follows:

(a) As a half day if the student is out of school for half, or less than half, of the scheduled school day; and

(b) As a full day if the student is out of school for more than half of the scheduled school day.

SECTION 9. This 2019 Act being necessary for the immediate preservation of the public peace, health and safety, an emergency is declared to exist, and this 2019 Act takes effect July 1, 2019.

Passed by Senate March 25, 2019

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Lori L. Brocker, Secretary of Senate

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Peter Courtney, President of Senate

Passed by House May 29, 2019

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Tina Kotek, Speaker of House

Received by Governor:

.....M.,....., 2019

Approved:

.....M.,....., 2019

.....
Kate Brown, Governor

Filed in Office of Secretary of State:

.....M.,....., 2019

.....
Bev Clarno, Secretary of State

Oregon State Board of Education
September 19, 2019

AGENDA ITEM: 4.E

SUBJECT: HB 2444 Oregon FFA Funding – FFA Summer Duty Extended Contract Grants **STAFF NAME & OFFICE**: Reynold Gardner – Office of Learning & Assessment Submission of the OAR for the implementation of HB 2444, which appropriates $600,000 for teachers and their FFA summer duty contract / extended duty contracts. The intent HB 2444 is to improve graduation rates, college preparation and career placement for students enrolled within an ODE approved CTE - Agriculture Science and Technology Program of Study. ☒ New Rule ☐ Amend Existing Rule ☐ Repeal Rule	☒ **First Reading** ☒ **Presentation** ☐ **No Presentation** ☐ **Action** ☐ **Temp Rule** ☐ **Presentation** ☐ **No Presentation**

BACKGROUND

1. History:
    a. What prompted this update to the board?
        Passage of HB 2444 - Oregon FFA Funding. The bill allocated $2,030,000 to the Oregon FFA Association and FFA Summer Duty Extended Contract Grants. The $600K associated with the FFA Summer Duty Extended Contract Grants require the development of Oregon Administrative Rules

2. Purpose
    a. What function does this policy or update hold?
        The OAR will guide the implentaiton of the $600K FFA Summer Duty Extended Contract Grants.

        i. How long has this policy in place?
            Effective upon rules adoption (Dec 12, 2019) and retroactive to the passage date of HB 2444 – July 1, 2019.

3. Does the board have any areas of discretion on this policy and/or update?
    Yes the rule development process for the FFA Summer Duty Extended Contract Grants, $600K.

4. Stakeholder voice/input (individual and collective i.e., groups)
    a. Who was involved in bringing this to the Board?
        A stakeholder group called Team AgEd was called upon to facilitate the conversation and provide guidance in the development of the OAR. Team AgEd members include: representative business and industry partners, Oregon Agriculture Teachers Association, OSU – Agricultural Education Department,

Oregon FFA Association, Oregon FFA Foundation, Oregon FFA Alumni, Oregon Community Colleges – Agricultural Instructor, Collegiate FFA, Oregon Ag In the Classroom, and Regional CTE Coordinator.

b. What did engagement in this process entail?
A 13 member group met on August 12, 2019 at Oregon State University to review and vet the proposed rules. Additionally the materials were shared with 27 stakeholders prior to the Aug 12 meeting.

c. Who may be affected by this?
Parents, students, community members, business and industry partners and school districts with an ODE approved CTE Program of Study within the Agriculture Science and Technology instructional area.

d. Whose voice is missing potentially?
The intentionality of inviting 27 different stakeholders / groups was to avoid the missing key partners.

e. What more information does the Board need prior to moving forward?

SUMMARY OF PREVIOUS BOARD ACTION

1. Has this been before the board before? If so, what action did the board take?
No this is a new topic / new law. HB 2444 Oregon FFA Funding 2019.

HAS THE RULE CHANGED SINCE LAST BOARD MEETING?

☐ N/A; first read—hasn't been before board
☐ No; same as last month
☐ Yes – As follows:

POLICY ISSUE OR CONCERNS

These policy issues or concerns could be from the field, stakeholder groups, statements submitted during the comment period, or discussions among ODE staff. Consider the following questions:

1. Stakeholders
    a. How have you intentionally involved stakeholders who are also members of communities affected by this rule?
    Yes. 27 individuals from the Team AgEd group and business and industry partners were invited to participate in the rule formation.

    b. Who are the historically underserved groups affected?

The State Board position on Equity is at the core of the rules implementation process and the State Board Guiding Questions were reviewed at the beginning of the stakeholder meeting and rule formation process.

c. If the rule change or policy decision has tribal implications and it has been deemed appropriate by the Department's Tribal Liaison, the Deputy Superintendent, or State Board, has there been engagement or collaboration with tribes in this rule change or policy decision?

There is no direct bearing on tribal implications. Yet there is a data element where services to historically underserved students are identified.

d. How has the Oregon Department of Education modified or enhanced the rule change or policy decision to address the needs of historically underserved communities?

Yes….. The OAR, grant application and final report takes into account services to historically underserved students.

2. Negative/Positive Effects
   a. What is the impact on the population most affected by this rule that the board should consider?

The goal is to improve graduation rates, college preparation and career placement for students enrolled within an ODE approved CTE - Agriculture Science and Technology Program of Study. So all students within the Agriculture Science and Technology courses would benefit.

   b. What is the impact on eliminating the opportunity or achievement gap?

The $600K for the FFA Summer Duty Extended Contract Grants is to assist schools in providing opportunities to historically underserved students. School districts would be able to target grant goals and deliverables to eliminate the achievement gap.

   c. Have all the potential unintended consequences been considered?

Oregon Team AgEd / HB 2444 steering committee addressed the what ifs of the funding and if school district continue to award time and effort towards the students that are already receiving services and not expanding to underserved students.

   d. Does this rule advance the 40/40/20 goals?

Yes….. *The goal is to improve graduation rates, college preparation and career placement for students enrolled within an ODE approved CTE - Agriculture Science and Technology Program of Study.*

3. What are the barriers to more equitable outcomes, either:
   a. State or federally mandated?

None identified.

   b. Political?

None identified.

c. Emotional?

None identified.

d. Financial?

The financial barrier is the most common cause of lack of student opportunities as it relates to FFA participation. HB 2444 - Oregon FFA Funding at it's core addresses removing the financial barrier that may prevent students from getting involved. The FFA Membership fee is being covered and the cost of attending local, state and national events are being diminished. Additionally these rules enable a school district to apply for FFA Summer Duty Extended Contract Grants to address teacher extended duty time to engage historically underserved students?

e. Programmatic?

The programmatic and systematic structure of the school district and how the Agriculture Science and Technology program has been organized may be a barrier that prevents students from connecting and enrolling within the Agriculture Science and Technology Program of Study. This grant would allow school districts to apply for teacher summer duty contract time.

EQUITY IMPACT ANALYSIS

The following questions are designed to examine how the proposed rule, policy or action systematically affect historically underserved students and/or communities.

1. Will historically underserved populations be impacted by this docket item?
   a. If yes, describe how the rule changes, policy, or action could produce other unintended consequences not listed in the docket.

      Yes….. Oregon Team AgEd / HB 2444 steering committee intentionally guided the application development and final report to encourage school districts to identify the barriers that are preventing historically underserved students from participating within the FFA programing.

   b. If no, refer to *Policy Issue or Concerns* and identify the historically underserved populations affected. Conduct a reflection and examination, which will and should answer 1a.

2. Examine the potential impact of the rule changes, policy, or action on historically underserved populations in Oregon. Describe this ongoing and/or foreseeable impact, using as much detail as possible.

   With the passage of HB 2444 Oregon FFA Funding. The FFA Summer Duty Extended Contract Grants and the final report for the grant the school districts and teachers will identify what goals and explicit activities took place in an effort to provide services to historically underserved students.

Additionally the Oregon FFA Association will now have a reporting metric (validation with the Oregon Department of Education concerning the FFA Student participation) that will guide and shape their programing and have the FFA examine what opportunities and structure exist that prevent historically underserved students from participating.

Within Explain how the rule change, policy, or action works toward the elimination of either (one or both):

a. the achievement gap

The FFA has a way of empowering students to find success in an interest area that fits their needs. Additionally FFA members establish goals that are relevant to their personal career paths. The personal connection to the student's interest and goals have a way to engage students that is beyond the normal classroom.
The FFA moto is:
Learning To Do,
Doing to Learning,
Earning to Live
Living to Serve
Within this structure student find the connection and achieve their goals.

b. the opportunity gap

HB 2444 Oregon FFA Funding addresses the opportunity gap barrier by providing school district with support through the FFA Summer Duty Extended Contract Grants and enabling teachers to reach out to historically underserved students. With teacher summer contracts educators will be able to provide opportunity to students who have previously been denied the opportunity.

FISCAL ANALYSIS

Are there any fiscal impacts that the Board should consider as part of this update or report?

HB 2444 Oregon FFA Funding allocates $600K associated with the FFA Summer Duty Extended Contract Grants. The Oregon Department of Education implements the grants and the school district guide the summer contracts for the teachers.
There is no fiscal impact other than staff support to implement the grant.

Does the proposed rule change impact other stakeholders?

School districts will need to identify goals and supports for the Agriculture Science and Technology teachers in implementing the deliverables of the FFA Summer Duty Extended Contract Grants.

STAFF RECOMMENDATION

☐ Approve ☒ Approve next month ☐ No recommendation at this time
Prompted by: ☐ State law changes ☐ Federal law changes ☐ other

Oregon State Board of Education
September 19, 2019
AGENDA ITEM: 4.E

ATTACHMENTS

Attachment 1: N/A

CREATED BY EN 9-11-19

HB 2444 – Oregon FFA Summer Duty Extended Contract Grant

581-XXX-XXXX Definitions: FFA Summer Duty Extended Contract Grant

The following definitions apply to OAR 581-XXX-XXXX to 581-XXX-XXXX:

(1) “Agriculture Science and Technology Program of Study” means a comprehensive program that connects the related career strands that are part of the vibrant nature of Oregon’s agriculture industry. The career strands include agribusiness, animal science, plant science/horticulture, and agriculture mechanics.

(2) “FFA” means Future Farmers of America.

(3) “Historically Underserved Student” means English language learners, Black and African American, American Indian and Alaskan Native, Latino and Hispanic, Asian and Pacific Islander, Multi-racial, students experiencing poverty, and students with disabilities.

(4) “Oregon Agriculture Teachers Association” is the association of licensed Agriculture Science and Technology teachers within the State of Oregon.

(5) “Oregon FFA Association” means the career technical student organization that is chartered by the Oregon Department of Education and is an affiliate of the National FFA Organization.

(6) “Oregon Team AgEd" is a collaborative partnership of related entities or organizations that have a vested interest in the Agricultural Education Model. Oregon Team AgEd provides guidance and recommendations to support the Oregon Agricultural Education model.

(7) “Program of Study” means a sequence of courses, aligned to industry standards at the secondary and post-secondary level, which integrates technical and career skill proficiencies with academic content and has been approved by the Oregon Department of Education.

Stat. Auth.: 2019 OL Ch. 588, Sec. 3 (Enrolled HB 2444)
Stat. Implemented: 2019 OL Ch. 588, Sec. 3 (Enrolled HB 2444)

581-XXX-XXXX Purpose: FFA Summer Duty Extended Contract Grant

(1) The purpose of the FFA Summer Duty Extended Contract Grant is to fund extended duty contracts in school districts to allow school district personnel to manage approved Agriculture Science and Technology Programs of Study during the summer months between school years.

Stat. Auth.: 2019 OL Ch. 588, Sec. 3 (Enrolled HB 2444)
Stat. Implemented: 2019 OL Ch. 588, Sec. 3 (Enrolled HB 2444)

581-XXX-XXXX Funding: FFA Summer Duty Extended Contract Grant

(1) The Department of Education shall determine for each fiscal year the portion of the funds available for the FFA Summer Duty Extended Contract Grant.

(2) Prior to the allocation in each fiscal year, the Department of Education shall:

(a) Identify qualifying secondary school districts that have an approved Agriculture Science and Technology Program of Study; and

(b) Identify the maximum allocation available for individual teachers for FFA Summer Duty Extended Contract Grants for each fiscal year.

(3) Funds received by a school district under this section must be separately accounted for and must be used in accordance with the school district's approved calendar of FFA activities.

(4) Any funds not claimed within a grant cycle will be reallocated into the FFA Summer Duty Extended Contract Grant fund and will be made available for the next grant cycle or returned to the state general fund at the end of the biennium.

Stat. Auth.: 2019 OL Ch. 588, Sec. 3 (Enrolled HB 2444)
Stat. Implemented: 2019 OL Ch. 588, Sec. 3 (Enrolled HB 2444)

581-XXX-XXXX Eligibility: FFA Summer Duty Extended Contract Grant

School districts that have an approved Agriculture Science and Technology Program of Study are eligible to receive the FFA Summer Duty Extended Contract Grant.

Stat. Auth.: 2019 OL Ch. 588, Sec. 3 (Enrolled HB 2444)
Stat. Implemented: 2019 OL Ch. 588, Sec. 3 (Enrolled HB 2444)

581-XXX-XXXX Criteria: FFA Summer Duty Extended Contract Grant

(1) The Department of Education will establish an annual application for the FFA Summer Duty Extended Contract Grant application. The grant application will comply with the requirements of 2019 OL Ch. 588, Sec. 3 (Enrolled HB 2444).

(2) An application submitted by a school district must include the following:

(a) Specific goals and deliverables, including goals and deliverables to provide opportunities to historically underserved students;

(b) Information about the school district's current FFA extended duty contracts;

(c) Assurances that the money received through the FFA Summer Duty Extended Contract Grant will be used to establish or expand programs and opportunities and will not be used to replace current funding provided by the school district for FFA Summer Duty Extended Contracts; and

(d) Signature of school principal, teacher, and advisory committee.

(3) The Department will convene an application review committee consisting of at a minimum representatives of business and industry members of Team AgEd, Oregon Agriculture Teachers Association, and the Oregon FFA Association, and other members that are geographically and demographically representative of Oregon's student body. The review committee will make recommendations to the Oregon Department of Education.

(4) School districts may amend the approved FFA Summer Duty Extended Contract Grant goals and deliverables so long as the amendment is done in consultation with the Oregon Department of Education and the amended goals and deliverables are approved by the Department.

Stat. Auth.: 2019 OL Ch. 588, Sec. 3 (Enrolled HB 2444)
Stat. Implemented: 2019 OL Ch. 588, Sec. 3 (Enrolled HB 2444)

581-XXX-XXXX Annual Report: FFA Summer Duty Extended Contract Grant

(1) Prior to the end of each fiscal year, a school district that has received a FFA Summer Duty Extended Contract Grant must file an annual report to the Oregon Department of Education.

(2) The annual report must include:

(a) Reporting on the specific goals and deliverables identified in the application;

(b) Copies of the monthly reports that outline the accomplishments related to the FFA chapter calendar of activities that were submitted by the teacher to the school principal during the affected months of the grant; and

(c) Verification that the money received through the FFA Summer Duty Extended Contract Grant will be used to establish or expand programs and opportunities and will not be used to replace current funding provided by the school district for FFA Summer Duty Extended Contracts.

Stat. Auth.: 2019 OL Ch. 588, Sec. 3 (Enrolled HB 2444)
Stat. Implemented: 2019 OL Ch. 588, Sec. 3 (Enrolled HB 2444)

Oregon State Board of Education
MEETING DATE: September 19, 2019
AGENDA ITEM: 4.F

SUBJECT: Oregon School Library Guidelines Revision **STAFF NAME & OFFICE**: Alexa Pearson, SIS Team Director; Tina Roberts, SIS Team ELA Specialist, OTLA; Susan Stone, Teacher Librarian; Laurie Nordahl, Teacher Librarian The OASL Standards Committee was asked by the 2015 State Board of Education to create grade-level learning goals that aligned to the then-newly-adopted school library standards, now referred to as instructional guidelines (adopted in Jan. 2015). Through the process of developing grade-level learning goals, revisions were made to the original School Library Instructional Guidelines. What is being presented today is the revised library instructional guidelines, in a first read and request for adoption by the State Board of Education. ☐ New Rule ☐ Amend Existing Rule ☐ Repeal Rule	☒ **First Reading** ☒ **Presentation** ☐ **No Presentation** ☐ **Action** ☐ **Temp Rule** ☐ **Presentation** ☐ **No Presentation**

BACKGROUND

Include the following points for new OARs, OAR updates or changes.

1. History:
    a. What prompted the rule (why do we have it?) State law? Federal law? Incident? Why are changes/amendments being proposed?

        In 2010, the Oregon Association of School Libraries (OASL) appointed the Standards Committee to write school library instructional guidelines to guide and equalize teaching and learning in our libraries across Oregon.

        Up to that time, there was no definitive evidence that adopted guidelines for library instruction existed in Oregon. Individual school district guidelines for the operational management of a library space could be found, and in some districts, local scope and sequence documents existed, but there were no guidelines that detailed how instruction was to take place or what teaching and learning should entail. From one district to another, even from one school to another in the same district, there was little consistency in expectations for student learning or for the types of resources to be provided.

The Standards Committee was particularly concerned for communities, both rural and urban, where students were not afforded access to a school library program. This was especially true of underserved communities. But the concern was also extended to communities who were underrepresented and/ or had unique needs. The committee often heard from higher education librarian colleagues across the state that students were entering college lacking the skill sets necessary for basic entry level coursework.

The committee felt strongly that drafting guidelines and learning goals for library instruction was needed in order to define and build strong school library programs for all students.

The teacher-librarians on the Standards Committee came from both public and private libraries, represented all levels of K-12 instruction, and represented multiple regions in Oregon (Ashland, Bend-LaPine, Coos Bay, Heah-Kah-Nie, Portland). The rural areas in the eastern and southeastern counties in Oregon were not represented on the committee, as there were either very few or no teacher-librarians on staff in school districts in those counties.

Driving the work was the intent to provide equity of library instruction for all students, regardless of socioeconomic status and geographic location, or whether they attended a public or private school. Scores of research studies across the country show the value of a licensed teacher-librarian, and that a strong school library program yields greater student gains in achievement than does lowering class sizes. The committee was concerned with how library instruction would take place given a pattern of decline of licensed librarians in Oregon schools.

In late 2014, the Oregon School Library Instructional Guidelines (originally called Oregon School Library Standards) were presented to the State Board of Education (SBE) and officially adopted with unanimous consent in January of 2015. During the 2014 presentation, it was suggested that the Standards Committee write grade level learning goals for each standard. For the last four years, the committee worked to draft the Grade Level Learning Goals, which are now complete. The work has resulted in the revision of the original library instructional guidelines.

b. What is the current requirement in rule or statute? Since House Bill 2586 became law in 2010, school districts are to account for a strong school library program in district-level continuous improvement plans, per ORS 329.095 and OAR 581-022-2250. School libraries are also addressed in OAR 581-022-2340.

c. What function does the current rule hold?

The OAR that covers academic content standards is OAR 581-022-2030. School libraries are not addressed in that OAR. However, since the State Board of Education adopted the original version of the Oregon School Library Instructional Guidelines in 2015, the

OASL Standards Committee wants to inform the current board members about revisions that resulted as part of writing the Grade Level Learning Goals.

d. How long has the rule been in place? N/A

2. Does the board have any areas of discretion or is this strictly mirroring statute?

   a. If the board does have discretion, those areas should be called out here or in the next section.

      The State Board of Education can vote to adopt the revised Oregon School Library Instructional Guidelines. These guidelines support library media instruction for all grade levels, as called out in OAR 581-022-2340, Media Programs.

      The Board also could support the statute and administrative rule related to district-continuous improvement plans ORS 329.095 and OAR 581-022-2250 (which are mentioned in section 1 b).

3. Stakeholder voice/input (individual and collective i.e., groups)

   a. Who was involved in bringing this to the Board?

      The Oregon Association of School Libraries was involved with bringing this to the Board.

   b. What did engagement in this process entail?

      Throughout the process of creating the original guidelines, feedback was solicited from library colleagues and educational professionals. Survey feedback came from members of the following: OASL, OLA (Oregon Library Association), and ILAGO (Information Literacy Advisory Group of Oregon). The feedback was primarily from populations where licensed teacher-librarians provide instruction.

      It was also revealed that school locations where underrepresented and underserved students attend are less likely to have a teacher-librarian providing instruction. The Standards Committee determined a closer look at how to better serve these student populations was warranted and is in the process of gathering feedback from a broader audience (parents, teachers, administrators, students) regarding the revised guidelines.

   c. Who may be affected by this?

      Those who may be affected include students, licensed teacher-librarians, classroom teachers, building administrators, district administrators, school board members, and higher education instructional staff.

   d. Whose voice is missing potentially?

Potential voices missing include students and school staff in areas where there are no licensed teacher-librarians delivering instruction. As of 2017-18 school year, there are 159 FTE licensed teacher-librarians in Oregon, which means that many students and staff in the approximately 1250 public schools in Oregon are not being served. Note that this number is down from 308 FTE in 2010 and 818 FTE in 1980 (see Map Licensed School Librarians.png in attachments).

e. What additional information does the Board need prior to moving forward?

While the Oregon School Library Instructional Guidelines were previously considered academic content standards and are listed on ODE's academic content standards page, instruction to meet the guidelines is not required because standards for library instruction are not included in OAR 581-022-2030, or ORS 329.045.

Academic librarians have shared that many incoming students lack critical information literacy skills due to the reduced number of licensed teacher-librarians in K-12 schools and due to the lack of access to strong school library programming.

SUMMARY OF PREVIOUS BOARD ACTION

1. Has this been before the board before? If so, what action did the board take?

Members of OASL presented the Oregon School Library Instructional Guidelines to the State Board of Education on December 11, 2014. The Board moved to adopt the guidelines on January 22, 2015 and suggested that Grade Level Learning Goals be written to support implementation of the guidelines. As background for this first read, OASL members provided an informational presentation to the Board on June 20, 2019.

HAS THE RULE CHANGED SINCE LAST BOARD MEETING?

☒ N/A; first read—hasn't been before board

☐ No; same as last month

☐ Yes – As follows

Oregon State Board of Education
MEETING DATE: September 19, 2019
AGENDA ITEM: 4.F

POLICY ISSUE OR CONCERNS

These policy issues or concerns could be from the field, stakeholder groups, statements submitted during the comment period, or discussions among ODE staff. Consider the following questions:

1. Stakeholders
    a. How have you intentionally involved stakeholders who are also members of communities affected by this rule?
        i. Feedback was solicited from library colleagues and education professionals:
            1. Tina Roberts, ODE ELA Specialist
            2. Nicole Dalton, Former ODE ELA Specialist
            3. Marie Ballance, Ed.D, Former ODE ELA Specialist; Current Principal, Eagle Charter School, Salem, OR
            4. Joni Gilles, ODE
            5. Terri Nelson, ODE
            6. Susan Tabor Boesch, Teacher-librarian, Hailey, ID
            7. Jennifer Maurer, School Library Consultant, State Library of Oregon
            8. Rick Stoddart, Ed.D, Library Dean at Lane Community College, Eugene, OR
            9. Pam Kessinger, Portland Community College Librarian
            10. Sara Ralston, Eastern Oregon University Librarian
            11. Sally Mielke, Eastern Oregon University Librarian
            12. Other members of ACRL-Oregon (Association of College and Research Libraries)
        ii. Survey feedback from members of the following:
            1. OASL
            2. OLA
            3. ILAGO
        iii. Survey Feedback is currently in process from varied stakeholders across the state:
            1. English Language Arts teachers
            2. Administrator groups
            3. Tribal leaders
            4. Parent groups
            5. Students
            6. OASL
            7. OLA
            8. ACRL-Oregon
            9. ILAGO

b. Who are the historically underserved groups affected?
The historically underserved who are affected would include students of color, students attending school in rural areas, students whose first language is other than English, and students whose families are experiencing poverty.
c. If the rule change or policy decision has tribal implications and it has been deemed appropriate by the Department's Tribal Liaison, the Deputy Superintendent, or State Board, has there been engagement or collaboration with tribes in this rule change or policy decision?
Feedback from the Department's Tribal Liaison has been solicited. The Deputy Superintendent of Public Instruction sits on the State Board and may provide feedback during and after this presentation.
d. How has the Oregon Department of Education modified or enhanced the rule change or policy decision to address the needs of historically underserved communities?
N/A

2. Negative/Positive Effects

a. What is the impact on the population most affected by this rule that the board should consider?
The impact is that students will be better prepared to utilize information in life, college, and career and that licensed teacher-librarians will have a consistent way to teach these skills and work with classroom teachers to support implementation and instruction of their content standards. Additionally, district administrators will be better able to implement strong school library programs (in accordance with OAR 581-022-2340 and OAR 581-022-2250.
b. What is the impact on eliminating the opportunity or achievement gap?
The proposed revision to the Oregon School Library Instructional Guidelines clarifies the language of the guidelines, and the new Grade Level Learning Goals define a progression of skills and allow teacher-librarians to assess individual needs for instruction.
c. Have all the potential unintended consequences been considered?
Yes, unintended consequences have been considered.
d. Does this rule advance the 40/40/20 goals?
Yes, the proposed revised Oregon School Library Instructional Guidelines articulate learning goals from Kindergarten through Grade 14. The Standards Committee includes an academic librarian who sought feedback from other academic librarians to help articulate the progression through Grade 14. The goal is to move students at the high school level who are taking college level and dual credit courses to the Grade 13-14 level.

The library instructional guidelines provide the foundation to foster success in college, support student achievement in earning a 2-year degree, and for students who continue to move beyond Grade 14 to receive a 4-year degree.

According to a study by Topsy N. Smalley published in May 2004 in *The Journal of Academic Librarianship*, "To be effective, experience with information literacy strategies needs to be part of the entire educational experience. School librarians and school library programs are key educational components. This study supports those assertions, as it demonstrates that students whose high school include librarians and library instruction programs bring more understanding about information research to their college experiences."

3. What are the barriers to more equitable outcomes, either:
    a. State or federally mandated? N/A
    b. Political? N/A
    c. Emotional? N/A
    d. Financial? N/A
    e. Programmatic?
    Staffing is a possible programmatic barrier because these guidelines and learning goals are not likely to be taught in districts that do not have teacher-librarians on staff.

EQUITY IMPACT ANALYSIS

The following questions are designed to examine how the proposed rule, policy or action systematically affect historically underserved students and/or communities.

1. Will historically underserved populations be impacted by this docket item?
    a. If yes, describe how the rule changes, policy, or action could produce other unintended consequences not listed in the docket.
    Historically underserved populations will be positively impacted by these proposed library instructional guidelines/learning goal revisions, as there is greater coherence and alignment between and among grade levels, creating more explicit opportunity for teacher-librarians to meet students where they are and help them to continue to grow.

    School and district administrators serving underserved communities can use the Oregon School Library Instructional Guidelines and articulated Grade Level Learning Goals to develop and implement a strong school library program, specific to their community.

b. If no, refer to *Policy Issue or Concerns* and identify the historically underserved populations affected. Conduct a reflection and examination, which will and should answer 1a.

2. Examine the potential impact of the rule changes, policy, or action on historically underserved populations in Oregon. Describe this ongoing and/or foreseeable impact, using as much detail as possible.

One of the strongest indicators of a strong school library program is instruction based on instructional guidelines, especially in collaboration with content area teachers. The Oregon School Library Instructional Guidelines will provide a framework for instruction, that when applied in collaboration between a licensed teacher-librarian and a content-specific classroom teacher, will scaffold learning for all students, including historically underserved populations. The instructional guidelines will also serve as a measure for evaluation of students' learning to ensure their success in mastering the skills called out in the guidelines.

Impact studies have consistently shown positive correlations between high-quality library programs and student achievement. Data from more than 34 statewide studies, including an Oregon study, suggest that students tend to earn better standardized test scores in schools that have strong library programs (Gretes, 2013; Scholastic, 2016).

According to a March 26, 2018 article in the *Phi Delta Kappan*, by Keith Curry Lance and Debra E. Kachel, "Skeptics might assume that these benefits [high-quality library programs and student achievement] are associated mainly with wealthier schools, where well-resourced libraries serve affluent students. However, researchers have been careful to control for school and community socioeconomic factors, and they have found that these correlations cannot be explained away by student demographics, school funding levels, teacher-pupil ratios, or teacher qualifications. In fact, they have often found that the benefits associated with good library programs are strongest for the most vulnerable and at-risk learners, including students of color, low-income students, and students with disabilities."

3. Explain how the rule change, policy, or action works toward the elimination of either (one or both):

a. the achievement gap

Patricia McGuire, Washington Trinity University President, wrote an article for *The Chronicle of Higher Education* (April 12, 2018) called "Want More College Students to Graduate? Fix the High Schools." In the article, McGuire wrote the following:

> According to Antwan Wilson, Chancellor of the Washington D.C. public schools, "Too many public high schools are failing, especially those serving low-income students of color. McGuire writes, "[College] students are set up for failure from the start. Add to academic deficiencies the intractable hurdles of poverty, like being hungry and sometimes homeless, and by midterm in the first year, too many freshmen are already failing. Colleges devote substantial resources to remediation and support services just to get students across the first-semester finish line. But over time, many underprepared and impoverished students

simply stop attending, stop answering the persistent phone calls and texts from advisers, and disappear into the diaspora of the more than 30 million Americans who have attended college but have no degree."

Strong library programs and teacher-librarians who teach to the Oregon School Library Instructional Guidelines using the Grade Level Learning Goals will benefit students who currently fall into the category of "underserved" populations.

b. the opportunity gap
Students receiving school library guidelines instruction are better prepared to transition to college and statistically more successful in continuing their college career.

2013-2016 Institutional Research data presented by a team of academic librarians from the Pierce Library at Eastern Oregon University shows that for all incoming freshman students, those from rural populations are the most impacted by a lack of prior information literacy instruction. See the chart below.

Year	Type	Percentage	Location Percentage	Total Number	Percentage Number
Survey Year	**Total 1st Year Students**	**Total Unprepared**	**Students from Rural Areas**	**Number Surveyed**	**Percentage Surveyed**
2013	371	59.3%	49.3%	110	29.6%
2014	312	59.6%	51.3%	143	45.8%
2015	325	65.5%	53.8%	133	40.9%
2016	352	56.8%	50.0%	171	48.6%
Total	1360	60.1%	51.0%	557	41.0%

FISCAL ANALYSIS

What is the fiscal impact of the proposed rule changes to the Department of Education, school districts, education service districts or schools? Use the following suggestions as a guide:

1. How does the proposed rule fit within the budget of the agency?

   No fiscal impacts are anticipated.

a. Which units/divisions/offices will be impacted and how? N/A

2. How does the proposed rule change impact school districts and ESDs? N/A
3. How does the proposed rule change impact schools and other educational institutions? N/A
4. Does the proposed rule change impact other stakeholders? N/A

EFFECT OF A "YES" OR "NO" VOTE

Explain the consequences of a Board approving or not approving the staff recommendation.

This is a first reading and does not require a vote at this time. The OASL Standards Committee will continue to provide information, as requested, leading up to the second reading. The OASL Standards Committee will continue to solicit public comment and respond to questions and concerns.

STAFF RECOMMENDATION

☐ Approve ☒ Approve next month ☐ No recommendation at this time
Prompted by: ☐ State law changes ☐ Federal law changes ☐ other

ATTACHMENTS

Attachment 1: List of Letters of Support

Attachment 2: Letters of Support

Attachment 3: Map Licensed School Librarians.png

The following letters were received in support of the work of the Oregon School Library Standards Committee.

	AGENCY/REPRESENTATIVE GROUP	NAME	CITY	DATE
1	Association of College and Research Libraries – Oregon Chapter	Steve Silver, President	Eugene	2014
2	US Representative	Peter Buckley		2014
3	Oregon State Representative	Arnie Roblan		2014
4	Oregon State Representative	Caddy McKeown		2014
5	Tribal Elder Coos, Confederated Tribe of the Lower Umpqua and Siuslaw Indians and Library Clerk	Don & Debbie Slyter	Coos Bay	2014
6	Oregon Library Association	Candace Watkins, President		2014
7	Superintendent, North Bend Schools	Bill Yester, Superintendent	North Bend	2014
8	Superintendent, Coos Bay Schools	Dawn Granger, Superintendent	Coos Bay	2014
9	Principal, Pilot Butte Middle School	Michael Hecker	Bend	2014
10	Principal, Marshfield High School	Doug Holland	Coos Bay	2014
11	ACRL - OR	Hannah Gashco Rempel, President	Corvallis	2014
12	Cedar Mill [Public] Library – Youth Services Division	Nancy Spalding, Head, Youth Services Librarian	Portland	2014
13	District/High School Library Media Specialist	Kathryn Harmon, Neah-Kah-Nie School District	Rockway	2014
13	High School Library Media Specialist, South Medford High School	Becky Kleinhesselink	Medford	2014
15	High School Library Media Specialist, North Bend High School	Laurie Nordahl	North Bend	2014
16	Elementary Library Media Specialist, St John Fisher School [Private]	Amy Richards	Portland	2014
18	High School Teacher, Social Studies	Gary Prince	North Bend	2014
21	Parent	Mitzi Sandman	Portland	2014

22	US Representative	Peter Buckley		2016
23	Oregon State Senator	Arnie Roblan		2016
24	Oregon State Representative	Caddy McKeown		2016
25	Superintendent, Coos Bay Schools	Dawn Granger, Superintendent	Coos Bay	2016
26	Principal, Marshfield High School	Travis Howard	Coos Bay	2016
27	Principal, North Bend High School	Bill Lucero	North Bend	2016
28	Principal, St. John Fisher School	Merrit Holub	Portland	2016
27	ESD – Southern Oregon	Kate Weber, Teacher-Librarian	Medford	2016
28	Parent/Author	Dawn Prochovnic	Portland	2016
29	Parent Volunteer	Jennifer Groth	Coos Bay	2016
30	ODE Interim Director, Standards and Instructional Support Team	Joni Gillis		2018
31	Children's Services Division	Natasha Forrester Campbell, Chair		2018
32	Oregon Library Association	Buzzy Nielsen, President		2018
33	Oregon Association of School Libraries	Paige Battle, President		2018
34	Information Literacy Advisory Group	Sarah Ralston, ILAGO Chair, EOU		2018
35	Oregon Young Adult Network	Julie Jeanmard, Chair		2018
36	Public Library Division	Kirsten Broadbeck - Kenney, PhD – PLD Chair		2018
37	Youth Services Librarian	Katie Anderson		2018
38	Portland Community College Library Rock Creek Campus	Pam Kessinger, Department Chair, Library Faculty		2018
39	Principal Woodburn Arts and	Desiree Kiesel		2018

	Communications Academy			

To whom this may concern:

The work done by members of the Oregon Association of School Libraries on the Oregon School Library standards and articulation grade level learning goals is of great interest to their colleagues working in higher education.

The school library standards and grade level goals benefit students, teachers, and librarians in several ways:

- They provide clear expectations for student mastery of information literacy skills as they progress through k-12. This is especially important at the k-8 level as many elementary and middle schools lack designated certified media specialists. The Oregon State Board of Education's adoption of the standards and OASLS's articulation of grade level goals allows teachers in many different subject areas to better prepare more information literate students.
- They provide a dependable baseline for those working in higher education with regards to the information literacy skills of entering college students.
- They enable a richer conversation on information literacy for library staff across all grade levels - from elementary schools to colleges and universities. This allows those of us in higher education to better serve our k-12 partners, and for them to better prepare potential college students. The work done by OASL on integrating elements of the ACRL information literacy framework into the grade level goals is especially germane to our work.

Therefore, the Oregon chapter of the Association of College and Research Libraries would like to provide a resounding endorsement of OASL's work in this area and support them in their efforts to receive LSTA funding.

Steve Silver
President
Association of College and Research Libraries – Oregon Chapter
acrlor@olaweb.org
541-684-7237
828 E. 11th Ave
Eugene, OR 97401

From: "Rep Buckley" <rep.peterbuckley@state.or.us>
To: srbjstone@comcast.net
Sent: Sunday, December 7, 2014 12:55:18 PM
Subject: Email Letter of Support

Susan Stone
Oregon Association of School Libraries,Past-President
Portland Public Schools, District Teacher-librarian

Dear Susan Stone:

I am writing to offer my support of your request for the Oregon Department of Education to adopt the school library standards the Oregon Association of School Libraries has been working on for over two years.

When the Legislature passed HB 2586 in 2009, the clear intent was and remains to have school districts be held to task to identify what they are doing to create strong school library programs for their students. As House co-chair of the Joint Committee on Ways & Means for the past six years, I'm painfully aware of the financial struggle our schools have experienced due to the Great Recession. But I also know that we nonetheless bear the responsibility for doing everything we possibly can to offer paths for success for our students statewide. The Legislature has worked to increase funding for our schools over the past several years, and I know we all share the goal of giving our kids and their teachers the resources they need to thrive.

And now, as we begin to invest again, and with the clear evidence on the vital need for progress in reading in our state, it is essential for us to rebuild our school library programs. It is work we are fully capable of, and work we must get done.

The data on the impact of strong school library programs compels us to adopt strong standards, and to work together to achieve them. For my part, I am committed to work in the 2015 session to continue to increase our investment in our students, our schools and our future. I hope you will share my support of your request with the ODE, and will let me know if there is anything else I can do to help rebuild our school libraries in Oregon.

Sincerely,
Rep. Peter Buckley
House Co-Chair
Joint Committee on Ways & Means

SEN. ARNIE ROBLAN
STATE SENATOR, DISTRICT 5

900 COURT STREET
SALEM, OREGON 97301
(503) 986-1705

November 30th, 2014

To Whom It May Concern:

As the State Senator for District 5, I am writing to offer my support of the proposed Oregon School Library Standards (OSLS) - designed to help students become career ready and/or pursue their post-secondary education goals. As suggested, I perused the website and discovered that OSLS aligns with the values of the Common Core State Standards (CCSS) in English-Language Arts (ELA).

For too long now, Oregon Students have witnessed the disruption of their education achievements from lack of school funding. In particular, Oregon's rural school districts have yet to see repair of the damage caused by years of un-sustained funding. I believe the OSLS can help bring our school libraries within the standards for success.

In 2009, Legislators supported House Bill 2586 to permit the Oregon Department of Education (ODE) to award grants for school library programs. Forty-six of 1,263 school libraries met the fully-funded Quality Education Model criteria for school libraries, according to 2006-2007 data from the Department. The legislation was also used to encourage further development of Oregon's school library programs. In 2010, the Committee of Librarians utilized the data to illustrate the need for a myriad of functions to help strengthen Oregon's Libraries and the school districts they serve.

The OSLS, with a wide range of applications, pair nicely with existing research that has consistently shown that science, social studies, history with technological integration are necessary components for a successful post-secondary career. For example, the research indicates that the combined effort between the disciplines' specific instructor and the teacher librarian increases the likelihood of the student's success while honing in on their creative entrepreneurial spirit.

Oregon students are now being evaluated using Smarter Balanced Assessment Consortium. The OSLS are designed to achieve a greater margin of success within the CCSS because the committee ensured that the students, regardless of whether they reside in rural or urban Oregon, will have the same opportunities in their post-secondary goals.

The core component of the OSLS covers: Information Literacy, Reading Engagement, Social Responsibility and Technology Integration. These four stands combined, will benefit the students' overall critical thinking skills; new appreciation for the written word; create a collaborative atmosphere for learning; and enhance their digital environment to foster competence, confidence and creativity. The OSLS committee team worked closely with the CCSS and ODE for cohesion and uniformity.

The OSLS provides a model that could be used as a framework for equitable library programs across the state. It would also meet Governor John Kitzhaber's landmark 40/20/20 goal to get our students to the level of performance needed for post-secondary success. This is why I am endorsing the OSLS as an important step in helping Oregon students meets the requirements in their career and educations goals.

Sincerely,

Arnie Roblan

Senator Arnie Roblan
Co-Speaker of the House 2011-12

CADDY HANEN McKEOWN
STATE REPRESENTATIVE
HOUSE DISTRICT 9

HOUSE OF REPRESENTATIVES
900 COURT ST NE
SALEM, OR 97301

November 25, 2014

To Whom It May Concern:

I am writing in support of the proposed School Library Standards. The four strands in the standards are what students need to be career ready and/or pursue their education beyond high school.

The library standards pair nicely to research requirements in science, social studies, history and technical subjects. The collaborative effort between the discipline specific instructor and the teacher librarian increases the likelihood that students will be able to create a polished product that is well constructed and well organized.

Oregon students are now being evaluated using Smarter Balanced Assessments. Those that have been taught the school library standards should have greater margins of success because the library standards focus on locating and using information. The standards also cover reading nonfiction text and making connections between self and the world in which they live. These important skills become lifelong when used across disciplines and across grade levels. More importantly, they will help our students now.

Students benefit from learning and using the critical thinking and social responsibility skills that make up the library standards. The responsible use of technology and accessing digital content is now basic. Library standards address these skill sets.

Across the state, library programs lack cohesion and uniformity. The library standards provide a model that could be used as a framework to set up equitable library programs across the state. 21st century library programs offer much, much more than book check out and return. Many of Oregon's school libraries have made adjustments to their program to reflect the needs of 21st century learners, but others have not.

The governor has set a landmark 40/20/20 goal for higher education. If we are going to get our students to the level of performance needed to meet these goals, then we need to have pathways in place to support them. Endorsing the school library standards is one of the things we can do and it is an action I support.

Best regards,

Caddy McKeown

503-986-1409 - rep.caddymckeown@state.or.us - www.leg.state.or.us/mckeown - 503-986-1409

December 1, 2014

Oregon Department of Education Board

RE: Supporting the adoption of the School Library Standards

As a former Library Clerk, I would like to express my endorsement of the School Library Standards. I worked in a school library for 21 years and during this time, I witnessed first-hand the need for students to have the necessary research skills to prepare themselves for the future. I helped in matching the School Library Standards to indicators in the Common Core. These standards, like the Common Core State Standards, were created for all students in all grade levels. Whether a student chooses to further their education after high school or to immediately enter the work force, these skills are vital to the success of all members of a democratic society.

The School Library Standards, which will be taught in the school libraries, are specific to information Literacy, Reading Engagement, Social Responsibility, and Technology Integration. These standards will also introduce and/or reinforce the skills students need to take the Smarter Balance Test. The standards will be essential for a framework on which library programs can be built.

My husband is an Elder of the Coos, Lower Umpqua and Siuslaw Indian Tribes and Tribal Flutist. The tribe has had an after school program to help the tribal children with their school work, as well as providing a summer school program each year. Even though the tribe tries to implement these programs, a recent interview between Judy Woodruff and Secretary of the Interior, Sally Jewel revealed that the high school graduation rate for Native Americans is the lowest of any ethnic or racial group in the United States. Don occasionally presents an "Introduction of Native American Flutes" for local school and community organizations.

On October 22, 2014, Don had the opportunity to be involved in a literacy program called "stORytime" which was held at Southwestern Oregon Community College. Over 450 kindergarten students from Reedsport, North Bend and Coos Bay met at the campus. Chief Education Officer, Nancy Golden, was on hand to talk with the kindergartners about the importance of reading. She said "students are moving from learning to read to reading to learn and it transcends into other content areas". The students were treated to performances by Don's flute playing, drumming from an Educare group and books read by local teachers and volunteers allowing the students to talk, read, play and sing.

My husband, Don Slyter, and I are in support of the School Library Standards. The need for consistent learning skills and goals is imperative to the education of our young people. We strongly urge the Oregon Department of Education Board to consider adopting the *School Library Standards* which are being presented to you for approval.

Thank you.

Sincerely,

Deborah L. Slyter – Retired Library Clerk

Deborah L. Slyter

Donald R. Slyter – Coos Tribal Elder

Donald R. Slyter

To Whom it May Concern:

As President of the Oregon Library Association I am writing in support of the proposed Oregon School Library Standards. The Oregon Library Association supports strong school libraries and the ability of those schools and libraries to effectively teach and support students in all grade levels. In addition, I am a community college librarian and work closely with students both in and freshly graduated from the K-12 school system. The four strands of the Library Standards – Information Literacy, Reading Engagement, Social Responsibility, and Technology Integration – are the essential abilities for students to be career ready and/or pursue their education beyond high school.

The Library Standards compliment many of the standards embedded in the Common Core Standards, especially those dealing with research and reading complex texts. They pair nicely to research requirements in science, social studies, history and technical subjects. The collaborative effort between the discipline specific instructor and the teacher librarian increases the likelihood that students will be able to create a polished product that is well constructed and well organized.

Furthermore, Oregon students are now being evaluated using Smarter Balance. Those that have been taught the School Library Standards should have greater margins of success because the Library Standards focus on locating and using information. The Standards also cover reading nonfiction texts and making connections between the self and the world in which one lives. These important skills become lifelong when used across disciplines and across grade levels.

Students benefit from learning and using the critical thinking and social responsibility skills that make up the Library Standards. The responsible use of technology and accessing digital content is now basic and expected of students not only upon graduation from high school but once enter work force and/or college. The Library Standards address these skill sets.

Across Oregon, library programs lack cohesion and uniformity. The Library Standards provide a model that could be used as a framework to set up equitable library programs across the state. 21st century library programs offer much more than book check out and return. Many of Oregon's school libraries have made adjustments to their programs to reflect the needs of 21st century learners, but others have not.

The governor has set a landmark 40/20/20 goal for higher education. If we are going to get our students to the level of performance needed to meet these goals, we need to have pathways in place to support them. Endorsing the Oregon School Library Standards is one of the things we can do and it is an action I support.

Sincerely,

Candice Watkins

Candice Watkins
Oregon Library Association, 2014-2015
Library Director
Clatsop Community College

NORTH BEND SCHOOL DISTRICT

1913 MEADE STREET • NORTH BEND. OREGON 97459-3432
Phone (541) 756-2521 • Fax (541) 756-1313

November 25, 2014

Oregon State Board of Education
255 Capitol Street NE
Salem OR 97310-0203

To whom it may concern:

I am writing in support of the adoption of school library standards. Not only do these standards compliment Common Core, they add the rigor necessary in Library Science.

The library standards are essential for our students in learning proper methods of research for all types of materials through all types of media. Such standards will assist our students with the skills needed to become more successful with Smarter Balance testing, and to further their studies through research; especially in higher learning situations.

Our teacher librarians will benefit from the standards in several ways; the standards form a basis on which certified librarians can be evaluated, the standards provide a framework on which library programs can be built, and helps the librarian advocate for safe and ethical communication regarding internet safety.

At North Bend School District, our librarians have been using the standards as a guide in selecting materials, instruction on electronic resources and data bases, and instruction on ethical behavior when using print and digital resources. Our librarian has taken the lead in supporting all staff and students with their technology needs - and the list goes on.

For these reasons, I am in full support of the adoption of school library standards and would ask the Oregon State Board of Education to pass these standards to support our librarians in their quest to add rigor and provide support in many different ways to our staff and students.

Sincerely yours,

Bill Yester
Superintendent

COOS BAY PUBLIC SCHOOLS

Blossom Gulch Elementary School ★ Madison Elementary School
Millicoma School ★ Sunset School ★ Marshfield High School ★ Harding Learning Center

LEARNING FOR ALL – WHATEVER IT TAKES!

November 20, 2014

To Whom It May Concern:

I am writing this letter in support of our state endorsement of the proposed school library standards. These standards do more than define skills and knowledge which are necessary for our students' success and the establishment of lifelong learning habits, they provide essential critical thinking and social responsibility which will not only keep our children safe in the technological world of today, but enable them to seek out and use new information to evaluate technologies and situations which do not exist today. In terms of information, technology and social media, they will equip our graduates with what some people are calling "grit" and I have always thought of as resiliency.

The library standards address needs which, as essential and readily supported as they may be once they are known, are not being taught consistently across our state. Most teachers have not heard of them and have only a vague understanding of the technology skills which our state has endorsed for years. As a career educator I have seen classroom teachers attempt to integrate some of these standards into their instruction. In the past it has been unsuccessful due to the lack of skill, access to the library, technology or time. Currently our teachers are using every available moment of classroom instructional time to assure the learning of the Common Core, but I believe the library standards will actually magnify the learning potential of the school library as well as classrooms and are really the only way that the goals of 40-40-20 and establishing an educated and resilient citizenship will be accomplished.

The proposed library standards work to support research and ethical use of information. This is a huge part of our Common Core. The structure for teaching research is found in the standards. Having the standards as a guide and framework for not only teacher librarians, but for the classroom educator is important if we are to assure that students can do research and evaluate ideas, analyze events and become informed in order to make decisions.

Our educators are being asked to do so much and I agree with the work we are trying to accomplish. It is sometimes overwhelming for a classroom teacher to try to take on these additional areas which may not have been a part of their teacher preparation or college experience. The teacher librarian does have this expertise and can assist them or even guide the instruction. In the absence of a teacher librarian these standards can provide the framework for professional development. There is already curriculum online, developed by teacher librarians to meet these standards and readily available and free to teachers who understand their importance without state endorsement.

I have personally witnessed the difference between students who are literate in the school library standards and those who are not. The potential impact to our graduates who graduate without these skills is akin to a handicap. In many ways they are entering adulthood defenseless against predators,

1255 Hemlock Avenue
Coos Bay, OR 97420-1298

Phone: 541-267-3104 FAX: 541-269-5366
Dawn Rae Granger, Superintendent
www.cbd9.net

unable to rely upon their own knowledge to make key decisions or to research something effectively so they can gain the knowledge to do so, incapable of seeing possibilities when their plans do not come to fruition, and easy prey for the kind of criminals and predators who populate our real and digital worlds.

I view the School Library Standards as being as essential to the ultimate success of our students as reading, math or health standards as these skills have as much direct effect on the quality of the lives our graduates will lead.

Sincerely,

Dawn Rae Granger
Superintendent

1255 Hemlock Avenue
Coos Bay, OR 97420-1298

Phone: 541-267-3104 FAX: 541-269-5366
Dawn Rae Granger, Superintendent
www.cbd9.net

Est. 1883
BEND LAPINE
Schools
EDUCATING THRIVING CITIZENS

PILOT BUTTE MIDDLE SCHOOL
Michael Hecker, Principal
Teri Friesen, Assistant Principal
1501 N.E. Neff
Bend, Oregon 97701
(541) 355-7400
FAX: (541) 355-7410

December 1, 2014

Dear ODE Representatives:

I am very pleased to be writing this letter of support for the Oregon School Library Standards to be endorsed by ODE as the official state library standards. The four strands, including information literacy, reading engagement, social responsibility, and technology integration, all are tailored toward helping our students be successful with college and career pursuits. Furthermore, the four standards appear to align very well with our implementation of the Common Core Standards, as well as preparing students to meet the needs of the 21st century learner.

By adopting these Oregon Library Standards, all students in the state will benefit from a rigorous, well-researched, and thoughtful approach to learning. As the Oregon Association of School Libraries (OASL) states, "These library standards lead to students developing life-long learning skills and teachers and librarians clearly articulating skills for our modern learning environments." The fact that the standards closely mirror those of highly regarded states is of merit, too.

Sincerely,

Michael Hecker
Principal

MARSHFIELD HIGH SCHOOL

Doug Holland Ed.D., Principal

TENTH & INGERSOLL
COOS BAY, OR 97420
PHONE (541) 267-1401
FAX (541) 269-0161

November 21, 2014

To: Oregon Department of Education
RE: Library Standards

Dear Members of the Board:

It has come to my attention that librarians across the state have met numerous times in a variety of locations with the goal of writing school library standards. These efforts have resulted in the creation of a specific set of standards that address multiple literacies, beginning with information literacy. They also include standards for reading and social responsibility as well as the use of technology. The library standards align with Common Core State Standards and they support student achievement.

The endorsement of library standards will provide the protocol for how research is taught as presented in the Key Design Considerations of the Common Core: To be ready for college, workforce training, and life in a technological society, students need the ability to gather, comprehend, evaluate, synthesize, and report on information and ideas. Also, to conduct original research in order to answer questions or solve problems, and to analyze and create a high volume and extensive range of print and non-print texts in media forms old and new.

The need to instruct students how to conduct research and to produce and consume media is embedded into every aspect of today's curriculum. In like fashion, research and media skills and understandings are embedded throughout the Standards rather than treated in a separate section.

I am extremely supportive and endorse the efforts of our librarians to establish these standards because I've seen them effective at Marshfield High School as delivered by our librarian. As a former college writing instructor it has been my experience that teaching students how to research, validate source material and format correctly is an essential skill for student success. These skills are essential not just to our aspiring university or college bound students but also as a life skill in learning the value of credible information in decision making. It is my hope that librarians across the state will have their standards adopted.

Sincerely,

Doug Holland, Ed.D.

November 25, 2014

Emily Nazarov, Operations Policy Analyst
Oregon Department of Education
255 Capitol Street NE
Salem, OR 97310-0203

Dear Ms. Nazarov,

The Association of College and Research Libraries (ACRL) of Oregon enthusiastically supports and affirms the letter sent by the Oregon Association of School Librarians (OASL) as they seek the endorsement of their school library standards by the State Board of Education.

Our association represents librarians in colleges and universities across Oregon, from community colleges to private and public four-year post-secondary institutions. Our members work closely with post-secondary students from the time they enter our institutions to the time they graduate with associate, bachelor or graduate degrees. As such, we are well-positioned to observe the impact of K-12 education in the state of Oregon on the success of Oregon students in post-secondary programs. A fundamental aspect of incoming students' preparation is their ability to identify and critically engage with information resources (otherwise known as "information literacy"). Students who have had appropriate K-12 instruction on how to find, use, and evaluate information are better prepared for the rigors (and quantity) of undergraduate education. Without a foundation of information literacy instruction provided in the K-12 setting, college and university students' potential for success is markedly diminished. We believe that adoption and endorsement of the OASL school library standards will provide a framework that ensures that every Oregon student receives the preparation they need to be successful not only in a post-secondary career, but as a functioning citizen of an information-saturated society.

Furthermore, we believe that two aspects of the current Oregon educational environment recommend the endorsement of the school library standards:

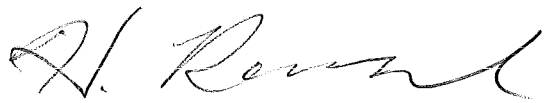
Increasing enrollment in community colleges: The continued costs of higher education, as well as emphasis on college education in general, has contributed to students (not just in Oregon, but nationally) looking to community colleges as a viable option for the first two years of their undergraduate education. As more Oregon students potentially stay close to home at Oregon community colleges for the first two years, Oregon community colleges will be more directly impacted by the preparedness of Oregon K-12 students. More importantly, there will be an increasing opportunity for Oregon school (K-12) and academic (post-secondary) librarians to collaborate in creating a continuum of information literacy education for Oregon students. School library standards in Oregon

will help academic libraries predict and prepare for the skill/knowledge level of incoming students. (It should be noted that it is not only community colleges that see large numbers of local students; for example, 51% of undergraduates at Pacific University are from Oregon).

Education priority – 100% graduation by 2025: As Governor Kitzhaber articulated in 2012, Oregon has a goal of achieving a 100% high school graduation rate by 2025. This ambitious goal is informed by several objectives; one of which is: "Build a coordinated approach to budgeting and school curricula across the full education spectrum -- no longer separating early childhood development from K-12 from post-secondary education and training" (http://www.oregon.gov/gov/priorities/Pages/education.aspx). The proposed school library standards will go a long way in helping to achieve this objective and in supporting the 2025 goal. By ensuring that *every* Oregon K-12 student has access to the same information literacy curriculum and is equally prepared for the next step of information use—from elementary school to middle school to high school to college—we will be equipping all of our students with the core tools need to not only graduate from high school but to succeed in college. And we will be making it easier to create curricular pathways for information literacy instruction between K-12 schools and Oregon colleges and universities.

Adopting this clear set of guidelines for school libraries will help school librarians provide a rigorous and consistent experience for K-12 students, and will help libraries to prepare K-12 students for post-secondary education. In addition, the recommended standards will assist school librarians as they make the transition to working with the Common Core curriculum. ACRL-OR strongly supports the standards laid out by OASL as we all seek to cultivate life-long learners, critical thinkers, and engaged citizens.

Sincerely,



Hannah Gascho Rempel
ACRL-OR President (2014-2015)
Oregon State University Libraries
Corvallis, OR 97331
hannah.rempel@oregonstate.edu

Cedar Mill Library

12505 NW Cornell Road, Suite 13, Portland, OR 97229-5688

503.644.0043 | http://library.cedarmill.org | cedarmill@wccls.org

November 30, 2014

To whom it may concern,

I am the Head of Youth Services at the Cedar Mill Community Library in Washington County. Every day, in the public library, we see individuals who are thriving – and others who are struggling - in today's information environment. To address that disparity, I am writing in support of the proposed statewide School Library Standards.

We all understand that a child can't be simply handed a book and expected to read. Learning to read is a process that requires direct instruction, skill-building practice, and opportunities to link reading to meaningful life experiences.

Information literacy requires the very same continuum of learning, including direct instruction, practice and real world application. Specific, targeted learning goals that cross all content areas are required to build effective and equitable information instruction for all students in Oregon.

The public libraries are some of education's strongest community supporters. But while we are your ally, the public library cannot assume the school's role to reach and teach every student in critical information skills. That is the unique opportunity and responsibility of each school in our state. School Library Standards will help guarantee all Oregon students are prepared to thrive in a dynamic, ever-changing information based world.

Sincerely,

Nancy Spaulding

Nancy Spaulding
Head of Youth Services
Cedar Mill Community Library
503 644 0043 x 125
nancys@wccls.org

The Cedar Mill Community Library Association is a 501(c)3, tax-exempt corporation dedicated to providing public library services.
The Cedar Mill and Bethany Libraries are part of the twelve member Washington County Cooperative Library Services (WCCLS).

Neah-Kah-Nie High School

24705 Hwy 101 N
Rockaway Beach, OR 97136

PH: (503) 355-2272
FAX: (503) 355-8200
www.neahkahnie.k12.or.us

26 November 2014

Dear Oregon Department of Education,

This is my tenth year as Library Media Specialist for the Neah-Kah-Nie School District, serving both Neah-Kah-Nie Middle School and Neah-Kah-Nie High School libraries. Over the course of those years I have seen a greater and greater need for the skills that I teach. Standards specific to Library Instruction benefit the school community in many ways. Library Media Specialists benefit from having specific content standards to address in their teaching. Administrators benefit from having a clear set of standards and expectations for what they can expect from their Library Programs. Students benefit because Information Literacy skills might be the single most important set of skills they take beyond their k-12 education.

I am facing the same challenges with SB 290 that many other Library Media Specialists around the state are experiencing. I have found that it has been extremely difficult for me to find ways to show student growth in my content area with standards that do not apply to the work that I do. Having dedicated Oregon Library Standards would create an environment where I can focus on the important work that I do, and be able to communicate this to other stakeholders in the school community.

Administrators benefit from dedicated Oregon Library Standards by having a better understanding of what Library Media Specialists do, and why they are an important component of the school. Library Media programs are faltering in part because we are not understood, and we are not held accountable for what we should be doing. Having dedicated library standards makes it easy for an administrator to analyze where our particular strengths and weaknesses are. It makes it easy for administrators to evaluate Library Media Specialists. It makes it clear what we do!

Students need to be prepared for careers that don't exist and for a world that has not yet been invented. Part of the gift of a strong Library Media Program in a school is an opportunity for students to explore learning on their own terms, following their own interests. A strong Library Media Program gives students the skills to learn how to learn! These are skills that benefit students throughout their lives, not just in a k-12 environment. Having specific school Library Standards helps communicate to students that Library Skills are valuable and valid skills to learn.

All the teachers at my school are encouraged to post their learning objectives each day, week, and month for each class. These school library standards give me this opportunity to put up standards related to my content, to what I teach. I appreciate the Department of Education taking the time to consider adopting Oregon School Library Standards.

Thank you so much!

K. Harmon

Kathryn Harmon
Library Media Specialist Neah-Kah-Nie School District

429 S. Stoneham Circle
Medford Oregon 97504

Oregon Dept. of Education
Salem, Oregon

November 21, 2014

Dear ODE Board Members:

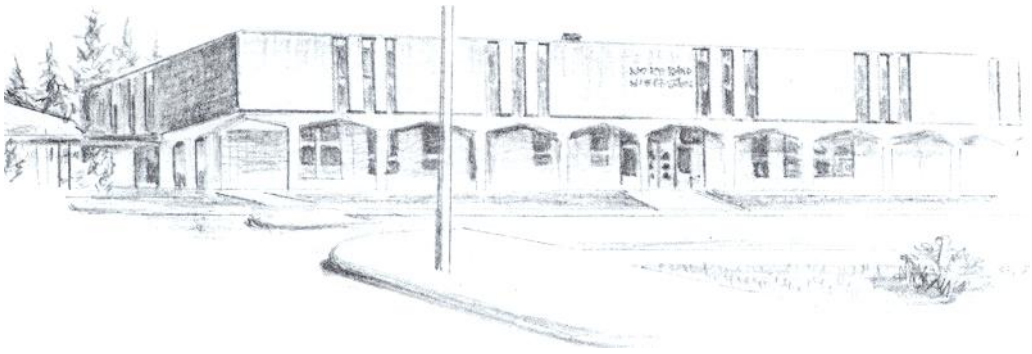
I am writing in support of the proposed standards for school libraries. I am a school library media specialist at South Medford High in Medford. I have been at South High 24 years and in the profession since 1977. The proposed standards are a blueprint for effective school libraries and library professionals. School librarians can be vital to the mission of educating our students to be savvy consumers of information and critical thinkers. Moreover, school librarians can be the most effective instructors when it comes to research skills. Our college-bound students will not be ready for post high school education without some experience using databases such as the GALE databases provided through the OSLIS site and the vast EBSCO databases that are used in most colleges. Students without database and search skills instruction may not even know these resources exist when they enter college and will be far behind other students in knowing how to formulate effective key word searches, narrow their results and hone in on the right sources for their college assignments.

This year Medford Schools added back three secondary media specialists in schools without them. I applaud Medford's insight into our importance. I also know that, compared to years ago when every school in Medford had professional media specialists, in recent years I have had to remediate my high school students' lack of understanding of how libraries are organized, what is available, and especially how to use the library catalog and other online sources effectively. Although some classroom teachers have the knowledge to teach these skills, not only are there many who do not, curriculum demands, including the Common Core, have given our teachers new and more responsibilities. How can we also expect them to teach everything in the domain of library and information technology skills?

Equally important is the role of the library media program in promoting a love of reading by providing the best and most compelling books in our collections and striving to match the right book to the right student as often as possible. Imparting a life-long love of reading can begin with school libraries and is surely one of the most enduring values we can give our kids. School library standards are needed in Oregon now more than ever and I urge you to endorse the carefully formulated standards under your consideration.

Sincerely,

Becky Kleinhesselink,
Library Media Specialist



NORTH BEND HIGH SCHOOL
2323 Pacific Avenue
North Bend, Oregon 97459-2605
Telephone: 541-756-8328
Fax: 541-756-6945

A N I M P O R T A N T S C H O O L I N T H E N O R T H B E N D S Y S T E M O F P U B L I C E D U C A T I O N

December 1, 2014

Oregon State Board of Education
255 Capitol Street NE
Salem OR 97310-0203

Dear Board Members,

School Library Standards have an essential place in the K-12 education of students in our state. As a Teacher Librarian, I'm writing to you in support of adopting such standards.

Our schools have aligned with Common Core State Standards, which include research in all subject areas. Teacher Librarians are critical to instructing students in the research process. The library standards address teaching students how to select appropriate resources for their topic, how to use those resources ethically, and how to synthesize research information into an intelligent, thoughtful presentation. While these standards are not formally adopted, I currently use these standards in my library program.

Students at North Bend High School receive instruction in the use of online databases, evaluating resources, taking notes, proper citing of sources and organizing research material into a final product. Our incoming freshman students receive instruction at the start of their high school career in using library resources, and, more specifically have intense instruction in using online databases. Throughout their high school career, students learn all the library standards before you today. Teachers, while well-intended, too often allow students to surf the internet, accepting the product as research. It is crucial that students learn to become discriminating consumers of information, and the library standards help guide this process. It is also critical that students learn how to use all forms of media, which the library standards cover, providing the skills that all students need, whether they are preparing to enter college or pursuing employment.

Librarians are known to be lovers of books who share that love with others. Indeed, another important component of the Standards that is critical to students' success in life is to engage them in reading for both pleasure and information. Many classroom teachers are so entwined with teaching to a subject specific standard, that this dual-purpose reading skill is shortchanged. The Library Standards remind us that teaching students to read for differing purposes will always be an essential part of educating them.

While the library standards are specific to library instruction, they augment learning in all academic areas. Additionally, they provide students with the skills they need to be successful on the Smarter Balanced Assessments, as well as life beyond their formal education. Such important learning strands should receive recognition by our State Board of Education as the essential cornerstones they are.

Sincerely,

Laurie Nordahl
Teacher Librarian

St. John Fisher

November 24, 2014

Dear Oregon Department of Education Board,

I am writing in strong support of the adoption of Oregon school library standards. As a certified teacher-librarian in a parochial school, I find these standards to be essential in planning lessons, collaborating with grade-level and subject-specific teachers, and promoting library programs. These standards are specific to library instruction and are divided into four strands: Information Literacy, Reading Engagement, Social Responsibility, and Technology Integration. They outline the skills students need to have to become informed citizens now and in the future, and they compliment many of the standards embedded in the Common Core State Standards, especially those dealing with research and reading complex text.

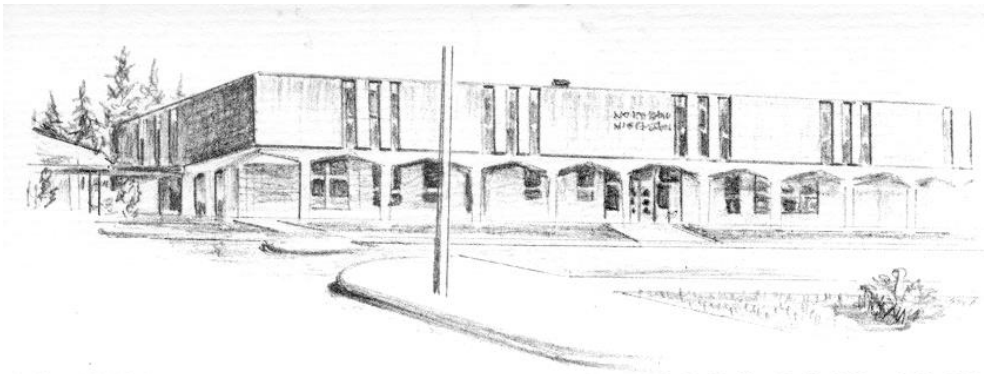
Strong school library programs lead to increased student learning. The library standards provide a framework on which library programs can be built and give certified teacher-librarians the tools they need to create viable programs. The standards also form a basis on which teacher-librarians can be evaluated.

I strongly support the adoption of Oregon school library standards by the Oregon Department of Education. The use of these standards will increase student learning and will give teacher-librarians tools they need to be effective in their field of instruction. Thank you for your consideration.

Sincerely,

Amy K. Richards, Teacher-Librarian

7101 SW 46th Avenue Portland, Oregon 97219-1598 503-246-3234 Fax 503-246-4117 www.sjfschool.org
Accredited by the Northwest Association of Schools & Colleges Certified by the Western Catholic Education Association



NORTH BEND HIGH SCHOOL
2323 PACIFIC AVENUE
NORTH BEND, OREGON 97459-2605
TELEPHONE: 541 - 756-8328
FAX: 541 - 756-6945

AN IMPORTANT SCHOOL IN THE NORTH BEND SYSTEM OF PUBLIC EDUCATION

December 1, 2014

Oregon State Board of Education
255 Capitol Street NE
Salem, OR 97310-0203

To whom it may concern:

As a teacher at North Bend High School, I am writing to urge you to adopt the library standards presented to you. I have seen firsthand the value these standards have for students.

This was my first year to teach a class specifically for freshman, titled Freshman Academy. The intent of this class was to make sure our incoming high school students have the tools they need to be successful for the rest of their high school years. I've worked in conjunction with our librarian to provide our students with the chance to utilize the quality resources available through our library. Students worked through an activity called The Amazing Race in which they learned how to access databases for valuable information for research. As a classroom teacher, I value the instruction provided to my students through these library standards.

To become critical thinkers and consumers of information, students need to be able to find appropriate sources, assimilate those findings, apply their research, and organize effective presentations. The library standards specifically address these research skills. The library standards are essential in helping each individual students be successful in their studies, on the Smarter Balanced Assessments and in reading the complex text of my subject area.

Having a teacher librarian on our staff and one that uses the library standards for the library program is effective for all our students and helpful for all our staff. If the standards are adopted by the Oregon Board of Education, all students in our state would be afforded the same opportunity to gain the skills that I have seen at our high school.

Sincerely,

Gary Prince
Social Studies Teacher

Mitzi Sandman
3140 SW Raleighview Drive
Portland, OR 97225
503.292.8913 mitzi@alongcamemitzi.com

December 1, 2014

To Whom It May Concern:

As a parent of three school-aged students, a former PTO President and current PTO Board member, school volunteer and community member, I am writing in support of the proposed School Library Standards.

I see the importance of libraries in our schools deteriorating in our Districts. Emphasis is being pulled in other directions and libraries, their collections, and their unique role in a school are being down-played. Administrators across the state (and especially in Beaverton School District, where I live) are cutting librarians whenever budgets are tight.

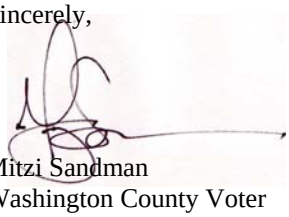
Rather than continue this downward trend, we need to reverse it and understand the critical importance that libraries and certified teacher-librarians serve in our school. We hear the emphasis on having all students reading at acceptable levels by 3rd grade yet we cut one of the fundamental paths to improving those scores—teacher librarians who help instill a love of reading by teaching students how to find appropriate reading-level books that interest them. In our current information culture, more than ever we need to have all our students leave high school with a solid background in their ability to understand, evaluate, use, produce, and communicate ideas using ever-changing technologies.

The four learning strands in the proposed school library standards (Information Literacy, Reading Engagement, Social Responsibility and Technology Integration) are critical to Oregon's K-12 students developing the skills necessary for college and career readiness and for the Governor's 40/20/20 goal to become a reality. Adopting these standards will underline the importance of the library and teacher librarians in our schools, and during each District's budget process.

More than 60 studies have shown that strong school library programs led by certified teacher librarians are linked with higher student achievement levels. Although the Strong School Libraries Act (Oregon House Bill 2586) requires school districts to account for strong school library programs in their Continuous Improvement Plans (CIPs), there is a lack of equity in school library programs across the state, both across the various Districts, and within Districts across their various schools, and even from classroom to classroom in a single school.

I request that the Oregon Department of Education adopt the proposed School Library Standards as a way to ensure that all Districts will proactively implant plans for all t heir students to receive these standards as part of their K-12 education.

Sincerely,



Mitzi Sandman
Washington County Voter

PETER BUCKLEY
State Representative
District 5

HOUSE OF REPRESENTATIVES

April 14, 2016

To: Library Support and Development Services

Re: LSTA Grant Support Letter

I am writing to express my strong support for the application by the Oregon Association of School Libraries (OASL) to receive the LSTA grant. The grant will give OASL an opportunity to continue building on programs brought about by legislation we passed in 2009 to re-invest in education throughout Oregon. With this grant they plan to create a matrix of library standards to provide clarity and consistency at each grade level in school districts statewide.

We've worked hard for a number of years to re-invest in our public schools, but we have a long way to go to meet the needs of our students. The Oregon Association of School Libraries is a committed and important partner in providing the resources and programs our students need to thrive.

Sincerely,

Representative Peter Buckley
Co-Chair, Joint Committee on Ways & Means
Oregon House of Representatives

Office: 900 Court St NE, Salem, OR 97301 - 503-986-1405 - rep.peterbuckley@state.or.us - Fax: 503-986-1294
District: 71 Dewey St., Ashland, OR 97520 - 541-488-9180

ARNIE ROBLAN
STATE SENATOR
District 5

OREGON STATE SENATE
900 COURT ST. NE, S-417
SALEM, OR 97301

April 19, 2016

To Whom It May Concern:

In 2015, I wrote in support of Oregon Association of School Libraries' (OASL) proposed School Library Standards (*Standards*) - designed to help students become career ready and/or pursue post-secondary education goals. I endorsed the OSLS as a critical step in: helping students meet their career and education requirements; add a model framework for equitable library programs; met State's landmark initiative to raise students' achievement performance for post-secondary success and; most importantly, benefited rural school districts by repairing the damage caused by years of un-sustained funding.

I believe then, as I believe now, that the collaborative work between OASL and our school districts have advanced our rural communities' standard for success. As such, I write to express my strong support for OASL' application for the Federal Library Services and Technology (LSTA) grant. The grant proposal reflects Oregon's long-standing mission to ensure the vitality of libraries so they can continue to provide access to much needed resources.

In 2009, Oregon Legislators supported House Bill 2586 to permit the Oregon Department of Education (ODE) to award grants for school library programs. Forty-six of 1,263 school libraries met the fully-funded Quality Education Model criteria for school libraries, according to 2006-2007 data from the Department. The legislation was also used to encourage further development of Oregon's school library programs. In 2010, the Committee of Librarians utilized the data to illustrate the need for a myriad of functions to help strengthen Oregon's Libraries and the school districts they serve.

Now that the *Standards* have been adopted, OASL is working through the Grade Level Student Indicators Committee to develop specific indicators to improve students' outcome and evaluation through the Smarter Balanced Assessment Consortium. To be sure, the core component of OASL meets LSTA purpose to bring students within the standards of academic success by providing the resources our school libraries need.

Thank you in advance for your kind consideration of this support letter and your continued efforts in supporting our communities. If you have any questions, or need further assistance, please do not hesitate to contact me at my legislation office at 503-986-1705.

Sincerely,



State Senator Arnie Roblan
Senate District 5

Office Phone: (503) 986-1705 – Email: sen.arnieroblan@state.or.us
District Office: P.O. Box 1410, Coos Bay, OR

April 13th, 2016

To Whom It May Concern,

I was one of the legislators who wrote a letter of support for the adoption of the newly written Oregon School Library Standards by a committee of librarians from all around the state. The committee, appointed by the Oregon Association of School Libraries was successful in their appeal to the Oregon Department of Educations and the standards were adopted in January of 2015.

The Oregon Association of School Libraries appointed a new committee in October 2015. They were tasked with the crucial next step of writing grade level indicators. The writing of these indicators is supported by parents, administrators, public/private school librarians and academic librarians. They also have my support.

Providing equitable opportunities for all students to learn and apply information literacy that prepares them for higher education and to be career ready is a must. So is having state wide grade level instruction of library skills in reading (especially nonfiction text), technology integration, and responsible users of written and digital formats.

It is critical for these indicators be put in place so all children in the state get the library instruction they need to be successful navigators in an information-rich society, especially as they transition to post-secondary education or careers.

Thank you for your consideration of the Oregon Association of School Libraries as a recipient of the Library Services and Technology Act grant. This investment in Oregon's libraries is an investment in Oregon's students and I fully support the Association's efforts on their behalf.

Warm regards,

Caddy McKeown

Caddy McKeown
State Representative
Oregon House District 9

COOS BAY PUBLIC SCHOOLS

Blossom Gulch Elementary School ★ Madison Elementary School
Millicoma School ★ Sunset School ★ Marshfield High School ★ Harding Learning Center

LEARNING FOR ALL – WHATEVER IT TAKES!

April 13, 2016

Re: Library Service and Technology Grant

Dear Grant Review Committee:

I am excited to write to you today in support of the work of the Oregon Association of School Libraries as they create student learning indicators for our state library standards.

I wholeheartedly supported the adoption of the state library standards as a civil rights and equity issue for the students of Oregon. They are now approved, but there is a barrier to implementation as our state has few teaching librarians. Somehow we need a way to make the standards accessible and attainable.

OASL is working to roll out specific learning indicators by grade level (k-12) and identify the necessary skills for our students to be literate lifelong learners. In order to accomplish this work, they are seeking support. I believe in these indicators and the standards on which they are based. They will benefit Oregon graduates and improve their college, career and life success.

Sincerely,

Dawn Granger
Superintendent of Coos Bay Public Schools

1255 Hemlock Avenue
Coos Bay, OR 97420-1298

Phone: 541-267-3104 FAX: 541-269-5366
Dawn Rae Granger, Superintendent
www.cbd9.net

MARSHFIELD HIGH SCHOOL

Travis Howard, PRINCIPAL

TENTH & INGERSOLL
COOS BAY, OR 97420
PHONE (541) 267-1401
FAX (541) 269-0161
April 11, 2016

To Whom It May Concern:

As principal of Marshfield High School and an administrator for Coos Bay Schools for the past 15 years, I have had the opportunity to see what a difference a strong school library program makes.

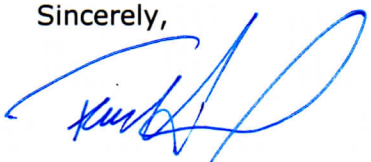
I was both personally and professional pleased when a committee of the Oregon Association of School Libraries (OASL) wrote and successfully presented the Oregon School Library Standards to the Oregon Department of Education (ODE). ODE adopted the standards in January of 2015.

A new committee, under the direction of OASL, has formed to write grade level learning indicators for each of the standards. This is work I heartily support. The committee will basically mimic the process of establishing student grade level learning indicators that are currently present in the various disciplines within the Common Core, except these indicators will be for library instruction.

Providing students the skills they need to be informationally literate, use resources democratically and responsibly, engage in reading, and integrate technology are more important now than ever.

I am strongly in favor of the work this committee is doing.

Sincerely,



Travis Howard, Principal
Marshfield High School
Coos Bay, Oregon 97420
travish@coos-bay.k12.or.us



NORTH BEND HIGH SCHOOL
2323 Pacific Avenue
North Bend, Oregon 97459-2605
Telephone: 541-756-8328
Fax: 541-756-6945

AN IMPORTANT SCHOOL IN THE NORTH BEND SYSTEM OF PUBLIC EDUCATION

April 7, 2016

TO WHOM IT MAY CONCERN:

North Bend High School Administration and Staff fully support our libraries continued involvement with the Oregon Association of School Libraries to break the standards down into grade level standards for Oregon Schools. Available grant money would enable our libraries with needed funding to cover expenses toward travel and collaboration.

Our Librarian, Laurie Nordahl, is an outstanding example of someone who goes above and beyond to help our students and staff stay updated with the media and technology in today's ever changing world.

Please support our libraries in this endeavor!

Sincerely,
NORTH BEND HIGH SCHOOL

Bill Lucero

Bill Lucero
Principal

SJF
St. John Fisher

April 14, 2016

To Whom it May Concern,

I am writing in strong support of developing grade level indicators for the Oregon School Library Standards. As a principal of a school with a full-time certified teacher-librarian, I find the standards to be essential in planning lessons and collaborating with grade-level and subject-specific teachers, promoting library programs, and developing students who are information literate. Grade-level indicators will help with the vertical alignment of the curriculum and ensure students are taught skills that are developmentally appropriate.

Strong school library programs lead to increased student learning. The library standards provide a framework on which library programs can be built and give certified teacher-librarians the tools they need to create viable programs. The creation of grade-level indicators will ensure that teacher-librarians have even more tools for their instruction.

I strongly supported the adoption of Oregon School Library Standards by the Oregon Department of Education, and I support the development of grade-level indicators. The use of these standards will increase student learning and will give teacher-librarians tools they need to be effective in their field of instruction.

Sincerely,

Merrit Holub

Merrit Holub

Principal

7101 SW 46th Avenue Portland, Oregon 97219-1598 503-246-3234 Fax 503-246-4117 www.sjfschool.org

Accredited by the Northwest Association of Schools & Colleges Certified by the Western Catholic Education Association

To whom it may concern,

A few years ago, the Oregon Association of School Libraries created and published the Oregon School Library Standards, encompassing information literacy, reading engagement, social responsibility, and technology integration. Because Oregon lacked library learning standards at that time, it was an absolutely necessary first step in beginning to align to what had already happened in other content areas. The subsequent adoption by the Oregon Department of Education was icing on the cake.

The absolutely necessary second step in the process is the creation of grade level indicators.

As a person who works with decision-makers in districts that may be choosing whether or not to hire licensed teacher-librarians, the Oregon School Library Standards are one of a few powerful tools in my arsenal that explain to administrators what kinds of college- and career-ready skills their students will miss out on without a teacher-librarian. I expect the forthcoming grade level indicators document to also be a powerful document in describing the necessity of the work teacher-librarians do to those who are unfamiliar.

It is a critical time for school library staffing in Oregon. After years of decline, many districts are beginning to add back licensed teacher-librarians, due in part to the existence of the Oregon School Library Standards. With the addition of positions, many new teacher-librarians are clamoring for more detailed information about what skills students should be learning at each grade level so that they may best prepare the students for success at the next level. Unlike other content areas, these indicators may exist at certain individual school or district level, but do not yet exist for the benefit of all students across the state. The indicators produced by this committee will allow for equitable learning expectations for all students in Oregon.

While the simple creation of indicators will be a blessing, I am especially grateful that the Grade Level Student Indicators Committee includes representatives from higher education in the process. As happened in the realignment of Lexile ranges to meet college and career reading requirements under Common Core, the same must happen in the crafting of these indicators to prepare Oregon students to for a lifetime as information consumers and creators.

Many thanks for your consideration.

Kate Weber
Instructional Materials Specialist
Southern Oregon ESD
541-772-2751
kate_weber@soesd.k12.or.us

Dawn Prochovnic
7355 SW Sharon Lane
Portland, OR 97225

April 12, 2016

To Whom It May Concern:

I am a parent, school and community volunteer, small business owner, early literacy and language consultant, and children's author. In 2014, I wrote a letter to the Oregon Department of Education (ODE) indicating my support for the development of School Library Standards to provide consistent learning targets for students and teachers and to send a clear message to stakeholders that library-related skills are integral to the college and career readiness and eventual success of the learners of today and tomorrow.

Now that the School Library Standards have been adopted by the ODE, the next logical step is the development of K-12 grade-level indicators related to those standards. This will assist students, parents, instructors, and administrators in knowing when specific skills should be explored, introduced, developed, proficient or advanced, as well as the specific student learning outcomes that need to be taught. These types of guidelines should be available for library-related instructional areas, just as they are available for other educational disciplines.

I support the work that is being done in this area by a committee appointed by the Oregon Association of School Libraries, and I hope to see this work advance and continue.

Sincerely,

Dawn Prochovnic, MA
Washington County Voter
dawnp@smalltalklearning.com
www.dawnprochovnic.com
503.223.5622

1300 Golden Avenue
Coos Bay, Oregon 97420

April 14, 2016

To Whom It May Concern:

I am in support of the Oregon Association of School Libraries' proposal to obtain funding from the Library Services and Technology program to create grade level indicators for our state's recently adopted School Library Standards.

As the parent of a child focused on attending college this fall, I am acutely aware of the importance of ensuring our students are fully versed in modern research methods in preparation for their university experience. More generally, we need to ensure we are teaching our young people to digest the wealth of information now available in a critical fashion, checking sources and considering different points of view.

The most appropriate course of action for our elementary and secondary schools would be to integrate these concepts throughout a student's educational career, as we do with other subjects. The end result will be young people who understand how to access resources, evaluate the credibility of information, and implement basic research methods.

Thank you for your consideration of this request.

Sincerely,

Jennifer Groth
Parent Volunteer

Oregon
Kate Brown, Governor

OREGON DEPARTMENT OF EDUCATION
Oregon achieves . . . together!

Colt Gill
Deputy Superintendent of Public Instruction

March 30, 2018

To the LSTA Grant Reviewers:

I am writing in support of the Oregon Association of School Libraries Standards Committee, and their application for a 2018-2019 LSTA grant that will facilitate the completion of support documents for the Oregon School Library Standards. The OASL Standards Committee has been working diligently on Information Literacy Instruction for grades K-14 since 2015, when library standards were unanimously adopted by the Oregon State Board of Education.

The work that the Standards Committee is doing aligns with several goals of the LSTA's 5-year Plan, particularly Goal #4 ("Develop information literacy skills") and Goal #5 ("Foster lifelong learning"), and so it would make sense to fund this grant application so that they can complete this project. For the past two years, OASL has applied for and received LSTA grants that allowed them to create grade level goals aligned with the Oregon School Library Standards (ORLIBS). Now, the Committee is creating documents that align ORLIBS with the Common Core State Standards, the ISTE Standards, and the Association of College and Research Librarians Framework. The committee has identified nine interdisciplinary practices that weave their way through the Common Core and Library Standards.

Support documents are often just as valuable as the standards and grade level frameworks themselves because of the connections that they make. The support documents that the Standards Committee will create may be shared with classroom teachers to help reinforce the work that they do and strengthen students' skills in information literacy. School communities have found the work coming out of the OASL Standards Committee to be extremely valuable. By gaining LSTA support through a 2018-2019 grant, the Standards Committee can continue their vital work that benefits students throughout Oregon in grades K-14.

I strongly encourage the grant reviewers to consider the critical resource work that OASL's Standards Committee is doing and urge you to award a grant to fund this project through 2019.

Sincerely,

Joni Gilles

Joni Gilles
Interim Director
Standards & Instructional Support Team
Office of Teaching, Learning & Assessment

255 Capitol St NE, Salem, OR 97310 | Voice: 503-947-5600 | Fax: 503-378-5156 | www.oregon.gov/ode

March 29, 2018

State Library of Oregon
LSTA Advisory Board
250 Winter St. NE
Salem, OR 97301

To whom it may concern,

The Executive Board of the Oregon Library Association-Children's Service Division (CSD) supports the Oregon Association of School Libraries (OASL) Standards Commission's work to address the teaching of Information Literacy skills, and their request for a grant to complete the creation of support documents to the Grade Level Learning Goals suggested by the Oregon Department of Education.

OASL's work in creating Grade Level Learning Goals ensures educators statewide have the resources to build consistent curricula so students learn the skills to make them successful information users and to meet Oregon School Library Standards, which dovetails perfectly with CSD's main function of promoting and advancing library service to children and youth through public and professional education and cooperation. Completing the foundation documents for the Grade Level Learning Goals will be a benefit to Oregon students, which in turn benefits all of Oregon.

Sincerely,

Children's Services Division Executive Board
Natasha Forrester Campbell, Chair
csd@olaweb.org

OREGON LIBRARY ASSOCIATION
OLA

PO Box 3067 • La Grande OR 97850

Dear Members of the LSTA Advisory Council,

The Oregon Association of School Libraries (OASL) has identified an important means to help the library community advocate for the value and demonstrate outcomes of the vital work done by school librarians in Oregon. They began work using Common Core State Standards, and correlated them to the work that is done by school librarians. Their work began in 2015, when the Oregon State Board of Education unanimously voted to adopt the Oregon School Library Standards. The Oregon Department of Education then recommended that OASL break down these standards by grade level. This project is continuing through the current year.

The Oregon Library Association enthusiastically supports this work, and members of our executive board are impressed with OASL's progress towards fulfilling the charge of the Department of Education. Their work is not finished, however, and the standards committee would like to map the identified Grade Level Learning Goals to Common Core State Standards and create supporting documents that clearly show the connection between classroom instruction and library instruction.

In 2016 and 2017, OASL successfully applied for LSTA grant money to do this work. We hope that the council will see fit to continue to support this next step. These efforts will help to clearly identify the important ways in which school librarians directly support the teaching and learning of educators and students in Oregon schools. Having these competencies clearly articulated will enable the library community to effectively advocate for our highly needed and undervalued school librarians.

Sincerely,



Buzzy Nielsen
OLA President, 2017-18

Oregon Association of School Libraries

March 22, 2018

To Whom It May Concern:

Three years ago, the Oregon State Board of Education adopted the Oregon School Library Standards. The members of the OASL committee who had written these standards were encouraged by members of the board to continue work on this document by providing grade level articulation. The Standards Committee was awarded an LSTA grant in 2016 to act on ODE's suggestion.

As the committee completed work on the one-year grant, members felt the grade-level articulations could be enhanced with the addition of grade-level learning goals (akin to the Common Core State Standards). An additional LSTA grant was awarded, in 2017, to facilitate the work involved in the creation of a 130-page document that is in its final stages of editing and rewrites. Once the editing process is complete, the Standards Committee will be presenting their work to the Oregon State Board of Education with the goal of having the Grade Level Learning Goals adopted.

There is still a bit more work to be done, though. After compiling Grade Level Learning Goals, nine interdisciplinary practices were identified - giving rise to the creation of Foundation documents. These documents show how the interdisciplinary practices are addressed at each grade (K - 12). The committee is also working on the writing of: 1) "Key Shifts," a vertical alignment of the interdisciplinary practices within the Grade Level Learning Goals; and 2) "Continuity Illustrations," a support document that verifies how the six content areas from the Association of College and Research Librarians (ACRL) framework are woven into the Grade Level Learning Goals for grades 11-12, thus illustrating how information literacy skills taught in the OASL K - 14 framework carry a student forward from secondary school to college.

The Standards Committee will be applying for a one-year LSTA grant to see their vision carried to completion with the writing of the above mentioned support documents.

Speaking for the entire OASL board, it is our hope that the Standards Committee be awarded this grant as their work has been invaluable to the members of the school library community.

Sincerely,

Paige Battle
OASL President 2017 - 2018
Oregon Association of School Libraries
president@oasl.olaweb.org

ILAGO
INFORMATION LITERACY
ADVISORY GROUP OF OREGON

State Library of Oregon
250 Winter St. NE
Salem, Oregon 97301-3950

To the members of the LSTA Grant Committee:

The Information Literacy Advisory Group of Oregon (ILAGO) wholeheartedly supports the efforts of the Oregon Association for School Librarians (OASL) Standards Committee work to define Grade Level Learning Goals for the Oregon School Library Standards. We see these forthcoming Learning Goals as essential for teaching librarians' professional development, as well as learning outcomes for student performance in both skills and cognitive development for information literacy, from Kindergarten through the first two years of college (K-14).

Another key factor in ILAGO's support for this ongoing work is the development of alignment among national and state standards including: Common Core; upcoming American Association of School Libraries Standards Framework; Association of College and Research Libraries Framework for Information Literacy for Higher Education; Future Ready Schools; International Society for Technology in Education Standards.

The Grade Level Learning Goals will provide clear and assessable learning targets which will facilitate the skill building and cognitive development essential for Oregon students to be successful in college and career readiness. The LSTA funding will make this important work possible.

We appreciate your consideration of this groundbreaking project.

Sincerely,

Sarah Ralston
ILAGO Chair
Eastern Oregon University

Sara Robertson
Incoming Chair
Portland Community College

Lisa Tegethoff
Past Chair
St. Ignatius School

oyan
oregon young adult network

a division of the Oregon Library Association

March 22, 2018

As chair for the Oregon Young Adult Network (OYAN), a division of the Oregon Library Association (OLA), I am writing this letter in support of the Oregon Association of School Libraries (OASL) Standards Committee. Part of OYAN's mission statement is to promote cooperation between public and school libraries. Inherent in OYAN's missions is the premise to support the education of teenagers in all library-related aspects. Cross-support of OASL and OYAN exists due to the nature of library influences on youth's education and the similarities in our divisions' missions. The structure of aligning school library standards with Common Core ELA Standards so as to provide input for school teachers to incorporate information literacy is important not only for academic success but lifelong learning.

OYAN fully supports the OASL Standards Committee work and finds the finished product an integral aspect of future student successes. Academic, public, and school libraries have a common goal of educating the populace in various aspects of learning but in different venues. Grade Level Learning Goals and the support documents of these goals will greatly bolster the ability of school teachers to incorporate information literacy into their curriculums. The goals and supporting documents will provide clear expectations and methods by which teachers may uniformly apply the principles of information literacy in a classroom setting. By incorporating school libraries standards into a K-14 framework, all Oregon students will have a better success rate in overall education, whether it is through a school or their own research as they will have a more critical mindset in which to enrich their own information needs.

As a representative voice for OYAN, I hope that the OASL Standards Committee will be able to further their progress on the standardized learning goals and that with the completed foundation documents, all teachers throughout Oregon will bring critical analysis of information to every student.

Sincerely,

Julie Jeanmard

Julie Jeanmard
2017-2018 OYAN Chair

PLD
Public Library Division

March 29, 2018

Dear Members of the LSTA Advisory Council,

I am writing on behalf of the Oregon Library Association Public Library Division in support for the work of the OASL Standard's Committee. This committee has worked diligently for the past two years to write documents that expand the Oregon School Library Standards so that they are more articulate, grade specific, and comprehensive.

We value and take seriously the creation of standards and documents of support. This is evident in our own mission statement "to offer support through the creation of standards for public libraries." This sentiment also extends to helping school libraries.

The Oregon School Library Standards committee is turning their focus to writing support documents for the standards. The support documents show the alignment of the OSLIBs to the Common Core State Standards and the International Society for Technology in Education framework. In addition, the support documents map the relationship between the newly written Grade Level Learning Goals framework and the Academic and College Research Librarians framework that was released in the spring of 2017.

The value of the support documents is that they will show how school librarians can connect their instruction with the classroom teacher, while at the same time helping students develop information literacy skills that will serve them in all discipline areas and through the first two years of college, should they choose to attend.

As a public library director and a former youth librarian, I cannot stress enough the need to educate our students and arm them with information literacy skills. Those who acquire them benefit so much, both academically and in their daily lives. Those who do not are often at an extreme disadvantage.

With the help of a LSTA grant, the Standards Committee will be able to complete the writing of the support documents they have begun.

Sincerely,

Kirsten Brodbeck-Kenney, PLD Board Chair
Driftwood Public Library
kbrodbeck-kenney@lincolncity.org

March 27, 2018

Ross Fuqua
State Library of Oregon
250 Winter St. NE
Salem, OR 97301

Dear Mr. Fuqua,

I am writing in support of the Oregon Association of School Library's (OASL) Library Services and Technology Act Grant application to create support documents for the Oregon School Library Standards: Grade Level Learning Goals. The materials that are currently available and in development provide schools the guidance they need to set learning goals for students and identify indicators of meeting the Oregon School Library Standards. While these are valuable tools, more work is needed to support teachers.

The OASL Standards Committee has identified nine interdisciplinary practices from both the Library Standards and the Common Core English Language Arts Standards. With the support of an LSTA grant, the Committee could create support documents for teachers to use to help them integrate the School Library Standards into the English Language Arts instruction they are already providing. With the elimination of so many certified teacher librarians in schools across the state, it is incumbent on OASL to provide teachers the resources they need to implement the School Library Standards. Asking them to implement them in addition to what they are already doing is unrealistic. Therefore, it is necessary for OASL to create supporting documents that show teachers how they can implement both sets of standards together.

Please fund the Oregon Association of School Library's application to create support documents for the Oregon School Library Standards: Grade Level Learning Goals.

Thank you,

Katie Anderson
Youth Services Librarian
katiea@wccls.org
503-681-5098

Portland Community College
LIBRARY

State Library of Oregon
250 Winter St. NE
Salem, Oregon 97301-3950

To the members of the LSTA Grant Committee:

I have been a community college librarian in Oregon for more than 20 years, and am currently serving as a Department Chair for library faculty at Portland Community College (Rock Creek Campus). I see a critical need to provide integrated, interdisciplinary, and scaffolded learning instruction from kindergarten through college entry for students to be prepared for research inquiry, as is currently being pursued by the Oregon Association for School Librarians (OASL) Standards Committee work to define Grade Level Learning Goals.

I increasingly encounter under-prepared students who don't understand why they need to use anything more than Google, or social media, for researching a topic. Many have not used material from a library collection before, and don't know what a library database provides. Their selections of information sources are limited by confirmation bias, and their searching strategies are limited to simply matching.

The information literacy skills and habits of mind required to reach a level of preparedness for both rhetorical and discipline specific research are difficult, and require challenging experiences with lots of practice, building through each year from K-12.

The approach of the OASL Grade Level Learning Goals subcommittee is based on the newest standards, and has an admirable integrity to their efforts. Of special interest to me professionally is the transition from high school to college, and one of the standards the Committee is using is the Framework for Information Literacy for Higher Education, by the Association of College and Research Libraries (American Library Association).

To ensure that the work can be completed, including statewide review and revision, I recommend continued financial support. This appears to me to be state-of-art, 21st century curriculum, essential for preparing Oregon students for the workplace and as consumers and providers of information.

Thank you for your consideration.

Pam Kessinger

Pam Kessinger
Department Chair, Rock Creek Campus, Library Faculty
Portland Community College
971-722-7051
http://www.pcc.edu/staff/pkessing

Call a Librarian
Cascade: 971-722-5269
Rock Creek: 971-722-7239
Southeast: 971-722-6289
Sylvania: 971-722-4500

Chat or Text a Librarian
Y!, AIM, Gtalk: pcclib
Text Message: 971-259-TEXT (8398)
Email: refer@pcc.edu

WACA
WOODBURN ARTS & COMMUNICATIONS ACADEMY
Woodburn Arts and Communications Academy
• 1785 N. Front Street, Woodburn, OR 97071 • Phone 503-980-6250 • FAX 503-980-6255

March 22, 2018

LSTA Grant Selection Committee,

I am writing you today in support of the Oregon Association of School Libraries, and their Standards Committee's application for a LSTA Grant to complete their work on connecting the Oregon State Library Standards with the Common Core Standards in English Language Arts.

I have been aware of the OASL's work on these standards through the various leadership roles I have served in over the past several years. I first began working with OASL and their Standards Committee in 2016-2017 when I served as the English Language Arts Education Specialist for the Oregon Department of Education. At that time I worked closely with the OASL team, and was impressed with their work in both creating library standards for schools, and their dedication to assuring these standards aligned with other Oregon State Standards, and the work happening directly in schools. The continuation of this project adds the additional components to these standards that will make them effective tools for schools to use to develop comprehensive library / media programs.

Currently I serve as a building principal, and can once again attest to the value of this work for Oregon schools. I work in Woodburn as the principal of the Woodburn Arts and Communications Academy. This year I have been working closely with our Library Media Specialist to implement the standards in our school. The additional work proposed in the OASL grant will provide the final piece of the puzzle needed to make these standards into tools for both classroom teachers and library media art specialists alike.

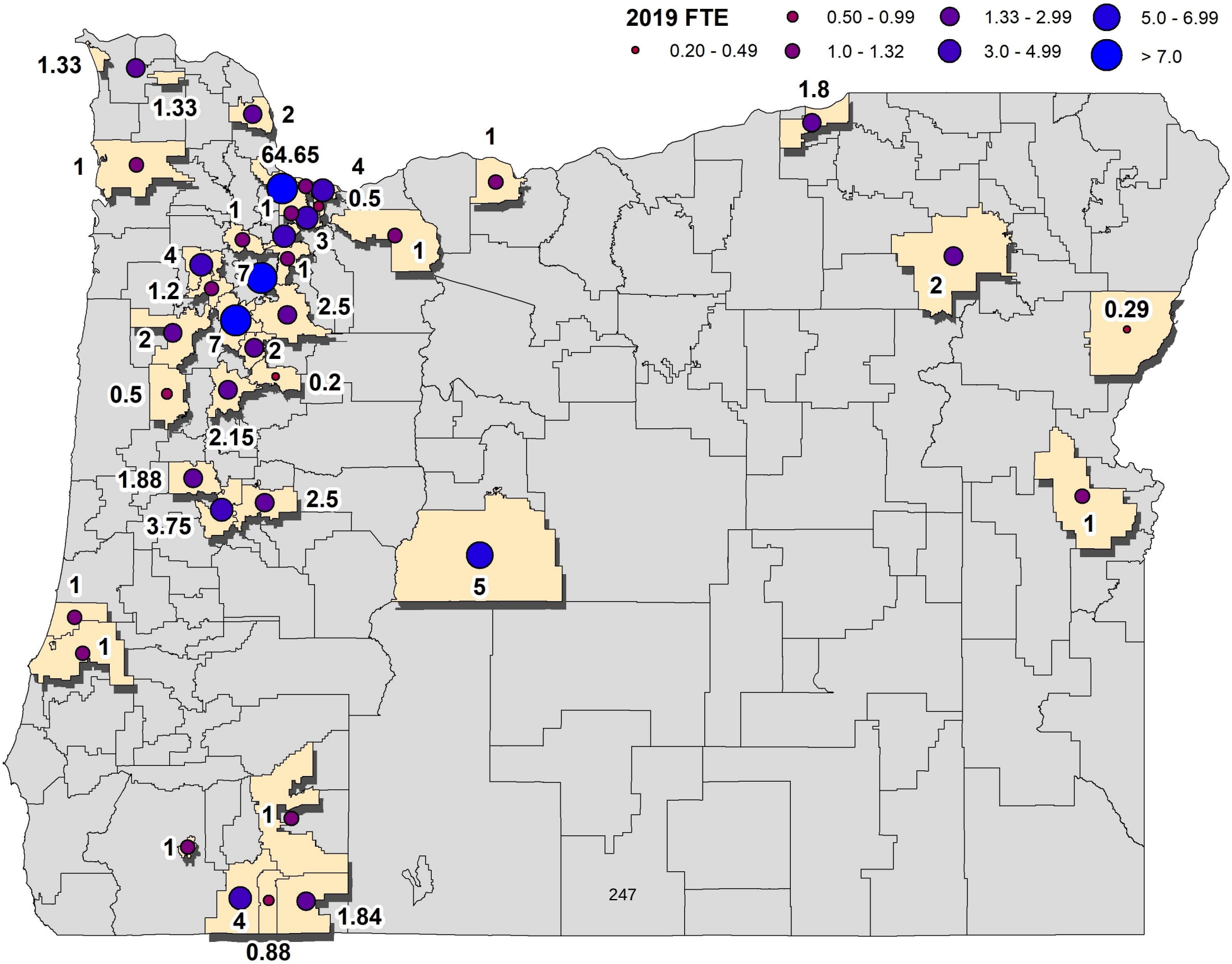
I would high encourage the selection committee to approve the OASL grant application to further their work. The benefits to Oregon schools and students are limitless.

Thank you for your consideration,

Desiree Kiesel
Principal
Woodburn Arts and Communications Academy

	AGENCY/REPRESENTATIVE GROUP	NAME	CITY	DATE
1	Association of College and Research Libraries – Oregon Chapter	Steve Silver, President	Eugene	2014
2	US Representative	Peter Buckley		2014
3	Oregon State Representative	Arnie Roblan		2014
4	Oregon State Representative	Caddy McKeown		2014
5	Tribal Elder Coos, Confederated Tribe of the Lower Umpqua and Siuslaw Indians and Library Clerk	Don & Debbie Slyter	Coos Bay	2014
6	Oregon Library Association	Candace Watkins, President		2014
7	Superintendent, North Bend Schools	Bill Yester, Superintendent	North Bend	2014
8	Superintendent, Coos Bay Schools	Dawn Granger, Superintendent	Coos Bay	2014
9	Principal, Pilot Butte Middle School	Michael Hecker	Bend	2014
10	Principal, Marshfield High School	Doug Holland	Coos Bay	2014
11	ACRL - OR	Hannah Gashco Rempel, President	Corvallis	2014
12	Cedar Mill [Public] Library – Youth Services Division	Nancy Spalding, Head, Youth Services Librarian	Portland	2014
13	District/High School Library Media Specialist	Kathryn Harmon, Neah-Kah-Nie School District	Rockway	2014
13	High School Library Media Specialist, South Medford High School	Becky Kleinhesselink	Medford	2014
15	High School Library Media Specialist, North Bend High School	Laurie Nordahl	North Bend	2014
16	Elementary Library Media Specialist, St John Fisher School [Private]	Amy Richards	Portland	2014
18	High School Teacher, Social Studies	Gary Prince	North Bend	2014
21	Parent	Mitzi Sandman	Portland	2014

22	US Representative	Peter Buckley		2016
23	Oregon State Senator	Arnie Roblan		2016
24	Oregon State Representative	Caddy McKeown		2016
25	Superintendent, Coos Bay Schools	Dawn Granger, Superintendent	Coos Bay	2016
26	Principal, Marshfield High School	Travis Howard	Coos Bay	2016
27	Principal, North Bend High School	Bill Lucero	North Bend	2016
28	Principal, St. John Fisher School	Merrit Holub	Portland	2016
27	ESD – Southern Oregon	Kate Weber, Teacher-Librarian	Medford	2016
28	Parent/Author	Dawn Prochovnic	Portland	2016
29	Parent Volunteer	Jennifer Groth	Coos Bay	2016
30	ODE Interim Director, Standards and Instructional Support Team	Joni Gillis		2018
31	Children's Services Division	Natasha Forrester Campbell, Chair		2018
32	Oregon Library Association	Buzzy Nielsen, President		2018
33	Oregon Association of School Libraries	Paige Battle, President		2018
34	Information Literacy Advisory Group	Sarah Ralston, ILAGO Chair, EOU		2018
35	Oregon Young Adult Network	Julie Jeanmard, Chair		2018
36	Public Library Division	Kirsten Broadbeck - Kenney, PhD – PLD Chair		2018
37	Youth Services Librarian	Katie Anderson		2018
38	Portland Community College Library Rock Creek Campus	Pam Kessinger, Department Chair, Library Faculty		2018
39	Principal Woodburn Arts and Communications Academy	Desiree Kiesel		2018


2019 FTE
0.20 - 0.49
0.50 - 0.99
1.0 - 1.32
1.33 - 2.99
3.0 - 4.99
5.0 - 6.99
> 7.0
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247

Information Literacy - Strand 1		**Use strategies for locating, selecting, organizing, understanding, evaluating, using and producing information, within physical and digital information environments**
Standard	**Code**	**Indicator**
Standard 1: **Use skills, resources, and tools to inquire, think critically and gain knowledge**	LIB 1.1.A	Follow an inquiry-based process to seek knowledge
	LIB 1.1.B	Apply prior knowledge to new learning
	LIB 1.1.C	Develop, select, clarify and use questions ~~and strategies~~ to search for information
Indicator added when LIB1.1.C was split.	**LIB 1.1.D** Code Reassignment	~~Find, evaluate and~~ **Develop,** select, **clarify, and use strategies** ~~appropriate sources~~ to **search for information.** ~~answer questions~~
	LIB 1.1.E Code Reassignment	Find, **evaluate**, and select appropriate sources to answer questions
	LIB 1.1.F Code Reassignment	**Select and use tools within ~~appropriate digital and other information~~ sources ~~tools for accessing~~ to access content**
	LIB 1.1.G Code Reassignment	Evaluate information for accuracy, validity, importance, and bias
	LIB 1.1.H Code Reassignment	Read, view and listen to information in a variety of formats
	LIB 1.1.I Code Reassignment	Collaborate to broaden and deepen understanding
	LIB 1.1.J Code Reassignment	Assess the effectiveness of questions, strategies and processes used in research to find information

Standard 2: **Use skills, resources and tools to draw conclusions, make informed decisions, create new knowledge and apply knowledge to new situations**	LIB 1.2.A	Analyze and evaluate information to draw conclusions ~~and make informed decisions~~
	LIB 1.2.B	Analyze and **evaluate information** to make informed decisions
Indicator added when LIB1.2.B was split.	**LIB 1.2.C.** Code Reassignment	Analyze, organize and synthesize information using a variety of tools
	LIB 1.2.D Code Reassignment	Use information to answer questions, ~~solve real-world problems~~ and inspire further investigation
Indicator added when LIB 1.2.D was split.	**LIB 1.2.E** Code Reassignment	Use information to solve real-world problems and inspire further investigation
	LIB 1.2.F Code Reassignment	Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems
	LIB 1.2.G Code Reassignment	Reach and defend informed conclusions based on best evidence
	LIB 1.2.H Code Reassignment	Evaluate the effectiveness of the skills and tools used to create new knowledge
Standard 3: **Use skills, resources and tools to create and share work that expresses and demonstrates new understandings**	LIB 1.3.A	Analyze delivery formats for sharing understanding
	LIB 1.3.B	Use appropriate tools to create and share new work
	LIB 1.3.C	Collaborate with others to create original products and share new understanding
	LIB 1.3.D	Reflect on a product's effectiveness in expressing and demonstrating new understanding

Reading Engagement - Strand 2	**Read to pursue lifelong intellectual, personal and emotional growth ~~for life~~.**

Standard	Code	Indicator
Standard 1: **Develop an appreciation for reading**	LIB 2.1.A	Read, listen to, and view a variety of genres and formats
	LIB 2.1.B	Identify, reflect upon and respond to works which exemplify the human experience
	LIB 2.1.C	Read to answer questions, make decisions or solve problems
	LIB 2.1.D	Explore text to text, text to self, and text to world connections
	LIB 2.1.E	Appreciate and evaluate author's craft and use of literary devices
	LIB 2.1.F	Read to seek multiple points of view and a global perspective
Standard 2: **Comprehend, interpret and evaluate informational and fictional text**	LIB 2.2.A	Read, listen to, view and integrate information to build background knowledge
	LIB 2.2.B	Demonstrate reading for meaning **,by** ~~evaluate evidence~~, find**ing** the main i**dea** and supporting details, ~~form opinions and draw conclusions~~
Indicator added when LIB 2.2.B was split.	LIB 2.2.C Code Reassignment	**Demonstrate reading for meaning by evaluating evidence, drawing conclusions, and forming opinions**
	LIB 2.2.D Code Reassignment	Read to **understand** ~~evaluate~~ history, current events and personal decisions
	LIB 2.2.E Code Reassignmen	Evaluate text for author's purpose
Standard 3: **Build reading skills and behaviors for life-long learning**	LIB 2.3.A	Apply reading strategies across the content areas
	LIB 2.3.B	Contribute to a reading and learning community
	LIB 2.3.C	Self-select reading materials from a variety of genres and formats
	LIB 2.3.D	Make personal connections to the real world when reading a variety of texts
	LIB 2.3.E	Demonstrate resiliency, perseverance and stamina when reading a variety of texts

Social Responsibility - Strand 3		**Share knowledge and participate ethically and productively as members of a ~~our~~ democratic society**
Standard	**Code**	**Indicator**
Standard 1: **Share knowledge and participate ethically and productively as members of a ~~our~~ democratic society**	LIB 3.1.A	Use appropriate language when communicating with others
	LIB 3.1.B	Participate in and advocate for safe and ethical communication
	LIB 3.1.C	Practice accuracy and consider bias when sharing information
Standard 2: **Practice ethical behavior when using print and digital resources**	LIB 3.2.A	~~Consider a variety of balanced and authoritative sources~~ Use a variety of authoritative sources, considering multiple perspectives and points of view
	LIB 3.2.B	Generate accurate source citations ~~and respect copyright law~~
	LIB 3.2.C	Avoid plagiarism and respect the intellectual property of others when gathering, presenting or publishing information.
Standard 3: **Participate collaboratively, respectfully and productively as a member of a democratic society**	LIB 3.3.A	Collaborate as members of a social and intellectual community
	LIB 3.3.B	Advocate for intellectual freedom and uphold the rights of others
	LIB 3.3.C	Demonstrate responsible citizenship in use of materials and resources

All Technology Integration standards have been merged with standards above, recognizing that the use of technology is not a standalone goal, but rather is ubiquitous in all teaching and learning.

~~Technology Integration~~ ~~Strand 4~~		**~~Employ digital technology and communication tools or networks to locate, evaluate, use, create and produce information.~~**
Standard	**Code**	**Indicator**
~~Standard 1:~~	~~LIB 4.1.A~~	~~Find, evaluate and select appropriate digital resources to answer questions~~

~~Explore digital tools to create and share works that express and demonstrate new understandings~~		
	~~LIB 4.1.B~~	~~Select appropriate digital tools for accessing content~~
	~~LIB 4.1.C~~	~~Evaluate digital information sources for accuracy, validity, importance and bias~~
	~~LIB 4.1.D~~	~~Explore a variety of digital formats to read, view and listen to information~~
	~~LIB 4.1.E~~	~~Collaborate online and in digital environments to broaden and deepen knowledge~~
	~~LIB 4.1.F~~	~~Use digital tools to analyze and organize information~~
	~~LIB 4.1.G~~	~~Use information from digital sources to answer questions, solve real-world problems and inspire further investigation~~
	~~LIB 4.1.H~~	~~Explore digital tools to create and share works that express and demonstrate new understandings~~
~~**Standard 2:**~~ ~~**Use a variety of digital environments and formats to enhance reading engagement**~~	~~LIB 4.2.A~~	~~Explore a variety of digital tools and formats to develop an appreciation for reading~~
	~~LIB 4.2.B~~	~~Participate in reading and learning communities online~~
	~~LIB 4.2.C~~	~~Use digital tools and resources to self-select reading materials from a variety of genres and formats~~
Standard 3: ~~**Practice ethical behavior when using technology**~~	~~LIB 4.3.A~~	~~Use appropriate language when communicating with others in digital environments~~
	~~LIB 4.3.B~~	~~Participate in and advocate for safe and ethical communication in digital environments~~
	~~LIB 4.3.C~~	~~Practice accuracy and consider bias when sharing information in digital environments.~~
	~~LIB 4.3.D~~	~~Collaborate as members of social and intellectual digital communities~~
	~~LIB 4.3.E~~	~~Avoid plagiarism and respect the intellectual property of others when gathering, presenting or publishing information.~~

Oregon State Board of Education
September 19, 2019
AGENDA ITEM: 4.E

SUBJECT: OAR 581-017-0430: Noncompetitive Farm-to-School Grant, OAR 581-017-0432: Definitions, OAR 581-017-0435: Purpose, OAR 581-017-0438: Eligibility, OAR 581-017-0441: Application Process and Criteria, OAR 581-017-0444: Awarding and Using Competitive Oregon Farm to School Program Grants, and OAR 581-017-0447: Performance Measures and Reporting **STAFF NAME & OFFICE**: Rick Sherman, Office of Student Services **Summarize the issue:** Enrolled HB 2579 (2019) made several changes to Oregon's noncompetitive farm-to-school procurement and competitive farm-to-school education grants, including applicant eligibility and allowable costs. Temporary rules are needed to implement these changes in time for the start of SY 2019-20 until new permanent rules are adopted. ☐ New Rule ☒ Amend Existing Rule ☐ Repeal Rule	☐ **First Reading** ☐ **Presentation** ☐ **No Presentation** ☒ **Action** ☒ **Temp Rule** ☐ **Presentation** ☐ **No Presentation**

BACKGROUND

Enrolled HB 2579 (2019) amended ORS 336.431, the statute which established and authorized Oregon's farm-to-school (F2S) program grants. These amendments modified the noncompetitive F2S procurement grant, which assists school districts with paying costs incurred purchasing Oregon-produced or -processed foods, and the competitive F2S education grant, which provides eligible entities with grants to provide students with food-based, agriculture-based, or garden-based educational activities. Specifically, the enrolled bill expanded the number and type of entities eligible for both the noncompetitive and competitive F2S grants, and the costs grant recipients can pay with grant funds.

The State Board of Education initially adopted rules implementing the F2S program grants in 2015. Those rules were last revised in 2017, after the legislature amended ORS 336.431. The rules identify who is eligible to apply for and receive either type of F2S grant, the allowable costs that may be paid with grant funds, the application process (if applicable), and address any reporting requirements.

During the 2019 legislative session, the legislature amended ORS 336.431 by:

- Adding providers of center-based programs for children in the federal Child and Adult Care Food Program and entities that provide meals through the federal Summer Food Service Program to the list of entities that are eligible for a noncompetitive F2S procurement grant;
- Producers of Oregon-produced or -processed foods and providers of center-based programs for children in the federal Child and Adult Care Food Program to the list of entities eligible for a competitive F2S education grant; and
- Making costs grant recipients incurred providing education to children about Oregon-produced or -processed foods, or promoting such foods to children, an allowable use of noncompetitive F2S procurement grant funds.

The proposed temporary rules add these new eligible entities and allowable costs to the Board's rules governing the noncompetitive F2S procurement grant and the competitive F2S education grant. They are necessary to ensure that the Board's F2S rules accurately reflect the provisions of ORS 336.431 and don't prevent newly eligible entities from applying for either grant, or cause unnecessary confusion, such as staff denying claims for costs that are now allowable uses of grant funds or grant recipients not knowing which costs are or are not allowable.

Department staff have organized a rulemaking advisory committee to consider permanent rules based on all of the amendments Enrolled HB 2579 (2019) made to ORS 336.431, including those addressed by these temporary rules. The committee will have its first work session on September 5, 2019.

Information about the temporary rules was shared with our F2S program stakeholders via email.

The proposed temporary rules will affect providers of center-based programs for children participating in the federal Child and Adult Care Food Program, entities that provide meals through the federal Summer Food Service Program, and producers of Oregon-produced or -processed foods, as well as the students benefiting from the Oregon-produced or processed foods they purchase or educational programs they offer.

Once adopted, temporary rules remain in effect for either 180 days (ORS 138.335(6)(a)) or until superseding permanent rules have been adopted, which ever occurs first. The ODE has already convened a F2S rulemaking adviosry committee to discuss and consider new rules and amendments to existing rules that are needed to implement Enrolled HB 2579 (2019).

SUMMARY OF PREVIOUS BOARD ACTION

1. Has this been before the board before?
    a. No, this is the first time these temporary rules have been before the board.
2. If so, what action did the board take?
    a. Not applicable.

HAS THE RULE CHANGED SINCE LAST BOARD MEETING?

☒ N/A; first read—hasn't been before board
☐ No; same as last month
☐ Yes – As follows:

POLICY ISSUE OR CONCERNS

The proposed temporary rules are limited in scope and do three things. First, the proposed temporary rules amend the list of entities eligible to receive a grant to include those new entities that the legislature added to ORS 336.431. Second, the proposed temporary rules amend the list of costs that may be paid with grant funds to include the new allowable costs that the legislature added to ORS 336.431. Third, makes housekeeping revisions to the rules, such as updating dates and adding "education" to the competitive farm-to-school grant's title.

More substantive rules or amendments required by Enrolled HB 2579 (2019) will be discussed and considered by the farm-to-school rulemaking advisory committee before rules are developed and submitted for the Board's consideration.

EQUITY IMPACT ANALYSIS

The legislature added providers of center-based programs for children that participate in the federal Child and Adult Care Food Program (CACFP), service institutions that participate in the federal Summer Food Service Program (SFSP), and producers of Oregon-produced or -processed foods to the list of entities eligible for either the noncompetitive farm-to-school grant, or the competitive farm-to-school education grant, or both. It also added costs incurred identifying sources of Oregon-produced or -processed foods and educational or promotional costs to the list of allowable costs.

CACFP and SFSP providers serve a diverse customer base that is often comprised of economically disadvantaged youth. By making costs incurred either identifying Oregon-produced or -processed foods or educational or promotional costs allowable uses of grant funds, the legislature removed a barrier to finding and providing children with Oregon-produced or -processed foods, and educating them about the benefits of those foods.

FISCAL ANALYSIS

The proposed temporary rules will not have a negative fiscal impact on the ODE. The legislature allocated $15,021,000 specifically to the F2S grant programs for the 2019-21 biennium (HB 5015 allocated $4,671,000, and HB 2579 allocated $10,350,000).

The entities eligible for either a noncompetitive F2S procurement grant, or competitive F2S education grant, or both, would experience a positive fiscal impact if they receive one or both grants. Grant recipients will also experience a benefit because the legislature increased the allowable costs recipients can cover with grant funds.

EFFECT OF A "YES" OR "NO" VOTE

If the Board does not adopt the proposed temporary rules, the existing rules governing the noncompetitive F2S procurement grant and competitive F2S education grant will remain in place. The existing rules do not reflect the amendments Enrolled HB 2579 (2019) made to ORS 336.431, which took effect on July 1, 2019. This will cause confusion for newly eligible entities, current grant recipients, and ODE staff.

If the Board does adopt the proposed temporary rules, that will give the farm-to-school rulemaking advisory committee time to discuss and consider new rules and amendments to existing rules that are necessary to implement Enrolled HB 2579 (2019).

Oregon State Board of Education
September 19, 2019
AGENDA ITEM: 4.E

STAFF RECOMMENDATION

☒ Approve ☐ Approve next month ☐ No recommendation at this time

Prompted by: ☒ State law changes ☐ Federal law changes ☐ other

ATTACHMENTS

Attachment 1: Copy of temporary rules with strikethrough changes.

Attachment 2: Clean copy of temporary rules incorporating proposed changes.

OAR 581-017-0430: Noncompetitive Farm-to-School Grant

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(1) As used in this section:

(a) "Education service district" has the meaning given that term in ORS 334.003.

(b) "Eligible entity" means a school district, a provider of center-based programs for children, or a service institution.

(~~a~~c) "Food processed in the State of Oregon" includes but is not limited to foods that were baked, frozen, ground, canned, or milled in the State of Oregon.

(~~b~~d) "Food produced in the State of Oregon" includes but is not limited to foods that were grown, caught, harvested, or raised in the State of Oregon.

(~~c~~e) "Minimally processed" means that the food product was processed in a manner that does not fundamentally alter the product and the product retains its inherent character. The term includes, but is not limited to, butchering livestock and poultry, cleaning fish, dicing meats, slicing produce, forming ground food products into patties, ~~freezing,~~ grinding meats, drying or dehydrating food products~~shucking~~, and washing produce.

(f) "Provider of center-based programs for children" means a child care center certified by the Office of Child Care, a Head Start center, an Oregon prekindergarten program, a school district, or an education service district that both provides non-residential child care services to enrolled children and participates in the federal Child and Adult Care Food Program.

(g) "Service institution" means a public or private nonprofit school, a public or private nonprofit residential summer camp, or other program sponsor that participates in the federal Summer Food Service Program.

(~~d~~g)(A) "School district" means an Oregon common school district, joint school district, union high school district, or public charter school.~~has the meaning given that term in OAR 581-017-0432~~.

(B) "School district" does not include an education service district.

(2) The purpose of the noncompetitive Oregon Farm to School Program grant is to assist ~~school districts in~~eligible entities with paying the costs they incur purchasing foods that were:

(a) Produced in the State of Oregon;

(b) More than minimally processed in the State of Oregon; or

(c) Both produced and processed in the State of Oregon.

(3) An eligible entity ~~school district~~ which receives a noncompetitive Oregon Farm to School Program grant may:

(a) Use the grant to supplant purchases of food produced or processed in the State of Oregon that the ~~school district~~eligible entity had regularly purchased prior to the date ~~the school district~~it first received a noncompetitive Oregon Farm to School program grant if either the food produced or processed, or the food components of that food, were:

(A) Produced in the State of Oregon;

(B) More than minimally processed in the State of Oregon; or

(C) Both produced and processed in the State of Oregon.

(b) Reserve up to twenty percent of the total amount awarded for all reasonable costs incurred:

~~-~~(A) ~~g~~Growing, harvesting, processing, packaging, sourcing, or transporting food produced or processed in the State of Oregon, including but not limited to purchasing supplies, labor costs, and mileage~~.~~;

(B) Providing education to children about foods produced or processed in the State of Oregon; and

(C) Promoting the use of foods produced or processed in the State of Oregon to children.

(~~c~~4) Notwithstanding ~~paragraph (b)~~subsection (3) of this ~~sub~~section, an ~~school district~~eligible entity which receives a noncompetitive Oregon Farm to School Program grant may not use ~~more than ten percent of its total award for any costs incurred sourcing foods produced or processed in the State of Oregon.~~

~~(4) Notwithstanding subsection (3) of this section, a school district which receives a noncompetitive Oregon Farm to School Program grant may not use~~ the grant to supplant purchases of fluid milk sold or served in cartons or other containers 8 ounces in size or ~~smaller~~less, fluid milk sold in bladders or bags for use in self-service milk or beverage dispensers on the serving line, breads, buns, rolls, pan sprays, margarine, and mayonnaise.

Statutory/Other Authority: ORS 326.051 & 336.431
Statutes/Other Implemented: ORS 336.431 & OL 2019, ch. 590, sec. XX
History: ODE 12-2019, adopt filed 04/22/2019, effective 04/22/2019

OAR 581-017-0432: Definitions

As used in OAR 581-017-0432 to 581-017-0447:

(1) "Commodity commission or council" means a commodity commission or council organized under ORS 576.051 to 576.455, the Oregon Beef Council, ~~and~~ or the Oregon Wheat Commission.

(2) "Education service district" has the meaning given that term in ORS 334.003.

(3) "Eligible entity" means:

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Commented [BM-O2]: When we get to permanent rulemaking, I'm thinking that we should adopt one definitions rule for the noncompetitive and competitive education grants. HB 2579 added a bunch of the same terms to both grants and putting the common definitions in one rule would reduce redundancy.

(a) A commodity commission or council;

(b) An education service district;

(c) A federally recognized Indian tribe;

(d) A nonprofit organization;

(e) A producer of food produced or processed in the State of Oregon;

(f) A provider of center-based programs for children;

(~~e~~g) A school district;

(~~f~~h) A school overseen by the Bureau of Indian Education; and

(~~g~~i) A soil and water conservation district organized under ORS 568.210 to 568.808 and 568.900 to 568.933.

(4) "Food processed in the State of Oregon" includes foods that were baked, frozen, ground, canned, or milled in the State of Oregon.

(5) "Food produced in the State of Oregon" includes foods that were grown, caught, harvested, or raised in the State of Oregon.

(~~4~~6) "Including" means "including but not limited to."

(7) "Producer of food produced or processed in the State of Oregon" includes a farmer, rancher, or seafood harvester who grows, raises, catches, or harvests food.

(8) "Provider of center-based programs for children" means a child care center certified by the Office of Child Care, a Head Start center, an Oregon prekindergarten program, a school district, or an education service district that provides non-residential child care services to enrolled children and participates in the federal Child and Adult Care Food Program.

(~~5~~9) "Nonprofit organization" means:

(a) A nonprofit business corporation incorporated under ORS Chapter 65;

(b) A foreign nonprofit business corporation authorized to transact business in the state of Oregon; or

(c) An organization that is recognized as tax exempt under section 501(c)(3) of the Internal Revenue Code of 1986.

(~~6~~10) (a) "School district" means an Oregon common school district, joint school district, union high school district, or public charter school.

(b) "School district" does not include an education service district.

Statutory/Other Authority: ~~OL 2015, ch. 840, sec.13 & ORS 336.431~~ORS 326.051 & 336.431
Statutes/Other Implemented: ~~OL 2015, ch. 840, sec.13 &~~ ORS 336.431 & OL 2019, ch. 590, sec. XX
History: ODE 25-2018, amend filed 08/17/2018, effective 08/20/2018; ODE 47-2016, f. & cert. ef. 11-1-16; ODE 11-2016, f. & cert. ef. 2-5-16

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OAR 581-017-0435: Purpose

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(1) The purpose of the competitive Oregon Farm to School Program education grant is to assist entities in paying the costs they incur providing food-based, agriculture-based, or garden-based educational activities in a school district.

(2) An eligible entity that receives a competitive Oregon Farm to School Program education grant may use the grant for costs directly associated with the educational activities offered to children enrolled in either a public school or public charter school within a school district, including staff time, supplies, equipment, and travel.

Statutory/Other Authority: ~~OL 2015, ch. 840, sec.13 & ORS~~ORS 326.051 & 336.431
Statutes/Other Implemented: ~~OL 2015, ch. 840, sec.13 &~~ ORS 336.431
History: ODE 25-2018, amend filed 08/17/2018, effective 08/20/2018; ODE 47-2016, f. & cert. ef. 11-1-16; ODE 11-2016, f. & cert. ef. 2-5-16

OAR 581-017-0438: Eligibility

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(1) An eligible entity may apply for a competitive Oregon Farm to School Program education grant.

(2)(a) An eligible entity that applies for a competitive Oregon Farm to School Program education grant may partner with one or more organizations to provide food-based, agriculture-based, or garden-based educational activities in a school district. Grant applicants that partner with other organizations to provide educational activities must serve as the fiscal agent for the partnered organizations.

(b) Fiscal agents are responsible for:

(A) Ensuring that their partner organizations comply with the terms and conditions of the competitive Oregon Farm to School Program education grant;

(B) Overseeing the delivery of food-based, agriculture-based, or garden-based educational activities to children enrolled in either a public school or public charter school within a school district;

(C) Ensuring that the educational activities offered satisfy the criteria identified in OAR 581-017-0441, the request for proposals, and any related guidance documents produced by the Oregon Department of Education;

(D) Maintaining all records regarding the educational activities offered using, and costs paid for with, grant funds; and

(E) Delivering those records and any completion reports regarding the educational activities funded with, and the expenditure of, grant funds to the Oregon Department of Education.

(3) An eligible entity may lose its eligibility to apply for a competitive Oregon Farm to School Program education grant during the succeeding biennium, or continue receiving a previously awarded grant, if the eligible entity does not:

(a) Comply with the applicable provisions of ORS 338.431

(b) Comply with the provisions of OAR 581-017-0432 to 581-017-0447;

(c) Comply with the grant criteria printed in the competitive Oregon Farm to School Program education grant request for proposals and any related guidance documents produced by the Oregon Department of Education;

(d) If awarded a competitive Oregon Farm to School Program grant, spend the entire amount of the grant award during the biennium for with the grant was awarded; or

(e) If awarded a competitive Oregon Farm to School Program grant, spend the majority of the grant award on food-based, agriculture-based, or garden-based educational activities for the benefit of children enrolled in either a public school or public charter school within a school district.

Statutory/Other Authority: ~~OL 2015, ch. 840, sec.13 &~~ ORS 326.051 & 336.431
Statutes/Other Implemented: ~~OL 2015, ch. 840, sec.13 &~~ ORS 336.431
History: ODE 25-2018, amend filed 08/17/2018, effective 08/20/2018; ODE 47-2016, f. & cert. ef. 11-1-16; ODE 11-2016, f. & cert. ef. 2-5-16

OAR 581-017-0441: Application Process and Criteria

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(1) The Oregon Department of Education shall establish a request for proposal solicitation and approval process to be conducted each biennium for which competitive Oregon Farm to School Program education grant funds are available.

(2) The department shall notify eligible entities of the proposal process and the dates when proposals are due, and make available necessary guidelines and application forms.

(3)(a) Eligible entities must submit their grant proposals on the most current form prescribed by the department. The department shall publish the current request for proposals solicitation forms on the department's website.

(b) If an eligible entity that has applied for a competitive Oregon Farm to School Program grant is unable to provide the information required in the request for proposals, then the grant applicant must provide an explanation why the information cannot be provided. Grant applicants may submit additional information that will aid the department in evaluating their grant proposals.

(4) To be considered by the department, the grant proposals submitted by eligible entities must include the following information:

(a) The name of the school district in which the educational activities will be offered;

(b) The name of the person who will serve as the grant applicant's primary contact regarding the grant proposal and that person's contact information, including the primary contact's email address and telephone number;

(c) The name of the organizations which the grant applicant either has partnered, or is intending to partner, with for the purpose of providing food-based, agriculture-based, or garden-based educational activities for the benefit of children enrolled in either a public school or public charter school within a school district;

(d) The name and contact information of the persons who will serve as the partner organizations' primary contacts regarding the grant proposal and the educational activities the grant applicant and its partner organizations intend to provide;

(e) A description of the educational activities the grant applicant proposes to offer;

(f) An explanation of how the educational activities the grant applicant proposes to offer with grant funds will address the grant criteria and benefit children enrolled in either a public school or public charter school within a school district;

(g) An estimate of the costs associated with providing the proposed educational activities; and

(h) An analysis of the proposed educational activities and the proposed means of delivering those programs using the Equity Lens adopted under OAR 581-017-0010.

(5) Grant applicants' proposals will be reviewed for completeness and how well they address the evaluation criteria adopted by the department. The Oregon Department of Education shall give preference to eligible entities that propose educational activities that:

(a) Are well designed;

(b) Promote healthy food activities;

(c) Have clear educational objectives;

(d) Involve parents or the community;

(e) Are connected to a school district's farm-to-school procurement activities; and

(f) Are culturally relevant to the students being served by the grant moneys.

(6) Additional information may be required and additional criteria may be identified in the applicable request for proposal and guidelines published by the department.

(7) Recipients of a competitive Oregon Farm to School Program education grant will:

(a) Represent a variety of school sizes and geographic locations; and

(b) Serve a high percentage of children who qualify for free or reduced price school meals under the ~~United States Department of Agriculture's~~federal National School Lunch Program.

Statutory/Other Authority: ~~OL 2015, ch. 840, sec.13 &~~ ORS 326.051 & 336.431
Statutes/Other Implemented: ~~OL 2015, ch. 840, sec.13 &~~ ORS 336.431
History: ODE 25-2018, amend filed 08/17/2018, effective 08/20/2018; ODE 47-2016, f. & cert. ef. 11-1-16; ODE 11-2016, f. & cert. ef. 2-5-16

OAR 581-017-0444: Awarding and Using Competitive Oregon Farm to School Program Education Grants

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(1) The Oregon Department of Education shall allocate funds for competitive Oregon Farm to School Program education grants.

(2) Competitive Oregon Farm to School Program education grants will be awarded to those eligible entities whose grant proposals are judged by the department as best addressing the applicable evaluation criteria.

(3) The department will notify the eligible entities selected for a proposed competitive education grant award by either mail or email. Within two weeks of receiving notice, the entity must notify the department whether it accepts the award.

(4) The department will award ~~the first~~ competitive Oregon Farm to School Program education grants for the biennium beginning on July 1, ~~2017~~2019 and ending on June 30, ~~2019~~2021**.** If funding is available, additional competitive grants will be awarded in subsequent biennia.

(5) The amount of each competitive Oregon Farm to School Program education grants awarded by the department in any biennia will be at least $2,000.00 and no more than $100,000.00.

(6)(a) The recipient of a competitive Oregon Farm to School ~~program~~ Program education grant may reserve up to twenty percent of the total amount awarded for all costs incurred:

(i) Planning and developing the food-based, agriculture-based, or garden-based educational activities a grant recipient proposes to offer for the benefit of children enrolled in either a public school or public charter school within a school district; and

(ii) Through direct administration of the food-based, agriculture-based, or garden-based educational activities offered by the grant recipient, including administrative labor and supplies

(b) Notwithstanding paragraph (a) of this subsection, grant recipients may not use more than ten percent of their total award for any direct administrative costs, including administrative labor and supplies.

(7) Grant funds awarded for use in one biennium may not be carried over to the following biennium, and will revert to the department at the end of the biennium, unless otherwise determined by the department.

(8) Grant recipients must deposit the grant funds they receive in a separate account, or assign them a separate account or index number. Grant funds may only be used for the purpose of providing the food-based, agriculture-based, or garden-based educational activities it proposed to offer for the benefit of children enrolled in either a public school or public charter school within a school district.

(9) Grant recipients may not charge indirect costs to their grant award.

Statutory/Other Authority: ~~OL 2015, ch. 840, sec.13 &~~ ORS 326.051 & 336.431
Statutes/Other Implemented: ~~OL 2015, ch. 840, sec.13 &~~ ORS 336.431 & OL 2019, ch. 590, sec. XX
History: ODE 25-2018, amend filed 08/17/2018, effective 08/20/2018; ODE 47-2016, f. & cert. ef. 11-1-16; ODE 11-2016, f. & cert. ef. 2-5-16

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OAR 581-017-0447: Performance Measures and Reporting

(1) The Oregon Department of Education shall publish performance measures for recipients of a competitive Oregon Farm to School Program education grant in the request for proposals solicitation forms and any related guidance documents produced by the department.

(2) The department shall provide grant recipients with a template for an interim and final grant report. To receive the final disbursement of grant funds, grant recipients must submit both a completed interim and final grant report to the department.

Statutory/Other Authority: ~~OL 2015, ch. 840, sec.13 &~~ ORS 326.051 & 336.431
Statutes/Other Implemented: ~~OL 2015, ch. 840, sec.13 &~~ ORS 336.431
History: ODE 25-2018, amend filed 08/17/2018, effective 08/20/2018; ODE 47-2016, f. & cert. ef. 11-1-16; ODE 11-2016, f. & cert. ef. 2-5-16

OAR 581-017-0430: Noncompetitive Farm-to-School Grant

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(1) As used in this section:

(a) “Education service district” has the meaning given that term in ORS 334.003.(b) “Eligible entity” means a school district, a provider of center-based programs for children, or a service institution.

(c) “Food processed in the State of Oregon” includes but is not limited to foods that were baked, frozen, ground, canned, or milled in the State of Oregon.

(d) “Food produced in the State of Oregon” includes but is not limited to foods that were grown, caught, harvested, or raised in the State of Oregon.

(e) “Minimally processed” means that the food product was processed in a manner that does not fundamentally alter the product and the product retains its inherent character. The term includes, but is not limited to, butchering livestock and poultry, cleaning fish, dicing meats, slicing produce, forming ground food products into patties, grinding meats, drying or dehydrating food products, and washing produce.

(f) “Provider of center-based programs for children” means a child care center certified by the Office of Child Care, a Head Start center, an Oregon prekindergarten program, a school district, or an education service district that both provides non-residential child care services to enrolled children and participates in the federal Child and Adult Care Food Program.

(g) “Service institution” means a public or private nonprofit school, a public or private nonprofit residential summer camp, or other program sponsor that participates in the federal Summer Food Service Program.

(g)(A) “School district” means an Oregon common school district, joint school district, union high school district, or public charter school..

(B) “School district” does not include an education service district.

(2) The purpose of the noncompetitive Oregon Farm to School Program grant is to assist eligible entities with paying the costs they incur purchasing foods that were:

(a) Produced in the State of Oregon;

(b) More than minimally processed in the State of Oregon; or

(c) Both produced and processed in the State of Oregon.

(3) An eligible entity which receives a noncompetitive Oregon Farm to School Program grant may:

(a) Use the grant to supplant purchases of food produced or processed in the State of Oregon that the eligible entity had regularly purchased prior to the date it first received a noncompetitive Oregon Farm

to School program grant if either the food produced or processed, or the food components of that food, were:

(A) Produced in the State of Oregon;

(B) More than minimally processed in the State of Oregon; or

(C) Both produced and processed in the State of Oregon.

(b) Reserve up to twenty percent of the total amount awarded for all reasonable costs incurred:

(A) Growing, harvesting, processing, packaging, sourcing, or transporting food produced or processed in the State of Oregon, including but not limited to purchasing supplies, labor costs, and mileage;

(B) Providing education to children about foods produced or processed in the State of Oregon; and

(C) Promoting the use of foods produced or processed in the State of Oregon to children.

(4) Notwithstanding subsection (3) of this section, an eligible entity which receives a noncompetitive Oregon Farm to School Program grant may not use the grant to supplant purchases of fluid milk sold or served in cartons or other containers 8 ounces in size or less, fluid milk sold in bladders or bags for use in self-service milk or beverage dispensers on the serving line, breads, buns, rolls, pan sprays, margarine, and mayonnaise.

Statutory/Other Authority: ORS 326.051 & 336.431
Statutes/Other Implemented: ORS 336.431 & OL 2019, ch. 590, sec. XX
History: ODE 12-2019, adopt filed 04/22/2019, effective 04/22/2019

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OAR 581-017-0432: Definitions

As used in OAR 581-017-0432 to 581-017-0447:

(1) "Commodity commission or council" means a commodity commission or council organized under ORS 576.051 to 576.455, the Oregon Beef Council, or the Oregon Wheat Commission.

(2) "Education service district" has the meaning given that term in ORS 334.003.

(3) "Eligible entity" means:

(a) A commodity commission or council;

(b) An education service district;

(c) A federally recognized Indian tribe;

(d) A nonprofit organization;

(e) A producer of food produced or processed in the State of Oregon;

(f) A provider of center-based programs for children;

(g) A school district;

(h) A school overseen by the Bureau of Indian Education; and

(i) A soil and water conservation district organized under ORS 568.210 to 568.808 and 568.900 to 568.933.

(4) "Food processed in the State of Oregon" includes foods that were baked, frozen, ground, canned, or milled in the State of Oregon.

(5) "Food produced in the State of Oregon" includes foods that were grown, caught, harvested, or raised in the State of Oregon.

(6) "Including" means "including but not limited to."

(7) "Producer of food produced or processed in the State of Oregon" includes a farmer, rancher, or seafood harvester who grows, raises, catches, or harvests food.

(8) "Provider of center-based programs for children" means a child care center certified by the Office of Child Care, a Head Start center, an Oregon prekindergarten program, a school district, or an education service district that provides non-residential child care services to enrolled children and participates in the federal Child and Adult Care Food Program.

(9) "Nonprofit organization" means:

(a) A nonprofit business corporation incorporated under ORS Chapter 65;

(b) A foreign nonprofit business corporation authorized to transact business in the state of Oregon; or

(c) An organization that is recognized as tax exempt under section 501(c)(3) of the Internal Revenue Code of 1986.

(10) (a) "School district" means an Oregon common school district, joint school district, union high school district, or public charter school.

(b) "School district" does not include an education service district.

Statutory/Other Authority: ORS 326.051 & 336.431
Statutes/Other Implemented: ORS 336.431 & OL 2019, ch. 590, sec. XX
History: ODE 25-2018, amend filed 08/17/2018, effective 08/20/2018; ODE 47-2016, f. & cert. ef. 11-1-16; ODE 11-2016, f. & cert. ef. 2-5-16

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OAR 581-017-0435: Purpose

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(1) The purpose of the competitive Oregon Farm to School Program education grant is to assist entities in paying the costs they incur providing food-based, agriculture-based, or garden-based educational activities in a school district.

(2) An eligible entity that receives a competitive Oregon Farm to School Program education grant may use the grant for costs directly associated with the educational activities offered to children enrolled in either a public school or public charter school within a school district, including staff time, supplies, equipment, and travel.

Statutory/Other Authority: ORS 326.051 & 336.431
Statutes/Other Implemented: ORS 336.431
History: ODE 25-2018, amend filed 08/17/2018, effective 08/20/2018; ODE 47-2016, f. & cert. ef. 11-1-16; ODE 11-2016, f. & cert. ef. 2-5-16

OAR 581-017-0438: Eligibility

(1) An eligible entity may apply for a competitive Oregon Farm to School Program education grant.

(2)(a) An eligible entity that applies for a competitive Oregon Farm to School Program education grant may partner with one or more organizations to provide food-based, agriculture-based, or garden-based educational activities in a school district. Grant applicants that partner with other organizations to provide educational activities must serve as the fiscal agent for the partnered organizations.

(b) Fiscal agents are responsible for:

(A) Ensuring that their partner organizations comply with the terms and conditions of the competitive Oregon Farm to School Program education grant;

(B) Overseeing the delivery of food-based, agriculture-based, or garden-based educational activities to children enrolled in either a public school or public charter school within a school district;

(C) Ensuring that the educational activities offered satisfy the criteria identified in OAR 581-017-0441, the request for proposals, and any related guidance documents produced by the Oregon Department of Education;

(D) Maintaining all records regarding the educational activities offered using, and costs paid for with, grant funds; and

(E) Delivering those records and any completion reports regarding the educational activities funded with, and the expenditure of, grant funds to the Oregon Department of Education.

(3) An eligible entity may lose its eligibility to apply for a competitive Oregon Farm to School Program education grant during the succeeding biennium, or continue receiving a previously awarded grant, if the eligible entity does not:

(a) Comply with the applicable provisions of ORS 338.431

(b) Comply with the provisions of OAR 581-017-0432 to 581-017-0447;

(c) Comply with the grant criteria printed in the competitive Oregon Farm to School Program education grant request for proposals and any related guidance documents produced by the Oregon Department of Education;

(d) If awarded a competitive Oregon Farm to School Program grant, spend the entire amount of the grant award during the biennium for with the grant was awarded; or

(e) If awarded a competitive Oregon Farm to School Program grant, spend the majority of the grant award on food-based, agriculture-based, or garden-based educational activities for the benefit of children enrolled in either a public school or public charter school within a school district.

Statutory/Other Authority: ORS 326.051 & 336.431
Statutes/Other Implemented: ORS 336.431
History: ODE 25-2018, amend filed 08/17/2018, effective 08/20/2018; ODE 47-2016, f. & cert. ef. 11-1-16; ODE 11-2016, f. & cert. ef. 2-5-16

OAR 581-017-0441: Application Process and Criteria

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(1) The Oregon Department of Education shall establish a request for proposal solicitation and approval process to be conducted each biennium for which competitive Oregon Farm to School Program education grant funds are available.

(2) The department shall notify eligible entities of the proposal process and the dates when proposals are due, and make available necessary guidelines and application forms.

(3)(a) Eligible entities must submit their grant proposals on the most current form prescribed by the department. The department shall publish the current request for proposals solicitation forms on the department's website.

(b) If an eligible entity that has applied for a competitive Oregon Farm to School Program grant is unable to provide the information required in the request for proposals, then the grant applicant must provide an explanation why the information cannot be provided. Grant applicants may submit additional information that will aid the department in evaluating their grant proposals.

(4) To be considered by the department, the grant proposals submitted by eligible entities must include the following information:

(a) The name of the school district in which the educational activities will be offered;

(b) The name of the person who will serve as the grant applicant's primary contact regarding the grant proposal and that person's contact information, including the primary contact's email address and telephone number;

(c) The name of the organizations which the grant applicant either has partnered, or is intending to partner, with for the purpose of providing food-based, agriculture-based, or garden-based educational activities for the benefit of children enrolled in either a public school or public charter school within a school district;

(d) The name and contact information of the persons who will serve as the partner organizations' primary contacts regarding the grant proposal and the educational activities the grant applicant and its partner organizations intend to provide;

(e) A description of the educational activities the grant applicant proposes to offer;

(f) An explanation of how the educational activities the grant applicant proposes to offer with grant funds will address the grant criteria and benefit children enrolled in either a public school or public charter school within a school district;

(g) An estimate of the costs associated with providing the proposed educational activities; and

(h) An analysis of the proposed educational activities and the proposed means of delivering those programs using the Equity Lens adopted under OAR 581-017-0010.

(5) Grant applicants' proposals will be reviewed for completeness and how well they address the evaluation criteria adopted by the department. The Oregon Department of Education shall give preference to eligible entities that propose educational activities that:

(a) Are well designed;

(b) Promote healthy food activities;

(c) Have clear educational objectives;

(d) Involve parents or the community;

(e) Are connected to a school district's farm-to-school procurement activities; and

(f) Are culturally relevant to the students being served by the grant moneys.

(6) Additional information may be required and additional criteria may be identified in the applicable request for proposal and guidelines published by the department.

(7) Recipients of a competitive Oregon Farm to School Program education grant will:

(a) Represent a variety of school sizes and geographic locations; and

(b) Serve a high percentage of children who qualify for free or reduced price school meals under the federal National School Lunch Program.

Statutory/Other Authority: ORS 326.051 & 336.431
Statutes/Other Implemented: ORS 336.431

History: ODE 25-2018, amend filed 08/17/2018, effective 08/20/2018; ODE 47-2016, f. & cert. ef. 11-1-16; ODE 11-2016, f. & cert. ef. 2-5-16

OAR 581-017-0444: Awarding and Using Competitive Oregon Farm to School Program Education Grants

Formatted: Heading 1

(1) The Oregon Department of Education shall allocate funds for competitive Oregon Farm to School Program education grants.

(2) Competitive Oregon Farm to School Program education grants will be awarded to those eligible entities whose grant proposals are judged by the department as best addressing the applicable evaluation criteria.

(3) The department will notify the eligible entities selected for a proposed competitive education grant award by either mail or email. Within two weeks of receiving notice, the entity must notify the department whether it accepts the award.

(4) The department will award competitive Oregon Farm to School Program education grants for the biennium beginning on July 1, 2019 and ending on June 30, 2021**.** If funding is available, additional competitive grants will be awarded in subsequent biennia.

(5) The amount of each competitive Oregon Farm to School Program education grants awarded by the department in any biennia will be at least $2,000.00 and no more than $100,000.00.

(6)(a) The recipient of a competitive Oregon Farm to School Program education grant may reserve up to twenty percent of the total amount awarded for all costs incurred:

(i) Planning and developing the food-based, agriculture-based, or garden-based educational activities a grant recipient proposes to offer for the benefit of children enrolled in either a public school or public charter school within a school district; and

(ii) Through direct administration of the food-based, agriculture-based, or garden-based educational activities offered by the grant recipient, including administrative labor and supplies

(b) Notwithstanding paragraph (a) of this subsection, grant recipients may not use more than ten percent of their total award for any direct administrative costs, including administrative labor and supplies.

(7) Grant funds awarded for use in one biennium may not be carried over to the following biennium, and will revert to the department at the end of the biennium, unless otherwise determined by the department.

(8) Grant recipients must deposit the grant funds they receive in a separate account, or assign them a separate account or index number. Grant funds may only be used for the purpose of providing the food-based, agriculture-based, or garden-based educational activities it proposed to offer for the benefit of children enrolled in either a public school or public charter school within a school district.

(9) Grant recipients may not charge indirect costs to their grant award.

Statutory/Other Authority: ORS 326.051 & 336.431
Statutes/Other Implemented: ORS 336.431 & OL 2019, ch. 590, sec. XX
History: ODE 25-2018, amend filed 08/17/2018, effective 08/20/2018; ODE 47-2016, f. & cert. ef. 11-1-16; ODE 11-2016, f. & cert. ef. 2-5-16

Commented [BM-O3]: Not really located in section XX; just a placeholder until the SoS publishes the 2019 Oregon Laws.

OAR 581-017-0447: Performance Measures and Reporting

Formatted: Heading 1

(1) The Oregon Department of Education shall publish performance measures for recipients of a competitive Oregon Farm to School Program education grant in the request for proposals solicitation forms and any related guidance documents produced by the department.

(2) The department shall provide grant recipients with a template for an interim and final grant report. To receive the final disbursement of grant funds, grant recipients must submit both a completed interim and final grant report to the department.

Statutory/Other Authority: ORS 326.051 & 336.431
Statutes/Other Implemented: ORS 336.431
History: ODE 25-2018, amend filed 08/17/2018, effective 08/20/2018; ODE 47-2016, f. & cert. ef. 11-1-16; ODE 11-2016, f. & cert. ef. 2-5-16

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SUBJECT: Title of topic/OAR # and Title STAFF NAME & OFFICE: Summarize the issue. Three to five sentences that explains the subject and the need for board attention—what's the problem/concern/issue? If this is a rule, what is the change that needs to be made? ☐ New Rule ☒ Amend Existing Rule ☐ Repeal Rule	☒ **First Reading** ☒ **Presentation** ☐ **No Presentation** ☐ **Action** ☐ **Temp Rule** ☐ **Presentation** ☐ **No Presentation**

BACKGROUND

Include the following points for new OARs, OAR updates or changes.

1. History:
    a. What prompted the rule (why do we have it?) State law? Federal law? Incident? Why are changes/amendments being proposed?
    The Educator Advancement Council was formed as a result of SB 182 (2017) and charged with creating a system of "educator networks" in Oregon to ensure equitable access to the Educator Advancement Fund (formerly the Network for Quality Teaching and Learning). As of July 1, 2019, the Oregon Department of Education has assumed the primary role for supporting the Council as Administrative Agent, including distribution of the Educator Advancement Fund.
    Through ODE's procurement process, ten Regional Educator Networks (REN) have been identified ensuring every area of the state has access to resources from the Educator Advancement Fund and grant agreements are being negotiated. Each REN will help facilitate content, process, fiscal, and infrastructure supports for eligible member organizations within their region.
    b. What is the current requirement in rule or statute?
    In consultation with Emily Nazarov of ODE, the EAC permanent rules have been slightly modified from the temporary rules appraoved in May 2019 by the SBE.

2. Purpose
    a. What function does the current rule hold?
    The temporary rules mirrored SB 182 and clarified numerous elements for the issuance of an RFA and seletion of Regional Educator Networks.
    b. How long has the rule been in place?
    The temporary rules were adopted by the SBE in May 2019.

Does the board have any areas of discretion or is this strictly mirroring statute? NA

3. Stakeholder voice/input (individual and collective i.e., groups)

a. *The EAC held a Council meeting in May to consider the temporary rules language.*
b. *All EAC meetings are held in accordance with public meeting rules and accessible by phone with all materials posted for the public and opportunities for testimony; additionally, the EAC has engaged in numerous platforms with opportunity for stakeholder discussions about the EAC vision and implementation of educator networks:*
    i. *EAC hosted RFI Webinar, last fall*
    ii. *EAC hosted seven day-long Design Institutes throughout the state, 200+ participants*
    iii. *EAC hosted RFA Webinar, June 2019*
    iv. *EAC has engaged in conversations with each identified REN regarding implementation*
c. *Permanent rules will be shared with:*
    a. *All individuals who participated in EAC hosted events and the EAC listserve of 2,000+,*
    b. *The EAC staff will partner with ODE, TSPC, and Early Learning Division to forward permanent rules to superintendents, principals, licensed educators, early learning hubs, higher education partners, tribes, community-based organizations and entities who previously received Network funding and other stakeholder groups.*
    c. *Additional stakeholder groups who will receive the temporary rules include: COSA, OEA, OSBA, Chalkboard, ECET, and other professional organizations.*
d. Who may be affected by this?
   The Educator Advancement Fund creates opportunities for eligible member organizations (school districts, state-sponsored charter schools, the Oregon School for the Deaf and YCEP/JDEP) and their partners to collaborate on systems thinking to improve processes and practices impacting the recruitment, preparation, novice educator support, ongoing culturally responsive professional learning, and career advancement for educators.

SUMMARY OF PREVIOUS BOARD ACTION

1. Has this been before the board before?

The Board received background information and an update on the EAC in March 2019.
If so, what action did the board take?
Temporary Rules were approved.

HAS THE RULE CHANGED SINCE LAST BOARD MEETING?

☒ N/A; first read—hasn't been before board
☐ No; same as last month
☐ Yes – As follows:

POLICY ISSUE OR CONCERNS

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These policy issues or concerns could be from the field, stakeholder groups, statements submitted during the comment period, or discussions among ODE staff. Consider the following questions:

1. Stakeholders
   a. How have you intentionally involved stakeholders who are also members of communities affected by this rule?
      In addition to the responses in Item 3a – e, the EAC has intentionally involved stakeholders who could be impacted by the change in funding by:
      i. Holding all EAC Council meetings in adherence to public meeting rules;
      ii. Consulting with stakeholders from proposed Regional Educator Networks;

   b. Who are the historically underserved groups affected?
      i. Smaller and more rural/remote districts have often been unable to apply for Network funds in past biennia. The EAC Fiscal Work Group has identified a more equitable funding formula providing base level funding for districts and creating a mechanism by which small and/or rural districts can form network partnerships with and across regions to work on common problems of practice.
      ii. Oregon continues to experience a dearth of educators of color and linguistic diversity who mirror the demographics of our students. Students need to see more educators who look like them and experience more educators using culturally responsive curriculum and teaching practices. We have learned many districts have already begun considering how systems to recruit, prepare, hire, and retain educators of color can be strengthened and supported through the EAF.

   c. If the rule change or policy decision has tribal implications and it has been deemed appropriate by the Department's Tribal Liaison, the Deputy Superintendent, or State Board, has there been engagement or collaboration with tribes in this rule change or policy decision?
      Regular updates on the EAC work has been part of each regularly scheduled Government to Government Education Cluster meeting and additional meetings with education cluster leaders. Additionally, a federally-recognized tribal representative is an EAC Director and consistently participates in Council meetings and work groups.

2. Negative/Positive Effects
   a. What is the impact on the population most affected by this rule that the board should consider?
   b. What is the impact on eliminating the opportunity or achievement gap?
      The EAC has embedded the use of the Equity Lens throughout the Regional Educator Network process, including a focus on equity-driven decision-making in the REN selection and will hold them accountable for closing opportunity and achievement gaps.
   c. Does this rule advance the 40/40/20 goals?
      Investing in Oregon educators can have positive effects on student learning, student graduation, and successful transitions into postsecondary education and careers. For example, one of the allowable uses of the Educator Advancement Fund can include professional learning for high school teachers providing college level coursework for high school students.

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EQUITY IMPACT ANALYSIS

The following questions are designed to examine how the proposed rule, policy or action systematically affect historically underserved students and/or communities.

1. Will historically underserved populations be impacted by this docket item?
   a. If yes, describe how the rule changes, policy, or action could produce other unintended consequences not listed in the docket.
   b. If no, refer to *Policy Issue or Concerns* and identify the historically underserved populations affected. Conduct a reflection and examination, which will and should answer 1a.
2. Examine the potential impact of the rule changes, policy, or action on historically underserved populations in Oregon. Describe this ongoing and/or foreseeable impact, using as much detail as possible.
3. Explain how the rule change, policy, or action works toward the elimination of either (one or both):
   a. the achievement gap
   b. the opportunity gap

FISCAL ANALYSIS

What is the fiscal impact of the proposed rule changes to the Department of Education, school districts, education service districts or schools? Use the following suggestions as a guide:

1. How does the proposed rule fit within the budget of the agency?
   With the CEdO sunset on June 30, 2019, the Oregon Department of Education assumed the primary role for supporting the Council's distribution of the Educator Advancement Fund, approximately $39.5 million. The ODE Leadership Team has been meeting regularly with the EAC staff to transition from competitive Network grants to the Educator Advancement Fund via Regional Educator Networks.
2. How does the proposed rule change impact school districts and ESDs?
   The rules provide guidance and mitigate risk for the ODE by providing clarity to procurement processes for the Educator Advancement Fund. ODE's Chief Financial Officer served on the EAC Fiscal Work Group as they developed a funding formula calculated on each eligible member organization's three-year averages of:
   - *Licensed educators*
   - *Teachers and administrators new to their profession*
   - *Teacher retention rates, and*
   - *Diversity gaps between the racial demographics of the students and that of the district's teachers and administrators*

3. How does the proposed rule change impact schools and other educational institutions?
   Eligible member organizations may use some of their EAF funds early on to engage educators and partners in examining current systems intended to support educators at various stages of their career. Gathering insights from teachers will be a powerful first step in viewing and then building systems from a user's perspective. The goal is to understand the

root causes of why the system is working for some and failing others, in order to improve it. When the voices of students and their families are added to this collection of data, system improvements can consider a richer layer of experiences to drive improvements, including the perspectives of student and families. The resulting knowledge will result in a local plan with goals, appropriate success metrics and a design for using EAF resources to quantify potential solutions through improvement cycle processes.

EFFECT OF A "YES" OR "NO" VOTE

Explain the consequences of a Board approving or not approving the staff recommendation.

Delaying permanent rule adoption would would impact the ability of RENs to fully engage educators/stakeholders in anticipated Year One activities.

STAFF RECOMMENDATION

☐ Approve ☐ Approve next month ☐ No recommendation at this time
Prompted by: ☐ State law changes ☐ Federal law changes ☐ other

ATTACHMENTS

Attachment 1: EAC Permanent Rules

Created by EN 8-19-19; updated per EAC meeting 8.25.19

581-012-0001
Definitions

The following definitions apply to OAR 581-012-0001 to 581-012-0019

(1) “Educator Advancement Fund” means the fund established by ORS 342.953.

(2) “ESD” means education service district as defined in ORS 334.003.

(3) “Nonprofit organization” means an education-focused organization that:

(a) Is established as a nonprofit organization under the laws of Oregon; and

(b) Qualifies as an exempt organization under section 501(c)(3) or a social welfare organization under 501(c)(4) of the Internal Revenue Code as defined in ORS 314.011.

(4) “Oregon equity lens” means the equity lens as defined in OAR 581-018-0010.

(5) “Postsecondary institution of education” means:

(a) A community college operated under ORS Chapter 341;

(b) The following public universities:

(A) University of Oregon;

(B) Oregon State University;

(C) Portland State University;

(D) Oregon Institute of Technology;

(E) Western Oregon University;

(F) Southern Oregon University;

(G) Eastern Oregon University;

(c) Oregon Health and Science University; or

(d) An Oregon-based, accredited, not-for-profit institution of higher education.

(6) “School district” means a common or union high school district.

(7) “Tribe” means any of the federally recognized Native American tribes of this state.

Statutory/Other Authority: ORS 342.940 & ORS 324.943
Statutes/Other Implemented: ORS 342.940 & ORS 324.943
History:
ODE 19-2019, temporary adopt filed 05/20/2019, effective 05/20/2019 through 11/15/2019

581-012-0003
Equity Lens

The Educator Advancement Council, the Oregon Department of Education, and the Regional Educator Networks will apply the Oregon equity lens in all work relating to the Educator Advancement Fund and the Regional Educator Networks.

Statutory/Other Authority: ORS 342.940 & ORS 324.943
Statutes/Other Implemented: ORS 342.940 & ORS 324.943
History:
ODE 19-2019, temporary adopt filed 05/20/2019, effective 05/20/2019 through 11/15/2019

581-012-0005
Educator Advancement Fund

The Educator Advancement Fund may be used for the following purposes:

(1) Regional Educator Network capacity grants pursuant to OAR 581-012-0013;

(2) Regional Educator Network formula funding pursuant to OAR 581-012-0015;

(3) Other investments directed by the Oregon Legislature or the Educator Advancement Council pursuant to OAR 581-012-0017; and

(4) Educator Advancement Council and ODE administrative costs.

Statutory/Other Authority: ORS 342.940 & ORS 324.943
Statutes/Other Implemented: ORS 342.940 & ORS 324.943
History:
ODE 19-2019, temporary adopt filed 05/20/2019, effective 05/20/2019 through 11/15/2019

581-012-0007
Regional Educator Networks

(1) The Educator Advancement Council will develop Regional Educator Networks across the state for the purpose of facilitating the work of school districts in their respective regions as they improve systems designed to support educators.

(2) Regional Educator Networks must:

(a) Comply with all requirements of ORS 342.943;

(b) Establish a coordinating body for the regional educator network with membership based on the requirements in statute ORS 342.943(2)(f);

(c) Convene member organizations in their region. ~~Eligible member organizations are school districts, state-sponsored public charter schools, the Oregon School for the Deaf, and an education program under the Youth Corrections Education Program or the Juvenile Detention Education Program~~;

(d) Oversee and monitor Educator Advancement Fund resources allocated to the Regional Educator Network;

(e) Reflect and communicate the nature and intent of the Educator Advancement Fund funding;

(f) Model and reinforce authentic local stakeholder and educator engagement efforts;

(g) Demonstrate a commitment to equity-driven policies and practices including engagement of community stakeholder groups;

(h) Support the member organizations through phases 1-3 of a continuous improvement process as defined by the Regional Educator Network Request for ~~Proposals~~Applications;

(i) Participate in ongoing Training and Technical Assistance as required by the Educator Advancement Council;

(j) Ensure the Regional Educator Network coordinator is communicating regularly with the Educator Advancement Council;

(k) Develop a local plan in accordance with OAR 581-012-0011;

(l) Host and promote Training and Technical Assistance opportunities offered by the Educator Advancement Council to support the work of governance groups and/or districts;

(m) Participate in best-practice sharing with other Regional Educator Networks, including Educator Advancement Council hosted statewide Regional Educator Network convenings; and

(n) Collaborate with other Regional Educator Networks to meet the identified needs of a district if a priority is not being addressed in their local Regional Educator Network.

(3) The Educator Advancement Council may revoke a Regional Educator Networks status for failure to comply with the requirements of this rule or failure to meet all requirements as

specified in the Regional Educator Network Request for ~~Proposals~~ Applications issued by the Oregon Department of Education on behalf of the Educator Advancement Council.

(a) The Educator Advancement Council will provide written notice to a Regional Educator Network of any failure to comply with this rule or the Request for Application.

(b) Within 30 days of receiving written notice under subsection (3)(a) of this rule, the Regional Educator Network must submit proposed corrective action to the Educator Advancement Council.

(c) The Educator Advancement Council will approve the proposed corrective action submitted under subsection (3)(b) of this rule if the proposed corrective action has a substantial likelihood of bringing the Regional Educator Network back into compliance with this rule and the Request for Application.

(d) Within 60 days of approval of the proposed corrective action plan under subsection (3)(c) of this rule, the Regional Educator Network must complete the corrective action. If the Regional Educator Network does not complete the corrective action within the required time, the Educator Advancement Council will revoke the Regional Educator Network's status and immediately cease all funding to the Regional Educator Network. If extenuating circumstances exist, the Regional Educator Network may request an extension of time to comply.

(e) Unless otherwise prohibited by statute, the Council may delegate these determinations to its Executive Director.

Statutory/Other Authority: ORS 342.940 & ORS 324.943
Statutes/Other Implemented: ORS 342.940 & ORS 324.943
History:
ODE 19-2019, temporary adopt filed 05/20/2019, effective 05/20/2019 through 11/15/2019

581-012-0009
Criteria for Selecting Regional Educator Networks

(1) For each biennium, the Educator Advancement Council will establish a request for application~~proposal~~ solicitation and approval process. The Council will notify eligible applicants of the application~~proposal~~ process and the due dates, and make available necessary guidelines and application forms.

(2) All ~~proposals~~ applications must comply with the requirements of ORS 342.943 and rules adopted to implement those laws.

(3) The Educator Advancement Council will select Regional Educator Networks based on the evaluation of the grant applications and the geographic location of applicants to ensure all areas of the state are represented in a Regional Educator Network.

(4) The following entities are eligible to be a Regional Educator Network:

(a) School districts;

(b) ESDs;

(c) Non-profit organizations;

(d) Post-secondary institutions of education;

(e) Tribes; and

(f) A consortium of any combination thereof of entities described in this subsection.

(5) Regional Educator Networks must be or partner with an eligible fiscal agent. Eligible fiscal agents are school districts, ESDs, or post-secondary institutions of education.

581-012-0010

Member Organizations

(1) The following entities may join a Regional Network as an eligible member organization:

(a) School districts;

(b) State-sponsored public charter schools (per ORS 338-075);

(c) The Oregon School for the Deaf; and

(d) An education program under the Youth Corrections Education Program or the Juvenile Detention Education Program.

(2) Each Regional Educator Network shall notify and invite eligible member organizations located within the regional geographic boundary to participate in the Regional Educator Network. The notification required by this subsection shall be provided in writing and directed to the chief executive officer or superintendent of the eligible member organization within 30 days of the date the Regional Educator Network executes their grant agreement~~receives notice of intent to award from~~ with the Department of Education.

(3) An eligible member organization may choose to opt out of the Regional Educator Network by informing the Regional Educator Network in writing no later than 30 days after receiving notice of assignment under subsection (2) of this rule. Within 14 days of receiving such written notice, a Regional Educator Network Coordinator shall forward said notice to the Educator Advancement Council. If an eligible member organization fails to provide written notice within

30 days after receiving notice of assignment, the eligible member organization will become part of the Regional Educator Network. The Educator Advancement Council will direct the Oregon Department of Education to hold resources allocated on behalf of the opting out member organization in the Educator Advancement Fund. The Educator Advancement Council may then allocate those funds for any of the purposes identified in OAR 581-012-0005.

(4) Beginning on July 1, 2020, an eligible member organization currently participating in a Regional Educator Network may request reassignment to a different Regional Educator Network.

(a) The request for ~~reassingment~~reassignment must be made to the Educator Advancement Council. The request must state the reason for seeking reassignment. Educator Advancement Council staff will conduct an an analysis based on Educator Advancement Council established criteria and make a recommendation to the Educator Advancement Council.

(b) The Educator Advancement Council will assess the request for reassignment based on the following criteria:

(A) Whether a compelling rationale exists relative to alignment of system improvement efforts; and

(B) Whether there are documented requests to transfers from the member organizations constituency.

(C) Educator Advancement Council staff will verify the requested receiving Regional Educator Network is willing to accept the transferring eligible member organization.

(D~~e~~) Upon approval by the Educator Advancement Council, the eligible member organization will be assigned to the new Regional Educator Network. The new Regional Educator Network shall receive 50% of the remaining funding associated with the transferring member organization for the current biennium. The remaining 50% of funding for the current biennium shall remain with the original Regional Educator Network.

Statutory/Other Authority: ORS 342.940 & ORS 342.943
Statutes/Other Implemented: ORS 342.940 & ORS 342.943
History:
ODE 19-2019, temporary adopt filed 05/20/2019, effective 05/20/2019 through 11/15/2019

581-012-0011
Regional Educator Network Regional Plan

(1) Regional Educator Networks must develop a regional plan. The regional plan must:

(a) Comply with the requirements of ORS 342.943(3) and (4);

(b) Incorporate the local plans developed by each of the Regional Educator Network's member organizations;

(c) Describe any technical assistance to be provided by the Regional Educator Network;

(d) Identify responsibilities of the required Regional Educator Network coordinator and the amount of assigned FTE;

(e) Identify leveraged resources and additional partner contributions;

(f) Articulate how funding will be used to support the work of the Regional Educator Network and local districts; and

(g) Span a minimum of four years.

(2) Regional Educator Networks must submit the regional plan to the Educator Advancement Council. Each biennium the Educator Advancement Council will announce a deadline for submission of the regional plan.

(3) The Educator Advancement Council must review regional plans submitted by each Regional Educator Network to determine whether the plan should be approved. A regional plan will be approved if the plan meets the requirements of subsection (1) of this rule.

(4) Regional Educator Networks may amend an approved plan so long as the amendment is done in consultation with the Educator Advancement Council and the amended plan is approved by the Council as required under subsection (5) of this rule.

Statutory/Other Authority: ORS 342.940 & ORS 324.943
Statutes/Other Implemented: ORS 342.940 & ORS 324.943
History:
ODE 19-2019, temporary adopt filed 05/20/2019, effective 05/20/2019 through 11/15/2019

581-012-0013
Regional Education Network Capacity Grants

(1) For each biennium, the Educator Advancement Council will determine and communicate the total amount of funds to be made available to the Regional Educator Networks as capacity grants.

(2) The Oregon Department of Education will distribute funds from the Educator Advancement Fund to each Regional Educator Networks according to the direction of the Educator Advancement Council.

(3) Capacity grants can be used for the following purposes:

(a) Staffing, supplies, and travel costs for at least one dedicated Regional Educator Network staff person to work with people and schools in the region;

(b) Costs related to convening the coordinating body or district teams, including costs for travel~~,~~ and actual costs of hiring substitutes for teachers; and

(c) Contracts for services to provide support with data collection, technical assistance, evaluation, and educator development content expertise.

(4) Regional Educator Networks must separately account for funding received under this section and must submit an expenditure report to the Educator Advancement Council upon request by the Council.

(5) If a Regional Educator Network does not spend all of the allotted funds in the given biennium, the Educator Advancement Council will direct the Department of Education to reallocate the funds to one or more of the other Regional Educator Networks or hold the funds in the Educator Advancement Fund to be distributed in the following biennium.

Statutory/Other Authority: ORS 342.940 & ORS 324.943
Statutes/Other Implemented: ORS 342.940 & ORS 324.943
History:
ODE 19-2019, temporary adopt filed 05/20/2019, effective 05/20/2019 through 11/15/2019

581-012-0015
Regional Educator Network Formula Funding

(1) For each biennium, the Educator Advancement Council will determine the total amount of funds to be made available to the Regional Educator Networks for use by the eligible members within the Regional Educator Network based on data provided by the Oregon Department of Education.

(2) The Oregon Department of Education will distribute funds from the Educator Advancement Fund to each Regional Educator Network according to the direction of the Educator Advancement Council.

(3) The Regional Educator Networks must expend funds received under this section in accordance with the Regional Educator Network Request for ~~Proposals~~ Applications issued by the Educator Advancement Council and the regional plan developed and approved under 581-012-0011.

(4) Regional Educator Networks must separately account for funding received under this section and must submit an expenditure report to the Educator Advancement Council upon request by the Council.

(5) If a Regional Educator Network does not spend all of the allotted funds in the given biennium, the Educator Advancement Council will direct the Oregon Department of Education to hold the funds in the Educator Advancement Fund. The Educator Advancement Council may then allocate those funds for any of the purposes identified in OAR 581-012-0005.

Statutory/Other Authority: ORS 342.940 & ORS 324.943
Statutes/Other Implemented: ORS 342.940 & ORS 324.943
History:
ODE 19-2019, temporary adopt filed 05/20/2019, effective 05/20/2019 through 11/15/2019

581-012-0017
Other Investments

(1) The Educator Advancement Council may make other investments at the direction of the legislature or at the discretion of the Educator Advancement Council.

(2) The Oregon Department of Education will distribute funds according to the direction of the Educator Advancement Council.

Statutory/Other Authority: ORS 342.940 & ORS 324.943
Statutes/Other Implemented: ORS 342.940 & ORS 324.943
History:
ODE 19-2019, temporary adopt filed 05/20/2019, effective 05/20/2019 through 11/15/2019

581-012-0019
Reporting

Prior to the end of each fiscal year, a Regional Educator Network receiving funds from the Educator Advancement Fund must submit to the Educator Advancement Council:

(1) An expenditure report; and

(2) Audited financial statements.

(3) A report on progress toward goals and locally identified metrics in the regional plan and other metrics identified by the Educator Advancement Council.

Statutory/Other Authority: ORS 342.940 & ORS 324.943
Statutes/Other Implemented: ORS 342.940 & ORS 324.943

History:
ODE 19-2019, temporary adopt filed 05/20/2019, effective 05/20/2019 through 11/15/2019

Oregon State Board of Education
September 19, 2019

AGENDA ITEM: 7.A

SUBJECT: Eagle Charter School and The Ivy School Updates (State Sponsored Charter Schools) **STAFF NAME & OFFICE**: Kate Pattison & Emily Nazarov, Director's Office **Eagle Charter School and The Ivy School are both** scheduled for decisions by the Board regarding their ongoing operation this year. Eagle has a high-stakes mid-term review and Ivy is up for renewal. The two schools are here this month to present updates to the Board.	☒ **Informational Presentation** ☐ **Written Report**

BACKGROUND

The State Board of Education sponsors four public charter schools and must review the performance of the schools at regular intervals. These reviews must include an evaluation of the charter school's performance and a decision whether to renew the contracts. In addition to renewal decisions, the State Board must monitor the performance of the charter schools and decide if the schools are making adequate progress toward meeting the performance expectations included in the charter contracts.

In 2017, Eagle Charter School was under consideration for a renewed contract. Eagle Charter School's prior academic performance was lower than the district's and the Board debated whether to renew the school altogether. However, during the discussion and renwal process, the Board approved the school for another five years with a high stakes review in the third year. This is currently Eagle's third year and the Board will be considering whether to allow the school to continue its contract through June 2021 or to pursue terminating the school due to low academic performance.

The Ivy School, another State Board sponsored public charter school, is coming to the end of its current charter contract that ends June 30, 2020, and will be requesting a five-year renewal. The Board will be evaluating the performance of the school this year and making the decision whether to renew the school or not. This decision must be based on multiple measure of school performance, including academic measures. The Ivy School has performed somewhat lower than expectations and has not closed achievement gaps with underserved student groups over the last three years.

The two schools are presenting an overview of their programs to ensure all board members are familiar with the schools prior to the high stakes discussions scheduled to begin in January 2020. The administrator for each school will present and be availble for follow up questions.

Finally, the Board is invited to participate in the annual site visits at these two schools specifically this fall to strengthen the Board's understanding of the schools' model and performance.

SUMMARY OF PREVIOUS BOARD ACTION

1. The most recent Eagle Charter School renewal took place in early 2017 and discussions spanned four meetings between January 2017 and June 2017. The Board ultimately approved the renewal and five year contract that included a mid-term review during year three.

2. The most recent Ivy School renewal took place in early 2015 and discussions spanned four meetings between January 2015 and June 2015. The Board ultimately approved the renewal and give year contract.

POLICY ISSUE OR CONCERNS

The presentations this month do not require specific action or have immediate policy issues or concerns. The Department will provide a robust policy analysis when the schools return in January to discuss their performance and ongoing operation.

EQUITY IMPACT ANALYSIS

No decisions or recommendations are being presented to the Board at this meeting. Both schools serve diverse students and families that will be affected by the Board's decisions regarding each school's ongoing operation. The Department will provide thorough equity impact analyses when the schools return in January.

FISCAL ANALYSIS

There is no fiscal impact on the Department for this informational report.

Oregon State Board of Education
September 19, 2019

AGENDA ITEM: 7.B

SUBJECT: Overview of Funding Formulas from Student Success Act **STAFF NAME & OFFICE**: Rick Crager & Mike Wiltfong, Office of Finance & Information Technology HB 3427 (Student Success Act) generates a new tax revenue that will be directed to the Oregon Department of Education's (ODE) Fund for Student Success. Within this Fund, ODE is authorized to make a variety of educational investments with funds deposited in statutory created Accounts. One of those Accounts is the Student Investment Account (SIA) in which ODE is directed to distribute an estimated $472.7 million in 2019-21 to school district based on a funding formula outlined in Section 13 of the Act. ODE staff will provide a summary of its draft development of SIA Funding Formula, as well as an informational overview of a funding allocation that will soon be committed through another investment within the Fund for Student Success – ESD Technical Assistance (Section 25 1(L) and 2 of the Act)	☒ **Informational Presentation** ☐ **Written Report**

BACKGROUND

HB 3427 (Section 13) provides for a statutory formula to allocate and distribute funding resources to school districts from the Student Investment Account (SIA). Effective July 1, 2020, ODE will provide district SIA grant awards based on applications to be submitted to the Department. By statute, the grant awards will be based on the ADMw as calculated under ORS 327.013 (State School Fund calculation) and adjusted with an additional 0.25 weight for students of families in poverty. When calculating the ADMw for each district, ODE is required to remove from a school district's calculation any amounts that are attributable to: (A) A virtual public charter school, as defined in ORS 338.005; (B) A public charter school that provided notice of the public charter school's intent to apply for a grant as an eligible applicant; and (C) A public charter school sponsored by the school district that did not participate in the grant application or grant agreement.

In order to generate the final funding formula allocation for the SIA, the State Board of Education will need to adopt administrative rules that address several key areas:

- Establish minimum grant thresholds for any district with ADMw less than 50.
- Establish the timeframe of ADMw data to use in establishing the allocations.
- Determine the level of reserve necessary to protect against revenue fluctuations.

ODE staff anticipate providing recommendations to the State Board of Education in October for temporary rules needed in establishing the SIA funding formula. Once these rules are adopted, ODE can provide an estimate of the SIA district allocation for 2019-21. However, to reach a final allocation, it will be dependent on information about public charters that will be applying independently, as well as those that don't participate in the district grant application or grant agreement. It's likely this information will be unknown until the Spring of 2020.

In preparation for rulemaking, ODE staff have been working on a calculator for the allocation of funding for the SIA. Included in Attachment 1 is a presentation to provide both a background of funding for the

SIA and an overview of the components of the funding formula. During the presentation, staff will provide the Board with a preview of the prototype developed for the Student Investment Account Funding Formula Calculator.

In addition to the Funding Formula for the SIA, ODE has also developed a draft funding allocation for Education Service Districts for technical assistance to be provided to school districts in developing, implementing, and reviewing district plans used to guide SIA investments. The Funding Formula, as outlined in HB 3427 Section 25 Sub Section 2, follows the same rules of calculation as the SIA Funding Formula; however, it does not have the additional requirements to remove ADMw, nor establish minimum grant. The estimate is based on the most current ADMw for the 2018-19 school year. As a result, ODE staff is able to provide an estimate of the allocation without further administrative rule clarification. The draft allocation is provided in Attachment 2

ATTACHMENTS

Attachment 1: Presentation of Student Investment Account Funding Formula ***(To be provided by 9/13/19)***
Attachment 2: Draft Funding Allocation for ESD Technical Assistance

Oregon Department of Education - Student Success Act
2019-21 ESD Technical Assistance Funding
Biennial Funding: $ 24,000,000.00

ADMw: 717,593.43
Rate/ADMw: $ 33.45

ESDID	ESD	ADMw with Poverty Weight of 0.25	Poverty Weights at 0.25	ADMw with Poverty Weight of 0.5	Total Biennial Distribution
1902	Clackamas ESD	69,314.43	1,240.57	70,555.00	2,359,720.68
1949	South Coast ESD	15,646.06	607.62	16,253.67	543,605.98
1975	High Desert ESD	34,239.24	877.11	35,116.34	1,174,470.36
1980	Douglas ESD	16,640.45	623.77	17,264.22	577,404.07
2004	North Central ESD	2,628.93	34.20	2,663.12	89,068.52
2007	Grant ESD	1,486.96	47.70	1,534.66	51,327.00
2013	Harney ESD Region XVII	2,364.94	56.25	2,421.19	80,977.10
2025	Southern Oregon ESD	60,764.44	2,444.33	63,208.77	2,114,024.91
2049	Jefferson ESD	4,837.68	225.82	5,063.50	169,349.30
2058	Lake ESD	1,787.92	55.49	1,843.41	61,653.14
2064	Lane ESD	54,685.99	1,773.36	56,459.35	1,888,289.80
2098	Linn Benton Lincoln ESD	44,324.61	1,242.04	45,566.65	1,523,982.12
2106	Malheur ESD Region 14	7,549.26	356.27	7,905.53	264,401.48
2117	Willamette ESD	104,098.07	3,381.87	107,479.94	3,594,679.62
2148	Multnomah ESD	112,690.20	3,486.03	116,176.23	3,885,528.10
2200	InterMountain ESD	30,626.71	922.69	31,549.40	1,055,173.67
2218	Region 18 ESD	1,347.41	34.67	1,382.07	46,223.53
2223	Columbia Gorge ESD	9,528.64	297.31	9,825.95	328,630.02
2230	Northwest Regional ESD	122,935.51	2,388.91	125,324.42	4,191,490.58
		697,497.45	20,095.98	717,593.43	24,000,000.00

Student Improvement Account Allocation Formula

SECTION 13. Calculations of grant amounts; distributions of grants.

(1)(a) Except as provided by paragraph (d) of this subsection, the amount of a grant awarded from the Student Investment Account = the grant recipient's ADMw × (the total amount available for distribution as grants in each biennium÷ the total ADMw of all grant recipients).

(b) For purposes of this subsection and except as provided by paragraph (c) of this subsection, ADMw equals the ADMw as calculated under ORS 327.013, except that the additional amount allowed for students who are in poverty families, as determined under ORS 327.013(1)(c)(A)(v)(I), shall be 0.5.

(c) When calculating ADMw, the Department of Education shall remove from a school district's calculation any amounts that are attributable to:

(A) A virtual public charter school, as defined in ORS 338.005;
(B) A public charter school that provided notice of the public charter school's intent to apply for a grant as an eligible applicant; and
(C) A public charter school sponsored by the school district that did not participate in the grant application or grant agreement.

(d) The amount of a grant distributed under this section may be adjusted by the department to ensure that:

(A) A grant recipient does not receive any moneys for uses that are not allowed uses under section 9 (3) of this 2019 Act.
(B) A school district with an ADMw of 50 or less receives a minimum grant amount.

(2) The State Board of Education shall adopt any rules necessary for the distribution of grants under this section, including establishing:
(a) The minimum grant amounts under subsection (1)(d) of this section; and
(b) Any percentages and timelines for installment payments and adjustments of those installment payments.

(3) A grant recipient shall deposit the grant moneys the grant recipient receives under this section into a separate account and shall apply amounts in that account as provided by the grant agreement.

Instructions and info for the operation of this workbook

1 ADMw data is pulled from the State School Fund data, which is pasted into the tab labeled S
2 Parameters tab helps define how the virtual charter school data is created
3 Virtual data is loaded into the Virtual tab and the results are displayed in the payment summ
4 Independent charter, where a charter school has opted to apply on their own, is accounted
5 Non-participating tab is for non-participating charter schools. Relative ADMw needs to be re
6 Initial Payment Summary (IPS) tab is to display the results, as well, calculate rates depending
7 Data in the IPS tab is pulled from supporting tabs through the use of V_lookup formulae
8 Other than the virtual charter school data, everything in this book should be transparent
9 Mike Wiltfong was the creator of the original version of the workbook in Sept. 2019

Notes:

Independent charters can be identified by simply typing "Yes" in the appropriate column. Th
account for ADMw in the payment summary. The state rate won't change, as you're simply r
(independent charter). After entering yes, be sure to update the pivot table by clicking on th
from the school district and the resulting money will be put on the Independent charter line
The bottom line should match available resources.

50 ADMw or less: In this workbook, there a two models, where the first year in the paymen
where they arbitrarily picked two thresholds for a minimun grant - $25K and $60K. They adn
doesn't follow the spirit of the law, where only 50 ADMw or less get a min. grant, as the $60
with >50 ADMw. This can also be seen in LRO estimates released in April 2019. The amount
down. As well, the weighting of the static floor will also change. A proposal by Scott Nine, wh
increase/decrease in funding, is demonstrated in the second year, where it was suggested to
spirit of the law. This resulted in a min. grant of ~$33K based on ~$670/ADMw. The floor wil
wouldn't be any need to adjust in rule. As well, the rationale is that this amount of funding v
together, to pay for additional teachers. The state average for salaray and benefits for a teac
districts the cost will likely be less, and perhaps a part-time teacher or instructional aid coulc
only benefit school districts with <50ADMw. If they wanted districts outside of this threshol
established a dollar amount instead. Of interest, the number of ADMw can be adjusted to cc
avaiable for the minimum grant.

SFQ. This data is from the ODE School Finance unit in the OFIT

nary tab
for in the Independent charter tab. We will likely rename "Independent" charter to a more suitable nam
educed from the resident school district, which can be seen in the appropriate column in the Initial Paym
g on the data entered in the cells with yellow highlights

is will identify how much money the charter will receive, as well,
moving the money from one bucket (school district) to another
ne Data >>> Refresh All button. The resulting ADMw will be reduced
item at the bottom of the summary sheet so everything balances.

t summary is based on a proposal by the Legisaltive Revenue Office,
nit there wasn't any science behind these choices. This proposal
K threshold based on a rate ~$670/ADMw pulls in school districts
of funding will cause the number of eligible school districts go up or
here he suggested a ratio be developed to account for the
o bump the <50 ADMw districts to 50 ADMw, thus following the
ll increase proportionately depending the level of funding, so there
would be able to help support, or allow school districts to join
cher is currently around $100K, where in many of the <50 ADMw
d be hired. We believe this was the intent of the legislature and to
ld to benefit from a minimum grant, they likely would have
ontrol the qualifying districts, as well, the amount of funding

ıe
ıent Summary

Student Improvement Account

VIRTUAL DATA

- Square brackets [ ] indicate database, table, or field names.
- Italicized words indicate a technical term that also has other non-technical meanings; such
- Capitalization on words that don't appear to be proper nouns indicate a reference to terms

Year

This report is based on 2018-19 data.

Virtual Status

There are four different possible identifiers for virtual status in the institutions database.

- **Not Virtual**
  - The school does not offer any virtual instruction.
- **Supplemental Virtual**
  - Students at this school have access to virtual courses, but virtual instruction is not th
- **Focus Virtual**
  - The school focuses on a systematic program of virtual instruction but includes some
  - The vast majority of the instruction is online but some possible examples that shift t
    - teachers meet with students in-person periodically to discuss progress or oth
    - there is classroom space available for optional or required in-person instruct
    - the school is a hybrid program where some of the students attend in-person
- **Full Virtual**
  - The school has no physical building where students meet with each other or with tea

Tables used

[ODEDBVPROD].[Institution].[dbo].[InstTyps]

[ODEDBVPROD].[Institution].[dbo].[InstTyps] indicates what Institution Types were in effect during the t

This table establishes the Type ID and provides the name and description of the type. Each type contains

While it is not necessary to *join* to this table for this report, because we know these types were valid for
[ODEDBVPROD].[Institution].[dbo].[InstInstTyps].[InstTyp_ID] = [ODEDBVPROD].[Institution].[dbo].[InstTyps].[ID]

For Virtual Status, the types that are of interest are as follows:

[ID]	[Nm]
336	Full Virtual
337	Focus Virtual
338	Supplemental Virtual
339	Not Virtual

[ODEDBVPROD].[Institution].[dbo].[InstInstTyps]

This table indicates what Institution Types [InstTyp_ID] are associated with each Institution ID [Institutic
Only institution types indicated for the institution with effective dates during the timeframe beginning J

Relevant values

The Virtual Status of the **Resident School** [ResdSchlInstID] indicated in the ADM record will be used to d

Resident Schools that considered virtual for this purpose are those identified with the following instituti

[ID]	[Nm]
336	**Full Virtual**
337	**Focus Virtual**

Resident Schools that are **not** considered virtual for this purpose are those identified with the following

[ID]	[Nm]
338	**Supplemental Virtual**
339	**Not Virtual**

Issues

While the identification of Virtual Status is required of every public school, it is not always accurate.

Two schools were clearly misidentified as virtual schools in 2018-19 (both in Umatilla school district).

- Clara Brownell Middle School
- Umatilla High School

This has been corrected in the Institutions database for 2019-20. Because neither of these are charter s

Validation

- Ensure that no school is identified under more than one Virtual Status.
- For those whose Virtual Status looks questionable, review the school's website for confirm
- Ensure that all public schools have a Virtual Status identified

Of Interest

There are many virtual schools in Oregon that are not Charter Schools. There are also many public alter

ı as the word *join* which, when referring to SQL, means connecting two or more tables based on the com
s that have significant meaning within this document.

ıe primary means of instruction.

regularly scheduled in-person meetings including students and teachers as part of the instructional pro
his school out of the “Full Virtual” category include:
her topics; and/or
:ion
in regular classrooms but the majority of the students receive their instruction online

achers on a regularly scheduled basis; all instruction is virtual.

timeframe indicated. It only defines the existence of the Type without indication of which institutions be

s information about its effective dates. Only Institution Types that were valid during the timeframe begi

r this timeframe, in future years, it should be checked to ensure the codes or their definitions have not c

on_ID] for the given time period.
July 1, 2018 through June 30, 2019 will be included. In this table, types assigned to the institution will be

determine the amount of ADM associated with virtual schools within the district.

ion types:

; Institution Types:

chools, this should not create an issue for this report, which is based on 2018-19 data.

nation and contact the Institutions database Data Owner if there appears to be an issue.

native programs that are virtual and not charter schools which have been reported with the District Inst

ımon value(s).

gram.

elong to the Type.

inning July 1, 2018 through June 30, 2019 will be included. The Type is valid if the Type's effective date [E

changed. *Joining* to this table is useful in displaying the names of the types for quick review. The *join* con

e considered if the effective date [EffDt] of the Type's association to the institution is on or before June 3

itution ID in the School ID field.

EffDt] is on or before June 30, 2019 AND the Type's end date [EndDt] is NULL or is on or after July 1, 201

nects as follows:

30, 2019 AND the end date [EndDt] is NULL or is on or after July 1, 2018.

8. Essentially, consider only those types that were valid at some point during the school year

Insert data	1	2	3	4	5	6
Institutions	DistrictInsti	CDS	County	District	CharterSchool	ESD_ID_F
1894	1894	01005	Baker	Baker SD 5J		2200
4728	1894		Baker	Baker SD 5J	Baker Web Academy	
4759	1894		Baker	Baker SD 5J	Baker Early College	
1895	1895	01016	Baker	Huntington SD 16J		2106
3351	1895		Baker	Huntington	Huntington School	
1896	1896	01030	Baker	Burnt River SD 30J		2200
3347	1896		Baker	Burnt River	Burnt River School	
1897	1897	01061	Baker	Pine Eagle SD 61		2200
15	1897		Baker	Pine Eagle S	Pine Eagle Charter School	
1898	1898	02001	Benton	Monroe SD 1J		2098
1899	1899	02007	Benton	Alsea SD 7J		2098
17	1899		Benton	Alsea SD 7J	Alsea Charter School	
1900	1900	02017	Benton	Philomath SD 17J		2098
3440	1900		Benton	Philomath S	Kings Valley Charter School	
1901	1901	02509	Benton	Corvallis SD 509J		2098
4637	1901		Benton	Corvallis SD	Inavale Community Partners dba Muddy Creek Cha	
1922	1922	03003	Clackamas	West Linn-Wilsonville SD 3J		1902
3452	1922		Clackamas	West Linn-\	Three Rivers Charter School	
1923	1923	03007	Clackamas	Lake Oswego SD 7J		1902
1924	1924	03012	Clackamas	North Clackamas SD 12		1902
4223	1924		Clackamas	North Clack	Clackamas Web Academy	
4226	1924		Clackamas	North Clack	Clackamas Middle College	
4369	1924		Clackamas	North Clack	Milwaukie Academy of the Arts	
4475	1924		Clackamas	North Clack	Cascade Heights Public Charter School	
1925	1925	03035	Clackamas	Molalla River SD 35		1902
4745	1925		Clackamas	Molalla Riv	Molalla River Academy	
4818	1925		Clackamas	Molalla Riv	Renaissance Public Academy	
1926	1926	03046	Clackamas	Oregon Trail SD 46		1902
4820	1926		Clackamas	Oregon Tra	Oregon Trail Academy	
1927	1927	03053	Clackamas	Colton SD 53		1902
1928	1928	03062	Clackamas	Oregon City SD 62		1902
2735	1928		Clackamas	Oregon Cit\	Oregon City Service Learning Academy	
4480	1928		Clackamas	Oregon Cit\	Springwater Environmental Sciences School	
4585	1928		Clackamas	Oregon Cit\	Alliance Charter Academy	
4802	1928		Clackamas	Oregon Cit\	Clackamas Academy of Industrial Sciences	
1929	1929	03086	Clackamas	Canby SD 86		1902
1930	1930	03108	Clackamas	Estacada SD 108		1902
4670	1930		Clackamas	Estacada SI	Summit Learning Charter	
4760	1930		Clackamas	Estacada SI	Summit Community College High School	
1931	1931	03115	Clackamas	Gladstone SD 115		1902
1933	1933	04001	Clatsop	Astoria SD 1		2230
1934	1934	04008	Clatsop	Jewell SD 8		2230
1935	1935	04010	Clatsop	Seaside SD 10		2230
5385	1935		Clatsop	Seaside SD	The Cannon Beach Academy	
1936	1936	04030	Clatsop	Warrenton-Hammond SD 30		2230
2262	2262	04004	Clatsop	Knappa SD 4		2230

1944	1944	05001	Columbia	Scappoose SD 1J	2230
4221	1944		Columbia	Scappoose South Columbia Family School	
1945	1945	05006	Columbia	Clatskanie SD 6J	2230
1946	1946	05013	Columbia	Rainier SD 13	2230
4234	1946		Columbia	Rainier SD : North Columbia Academy	
1947	1947	05047	Columbia	Vernonia SD 47J	2230
1948	1948	05502	Columbia	St Helens SD 502	2230
4602	1948		Columbia	St Helens S St Helens Arthur Academy	
1964	1964	06008	Coos	Coquille SD 8	1949
1965	1965	06009	Coos	Coos Bay SD 9	1949
3615	1965		Coos	Coos Bay SI Lighthouse Charter School	
4079	1965		Coos	Coos Bay SI Resource Link Charter School	
1966	1966	06013	Coos	North Bend SD 13	1949
4690	1966		Coos	North Bend Oregon Virtual Academy	
1967	1967	06031	Coos	Powers SD 31	1949
1968	1968	06041	Coos	Myrtle Point SD 41	1949
1969	1969	06054	Coos	Bandon SD 54	1949
1970	1970	07600	Crook	Crook County SD	1975
223	1970		Crook	Crook Cour Powell Butte Community Charter School	
1972	1972	08001	Curry	Central Curry SD 1	1949
1973	1973	08002	Curry	Port Orford-Langlois SD 2CJ	1949
1974	1974	08017	Curry	Brookings-Harbor SD 17C	1949
1976	1976	09001	Deschutes	Bend-LaPine Administrative SD 1	1975
5309	1976		Deschutes	Bend-LaPin Bend International School	
5384	1976		Deschutes	Bend-LaPin Desert Sky Montessori	
1977	1977	09002	Deschutes	Redmond SD 2J	1975
4729	1977		Deschutes	Redmond S Redmond Proficiency Academy	
1978	1978	09006	Deschutes	Sisters SD 6	1975
1990	1990	10001	Douglas	Oakland SD 1	1980
1991	1991	10004	Douglas	Douglas County SD 4	1980
4391	1991		Douglas	Douglas Co Phoenix School	
1992	1992	10012	Douglas	Glide SD 12	1980
1993	1993	10015	Douglas	Douglas County SD 15	1980
3348	1993		Douglas	Douglas Co Days Creek Charter School	
1994	1994	10019	Douglas	South Umpqua SD 19	1980
1995	1995	10021	Douglas	Camas Valley SD 21J	1980
3400	1995		Douglas	Camas Vall Camas Valley School	
1996	1996	10022	Douglas	North Douglas SD 22	1980
1997	1997	10032	Douglas	Yoncalla SD 32	1980
1998	1998	10034	Douglas	Elkton SD 34	1980
302	1998		Douglas	Elkton SD 3 Elkton Charter School	
1999	1999	10070	Douglas	Riddle SD 70	1980
2000	2000	10077	Douglas	Glendale SD 77	1980
307	2000		Douglas	Glendale SI Glendale Community Charter School	
2001	2001	10105	Douglas	Reedsport SD 105	1949
310	2001		Douglas	Reedsport S Reedsport Community Charter School	
2002	2002	10116	Douglas	Winston-Dillard SD 116	1980
2003	2003	10130	Douglas	Sutherlin SD 130	1980

2005	2005	11003	Gilliam	Arlington SD 3	2004
323	2005		Gilliam	Arlington S Arlington Community Charter School	
2006	2006	11025	Gilliam	Condon SD 25J	2004
2008	2008	12003	Grant	John Day SD 3	2007
2009	2009	12004	Grant	Prairie City SD 4	2007
2010	2010	12008	Grant	Monument SD 8	2007
2011	2011	12016	Grant	Dayville SD 16J	2007
2012	2012	12017	Grant	Long Creek SD 17	2007
2014	2014	13003	Harney	Harney County SD 3	2013
2015	2015	13004	Harney	Harney County SD 4	2013
5446	2015		Harney	Harney Cou Oregon Family School	
2016	2016	13005	Harney	Pine Creek SD 5	2013
2017	2017	13007	Harney	Diamond SD 7	2013
2018	2018	13010	Harney	Suntex SD 10	2013
2019	2019	13013	Harney	Drewsey SD 13	2013
2020	2020	13016	Harney	Frenchglen SD 16	2013
4702	2020		Harney	Frenchglen Silvies River Charter School	
2021	2021	13028	Harney	Double O SD 28	2013
2022	2022	13033	Harney	South Harney SD 33	2013
2023	2023	13701	Harney	Harney County Union High SD 1J	2013
2024	2024	14001	Hood River	Hood River County SD	2223
2039	2039	15004	Jackson	Phoenix-Talent SD 4	2025
3247	2039		Jackson	Phoenix-Ta Armadillo Technical Institute	
2041	2041	15005	Jackson	Ashland SD 5	2025
2042	2042	15006	Jackson	Central Point SD 6	2025
2043	2043	15009	Jackson	Eagle Point SD 9	2025
5251	2043		Jackson	Eagle Point Crater Lake Charter Academy	
2044	2044	15035	Jackson	Rogue River SD 35	2025
4856	2044		Jackson	Rogue Rive Rivers Edge Academy Charter School	
2045	2045	15059	Jackson	Prospect SD 59	2025
3356	2045		Jackson	Prospect SI Prospect Charter School	
2046	2046	15091	Jackson	Butte Falls SD 91	2025
406	2046		Jackson	Butte Falls ! Butte Falls Charter School	
2047	2047	15094	Jackson	Pinehurst SD 94	2025
2048	2048	15549	Jackson	Medford SD 549C	2025
4593	2048		Jackson	Medford SI Madrone Trail Public Charter School	
4821	2048		Jackson	Medford SI Logos Public Charter School	
5205	2048		Jackson	Medford SI Kids Unlimited Academy	
5304	2048		Jackson	Medford SI The Valley School of Southern Oregon	
2050	2050	16004	Jefferson	Culver SD 4	2049
2051	2051	16008	Jefferson	Ashwood SD 8	2049
2052	2052	16041	Jefferson	Black Butte SD 41	2049
2053	2053	16509	Jefferson	Jefferson County SD 509J	2049
2054	2054	17007	Josephine	Grants Pass SD 7	2025
2055	2055	17600	Josephine	Three Rivers/Josephine County SD	2025
4823	2055		Josephine	Three River Sunny Wolf Charter School	
5063	2055		Josephine	Three River Woodland Charter School	
2056	2056	18001	Klamath	Klamath Falls City Schools	2025

4545	2056		Klamath	Klamath Fa	EagleRidge High School
2057	2057	18600	Klamath	Klamath County SD	2025
4581	2057		Klamath	Klamath Co	Sage Community School
2059	2059	19007	Lake	Lake County SD 7	2058
2060	2060	19011	Lake	Paisley SD 11	2058
3360	2060		Lake	Paisley SD 1	Paisley School
2061	2061	19014	Lake	North Lake SD 14	2058
2062	2062	19018	Lake	Plush SD 18	2058
2063	2063	19021	Lake	Adel SD 21	2058
2081	2081	20001	Lane	Pleasant Hill SD 1	2064
2082	2082	20004	Lane	Eugene SD 4J	2064
507	2082		Lane	Eugene SD	Coburg Community Charter School
1861	2082		Lane	Eugene SD	Twin Rivers Charter School
3229	2082		Lane	Eugene SD	Village School
3233	2082		Lane	Eugene SD	Ridgeline Montessori
4041	2082		Lane	Eugene SD	Network Charter School
2083	2083	20019	Lane	Springfield	SD 19 2064
4058	2083		Lane	Springfield	Willamette Leadership Academy
4440	2083		Lane	Springfield	Academy of Arts and Academics
2084	2084	20028	Lane	Fern Ridge	SD 28J 2064
4045	2084		Lane	Fern Ridge	West Lane Technology Learning Center
2085	2085	20032	Lane	Mapleton SD 32	2064
2086	2086	20040	Lane	Creswell SD 40	2064
2087	2087	20045	Lane	South Lane	SD 45J3 2064
4395	2087		Lane	South Lane	Childs Way Charter School
4555	2087		Lane	South Lane	Academy for Character Education
2088	2088	20052	Lane	Bethel SD 52	2064
2089	2089	20066	Lane	Crow-Applegate-Lorane	SD 66 2064
2090	2090	20068	Lane	McKenzie SD 68	2064
594	2090		Lane	McKenzie S	McKenzie River Community School
2091	2091	20069	Lane	Junction City	SD 69 2064
2092	2092	20071	Lane	Lowell SD 71	2064
5252	2092		Lane	Lowell SD 7	Mountain View Academy
5349	2092		Lane	Lowell SD 7	Bridge Charter Academy
2093	2093	20076	Lane	Oakridge SD 76	2064
2094	2094	20079	Lane	Marcola SD 79J	2064
5444	2094		Lane	Marcola SD	TEACH-NW
2095	2095	20090	Lane	Blachly SD 90	2064
3401	2095		Lane	Blachly SD 9	Triangle Lake Charter School
2096	2096	20097	Lane	Siuslaw SD 97J	2064
2097	2097	21600	Lincoln	Lincoln County SD	2098
3240	2097		Lincoln	Lincoln Cou	Lincoln City Career Technical High School
3361	2097		Lincoln	Lincoln Cou	Eddyville Charter School
4038	2097		Lincoln	Lincoln Cou	Siletz Valley Schools
4468	2097		Lincoln	Lincoln Cou	Siletz Valley Early College Academy
2099	2099	22007	Linn	Harrisburg SD 7J	2098
2100	2100	22008	Linn	Greater Albany Public SD 8J	2098
2101	2101	22009	Linn	Lebanon Community SD 9	2098

3505	2101		Linn	Lebanon Cc	Sand Ridge Charter School
2102	2102	22055	Linn	Sweet Home SD 55	2098
4484	2102		Linn	Sweet Hom	Sweet Home Charter School
2103	2103	22095	Linn	Scio SD 95	2098
2994	2103		Linn	Scio SD 95	Lourdes School
2104	2104	22129	Linn	Santiam Canyon SD 129J	2098
4399	2104		Linn	Santiam Ca	Oregon Connections Academy
2105	2105	22552	Linn	Central Linn SD 552	2098
5437	2105		Linn	Central Linı	Bridges Community School
2107	2107	23003	Malheur	Jordan Valley SD 3	2106
2108	2108	23008	Malheur	Ontario SD 8C	2106
4040	2108		Malheur	Ontario SD	Four Rivers Community School
2109	2109	23012	Malheur	Juntura SD 12	2106
2110	2110	23026	Malheur	Nyssa SD 26	2106
2111	2111	23029	Malheur	Annex SD 29	2106
705	2111		Malheur	Annex SD 2	Annex Charter School
2112	2112	23051	Malheur	Malheur County SD 51	2106
2113	2113	23061	Malheur	Adrian SD 61	2106
2114	2114	23066	Malheur	Harper SD 66	2106
3362	2114		Malheur	Harper SD (	Harper Charter School
2115	2115	23081	Malheur	Arock SD 81	2106
2116	2116	23084	Malheur	Vale SD 84	2106
2137	2137	24001	Marion	Gervais SD 1	2117
5392	2137		Marion	Gervais SD	Frontier Charter Academy
2138	2138	24004	Marion	Silver Falls SD 4J	2117
784	2138		Marion	Silver Falls !	Bethany Charter School
4746	2138		Marion	Silver Falls !	The Community Roots School
2139	2139	24005	Marion	Cascade SD 5	2117
2140	2140	24014	Marion	Jefferson SD 14J	2117
2141	2141	24015	Marion	North Marion SD 15	2117
2142	2142	24024	Marion	Salem-Keizer SD 24J	2117
1358	2142		Marion	Salem-Keiz	Howard Street Charter
3528	2142		Marion	Salem-Keiz	Optimum Learning Environment Charter School
4210	2142		Marion	Salem-Keiz	Jane Goodall Environmental Middle Charter Schoo
4390	2142		Marion	Salem-Keiz	Valley Inquiry Charter School
4850	2142		Marion	Salem-Keiz	Eagle Charter School
2143	2143	24029	Marion	North Santiam SD 29J	2117
2144	2144	24045	Marion	St Paul SD 45	2117
2145	2145	24091	Marion	Mt Angel SD 91	2117
2146	2146	24103	Marion	Woodburn SD 103	2117
4230	2146		Marion	Woodburn	Woodburn Arthur Academy
2147	2147	25001	Morrow	Morrow SD 1	2200
3997	3997	25002	Morrow	Ione SD R2	2200
3363	3997		Morrow	Ione SD R2	Ione Community Charter School
958	1944		Multnomal	Scappoose	Sauvie Island School
2180	2180	26001	Multnomal	Portland SD 1J	2148
3451	2180		Multnomal	Portland SI	Opal School of the Portland Children's Museum
3616	2180		Multnomal	Portland SI	Trillium

3991	2180		Multnomah	Portland SD	Emerson School
4212	2180		Multnomah	Portland SD	Self Enhancement, Inc/SEI Academy
4400	2180		Multnomah	Portland SD	Portland Arthur Academy Charter School
4534	2180		Multnomah	Portland SD	Portland Village School
4604	2180		Multnomah	Portland SD	The Cottonwood School of Civics and Science
4720	2180		Multnomah	Portland SD	The Ivy School
5060	2180		Multnomah	Portland SD	Le Monde French Immersion Public Charter School
5218	2180		Multnomah	Portland SD	Kairos PDX
2181	2181	26003	Multnomah	Parkrose SD 3	2148
2182	2182	26007	Multnomah	Reynolds SD 7	2148
3490	2182		Multnomah	Reynolds SI	Multnomah Learning Academy
4216	2182		Multnomah	Reynolds SI	Reynolds Arthur Academy
4822	2182		Multnomah	Reynolds SI	Rockwood Preparatory Academy
2183	2183	26010	Multnomah	Gresham-Barlow SD 10J	2148
3553	2183		Multnomah	Gresham-B	Center for Advanced Learning
4601	2183		Multnomah	Gresham-B	Gresham Arthur Academy
4667	2183		Multnomah	Gresham-B	Lewis and Clark Montessori Charter School
4740	2183		Multnomah	Gresham-B	Metro East Web Academy
2185	2185	26028	Multnomah	Centennial SD 28J	2148
2186	2186	26039	Multnomah	Corbett SD 39	2148
2187	2187	26040	Multnomah	David Douglas SD 40	2148
3580	2187		Multnomah	David Doug	Arthur Academy
2188	2188	26051	Multnomah	Riverdale SD 51J	2148
2190	2190	27002	Polk	Dallas SD 2	2117
3461	2190		Polk	Dallas SD 2	Luckiamute Valley Charter School
5298	2190		Polk	Dallas SD 2	Dallas Community Charter
2191	2191	27013	Polk	Central SD 13J	2117
2192	2192	27021	Polk	Perrydale SD 21	2117
2193	2193	27057	Polk	Falls City SD 57	2117
2195	2195	28001	Sherman	Sherman County SD	2004
2197	2197	29009	Tillamook	Tillamook SD 9	2230
2198	2198	29056	Tillamook	Neah-Kah-Nie SD 56	2230
2199	2199	29101	Tillamook	Nestucca Valley SD 101J	2230
2201	2201	30001	Umatilla	Helix SD 1	2200
2202	2202	30002	Umatilla	Pilot Rock SD 2	2200
2203	2203	30005	Umatilla	Echo SD 5	2200
2204	2204	30006	Umatilla	Umatilla SD 6R	2200
2205	2205	30007	Umatilla	Milton-Freewater Unified SD 7	2200
2206	2206	30008	Umatilla	Hermiston SD 8	2200
2207	2207	30016	Umatilla	Pendleton SD 16	2200
4202	2207		Umatilla	Pendleton S	Nixyaawii Community School
2208	2208	30029	Umatilla	Athena-Weston SD 29RJ	2200
2209	2209	30061	Umatilla	Stanfield SD 61	2200
2210	2210	30080	Umatilla	Ukiah SD 80R	2200
2212	2212	31001	Union	La Grande SD 1	2200
2213	2213	31005	Union	Union SD 5	2200
2214	2214	31008	Union	North Powder SD 8J	2200
3365	2214		Union	North Pow	North Powder Charter School

2215	2215	31011	Union	Imbler SD 11	2200
1079	2215		Union	Imbler SD 1	Imbler Charter School
2216	2216	31015	Union	Cove SD 15	2200
3434	2216		Union	Cove SD 15	Cove Charter School
2217	2217	31023	Union	Elgin SD 23	2200
2219	2219	32006	Wallowa	Joseph SD 6	2218
1087	2219		Wallowa	Joseph SD (	Joseph Charter School
2220	2220	32012	Wallowa	Wallowa SD 12	2218
2221	2221	32021	Wallowa	Enterprise SD 21	2218
2222	2222	32054	Wallowa	Troy SD 54	2218
2225	2225	33001	Wasco	South Wasco County SD 1	2223
2229	2229	33029	Wasco	Dufur SD 29	2223
4131	4131	33002	Wasco	North Wasco County SD 21	2223
1095	4131		Wasco	North Was(	Mosier Community School
5250	4131		Wasco	North Was(	Wahtonka Community School
5061	2103		Washingtor	Scio SD 95	Oregon Virtual Education
2239	2239	34001	Washingtor	Hillsboro SD 1J	2230
4206	2239		Washingtor	Hillsboro SI	City View Charter School
2240	2240	34013	Washingtor	Banks SD 13	2230
2241	2241	34015	Washingtor	Forest Grove SD 15	2230
4595	2241		Washingtor	Forest Gro\	Forest Grove Community School
2242	2242	34023	Washingtor	Tigard-Tualatin SD 23J	2230
3579	2242		Washingtor	Tigard-Tual	Multi-sensory Instruction Teaching Children Hands
2243	2243	34048	Washingtor	Beaverton SD 48J	2230
4805	2243		Washingtor	Beaverton !	Arco Iris Spanish Immersion School
4867	2243		Washingtor	Beaverton !	Hope Chinese Charter School
2244	2244	34088	Washingtor	Sherwood SD 88J	2230
4220	2244		Washingtor	Sherwood !	Sherwood Charter School
2245	2245	34511	Washingtor	Gaston SD 511J	2230
2247	2247	35001	Wheeler	Spray SD 1	2004
2248	2248	35021	Wheeler	Fossil SD 21J	2004
1205	2248		Wheeler	Fossil SD 21	Fossil Charter School
2249	2249	35055	Wheeler	Mitchell SD 55	2004
5150	2249		Wheeler	Mitchell SD	Insight School of Oregon Painted Hills
5440	2249		Wheeler	Mitchell SD	Cascade Virtual Academy
5441	2249		Wheeler	Mitchell SD	Destinations Career Academy of Oregon
2251	2251	36001	Yamhill	Yamhill Carlton SD 1	2117
2252	2252	36004	Yamhill	Amity SD 4J	2117
4505	2252		Yamhill	Amity SD 4.	Eola Hills Charter School
2253	2253	36008	Yamhill	Dayton SD 8	2117
2254	2254	36029	Yamhill	Newberg SD 29J	2117
2255	2255	36030	Yamhill	Willamina SD 30J	2117
2256	2256	36040	Yamhill	McMinnville SD 40	2117
2257	2257	36048	Yamhill	Sheridan SD 48J	2117
2728	2257		Yamhill	Sheridan SI	Sheridan Japanese School
4833	2257		Yamhill	Sheridan SI	Sheridan AllPrep Academy
2336	2336	37001	State of Or(	Oregon Department of Education	
3476	3476		State of Or(	ODE JDEP District	

3477	3477		State of Or	ODE YCEP District		
1902	1902	03000	Clackamas	Clackamas ESD		
1949	1949	06000	Coos	South Coast ESD		
1975	1975	09000	Deschutes	High Desert ESD		
1980	1980	10000	Douglas	Douglas ESD		
2004	2004	11000	Gilliam	North Central ESD		
2007	2007	12000	Grant	Grant ESD		
2013	2013	13000	Harney	Harney ESD Region XVII		
2025	2025	15000	Jackson	Southern Oregon ESD		
2049	2049	16000	Jefferson	Jefferson ESD		
2058	2058	19000	Lake	Lake ESD		
2064	2064	20000	Lane	Lane ESD		
2098	2098	22000	Linn	Linn Benton Lincoln ESD		
2106	2106	23000	Malheur	Malheur ESD Region 14		
2117	2117	24000	Marion	Willamette ESD		
2148	2148	26000	Multnomal	Multnomah ESD		2148
2200	2200	30000	Umatilla	InterMountain ESD		
2218	2218	32000	Wallowa	Region 18 ESD		
2223	2223	33000	Wasco	Columbia Gorge ESD		
2230	2230	34000	Washingtor	Northwest Regional ESD		
Total						

7	8	9	10	11	12	13	14	15
Tax_F	FFF_F	CMF_F	CSF_F	SMT_F	EQESD_F	InLieu_F	LRevAdj_F	AvgTchrExp
4891742	0	0	100	0	0	0	0	11.06
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1111500	500	0	0	0	0	0	0	12.33
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277184	0	0	0	0	0	1216	0	12
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875000	0	0	0	12000	0	0	0	11.48
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1341600	0	0	5200	0	0	1500	0	8.8
412000	0	0	2000	0	0	0	0	10.63
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3986635	0	0	30000	50000	0	0	0	13.14
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38901571	17500	0	1000	0	0	0	0	12.75
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35650000	3000	0	0	0	0	0	0	13.22
71300000	90000	0	5000	0	0	0	0	13.42
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0	0	0	0	0	0	0	0	0
8600000	0	0	0	50000	0	0	0	11.1
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15703000	0	0	0	0	0	0	0	11.31
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2111554	1000	0	0	0	0	0	0	12.74
28691822	10000	0	0	0	0	0	0	12.28
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15297662	0	0	0	0	0	0	0	13.99
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0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
4325000	0	0	0	0	0	0	0	11.64
5800000	0	0	1200000	200000	0	0	0	14.52
480000	0	0	155000	6000000	0	0	0	11.19
15719809	0	0	2124441	281644	0	0	0	16.3
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2858250	0	0	950000	500000	0	0	0	9.82
1155000	0	0	250000	50000	0	2000	0	9.66

9300000	0	0	80000	140000	0	350000	0	9.27
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3728500	0	0	20000	65000	0	0	0	10.06
3600000	0	0	30000	40000	0	0	0	9.73
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9424500	0	0	105000	105000	0	0	0	13.43
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2231616	11000	0	0	0	0	0	0	10.46
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5500000	0	0	0	0	0	0	0	10.81
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235000	0	0	0	0	0	0	0	9
1815000	0	0	9000	0	0	0	0	11.9
3700000	4000	0	12000	0	0	0	0	10.87
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1787000	0	0	0	0	0	0	0	12.45
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82555000	0	0	400000	0	0	55000	0	13.64
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25488700	0	0	115500	0	0	0	0	12.16
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8650000	0	0	25000	0	0	0	0	15.22
1355000	50000	0	9500	0	0	0	0	8.1
17280000	0	0	70000	0	0	0	0	13.14
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3919000	90000	0	20000	0	0	0	0	14.99
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285000	0	0	3500	0	0	0	0	13.57
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950000	40000	0	7000	0	0	0	0	12.14
915000	0	0	3500	0	0	0	0	11.39
770000	20000	0	3500	0	0	0	0	10.06
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1250000	25000	0	7000	0	0	0	0	14.43
995000	0	0	4000	150000	0	0	0	9.9
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3136893	140000	0	12500	0	0	0	0	12.31
2975544	150000	0	35000	0	0	0	0	13.85

1796742	0	0	0	0	160000	0	0	20.87
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525000	0	0	0	0	160000	5000	0	11.24
582000	0	0	6000	0	460000	0	0	13.25
160000	141319	0	1420	0	190000	0	0	11.25
77000	73288	0	570	0	90000	0	0	12.17
74870	0	0	450	0	56000	0	0	6.33
62000	0	0	300	0	60000	0	0	15.4
1660000	130000	0	0	0	0	40000	0	11.57
218006	0	0	3000	5000	0	15000	0	19.25
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24501	0	0	0	0	0	0	0	27
29000	0	0	0	0	0	0	0	16
26780	0	0	0	0	0	0	0	8
41889	6500	0	980	0	0	325	0	35
0	1000	0	1500	0	0	0	0	9.09
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3232	0	0	0	0	0	5231	0	7
27000	5500	0	325	0	0	1400	0	14.5
493500	0	0	2000	5800	0	25000	0	17.47
11862660	100000	0	0	0	0	0	0	14.05
9200000	20000	0	0	0	0	0	0	12.32
0	0	0	0	0	0	0	0	0
14409341	0	0	0	0	400000	0	0	11.58
12207802	25000	0	0	0	0	0	0	12.74
10975000	0	0	0	0	0	0	0	10.51
0	0	0	0	0	0	0	0	0
3496439	10000	0	0	0	0	0	0	10.63
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500000	3000	0	0	0	0	0	0	11.75
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436979	0	0	0	0	0	0	0	8.25
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210354	0	0	0	0	0	0	0	9.53
38728000	0	0	0	0	0	0	0	10.66
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1700000	0	0	3000	0	0	0	0	11.62
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297191	0	0	1300	0	0	0	0	6.83
4687000	0	0	45000	0	0	0	0	9.77
14800000	0	0	0	0	0	0	0	13.21
16854702	0	0	0	0	0	0	0	13.11
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6449125	0	0	30000	125000	0	0	0	12.08

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15844755	90000	0	215000	600000	0	0	0	12.12
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2910000	330000	0	0	0	0	92000	0	12.69
337500	30000	0	21000	0	0	0	0	13.22
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940000	100000	0	0	0	0	0	0	15.94
42400	0	0	0	0	0	4250	0	9
206000	3500	0	0	0	0	0	0	10
2997506	0	0	7100	0	0	0	0	11.51
72635000	0	0	250000	0	0	0	0	11.99
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
26558778	0	0	190000	0	0	0	0	11.93
0	0	0	0	0	0	0	0	0
4533966	0	0	25000	0	0	0	0	11.68
0	0	0	0	0	0	0	0	0
664076	0	0	17411	225000	0	225	0	8.79
3420000	0	0	19900	0	0	3620	0	12.15
7562057	0	0	65000	0	0	10000	0	12.44
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
16464599	50000	0	60000	0	0	0	0	11.86
1263000	0	0	5000	10000	0	1000	0	10.57
1875462	0	0	3000	0	0	800	0	9.45
0	0	0	0	0	0	0	0	0
5291915	0	0	29950	0	0	0	0	12.06
1188000	0	0	9000	0	0	0	0	7.16
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
1358831	0	0	8219	0	0	624	0	10.01
898160	0	0	4000	0	0	500	0	12.1
0	0	0	0	0	0	0	0	0
289214	0	0	2000	200000	0	120	0	14.87
0	0	0	0	0	0	0	0	0
7036623	0	0	25000	0	0	1500	0	12.96
38351390	0	0	300000	500000	0	0	0	9.66
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
2106082	0	0	89113	15000	0	0	0	9.96
25000000	150000	0	40000	200000	0	0	0	11.23
10630740	0	0	0	160000	0	0	0	10.87

0	0	0	0	0	0	0	0	0
4800000	0	0	0	50000	0	0	0	11.18
0	0	0	0	0	0	0	0	0
1475000	100000	0	65000	30000	0	0	0	10.76
0	0	0	0	0	0	0	0	0
1905000	0	0	40000	1200000	0	0	0	10.76
0	0	0	0	0	0	0	0	0
3338709	10000	0	0	25000	0	0	0	9.44
177000	0	0	0	0	0	0	0	10.29
4400000	0	0	0	0	0	0	0	10.88
0	0	0	0	0	0	0	0	0
60750	0	0	0	0	0	0	0	4
956400	0	0	400	0	0	0	0	13.04
189000	0	0	0	0	0	0	0	19.2
0	0	0	0	0	0	0	0	0
20000	0	0	0	0	0	0	0	12.1
341335	0	0	95	0	0	0	0	18.91
110000	0	0	0	0	0	0	0	15.21
0	0	0	0	0	0	0	0	0
76000	0	0	0	0	0	0	0	10.5
1970000	0	0	2000	0	0	0	0	16.69
2300000	6500	0	0	0	0	0	0	11.24
0	0	0	0	0	0	0	0	0
7960000	5000	0	10000	100000	0	0	0	12.18
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
5488410	0	0	18500	0	0	0	0	11.93
2248538	7000	0	3500	1000	0	0	0	13.02
3828000	0	0	20000	0	0	0	0	10.91
87000000	392	0	280509	0	0	0	0	11.75
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
6210000	7500	0	45000	250000	0	0	0	10.44
800000	0	0	1500	0	0	0	0	11.47
1199145	0	0	6500	80000	0	0	0	13.46
8280000	0	0	44000	0	0	0	0	10.48
0	0	0	0	0	0	0	0	0
7800000	35000	0	25000	0	0	173000	0	11.91
775000	0	0	16000	0	0	0	0	14.31
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
2.44E+08	0	0	12402	0	0	327000	0	11.69
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0

0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
19600000	0	0	1500	0	0	0	0	10.98
26737273	0	0	1800	0	0	0	0	12.64
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
29914000	6000	0	2500	0	0	0	0	12.15
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
12979746	1000	0	0	0	0	0	0	12.37
1811000	0	0	700	0	0	0	0	9.48
15480489	0	0	2000	0	0	0	0	12.81
0	0	0	0	0	0	0	0	0
2741675	45	0	0	0	0	0	0	15.98
7450000	350	0	41000	0	0	3200	0	12.34
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
6721691	0	0	0	0	0	0	0	11.5
515085	0	0	625	580	0	2200	0	12.72
383300	0	0	0	0	0	0	0	3.85
1510000	0	0	20000	0	189970	0	0	12.63
8308986	100000	0	0	4000000	0	0	0	9.68
9145102	0	0	700000	2380000	0	0	0	13.16
5840000	0	0	350000	225000	0	0	0	15.33
675000	250	0	5000	0	0	0	0	10.39
585000	100	0	10000	0	0	0	0	11.44
530000	500	0	7000	0	0	0	0	9.41
2470000	0	0	35000	0	0	0	0	10.34
3050000	2500	0	46000	0	0	0	0	12.34
9275000	8400	0	165000	0	0	0	0	10.54
6190000	5000	0	90000	0	0	0	0	15.57
0	0	0	0	0	0	0	0	0
1260000	1000	0	16000	0	0	0	0	15.72
1194903	0	0	12000	0	0	11800	0	9.34
87000	50	0	725	0	0	0	0	20.3
5697216	110000	0	79000	0	0	0	0	11.59
987079	16000	0	12000	0	0	0	0	13.69
450000	5000	0	6500	0	0	5000	0	14.06
0	0	0	0	0	0	0	0	0

570000	0	0	12000	0	0	0	0	18.49
0	0	0	0	0	0	0	0	0
740000	0	0	9600	0	0	0	0	13.78
0	0	0	0	0	0	0	0	0
825000	0	0	15000	0	0	0	0	9.7
505000	0	0	0	0	500000	0	0	13.57
0	0	0	0	0	0	0	0	0
225000	0	0	0	0	410000	0	0	11.79
467563	0	0	0	0	721315	0	0	14.62
9630	0	0	0	0	36543	0	0	31
1535000	0	0	0	0	0	0	0	17.55
1050000	0	0	19000	0	0	0	0	11
8120000	150000	0	50000	0	0	0	0	11.75
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
76790008	0	0	450000	650000	0	0	0	11.8
0	0	0	0	0	0	0	0	0
3075000	0	0	25000	650000	0	0	0	10.86
13300000	0	0	95000	1100000	0	0	0	12.08
0	0	0	0	0	0	0	0	0
57000000	0	0	300000	0	0	0	0	12.84
0	0	0	0	0	0	0	0	0
1.44E+08	0	0	600000	0	0	0	0	12.53
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
15972059	500	0	66673	0	0	2065	0	12.39
0	0	0	0	0	0	0	0	0
1295000	0	0	15000	800000	0	0	0	10.35
177860	0	0	4500	0	73000	0	0	16.17
210967	35000	0	0	0	360000	0	0	13.07
0	0	0	0	0	0	0	0	0
146420	0	0	4500	0	295785	0	0	10.67
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
3437211	0	0	0	0	0	0	0	11.79
1630000	0	0	1000	0	0	0	0	11.71
0	0	0	0	0	0	0	0	0
2427200	0	0	2000	0	0	0	0	11.72
16700000	0	0	10000	0	0	0	0	13.98
1997176	0	0	3800	0	0	0	0	8.29
14800000	0	0	25000	0	0	0	0	13.29
1545133	0	0	10500	0	0	0	0	7.54
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	12.1
0	0	0	0	0	0	0	0	12.1

0	0	0	0	0	0	0	0	12.1
17294000	0	0	0	0	0	1500	0	11.75
3914000	0	0	0	0	0	0	0	3.47
2634173	0	0	0	0	0	0	0	18.45
4393800	0	0	0	0	0	0	0	9.63
2603892	0	0	0	0	0	0	0	4.81
1975000	0	0	0	0	0	0	0	0
488250	0	0	0	0	0	4000	0	0
12100000	0	0	0	0	0	0	0	17.21
348900	0	0	0	0	0	0	0	2
683000	0	0	0	0	0	0	0	1
7440000	0	0	0	40000	0	3000	0	11.76
7694622	0	0	0	120000	0	0	0	16.58
681000	0	0	0	0	0	0	0	4.31
12000000	0	0	0	20000	0	5000	0	13.65
34300000	0	0	0	0	0	0	0	8.59
6550000	0	0	0	0	0	0	0	12.69
3111296	0	0	0	0	1717622	0	0	16.72
2075000	0	0	0	0	0	0	0	0
12420000	0	0	0	400000	0	0	0	15.21

16	17	18	19	20	21	22	23	24
Transp_F	ADM_F	ADM_Dist	ADM_Non	ADM_Chtr_	SpacerA	SumFact_F	SumFact_D	SumFact_N
866170	4055	4055	4055	0	--ADMw_F-	4055	4055	4055
0	0		0	0	--ADMw_F-	0		0
0	0		0	0	--ADMw_F-	0		0
291000	95	95	95	0	--ADMw_F-	95	95	95
0	0		0	0	--ADMw_F-	0		0
305514	48	48	48	0	--ADMw_F-	48	48	48
0	0		0	0	--ADMw_F-	0		0
385000	205	205	205	0	--ADMw_F-	205	205	205
0	0		0	0	--ADMw_F-	0		0
540000	365.8	365.8	365.8	0	--ADMw_F-	365.8	365.8	365.8
550000	210	210	210	0	--ADMw_F-	210	210	210
0	0		0	0	--ADMw_F-	0		0
753981	1605	1605	1605	0	--ADMw_F-	1605	1605	1605
0	0		0	0	--ADMw_F-	0		0
5473600	6789	6789	6789	0	--ADMw_F-	6789	6789	6789
0	0		0	0	--ADMw_F-	0		0
5000000	9998	9998	9998	0	--ADMw_F-	9998	9998	9998
0	0		0	0	--ADMw_F-	0		0
4000000	6925	6925	6925	0	--ADMw_F-	6925	6925	6925
12055500	17170	17170	17170	0	--ADMw_F-	17170	17170	17170
0	0		0	0	--ADMw_F-	0		0
0	0		0	0	--ADMw_F-	0		0
0	0		0	0	--ADMw_F-	0		0
0	0		0	0	--ADMw_F-	0		0
2280000	2745	2745	2745	0	--ADMw_F-	2745	2745	2745
0	0		0	0	--ADMw_F-	0		0
0	0		0	0	--ADMw_F-	0		0
3450000	4436	4436	4436	0	--ADMw_F-	4436	4436	4436
0	0		0	0	--ADMw_F-	0		0
621962	613	613	613	0	--ADMw_F-	613	613	613
6670000	7922.9	7922.9	7922.9	0	--ADMw_F-	7922.9	7922.9	7922.9
0	0		0	0	--ADMw_F-	0		0
0	0		0	0	--ADMw_F-	0		0
0	0		0	0	--ADMw_F-	0		0
0	0		0	0	--ADMw_F-	0		0
3571001	4684	4684	4684	0	--ADMw_F-	4684	4684	4684
1600000	2589	2589	2589	0	--ADMw_F-	2589	2589	2589
0	0		0	0	--ADMw_F-	0		0
0	0		0	0	--ADMw_F-	0		0
1251130	1961	1961	1961	0	--ADMw_F-	1961	1961	1961
1250000	1850	1850	1850	0	--ADMw_F-	1850	1850	1850
0	180	180	180	0	--ADMw_F-	180	180	180
1455368	1659	1659	1659	0	--ADMw_F-	1659	1659	1659
0	0		0	0	--ADMw_F-	0		0
550000	1014	1014	1014	0	--ADMw_F-	1014	1014	1014
324500	511	511	511	0	--ADMw_F-	511	511	511

1940000	2409	2409	2409	0 --ADMw_F-	2409	2409	2409
0	0		0	0 --ADMw_F-	0		0
957575	725	725	725	0 --ADMw_F-	725	725	725
1035250	890	890	890	0 --ADMw_F-	890	890	890
0	0		0	0 --ADMw_F-	0		0
735000	566	566	566	0 --ADMw_F-	566	566	566
1576725	2798.9	2798.9	2798.9	0 --ADMw_F-	2798.9	2798.9	2798.9
0	0		0	0 --ADMw_F-	0		0
500000	1260	1260	1260	0 --ADMw_F-	1260	1260	1260
2100000	3196	3196	3196	0 --ADMw_F-	3196	3196	3196
0	0		0	0 --ADMw_F-	0		0
0	0		0	0 --ADMw_F-	0		0
1450000	4293	4293	4293	0 --ADMw_F-	4293	4293	4293
0	0		0	0 --ADMw_F-	0		0
8000	115	115	115	0 --ADMw_F-	115	115	115
665000	530	530	530	0 --ADMw_F-	530	530	530
334420	691.5	691.5	691.5	0 --ADMw_F-	691.5	691.5	691.5
1580020	2943	2943	2943	0 --ADMw_F-	2943	2943	2943
0	0		0	0 --ADMw_F-	0		0
315000	470	470	470	0 --ADMw_F-	470	470	470
300000	220	220	220	0 --ADMw_F-	220	220	220
925000	1550	1550	1550	0 --ADMw_F-	1550	1550	1550
8450000	18325	18325	18325	0 --ADMw_F-	18325	18325	18325
0	0		0	0 --ADMw_F-	0		0
0	0		0	0 --ADMw_F-	0		0
3974800	7497.2	7497.2	7497.2	0 --ADMw_F-	7497.2	7497.2	7497.2
0	0		0	0 --ADMw_F-	0		0
850000	1100	1100	1100	0 --ADMw_F-	1100	1100	1100
330000	596	596	596	0 --ADMw_F-	596	596	596
3749563	5925	5925	5925	0 --ADMw_F-	5925	5925	5925
0	0		0	0 --ADMw_F-	0		0
628000	743	743	743	0 --ADMw_F-	743	743	743
225000	187	187	187	0 --ADMw_F-	187	187	187
0	0		0	0 --ADMw_F-	0		0
1000000	1525	1525	1525	0 --ADMw_F-	1525	1525	1525
110000	205	205	205	0 --ADMw_F-	205	205	205
0	0		0	0 --ADMw_F-	0		0
260000	335	335	335	0 --ADMw_F-	335	335	335
275000	233	233	233	0 --ADMw_F-	233	233	233
450000	245	245	245	0 --ADMw_F-	245	245	245
0	0		0	0 --ADMw_F-	0		0
270000	385	385	385	0 --ADMw_F-	385	385	385
380000	305	305	305	0 --ADMw_F-	305	305	305
0	0		0	0 --ADMw_F-	0		0
480000	670	670	670	0 --ADMw_F-	670	670	670
0	0		0	0 --ADMw_F-	0		0
981000	1410	1410	1410	0 --ADMw_F-	1410	1410	1410
753949	1290	1290	1290	0 --ADMw_F-	1290	1290	1290

515032	172	172	172	0 --ADMw_F-	172	172	172
0	0		0	0 --ADMw_F-	0		0
250000	135	135	135	0 --ADMw_F-	135	135	135
785000	585	585	585	0 --ADMw_F-	585	585	585
90000	151	151	151	0 --ADMw_F-	151	151	151
140000	51	51	51	0 --ADMw_F-	51	51	51
74744	46	46	46	0 --ADMw_F-	46	46	46
125000	31	31	31	0 --ADMw_F-	31	31	31
429000	850	850	850	0 --ADMw_F-	850	850	850
45000	368	368	368	0 --ADMw_F-	368	368	368
0	0		0	0 --ADMw_F-	0		0
6200	8	8	8	0 --ADMw_F-	7.2	7.2	7.2
6000	5	5	5	0 --ADMw_F-	4.5	4.5	4.5
8600	12	12	12	0 --ADMw_F-	10.8	10.8	10.8
7000	7	7	7	0 --ADMw_F-	6.3	6.3	6.3
5000	1	1	1	0 --ADMw_F-	1	1	1
0	0		0	0 --ADMw_F-	0		0
3500	3	3	3	0 --ADMw_F-	2.7	2.7	2.7
102000	15	15	15	0 --ADMw_F-	13.5	13.5	13.5
400000	480	480	480	0 --ADMw_F-	480	480	480
2188245	3837	3837	3837	0 --ADMw_F-	3837	3837	3837
1700000	2560	2560	2560	0 --ADMw_F-	2560	2560	2560
0	0		0	0 --ADMw_F-	0		0
1099000	2944	2944	2944	0 --ADMw_F-	2944	2944	2944
2372080	4833.9	4833.9	4833.9	0 --ADMw_F-	4833.9	4833.9	4833.9
1800000	4150	4150	4150	0 --ADMw_F-	4150	4150	4150
0	0		0	0 --ADMw_F-	0		0
938445	1070	1070	1070	0 --ADMw_F-	1070	1070	1070
0	0		0	0 --ADMw_F-	0		0
300000	229	229	229	0 --ADMw_F-	229	229	229
0	0		0	0 --ADMw_F-	0		0
170000	220	220	220	0 --ADMw_F-	220	220	220
0	0		0	0 --ADMw_F-	0		0
19000	27	27	27	0 --ADMw_F-	27	27	27
6080800	14250	14250	14250	0 --ADMw_F-	14250	14250	14250
0	0		0	0 --ADMw_F-	0		0
0	0		0	0 --ADMw_F-	0		0
0	0		0	0 --ADMw_F-	0		0
0	0		0	0 --ADMw_F-	0		0
300000	667	667	667	0 --ADMw_F-	667	667	667
50000	6.5	6.5	6.5	0 --ADMw_F-	6.5	6.5	6.5
43000	32	32	32	0 --ADMw_F-	32	32	32
1950000	2895	2895	2895	0 --ADMw_F-	2895	2895	2895
2700000	6058	6058	6058	0 --ADMw_F-	6058	6058	6058
4494589	4621	4621	4621	0 --ADMw_F-	4621	4621	4621
0	0		0	0 --ADMw_F-	0		0
0	0		0	0 --ADMw_F-	0		0
1400000	2955	2955	2955	0 --ADMw_F-	2955	2955	2955

0	0		0	0 --ADMw_F-	0		0
4509080	6655	6655	6655	0 --ADMw_F-	6655	6655	6655
0	0		0	0 --ADMw_F-	0		0
350000	738	738	738	0 --ADMw_F-	738	738	738
80000	200	200	200	0 --ADMw_F-	200	200	200
0	0		0	0 --ADMw_F-	0		0
422000	228	228	228	0 --ADMw_F-	228	228	228
80000	5	5	5	0 --ADMw_F-	5	5	5
40000	13	13	13	0 --ADMw_F-	13	13	13
859844	1015	1015	1015	0 --ADMw_F-	1015	1015	1015
7941274	16920.3	16920.3	16920.3	0 --ADMw_F-	16920.3	16920.3	16920.3
0	0		0	0 --ADMw_F-	0		0
0	0		0	0 --ADMw_F-	0		0
0	0		0	0 --ADMw_F-	0		0
0	0		0	0 --ADMw_F-	0		0
0	0		0	0 --ADMw_F-	0		0
4726454	10876.2	10876.2	10876.2	0 --ADMw_F-	10876.2	10876.2	10876.2
0	0		0	0 --ADMw_F-	0		0
				--ADMw_F-->			
1228640	1515	1515	1515	0 --ADMw_F-	1515	1515	1515
0	0		0	0 --ADMw_F-	0		0
250000	142	142	142	0 --ADMw_F-	142	142	142
943000	1285	1285	1285	0 --ADMw_F-	1285	1285	1285
2547360	2719.5	2719.5	2719.5	0 --ADMw_F-	2719.5	2719.5	2719.5
0	0		0	0 --ADMw_F-	0		0
0	0		0	0 --ADMw_F-	0		0
3165594	5530	5530	5530	0 --ADMw_F-	5530	5530	5530
370000	224	224	224	0 --ADMw_F-	224	224	224
269783	195	195	195	0 --ADMw_F-	195	195	195
0	0		0	0 --ADMw_F-	0		0
1275000	1665	1665	1665	0 --ADMw_F-	1665	1665	1665
655000	902	902	902	0 --ADMw_F-	902	902	902
0	0		0	0 --ADMw_F-	0		0
0	0		0	0 --ADMw_F-	0		0
393649	579	579	579	0 --ADMw_F-	579	579	579
227000	600	600	600	0 --ADMw_F-	600	600	600
0	0		0	0 --ADMw_F-	0		0
255185	230	230	230	0 --ADMw_F-	230	230	230
0	0		0	0 --ADMw_F-	0		0
779092	1309	1309	1309	0 --ADMw_F-	1309	1309	1309
4549398	5558	5558	5558	0 --ADMw_F-	5558	5558	5558
0	0		0	0 --ADMw_F-	0		0
0	0		0	0 --ADMw_F-	0		0
0	0		0	0 --ADMw_F-	0		0
0	0		0	0 --ADMw_F-	0		0
325000	822	822	822	0 --ADMw_F-	822	822	822
4950000	9381	9381	9381	0 --ADMw_F-	9381	9381	9381
1875000	4237	4237	4237	0 --ADMw_F-	4237	4237	4237

0	0		0	0	--ADMw_F-	0		0
1525000	2300	2300	2300	0	--ADMw_F-	2300	2300	2300
0	0		0	0	--ADMw_F-	0		0
554436	1009	1009	1009	0	--ADMw_F-	1009	1009	1009
0	0		0	0	--ADMw_F-	0		0
395500	4567	4567	4567	0	--ADMw_F-	4567	4567	4567
0	0		0	0	--ADMw_F-	0		0
657556	654	654	654	0	--ADMw_F-	654	654	654
					--ADMw_F-->			
140000	47	47	47	0	--ADMw_F-	47	47	47
1000000	2690	2690	2690	0	--ADMw_F-	2690	2690	2690
0	0		0	0	--ADMw_F-	0		0
32000	2	2	2	0	--ADMw_F-	2	2	2
485000	1241	1241	1241	0	--ADMw_F-	1241	1241	1241
88520	117	117	117	0	--ADMw_F-	117	117	117
0	0		0	0	--ADMw_F-	0		0
2040	3	3	3	0	--ADMw_F-	3	3	3
276712	286	286	286	0	--ADMw_F-	286	286	286
218000	95	95	95	0	--ADMw_F-	95	95	95
0	0		0	0	--ADMw_F-	0		0
91000	24	24	24	0	--ADMw_F-	24	24	24
585000	910	910	910	0	--ADMw_F-	910	910	910
700000	1405	1405	1405	0	--ADMw_F-	1405	1405	1405
0	0		0	0	--ADMw_F-	0		0
2275000	3920	3920	3920	0	--ADMw_F-	3920	3920	3920
0	0		0	0	--ADMw_F-	0		0
0	0		0	0	--ADMw_F-	0		0
1604262	2344	2344	2344	0	--ADMw_F-	2344	2344	2344
628925	858	858	858	0	--ADMw_F-	858	858	858
1193540	1890	1890	1890	0	--ADMw_F-	1890	1890	1890
17039362	41326	41326	41326	0	--ADMw_F-	41326	41326	41326
0	0		0	0	--ADMw_F-	0		0
0	0		0	0	--ADMw_F-	0		0
0	0		0	0	--ADMw_F-	0		0
0	0		0	0	--ADMw_F-	0		0
0	0		0	0	--ADMw_F-	0		0
975000	2248	2248	2248	0	--ADMw_F-	2248	2248	2248
100000	223	223	223	0	--ADMw_F-	223	223	223
299028	735.7	735.7	735.7	0	--ADMw_F-	735.7	735.7	735.7
2700000	5555	5555	5555	0	--ADMw_F-	5555	5555	5555
0	0		0	0	--ADMw_F-	0		0
860000	2304	2304	2304	0	--ADMw_F-	2304	2304	2304
380000	178	178	178	0	--ADMw_F-	178	178	178
0	0		0	0	--ADMw_F-	0		0
0	0		0	0	--ADMw_F-	0		0
27240342	48608.3	48608.3	48608.3	0	--ADMw_F-	48608.3	48608.3	48608.3
0	0		0	0	--ADMw_F-	0		0
0	0		0	0	--ADMw_F-	0		0

0	0		0	0 --ADMw_F- --ADMw_F-->	0		0
0	0		0	0 --ADMw_F-	0		0
0	0		0	0 --ADMw_F-	0		0
0	0		0	0 --ADMw_F-	0		0
0	0		0	0 --ADMw_F-	0		0
0	0		0	0 --ADMw_F-	0		0
0	0		0	0 --ADMw_F-	0		0
2246490	3068.6	3068.6	3068.6	0 --ADMw_F-	3068.6	3068.6	3068.6
7600000	10859	10859	10859	0 --ADMw_F-	10859	10859	10859
0	0		0	0 --ADMw_F-	0		0
0	0		0	0 --ADMw_F-	0		0
0	0		0	0 --ADMw_F-	0		0
5925000	11527	11527	11527	0 --ADMw_F-	11527	11527	11527
0	0		0	0 --ADMw_F-	0		0
0	0		0	0 --ADMw_F-	0		0
0	0		0	0 --ADMw_F-	0		0
0	0		0	0 --ADMw_F-	0		0
3369741	6082	6082	6082	0 --ADMw_F-	6082	6082	6082
622000	1175	1175	1175	0 --ADMw_F-	1175	1175	1175
6449173	9687.1	9687.1	9687.1	0 --ADMw_F-	9687.1	9687.1	9687.1
0	0		0	0 --ADMw_F-	0		0
139650	584	584	584	0 --ADMw_F-	584	584	584
1835000	3240	3240	3240	0 --ADMw_F-	3240	3240	3240
0	0		0	0 --ADMw_F-	0		0
0	0		0	0 --ADMw_F-	0		0
1680000	3180	3180	3180	0 --ADMw_F-	3180	3180	3180
129000	315	315	315	0 --ADMw_F-	315	315	315
120000	186	186	186	0 --ADMw_F-	186	186	186
420000	261	261	261	0 --ADMw_F-	261	261	261
1657164	2213	2213	2213	0 --ADMw_F-	2213	2213	2213
850000	848	848	848	0 --ADMw_F-	848	848	848
556000	502	502	502	0 --ADMw_F-	502	502	502
97000	188	188	188	0 --ADMw_F-	188	188	188
160000	309	309	309	0 --ADMw_F-	309	309	309
129000	285	285	285	0 --ADMw_F-	285	285	285
669000	1350	1350	1350	0 --ADMw_F-	1350	1350	1350
780000	1750	1750	1750	0 --ADMw_F-	1750	1750	1750
1750000	5734	5734	5734	0 --ADMw_F-	5734	5734	5734
1340000	3075	3075	3075	0 --ADMw_F-	3075	3075	3075
0	0		0	0 --ADMw_F-	0		0
250000	560	560	560	0 --ADMw_F-	560	560	560
308400	470	470	470	0 --ADMw_F-	470	470	470
22000	32	32	32	0 --ADMw_F-	32	32	32
694205	2293	2293	2293	0 --ADMw_F-	2293	2293	2293
148477	334	334	334	0 --ADMw_F-	334	334	334
205000	275	275	275	0 --ADMw_F-	275	275	275
0	0		0	0 --ADMw_F-	0		0

200000	283	283	283	0 --ADMw_F-	283	283	283
0	0		0	0 --ADMw_F-	0		0
185000	298	298	298	0 --ADMw_F-	298	298	298
0	0		0	0 --ADMw_F-	0		0
210000	392	392	392	0 --ADMw_F-	392	392	392
440000	256	256	256	0 --ADMw_F-	256	256	256
0	0		0	0 --ADMw_F-	0		0
280000	179	179	179	0 --ADMw_F-	179	179	179
436572	413	413	413	0 --ADMw_F-	413	413	413
10000	2	2	2	0 --ADMw_F-	2	2	2
351735	230	230	230	0 --ADMw_F-	230	230	230
430000	330	330	330	0 --ADMw_F-	330	330	330
1700000	2990	2990	2990	0 --ADMw_F-	2990	2990	2990
0	0		0	0 --ADMw_F-	0		0
0	0		0	0 --ADMw_F-	0		0
0	0		0	0 --ADMw_F-	0		0
16000000	20206	20206	20206	0 --ADMw_F-	20206	20206	20206
0	0		0	0 --ADMw_F-	0		0
675000	1100	1100	1100	0 --ADMw_F-	1100	1100	1100
3360000	6044	6044	6044	0 --ADMw_F-	6044	6044	6044
0	0		0	0 --ADMw_F-	0		0
7273000	12399	12399	12399	0 --ADMw_F-	12399	12399	12399
0	0		0	0 --ADMw_F-	0		0
22145000	41135	41135	41135	0 --ADMw_F-	41135	41135	41135
0	0		0	0 --ADMw_F-	0		0
0	0		0	0 --ADMw_F-	0		0
2164103	5308	5308	5308	0 --ADMw_F-	5308	5308	5308
0	0		0	0 --ADMw_F-	0		0
320000	565	565	565	0 --ADMw_F-	565	565	565
180000	60	60	60	0 --ADMw_F-	60	60	60
80000	890	890	890	0 --ADMw_F-	890	890	890
0	0		0	0 --ADMw_F-	0		0
219316	594	594	594	0 --ADMw_F-	594	594	594
0	0		0	0 --ADMw_F-	0		0
0	0		0	0 --ADMw_F-	0		0
0	0		0	0 --ADMw_F-	0		0
725000	1015	1015	1015	0 --ADMw_F-	1015	1015	1015
295000	821	821	821	0 --ADMw_F-	821	821	821
0	0		0	0 --ADMw_F-	0		0
500000	1005	1005	1005	0 --ADMw_F-	1005	1005	1005
2608000	4915	4915	4915	0 --ADMw_F-	4915	4915	4915
533716	850	850	850	0 --ADMw_F-	850	850	850
2575000	6606	6606	6606	0 --ADMw_F-	6606	6606	6606
400000	966	966	966	0 --ADMw_F-	966	966	966
0	0		0	0 --ADMw_F-	0		0
0	0		0	0 --ADMw_F-	0		0
0	0	0	0	0 --ADMw_F-	0	0	0
0	154	154	154	0 --ADMw_F-	231	231	231

0	280	280	280	0 --ADMw_F-	560	560	560
0	0	0	0	0 --ADMw_F-	0	0	0
0	0	0	0	0 --ADMw_F-	0	0	0
0	0	0	0	0 --ADMw_F-	0	0	0
0	0	0	0	0 --ADMw_F-	0	0	0
0	0	0	0	0 --ADMw_F-	0	0	0
0	0	0	0	0 --ADMw_F-	0	0	0
0	0	0	0	0 --ADMw_F-	0	0	0
0	0	0	0	0 --ADMw_F-	0	0	0
0	0	0	0	0 --ADMw_F-	0	0	0
0	0	0	0	0 --ADMw_F-	0	0	0
0	0	0	0	0 --ADMw_F-	0	0	0
0	0	0	0	0 --ADMw_F-	0	0	0
0	0	0	0	0 --ADMw_F-	0	0	0
0	0	0	0	0 --ADMw_F-	0	0	0
0	0	0	0	0 --ADMw_F-	0	0	0
0	0	0	0	0 --ADMw_F-	0	0	0
0	0	0	0	0 --ADMw_F-	0	0	0
0	0	0	0	0 --ADMw_F-	0	0	0
0	0	0	0	0 --ADMw_F-	0	0	0
0	0	0	0	0 --ADMw_F-	0	0	0

25	26	27	28	29	30	31	32	33
SumFact_C	IEP_F	IEP11wt_F	IEPWaiver_	ESL_F	ESLwt_F	ESL_DistAll	ESL_NonCh	ESL_Chtr_F
0	444	444	0	52	26	52	52	0
0	0	0	0	0	0		0	0
0	0	0	0	0	0		0	0
0	10	10	0	0	0	0	0	0
0	0	0	0	0	0		0	0
0	9	5.28	0.7	0	0	0	0	0
0	0	0	0	0	0		0	0
0	20	20	0	1	0.5	1	1	0
0	0	0	0	0	0		0	0
0	59	40.238	3.7	26.1	13.05	26.1	26.1	0
0	40	23.1	4.1	0	0	0	0	0
0	0	0	0	0	0		0	0
0	172	172	2.5	12	6	12	12	0
0	0	0	0	0	0		0	0
0	699	699	0	475	237.5	475	475	0
0	0	0	0	0	0		0	0
0	1040	1040	0	145	72.5	145	145	0
0	0	0	0	0	0		0	0
0	670	670	0	120	60	120	120	0
0	2776	1888.7	286.9	1460	730	1460	1460	0
0	0	0	0	0	0		0	0
0	0	0	0	0	0		0	0
0	0	0	0	0	0		0	0
0	0	0	0	0	0		0	0
0	405	301.95	30.4	145	72.5	145	145	0
0	0	0	0	0	0		0	0
0	0	0	0	0	0		0	0
0	520	487.96	14.9	174	87	174	174	0
0	0	0	0	0	0		0	0
0	106	67.43	9.5	5	2.5	5	5	0
0	1325	871.519	165.6	298	149	298	298	0
0	0	0	0	0	0		0	0
0	0	0	0	0	0		0	0
0	0	0	0	0	0		0	0
0	0	0	0	0	0		0	0
0	586	515.24	8.8	585	292.5	585	585	0
0	320	284.79	0	130	65	130	130	0
0	0	0	0	0	0		0	0
0	0	0	0	0	0		0	0
0	232	215.71	18.3	83	41.5	83	83	0
0	250	203.5	8.9	90	45	90	90	0
0	30	19.8	4.6	0	0	0	0	0
0	249	182.49	33.1	159	79.5	159	159	0
0	0	0	0	0	0		0	0
0	190	111.54	19.3	25	12.5	25	25	0
0	84	56.21	8.4	4	2	4	4	0

0	306	264.99	0	40	20	40	40	0
0	0	0	0	0	0		0	0
0	136	79.75	25.7	4	2	4	4	0
0	114	97.9	3.9	3	1.5	3	3	0
0	0	0	0	0	0		0	0
0	101	62.26	16.9	2.1	1.05	2.1	2.1	0
0	455	307.879	44.4	38	19	38	38	0
0	0	0	0	0	0		0	0
0	180	138.6	0.4	30	15	30	30	0
0	538	351.56	43.1	26	13	26	26	0
0	0	0	0	0	0		0	0
0	0	0	0	0	0		0	0
0	582	472.23	9.7	20	10	20	20	0
0	0	0	0	0	0		0	0
0	0	0	0.1	0	0	0	0	0
0	72	58.3	2.7	13	6.5	13	13	0
0	96	76.065	10.5	6	3	6	6	0
0	412	323.73	11.7	96	48	96	96	0
0	0	0	0	0	0		0	0
0	50	50	0.5	0	0	0	0	0
0	20	20	0	0	0	0	0	0
0	230	170.5	7.6	30	15	30	30	0
0	1880	1880	0	560	280	560	560	0
0	0	0	0	0	0		0	0
0	0	0	0	0	0		0	0
0	1018	824.692	41.2	285.8	142.9	285.8	285.8	0
0	0	0	0	0	0		0	0
0	106	106	0	13	6.5	13	13	0
0	85	65.56	0	0	0	0	0	0
0	721	651.75	3.1	39	19.5	39	39	0
0	0	0	0	0	0		0	0
0	94	81.73	0.1	2	1	2	2	0
0	30	20.57	0.1	0	0	0	0	0
0	0	0	0	0	0		0	0
0	280	167.75	35.6	6	3	6	6	0
0	43	22.55	1.2	0	0	0	0	0
0	0	0	0	0	0		0	0
0	51	36.85	2.4	2	1	2	2	0
0	31	25.63	1.2	0	0	0	0	0
0	25	25	0	0	0	0	0	0
0	0	0	0	0	0		0	0
0	61	42.35	4.3	0	0	0	0	0
0	57	33.55	8.6	0	0	0	0	0
0	0	0	0	0	0		0	0
0	127	73.7	23.7	0	0	0	0	0
0	0	0	0	0	0		0	0
0	188	155.1	3.1	9	4.5	9	9	0
0	206	141.9	1.4	24	12	24	24	0

0	20	18.92	1.4	4	2	4	4	0
0	0	0	0	0	0		0	0
0	21	14.85	0	0	0	0	0	0
0	83	64.35	5.8	4	2	4	4	0
0	20	16.61	0.8	0	0	0	0	0
0	8	5.61	0.7	3	1.5	3	3	0
0	7	5.06	0	0	0	0	0	0
0	6	3.41	1	0	0	0	0	0
0	114	93.5	4.3	2	1	2	2	0
0	35	35	0	2	1	2	2	0
0	0	0	0	0	0		0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	1.5	1.32	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0		0	0
0	0	0	0	0	0	0	0	0
0	2	1.65	0.6	1	0.5	1	1	0
0	23	23	0	0	0	0	0	0
0	492	422.07	2	714.1	357.05	714.1	714.1	0
0	384	281.6	30.3	275	137.5	275	275	0
0	0	0	0	0	0		0	0
0	330	323.84	1.8	11	5.5	11	11	0
0	684	531.729	12	150.3	75.15	150.3	150.3	0
0	520	456.5	0.8	360	180	360	360	0
0	0	0	0	0	0		0	0
0	172	117.7	23.3	4	2	4	4	0
0	0	0	0	0	0		0	0
0	23	23	0.2	0	0	0	0	0
0	0	0	0	0	0		0	0
0	56	24.2	15.2	0	0	0	0	0
0	0	0	0	0	0		0	0
0	5	2.97	0.2	0	0	0	0	0
0	2148	1567.5	38	828	414	828	828	0
0	0	0	0	0	0		0	0
0	0	0	0	0	0		0	0
0	0	0	0	0	0		0	0
0	0	0	0	0	0		0	0
0	90	73.37	4	75	37.5	75	75	0
0	0	0	0	0	0	0	0	0
0	2	2	0	0	0	0	0	0
0	492	318.45	47.1	720	360	720	720	0
0	750	666.38	6.1	80	40	80	80	0
0	564	508.31	0.7	45	22.5	45	45	0
0	0	0	0	0	0		0	0
0	0	0	0	0	0		0	0
0	425	325.05	8.8	115	57.5	115	115	0

0	0	0	0	0	0		0	0
0	893	732.05	7.2	301	150.5	301	301	0
0	0	0	0	0	0		0	0
0	117	81.18	0.5	31	15.5	31	31	0
0	18	18	0	0	0	0	0	0
0	0	0	0	0	0		0	0
0	45	25.08	5	0	0	0	0	0
0	0	0	0.4	0	0	0	0	0
0	2	1.43	0.1	0	0	0	0	0
0	156	111.65	5.6	1	0.5	1	1	0
0	2432	1861.233	86.7	575	287.5	575	575	0
0	0	0	0	0	0		0	0
0	0	0	0	0	0		0	0
0	0	0	0	0	0		0	0
0	0	0	0	0	0		0	0
0	0	0	0	0	0		0	0
0	1420	1196.382	233	605	302.5	605	605	0
0	0	0	0	0	0		0	0
0	245	166.65	37.8	14	7	14	14	0
0	0	0	0	0	0		0	0
0	18	15.62	5	0	0	0	0	0
0	223	141.35	59.3	35	17.5	35	35	0
0	484	299.145	62.1	101	50.5	101	101	0
0	0	0	0	0	0		0	0
0	0	0	0	0	0		0	0
0	1016	608.3	250.6	210	105	210	210	0
0	41	24.64	11.9	2	1	2	2	0
0	33	21.45	7	0	0	0	0	0
0	0	0	0	0	0		0	0
0	248	183.15	10.3	46	23	46	46	0
0	97	97	0	8	4	8	8	0
0	0	0	0	0	0		0	0
0	0	0	0	0	0		0	0
0	104	63.69	8.9	0	0	0	0	0
0	57	57	0.6	0	0	0	0	0
0	0	0	0	0	0		0	0
0	55	25.3	7.2	0	0	0	0	0
0	0	0	0	0	0		0	0
0	190	143.99	8	40	20	40	40	0
0	830	611.38	36	400	200	400	400	0
0	0	0	0	0	0		0	0
0	0	0	0	0	0		0	0
0	0	0	0	0	0		0	0
0	0	0	0	0	0		0	0
0	123	90.42	8.8	22	11	22	22	0
0	1250	1031.91	42.5	550	275	550	550	0
0	690	466.07	43.8	59	29.5	59	59	0

0	0	0	0	0	0		0	0
0	420	253	85.8	5	2.5	5	5	0
0	0	0	0	0	0		0	0
0	108	108	0	7	3.5	7	7	0
0	0	0	0	0	0		0	0
0	738	502.37	49	42	21	42	42	0
0	0	0	0	0	0		0	0
0	101	71.94	5.3	20.2	10.1	20.2	20.2	0
0	6	5.17	0	0	0	0	0	0
0	285	285	1.3	310	155	310	310	0
0	0	0	0	0	0		0	0
0	0	0	0	0	0	0	0	0
0	176	136.51	0	300	150	300	300	0
0	7	7	0	12	6	12	12	0
0	0	0	0	0	0		0	0
0	0	0	0	0	0	0	0	0
0	45	31.46	2.3	25	12.5	25	25	0
0	13	10.45	1.1	0	0	0	0	0
0	0	0	0	0	0		0	0
0	0	0	0	3	1.5	3	3	0
0	104	100.1	1.5	34	17	34	34	0
0	190	154.55	0.8	210	105	210	210	0
0	0	0	0	0	0		0	0
0	490	431.2	6.4	150	75	150	150	0
0	0	0	0	0	0		0	0
0	0	0	0	0	0		0	0
0	350	257.84	18.7	70	35	70	70	0
0	133	94.38	21.2	73	36.5	73	73	0
0	243	207.9	25.9	300	150	300	300	0
0	6815	4545.86	1389.5	6913	3456.5	6913	6913	0
0	0	0	0	0	0		0	0
0	0	0	0	0	0		0	0
0	0	0	0	0	0		0	0
0	0	0	0	0	0		0	0
0	0	0	0	0	0		0	0
0	340	247.28	25.8	100	50	100	100	0
0	27	24.53	1.3	35	17.5	35	35	0
0	86	80.927	0	79.3	39.65	79.3	79.3	0
0	820	611.05	31.4	1700	850	1700	1700	0
0	0	0	0	0	0		0	0
0	296	253.44	1.5	431	215.5	431	431	0
0	25	19.58	1.4	25	12.5	25	25	0
0	0	0	0	0	0		0	0
0	0	0	0	0	0		0	0
0	7411	5346.913	616.7	3360	1680	3360	3360	0
0	0	0	0	0	0		0	0
0	0	0	0	0	0		0	0

0	0	0	0	0	0		0	0
0	0	0	0	0	0		0	0
0	0	0	0	0	0		0	0
0	0	0	0	0	0		0	0
0	0	0	0	0	0		0	0
0	0	0	0	0	0		0	0
0	0	0	0	0	0		0	0
0	513	337.546	126.5	436.9	218.45	436.9	436.9	0
0	1787	1194.49	259.5	2917	1458.5	2917	2917	0
0	0	0	0	0	0		0	0
0	0	0	0	0	0		0	0
0	0	0	0	0	0		0	0
0	1500	1267.97	52.5	1250	625	1250	1250	0
0	0	0	0	0	0		0	0
0	0	0	0	0	0		0	0
0	0	0	0	0	0		0	0
0	0	0	0	0	0		0	0
0	872	669.02	100.3	1475	737.5	1475	1475	0
0	159	129.25	0	29	14.5	29	29	0
0	1225	1065.581	11.4	1867	933.5	1867	1867	0
0	0	0	0	0	0		0	0
0	49	49	0	0	0	0	0	0
0	530	356.4	64.9	45	22.5	45	45	0
0	0	0	0	0	0		0	0
0	0	0	0	0	0		0	0
0	350	349.8	0	380	190	380	380	0
0	39	34.65	0.9	2	1	2	2	0
0	40	20.46	6.6	0	0	0	0	0
0	40	28.71	1.6	5	2.5	5	5	0
0	250	243.43	7.9	160	80	160	160	0
0	126	93.28	20.2	36	18	36	36	0
0	74	55.22	10.2	50	25	50	50	0
0	21	20.68	0	0	0	0	0	0
0	35	33.99	0.2	0	0	0	0	0
0	48	31.35	0	0	0	0	0	0
0	135	135	0	363	181.5	363	363	0
0	210	192.5	1.8	380	190	380	380	0
0	750	630.74	6.1	1000	500	1000	1000	0
0	460	338.25	35.3	50	25	50	50	0
0	0	0	0	0	0		0	0
0	83	61.6	0	0	0	0	0	0
0	80	51.7	0.1	140	70	140	140	0
0	4	3.52	0	0	0	0	0	0
0	350	252.23	19.3	55	27.5	55	55	0
0	39	36.74	0.3	0	0	0	0	0
0	40	30.25	0.6	13	6.5	13	13	0
0	0	0	0	0	0		0	0

0	40	31.13	0.3	0	0	0	0	0
0	0	0	0	0	0		0	0
0	43	32.78	0	0	0	0	0	0
0	0	0	0	0	0		0	0
0	48	43.12	0.5	0	0	0	0	0
0	29	28.16	0.3	1	0.5	1	1	0
0	0	0	0	0	0		0	0
0	28	19.69	1.6	0	0	0	0	0
0	65	45.43	1.5	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	36	25.3	0	10	5	10	10	0
0	39	36.3	0	0	0	0	0	0
0	458	328.9	46.9	410	205	410	410	0
0	0	0	0	0	0		0	0
0	0	0	0	0	0		0	0
0	0	0	0	0	0		0	0
0	3040	2222.66	234.8	3050	1525	3050	3050	0
0	0	0	0	0	0		0	0
0	152	121	13.5	18	9	18	18	0
0	933	664.84	119.3	930	465	930	930	0
0	0	0	0	0	0		0	0
0	1295	1295	0	986	493	986	986	0
0	0	0	0	0	0		0	0
0	5046	4524.85	96.1	4400	2200	4400	4400	0
0	0	0	0	0	0		0	0
0	0	0	0	0	0		0	0
0	560	560	0	112	56	112	112	0
0	0	0	0	0	0		0	0
0	91	62.15	8.4	16	8	16	16	0
0	6	6	0	0	0	0	0	0
0	35	35	0	0	0	0	0	0
0	0	0	0	0	0		0	0
0	61	61	0	18	9	18	18	0
0	0	0	0	0	0		0	0
0	0	0	0	0	0		0	0
0	0	0	0	0	0		0	0
0	121	111.65	7.2	12	6	12	12	0
0	131	90.31	3.9	25	12.5	25	25	0
0	0	0	0	0	0		0	0
0	134	110.55	2.6	120	60	120	120	0
0	680	540.65	17	265	132.5	265	265	0
0	153	93.5	21.2	0	0	0	0	0
0	800	726.66	8.2	700	350	700	700	0
0	126	106.26	2.8	15	7.5	15	15	0
0	0	0	0	0	0		0	0
0	0	0	0	0	0		0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0

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0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
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0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0

34	35	36	37	38	39	40	41	42
P_P_F	P_Pwt_F	P_P_DistAll	P_P_NonCh	P_P_Chtr_F	PGS_F	PGSwt_F	PGS_DistAll	PGS_NonCh
2	2	2	2	0	0	0	0	0
0	0		0	0	0	0		0
0	0		0	0	0	0		0
0	0	0	0	0	0	0	0	0
0	0		0	0	0	0		0
0	0	0	0	0	0	0	0	0
0	0		0	0	0	0		0
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0	0		0	0	0	0		0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0		0	0	0	0		0
0	0	0	0	0	0	0	0	0
0	0		0	0	0	0		0
3	3	3	3	0	0	0	0	0
0	0		0	0	0	0		0
4	4	4	4	0	0	0	0	0
0	0		0	0	0	0		0
0	0	0	0	0	0	0	0	0
17	17	17	17	0	0	0	0	0
0	0		0	0	0	0		0
0	0		0	0	0	0		0
0	0		0	0	0	0		0
0	0		0	0	0	0		0
0	0	0	0	0	0	0	0	0
0	0		0	0	0	0		0
0	0		0	0	0	0		0
1	1	1	1	0	0	0	0	0
0	0		0	0	0	0		0
0	0	0	0	0	0	0	0	0
2	2	2	2	0	0	0	0	0
0	0		0	0	0	0		0
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0	0		0	0	0	0		0
2	2	2	2	0	0	0	0	0
5	5	5	5	0	0	0	0	0
0	0		0	0	0	0		0
0	0		0	0	0	0		0
0	0	0	0	0	0	0	0	0
1	1	1	1	0	0	0	0	0
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0	0	0	0	0	0	0	0	0
0	0		0	0	0	0		0
1	1	1	1	0	0	0	0	0
0	0	0	0	0	0	0	0	0

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0	0		0	0	0	0		0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0		0	0	0	0		0
1	1	1	1	0	0	0	0	0
2	2	2	2	0	0	0	0	0
0	0		0	0	0	0		0
3	3	3	3	0	0	0	0	0
3	3	3	3	0	0	0	0	0
0	0		0	0	0	0		0
0	0		0	0	0	0		0
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0	0		0	0	0	0		0
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0	0	0	0	0	0	0	0	0
5	5	5	5	0	0	0	0	0
0	0		0	0	0	0		0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
5	5	5	5	0	0	0	0	0
0	0		0	0	0	0		0
0	0		0	0	0	0		0
0	0	0	0	0	0	0	0	0
0	0		0	0	0	0		0
1	1	1	1	0	0	0	0	0
0	0	0	0	0	0	0	0	0
11	11	11	11	0	0	0	0	0
0	0		0	0	0	0		0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0		0	0	0	0		0
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0	0	0	0	0	0	0	0	0
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0	0	0	0	0	0	0	0	0
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0	0	0	0	0	0	0	0	0
1	1	1	1	0	0	0	0	0

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0	0		0	0	0	0		0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
1	1	1	1	0	0	0	0	0
5	5	5	5	0	0	0	0	0
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0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
1	1	1	1	0	0	0	0	0
0	0		0	0	0	0		0
2	2	2	2	0	0	0	0	0
0	0		0	0	0	0		0
0	0	0	0	0	0	0	0	0
0	0		0	0	0	0		0
0	0	0	0	0	0	0	0	0
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0	0		0	0	0	0		0
0	0		0	0	0	0		0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
6	6	6	6	0	0	0	0	0
15	15	15	15	0	0	0	0	0
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0	0		0	0	0	0		0
5	5	5	5	0	0	0	0	0

0	0		0	0	0	0		0
8	8	8	8	0	0	0	0	0
0	0		0	0	0	0		0
0	0	0	0	0	0	0	0	0
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0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
36	36	36	36	0	0	0	0	0
0	0		0	0	0	0		0
0	0		0	0	0	0		0
0	0		0	0	0	0		0
0	0		0	0	0	0		0
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15	15	15	15	0	0	0	0	0
0	0		0	0	0	0		0
0	0	0	0	0	0	0	0	0
0	0		0	0	0	0		0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
2	2	2	2	0	0	0	0	0
0	0		0	0	0	0		0
0	0		0	0	0	0		0
4	4	4	4	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0		0	0	0	0		0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0		0	0	0	0		0
0	0		0	0	0	0		0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0		0	0	0	0		0
0	0	0	0	0	0	0	0	0
0	0		0	0	0	0		0
1	1	1	1	0	0	0	0	0
10	10	10	10	0	0	0	0	0
0	0		0	0	0	0		0
0	0		0	0	0	0		0
0	0		0	0	0	0		0
0	0		0	0	0	0		0
0	0	0	0	0	0	0	0	0
10	10	10	10	0	0	0	0	0
9	9	9	9	0	0	0	0	0

0	0		0	0	0	0		0
1	1	1	1	0	0	0	0	0
0	0		0	0	0	0		0
0	0	0	0	0	0	0	0	0
0	0		0	0	0	0		0
12	12	12	12	0	0	0	0	0
0	0		0	0	0	0		0
1	1	1	1	0	0	0	0	0
0	0	0	0	0	0	0	0	0
10	10	10	10	0	0	0	0	0
0	0		0	0	0	0		0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0		0	0	0	0		0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0		0	0	0	0		0
0	0	0	0	0	0	0	0	0
4	4	4	4	0	0	0	0	0
5	5	5	5	0	0	0	0	0
0	0		0	0	0	0		0
2	2	2	2	0	0	0	0	0
0	0		0	0	0	0		0
0	0		0	0	0	0		0
1	1	1	1	0	0	0	0	0
0	0	0	0	0	0	0	0	0
1	1	1	1	0	0	0	0	0
54	54	54	54	0	0	0	0	0
0	0		0	0	0	0		0
0	0		0	0	0	0		0
0	0		0	0	0	0		0
0	0		0	0	0	0		0
0	0		0	0	0	0		0
2	2	2	2	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
2	2	2	2	0	0	0	0	0
0	0		0	0	0	0		0
3	3	3	3	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0		0	0	0	0		0
0	0		0	0	0	0		0
58	58	58	58	0	0	0	0	0
0	0		0	0	0	0		0
0	0		0	0	0	0		0

0	0		0	0	0	0		0
0	0		0	0	0	0		0
0	0		0	0	0	0		0
0	0		0	0	0	0		0
0	0		0	0	0	0		0
0	0		0	0	0	0		0
0	0		0	0	0	0		0
5.8	5.8	5.8	5.8	0	0	0	0	0
6	6	6	6	0	0	0	0	0
0	0		0	0	0	0		0
0	0		0	0	0	0		0
0	0		0	0	0	0		0
10	10	10	10	0	0	0	0	0
0	0		0	0	0	0		0
0	0		0	0	0	0		0
0	0		0	0	0	0		0
0	0		0	0	0	0		0
14	14	14	14	0	0	0	0	0
0	0	0	0	0	0	0	0	0
4	4	4	4	0	0	0	0	0
0	0		0	0	0	0		0
0	0	0	0	0	0	0	0	0
3.5	3.5	3.5	3.5	0	0	0	0	0
0	0		0	0	0	0		0
0	0		0	0	0	0		0
3	3	3	3	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
4	4	4	4	0	0	0	0	0
1	1	1	1	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
5	5	5	5	0	0	0	0	0
10	10	10	10	0	0	0	0	0
2	2	2	2	0	0	0	0	0
0	0		0	0	0	0		0
1	1	1	1	0	0	0	0	0
1	1	1	1	0	0	0	0	0
0	0	0	0	0	0	0	0	0
2	2	2	2	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0		0	0	0	0		0

0	0	0	0	0	0	0	0	0
0	0		0	0	0	0		0
1	1	1	1	0	0	0	0	0
0	0		0	0	0	0		0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
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0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
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0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
10	10	10	10	0	0	0	0	0
0	0		0	0	0	0		0
0	0		0	0	0	0		0
0	0		0	0	0	0		0
10	10	10	10	0	0	0	0	0
0	0		0	0	0	0		0
0	0	0	0	0	0	0	0	0
10	10	10	10	0	0	0	0	0
0	0		0	0	0	0		0
8	8	8	8	0	0	0	0	0
0	0		0	0	0	0		0
13	13	13	13	0	0	0	0	0
0	0		0	0	0	0		0
0	0		0	0	0	0		0
0	0	0	0	0	0	0	0	0
0	0		0	0	0	0		0
1	1	1	1	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0		0	0	0	0		0
5	5	5	5	0	0	0	0	0
0	0		0	0	0	0		0
0	0		0	0	0	0		0
0	0		0	0	0	0		0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0		0	0	0	0		0
0	0	0	0	0	0	0	0	0
1	1	1	1	0	0	0	0	0
0	0	0	0	0	0	0	0	0
4	4	4	4	0	0	0	0	0
9	9	9	9	0	0	0	0	0
0	0		0	0	0	0		0
0	0		0	0	0	0		0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0

0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
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0	0	0	0	0	0	0	0	0
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0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0

43	44	45	46	47	48	49	50	51
PGS_Chtr_F	ND_Foster_	ND_Foster\	Poverty_F	PovertyWt_	Poverty_Di	Poverty_Nc	Poverty_Ch	SSCwt_F
0	16	4	504	126	504	504	0	32.37
0	0	0	0	0		0	0	0
0	0	0	0	0		0	0	0
0	0	0	15	3.75	15	15	0	0
0	0	0	0	0		0	0	49.91
0	0	0	5	1.25	5	5	0	0
0	0	0	0	0		0	0	25.54
0	1	0.25	40	10	40	40	0	0
0	0	0	0	0		0	0	70.95
0	3	0.75	78.29	19.5725	78.29	78.29	0	0
0	0	0	22	5.5	22	22	0	0
0	0	0	0	0		0	0	71.3
0	3	0.75	144	36	144	144	0	21.4
0	0	0	0	0		0	0	67.62
0	39	9.75	711.57	177.8925	711.57	711.57	0	0
0	0	0	0	0		0	0	9.7
0	21	5.25	515	128.75	515	515	0	0
0	0	0	0	0		0	0	0
0	7	1.75	275.24	68.81	275.24	275.24	0	0
0	74	18.5	1740.58	435.145	1740.58	1740.58	0	0
0	0	0	0	0		0	0	0
0	0	0	0	0		0	0	0
0	0	0	0	0		0	0	0
0	0	0	0	0		0	0	0
0	19	4.75	264.92	66.23	264.92	264.92	0	0
0	0	0	0	0		0	0	0
0	0	0	0	0		0	0	0
0	20	5	443.42	110.855	443.42	443.42	0	0
0	0	0	0	0		0	0	0
0	3	0.75	58.96	14.74	58.96	58.96	0	0
0	23	5.75	703.43	175.8575	703.43	703.43	0	0
0	0	0	0	0		0	0	0
0	0	0	0	0		0	0	0
0	0	0	0	0		0	0	0
0	0	0	0	0		0	0	0
0	42	10.5	491.24	122.81	491.24	491.24	0	0
0	10	2.5	229	57.25	229	229	0	0
0	0	0	0	0		0	0	0
0	0	0	0	0		0	0	0
0	3	0.75	249	62.25	249	249	0	0
0	4	1	264.55	66.1375	264.55	264.55	0	0
0	2	0.5	62	15.5	62	62	0	70.21
0	11	2.75	268	67	268	268	0	0
0	0	0	0	0		0	0	0
0	7	1.75	152.09	38.0225	152.09	152.09	0	0
0	6	1.5	56.04	14.01	56.04	56.04	0	0

0	13	3.25	217	54.25	217	217	0	0
0	0	0	0	0		0	0	0
0	6	1.5	119.68	29.92	119.68	119.68	0	0
0	8	2	159.2	39.8	159.2	159.2	0	0
0	0	0	0	0		0	0	0
0	3	0.75	98.74	24.685	98.74	98.74	0	24.13
0	35	8.75	406.44	101.61	406.44	406.44	0	0
0	0	0	0	0		0	0	0
0	11	2.75	199	49.75	199	199	0	0
0	60	15	886.2	221.55	886.2	886.2	0	0
0	0	0	0	0		0	0	0
0	0	0	0	0		0	0	0
0	34	8.5	417	104.25	417	417	0	0
0	0	0	0	0		0	0	0
0	0	0	46	11.5	46	46	0	51.79
0	10	2.5	112.72	28.18	112.72	112.72	0	0
0	13	3.25	140.49	35.1225	140.49	140.49	0	0
0	41	10.25	550.42	137.605	550.42	550.42	0	51.08
0	0	0	0	0		0	0	23.51
0	3	0.75	64.37	16.0925	64.37	64.37	0	0
0	5	1.25	102.14	25.535	102.14	102.14	0	66.81
0	15	3.75	327.68	81.92	327.68	327.68	0	0
0	107	26.75	1872.24	468.06	1872.24	1872.24	0	0
0	0	0	0	0		0	0	0
0	0	0	0	0		0	0	0
0	33	8.25	1045.94	261.485	1045.94	1045.94	0	0
0	0	0	0	0		0	0	0
0	1	0.25	78.18	19.545	78.18	78.18	0	0
0	5	1.25	114	28.5	114	114	0	0
0	124	31	994.07	248.5175	994.07	994.07	0	0
0	0	0	0	0		0	0	0
0	10	2.5	167	41.75	167	167	0	0
0	9	2.25	34	8.5	34	34	0	0
0	0	0	0	0		0	0	70.76
0	26	6.5	366.2	91.55	366.2	366.2	0	0
0	4	1	28	7	28	28	0	0
0	0	0	0	0		0	0	68.15
0	3	0.75	59.37	14.8425	59.37	59.37	0	0
0	5	1.25	52.33	13.0825	52.33	52.33	0	71.08
0	0	0	23	5.75	23	23	0	0
0	0	0	0	0		0	0	64.12
0	3	0.75	104	26	104	104	0	0
0	5	1.25	47.14	11.785	47.14	47.14	0	57.76
0	0	0	0	0		0	0	0
0	6	1.5	172.49	43.1225	172.49	172.49	0	0
0	0	0	0	0		0	0	0
0	29	7.25	275.3	68.825	275.3	275.3	0	0
0	18	4.5	231.63	57.9075	231.63	231.63	0	0

0	0	0	31	7.75	31	31	0	0
0	0	0	0	0		0	0	70.62
0	1	0.25	12.45	3.1125	12.45	12.45	0	66.76
0	6	1.5	113.37	28.3425	113.37	113.37	0	28.99
0	2	0.5	48.68	12.17	48.68	48.68	0	65.2
0	0	0	9.61	2.4025	9.61	9.61	0	32.01
0	2	0.5	12	3	12	12	0	35.1
0	0	0	9.69	2.4225	9.69	9.69	0	25.54
0	25	6.25	194	48.5	194	194	0	0
0	0	0	10	2.5	10	10	0	64.59
0	0	0	0	0		0	0	0
0	0	0	2.18	0.545	2.18	2.18	0	25.54
0	0	0	2	0.5	2	2	0	25.54
0	0	0	4	1	4	4	0	25.54
0	0	0	0.88	0.22	0.88	0.88	0	25.54
0	0	0	0.31	0.0775	0.31	0.31	0	25.54
0	0	0	0	0		0	0	0
0	0	0	1	0.25	1	1	0	25.54
0	0	0	1.76	0.44	1.76	1.76	0	25.54
0	0	0	15	3.75	15	15	0	0
0	13	3.25	509.03	127.2575	509.03	509.03	0	45.39
0	15	3.75	626.85	156.7125	626.85	626.85	0	0
0	0	0	0	0		0	0	0
0	14	3.5	498.73	124.6825	498.73	498.73	0	0
0	28	7	632.1	158.025	632.1	632.1	0	0
0	36	9	651.59	162.8975	651.59	651.59	0	35.53
0	0	0	0	0		0	0	0
0	11	2.75	193.72	48.43	193.72	193.72	0	0
0	0	0	0	0		0	0	0
0	0	0	25	6.25	25	25	0	0
0	0	0	0	0		0	0	63.9
0	4	1	38	9.5	38	38	0	0
0	0	0	0	0		0	0	68.69
0	0	0	4.82	1.205	4.82	4.82	0	25.54
0	183	45.75	2664.55	666.1375	2664.55	2664.55	0	10.87
0	0	0	0	0		0	0	0
0	0	0	0	0		0	0	0
0	0	0	0	0		0	0	0
0	0	0	0	0		0	0	0
0	10	2.5	152	38	152	152	0	0
0	0	0	1.44	0.36	1.44	1.44	0	25.54
0	0	0	4	1	4	4	0	27.79
0	48	12	753.69	188.4225	753.69	753.69	0	25.54
0	46	11.5	1179.93	294.9825	1179.93	1179.93	0	0
0	62	15.5	1070.77	267.6925	1070.77	1070.77	0	106.38
0	0	0	0	0		0	0	45.83
0	0	0	0	0		0	0	0
0	73	18.25	868.93	217.2325	868.93	868.93	0	0

0	0	0	0	0		0	0	0
0	43	10.75	1356	339	1356	1356	0	165.23
0	0	0	0	0		0	0	0
0	10	2.5	163	40.75	163	163	0	44.95
0	2	0.5	16	4	16	16	0	0
0	0	0	0	0		0	0	56.81
0	5	1.25	40.45	10.1125	40.45	40.45	0	70.14
0	0	0	1.25	0.3125	1.25	1.25	0	25.54
0	0	0	2	0.5	2	2	0	23.29
0	7	1.75	91	22.75	91	91	0	0
0	134	33.5	2248.34	562.085	2248.34	2248.34	0	0
0	0	0	0	0		0	0	0
0	0	0	0	0		0	0	0
0	0	0	0	0		0	0	0
0	0	0	0	0		0	0	0
0	0	0	0	0		0	0	0
0	97	24.25	1974.47	493.6175	1974.47	1974.47	0	0
0	0	0	0	0		0	0	0
0	16	4	244.07	61.0175	244.07	244.07	0	0
0	0	0	0	0		0	0	0
0	5	1.25	28.7	7.175	28.7	28.7	0	66.44
0	14	3.5	180.64	45.16	180.64	180.64	0	0
0	31	7.75	447.73	111.9325	447.73	447.73	0	73.36
0	0	0	0	0		0	0	0
0	0	0	0	0		0	0	0
0	69	17.25	891.27	222.8175	891.27	891.27	0	0
0	4	1	40.73	10.1825	40.73	40.73	0	53.81
0	2	0.5	41.13	10.2825	41.13	41.13	0	0
0	0	0	0	0		0	0	70.91
0	18	4.5	224.36	56.09	224.36	224.36	0	0.52
0	8	2	37	9.25	37	37	0	25.06
0	0	0	0	0		0	0	0
0	0	0	0	0		0	0	0
0	8	2	248.92	62.23	248.92	248.92	0	0
0	2	0.5	27	6.75	27	27	0	11.08
0	0	0	0	0		0	0	0
0	2	0.5	20	5	20	20	0	0
0	0	0	0	0		0	0	63.06
0	21	5.25	417.23	104.3075	417.23	417.23	0	0
0	62	15.5	1226.22	306.555	1226.22	1226.22	0	0
0	0	0	0	0		0	0	0
0	0	0	0	0		0	0	68.8
0	0	0	0	0		0	0	62.36
0	0	0	0	0		0	0	0
0	3	0.75	143.02	35.755	143.02	143.02	0	0
0	114	28.5	1311.46	327.865	1311.46	1311.46	0	0
0	38	9.5	717.12	179.28	717.12	717.12	0	1.72

0	0	0	0	0		0	0	0
0	10	2.5	370.88	92.72	370.88	370.88	0	0
0	0	0	0	0		0	0	0
0	9	2.25	84	21	84	84	0	0
0	0	0	0	0		0	0	0
0	5	1.25	100	25	100	100	0	0
0	0	0	0	0		0	0	0
0	5	1.25	95.51	23.8775	95.51	95.51	0	0
0	0	0	11.1	2.775	11.1	11.1	0	51.08
0	37	9.25	771.86	192.965	771.86	771.86	0	0
0	0	0	0	0		0	0	0
0	0	0	0.67	0.1675	0.67	0.67	0	25.54
0	14	3.5	307	76.75	307	307	0	0
0	1	0.25	13	3.25	13	13	0	0
0	0	0	0	0		0	0	64.03
0	0	0	1	0.25	1	1	0	0
0	3	0.75	46	11.5	46	46	0	40.22
0	1	0.25	17	4.25	17	17	0	0
0	0	0	0	0		0	0	54.86
0	0	0	6.72	1.68	6.72	6.72	0	25.54
0	10	2.5	236	59	236	236	0	49.96
0	7	1.75	209.46	52.365	209.46	209.46	0	0
0	0	0	0	0		0	0	0
0	11	2.75	380.25	95.0625	380.25	380.25	0	28.09
0	0	0	0	0		0	0	0
0	0	0	0	0		0	0	0
0	9	2.25	441.95	110.4875	441.95	441.95	0	0
0	1	0.25	123.08	30.77	123.08	123.08	0	0
0	2	0.5	238.27	59.5675	238.27	238.27	0	0
0	278	69.5	7217.11	1804.278	7217.11	7217.11	0	0
0	0	0	0	0		0	0	0
0	0	0	0	0		0	0	0
0	0	0	0	0		0	0	0
0	0	0	0	0		0	0	0
0	0	0	0	0		0	0	0
0	8	2	261.67	65.4175	261.67	261.67	0	24.52
0	0	0	29	7.25	29	29	0	53.1
0	2	0.5	59.89	14.9725	59.89	59.89	0	0
0	7	1.75	1651.56	412.89	1651.56	1651.56	0	0
0	0	0	0	0		0	0	0
0	15	3.75	350	87.5	350	350	0	26.13
0	1	0.25	8	2	8	8	0	0
0	0	0	0	0		0	0	71.25
0	0	0	0	0		0	0	44.28
0	422	105.5	5452.56	1363.14	5452.56	5452.56	0	0
0	0	0	0	0		0	0	0
0	0	0	0	0		0	0	0

0	0	0	0	0		0	0	0
0	0	0	0	0		0	0	0
0	0	0	0	0		0	0	0
0	0	0	0	0		0	0	0
0	0	0	0	0		0	0	0
0	0	0	0	0		0	0	0
0	0	0	0	0		0	0	0
0	14	3.5	569.73	142.4325	569.73	569.73	0	0
0	56	14	2425.74	606.435	2425.74	2425.74	0	0
0	0	0	0	0		0	0	0
0	0	0	0	0		0	0	0
0	0	0	0	0		0	0	0
0	89	22.25	1645.69	411.4225	1645.69	1645.69	0	0
0	0	0	0	0		0	0	0
0	0	0	0	0		0	0	0
0	0	0	0	0		0	0	0
0	0	0	0	0		0	0	0
0	43	10.75	1315.75	328.9375	1315.75	1315.75	0	0
0	2	0.5	52	13	52	52	0	0
0	57	14.25	2364.58	591.145	2364.58	2364.58	0	0
0	0	0	0	0		0	0	0
0	0	0	27	6.75	27	27	0	0
0	25	6.25	508.32	127.08	508.32	508.32	0	0
0	0	0	0	0		0	0	54.62
0	0	0	0	0		0	0	0
0	16	4	593	148.25	593	593	0	0
0	5	1.25	16	4	16	16	0	31.32
0	1	0.25	66.37	16.5925	66.37	66.37	0	71.2
0	1	0.25	40	10	40	40	0	60.34
0	8	2	388.72	97.18	388.72	388.72	0	0
0	7	1.75	140.2	35.05	140.2	140.2	0	0
0	1	0.25	80.29	20.0725	80.29	80.29	0	0
0	0	0	9	2.25	9	9	0	71.14
0	2	0.5	38.2	9.55	38.2	38.2	0	34.37
0	1	0.25	37	9.25	37	37	0	38.45
0	5	1.25	279.55	69.8875	279.55	279.55	0	0
0	10	2.5	402.62	100.655	402.62	402.62	0	0
0	23	5.75	870	217.5	870	870	0	0
0	20	5	457.37	114.3425	457.37	457.37	0	0
0	0	0	0	0		0	0	0
0	6	1.5	73	18.25	73	73	0	0
0	5	1.25	42.25	10.5625	42.25	42.25	0	0
0	0	0	5.53	1.3825	5.53	5.53	0	25.54
0	13	3.25	389.49	97.3725	389.49	389.49	0	0
0	5	1.25	42.91	10.7275	42.91	42.91	0	0
0	3	0.75	46	11.5	46	46	0	0
0	0	0	0	0		0	0	50.47

0	1	0.25	20	5	20	20	0	0
0	0	0	0	0		0	0	34.72
0	0	0	40.64	10.16	40.64	40.64	0	0
0	0	0	0	0		0	0	54.99
0	2	0.5	45.5	11.375	45.5	45.5	0	0
0	1	0.25	35	8.75	35	35	0	25.54
0	0	0	0	0		0	0	63.93
0	5	1.25	44.28	11.07	44.28	44.28	0	55.3
0	2	0.5	57.67	14.4175	57.67	57.67	0	0
0	0	0	0	0	0	0	0	25.54
0	4	1	41.24	10.31	41.24	41.24	0	64.18
0	3	0.75	58	14.5	58	58	0	40.11
0	55	13.75	574.9	143.725	574.9	574.9	0	0
0	0	0	0	0		0	0	37.62
0	0	0	0	0		0	0	0
0	0	0	0	0		0	0	0
0	87	21.75	1735.7	433.925	1735.7	1735.7	0	0
0	0	0	0	0		0	0	0
0	1	0.25	67.66	16.915	67.66	67.66	0	0
0	25	6.25	687.82	171.955	687.82	687.82	0	0
0	0	0	0	0		0	0	0
0	23	5.75	1141.1	285.275	1141.1	1141.1	0	0
0	0	0	0	0		0	0	0
0	90	22.5	3298.88	824.72	3298.88	3298.88	0	0
0	0	0	0	0		0	0	0
0	0	0	0	0		0	0	0
0	1	0.25	182.18	45.545	182.18	182.18	0	0
0	0	0	0	0		0	0	0
0	1	0.25	69	17.25	69	69	0	0
0	0	0	14	3.5	14	14	0	31.17
0	0	0	27	6.75	27	27	0	0
0	0	0	0	0		0	0	0
0	0	0	12	3	12	12	0	25.54
0	0	0	0	0		0	0	0
0	0	0	0	0		0	0	0
0	0	0	0	0		0	0	0
0	4	1	74.01	18.5025	74.01	74.01	0	0
0	6	1.5	100.89	25.2225	100.89	100.89	0	0
0	0	0	0	0		0	0	0
0	3	0.75	98.99	24.7475	98.99	98.99	0	0
0	14	3.5	518.15	129.5375	518.15	518.15	0	0
0	6	1.5	119.75	29.9375	119.75	119.75	0	0
0	29	7.25	745.82	186.455	745.82	745.82	0	0
0	1	0.25	153.52	38.38	153.52	153.52	0	0
0	0	0	0	0		0	0	0
0	0	0	0	0		0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0

0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0

52	53	54	55	56	57	58	59	60
SSCwt_Dist	SSCwt_Non	SSCwt_Cht	SHSwt_F	SHSwt_Dist	SHSwt_Nor	SHSwt_Cht	ADMw_C1	ADMw_F
32.37	32.37	0	0	0	0	0	2191.5228	4689.37
	0	0	0		0	0	1877.455	0
	0	0	0		0	0	315.36	0
49.91	0	49.91	0	50.46	0	50.46	9.79	108.75
	49.91	0	50.46		50.46	0	193.12	100.37
25.54	0	25.54	0	50.46	0	50.46	14.3383	55.23
	25.54	0	50.46		50.46	0	129.4125	76
70.95	0	70.95	0	50.46	0	50.46	22.8484	235.75
	70.95	0	50.46		50.46	0	338.84	121.41
0	0	0	83.77	83.77	83.77	0	525.6567	526.8805
71.3	0	71.3	0	51.94	0	51.94	29.3789	242.7
	71.3	0	51.94		51.94	0	358.75	123.24
89.02	21.4	67.62	0	0	0	0	1654.8225	1843.65
	67.62	0	0		0	0	270.4475	67.62
9.7	0	9.7	0	0	0	0	7760.0375	7916.143
	9.7	0	0		0	0	122.6625	9.7
0	0	0	0	0	0	0	11185.1832	11248.5
	0	0	0		0	0	113.06	0
0	0	0	0	0	0	0	7796.31	7725.56
0	0	0	0	0	0	0	19132.4766	20546.25
	0	0	0		0	0	462.435	0
	0	0	0		0	0	304.9025	0
	0	0	0		0	0	305.445	0
	0	0	0		0	0	226.2675	0
0	0	0	0	0	0	0	2904.9942	3220.83
	0	0	0		0	0	208.02	0
	0	0	0		0	0	98.7	0
0	0	0	0	0	0	0	4849.5331	5142.715
	0	0	0		0	0	277.2025	0
0	0	0	87.69	87.69	87.69	0	788.0916	795.61
0	0	0	0	0	0	0	8354.9281	9292.627
	0	0	0		0	0	172.6525	0
	0	0	0		0	0	199.8425	0
	0	0	0		0	0	382.2025	0
	0	0	0		0	0	194.77	0
0	0	0	0	0	0	0	5608.6497	5635.85
0	0	0	0	0	0	0	2102.7475	3003.54
	0	0	0		0	0	1127.3475	0
	0	0	0		0	0	179.32	0
0	0	0	0	0	0	0	2339.3533	2299.51
0	0	0	0	0	0	0	2190.9481	2175.538
70.21	70.21	0	50.46	50.46	50.46	0	286.9664	341.07
0	0	0	0	0	0	0	1965.5103	2023.84
	0	0	0		0	0	35.91	0
0	0	0	67.62	67.62	67.62	0	1264.9012	1265.733
0	0	0	83.6	83.6	83.6	0	655.3466	676.72

44.28	0	44.28	0	0	0	0	2456.1459	2751.49
	0	0	0		0	0	74.92	0
0	0	0	78	78	78	0	932.3162	941.87
0	0	0	0	0	0	0	1002.1555	1035.1
	0	0	0		0	0	41.8275	0
24.13	24.13	0	88.74	88.74	88.74	0	746.4715	785.515
0	0	0	0	0	0	0	3131.6531	3282.539
	0	0	0		0	0	194.3325	0
0	0	0	85.48	85.48	85.48	0	1492.4526	1554.98
0	0	0	0	0	0	0	3535.5786	3843.21
	0	0	0		0	0	222.7175	0
	0	0	0		0	0	86.0975	0
0	0	0	0	0	0	0	2880.1619	4897.68
	0	0	0		0	0	1910.1775	0
51.79	51.79	0	50.46	50.46	50.46	0	229.0481	228.85
0	0	0	86.82	86.82	86.82	0	686.3141	715
0	0	0	85.37	85.37	85.37	0	902.217	904.8075
74.59	51.08	23.51	0	0	0	0	3222.1697	3530.365
	23.51	0	0		0	0	235.495	23.51
0	0	0	88.56	88.56	88.56	0	625.2903	625.9025
66.81	66.81	0	50.64	50.64	50.64	0	370	384.235
0	0	0	0	0	0	0	1809.9773	1828.77
0	0	0	0	0	0	0	20549.8575	20984.81
	0	0	0		0	0	216.085	0
	0	0	0		0	0	139.76	0
0	0	0	0	0	0	0	7740.8549	8775.727
	0	0	0		0	0	924.8625	0
0	0	0	0	0	0	0	1210.1525	1233.295
0	0	0	86.88	86.88	86.88	0	788.8349	778.19
0	0	0	0	0	0	0	6728.6893	6889.868
	0	0	0		0	0	199.005	0
0	0	0	84.52	84.52	84.52	0	950.5816	954.6
70.76	0	70.76	0	62.94	0	62.94	22.777	218.42
	70.76	0	62.94		62.94	0	328.4	133.7
0	0	0	0	0	0	0	1772.0102	1829.4
68.15	0	68.15	0	50.46	0	50.46	25.4166	236.75
	68.15	0	50.46		50.46	0	336.67	118.61
0	0	0	63.51	63.51	63.51	0	450.6469	454.3525
71.08	71.08	0	71.23	71.23	71.23	0	427.2443	416.4725
64.12	0	64.12	0	64.39	0	64.39	25	275.75
	64.12	0	64.39		64.39	0	382.95	128.51
0	0	0	71.16	71.16	71.16	0	535.0212	529.56
57.76	57.76	0	0	66.05	0	66.05	301.9121	417.945
	0	0	66.05		66.05	0	166.8425	66.05
0	0	0	0	78.02	0	78.02	482.6401	812.0225
	0	0	78.02		78.02	0	413.3825	78.02
0	0	0	0	0	0	0	1607.6874	1648.775
0	0	0	0	0	0	0	1590.7621	1508.708

70.62	0	70.62	0	50.46	0	50.46	18.615	202.07
	70.62	0	50.46		50.46	0	285.33	121.08
66.76	66.76	0	50.46	50.46	50.46	0	274.4888	270.4325
28.99	28.99	0	88.8	88.8	88.8	0	796.492	804.7825
65.2	65.2	0	50.46	50.46	50.46	0	302.2035	296.74
32.01	32.01	0	50.46	50.46	50.46	0	141.1299	143.6825
35.1	35.1	0	50.46	50.46	50.46	0	131.8562	140.12
25.54	25.54	0	50.46	50.46	50.46	0	115.2817	113.8325
0	0	0	74.44	74.44	74.44	0	1076.9474	1077.99
64.59	64.59	0	0	0	0	0	202.1675	471.09
	0	0	0		0	0	262.9125	0
25.54	25.54	0	0	0	0	0	33.06	33.285
25.54	25.54	0	0	0	0	0	31.09	30.54
25.54	25.54	0	0	0	0	0	31.2775	38.66
25.54	25.54	0	0	0	0	0	33.26	32.06
25.54	25.54	0	0	0	0	0	52.945	26.6175
	0	0	0		0	0	433.515	0
25.54	25.54	0	0	0	0	0	29.39	28.49
25.54	25.54	0	0	0	0	0	42.0308	42.23
0	0	0	50.46	50.46	50.46	0	136.345	558.21
45.39	45.39	0	0	0	0	0	4988.7104	4799.018
0	0	0	0	0	0	0	3099.9399	3170.863
	0	0	0		0	0	81.6425	0
0	0	0	0	0	0	0	3312.6224	3403.323
0	0	0	0	0	0	0	5575.0536	5617.804
35.53	35.53	0	0	0	0	0	4637.35	4995.728
	0	0	0		0	0	301.3025	0
0	0	0	73.91	73.91	73.91	0	1076.6608	1340.09
	0	0	0		0	0	167.0225	0
63.9	0	63.9	0	50.46	0	50.46	23.2	258.45
	63.9	0	50.46		50.46	0	344.03	114.36
68.69	0	68.69	0	59.11	0	59.11	39.7686	269.9
	68.69	0	59.11		59.11	0	351.56	127.8
25.54	25.54	0	0	0	0	0	48.139	56.915
10.87	10.87	0	0	0	0	0	15179.8978	17006.26
	0	0	0		0	0	233.1225	0
	0	0	0		0	0	1002.59	0
	0	0	0		0	0	515.675	0
	0	0	0		0	0	123.835	0
0	0	0	87.61	87.61	87.61	0	908.7622	909.98
25.54	25.54	0	0	0	0	0	32.4	32.4
27.79	27.79	0	0	0	0	0	59.76	62.79
25.54	25.54	0	0	0	0	0	3836.7531	3852.513
0	0	0	0	0	0	0	7131.8913	7091.963
152.21	106.38	45.83	0	0	0	0	5303.744	5547.083
	45.83	0	0		0	0	153.41	45.83
	0	0	0		0	0	187.16	0
0	0	0	0	0	0	0	3363.1895	3586.833

	0	0	0		0	0	200.975	0
165.23	165.23	0	283.26	283.26	283.26	0	8254.3793	8350.99
	0	0	0		0	0	56.28	0
44.95	44.95	0	75.31	75.31	75.31	0	989.4819	998.69
56.81	0	56.81	0	50.46	0	50.46	20.5	222.5
	56.81	0	50.46		50.46	0	319.1	107.27
70.14	70.14	0	55.62	55.62	55.62	0	389.662	395.2025
25.54	25.54	0	0	0	0	0	34.9337	31.2525
23.29	23.29	0	0	0	0	0	34.242	38.32
0	0	0	20.46	20.46	20.46	0	1196.4468	1177.71
0	0	0	0	0	0	0	18886.938	19787.32
	0	0	0		0	0	230.935	0
	0	0	0		0	0	31.6325	0
	0	0	0		0	0	228.32	0
	0	0	0		0	0	252.465	0
	0	0	0		0	0	116.545	0
0	0	0	0	0	0	0	12411.1816	13140.95
	0	0	0		0	0	286.4925	0
0	0	0	0	0	0	0	1674.5929	1791.468
	0	0	0		0	0	77.49	0
66.44	66.44	0	50.46	50.46	50.46	0	300.362	287.945
0	0	0	12.89	12.89	12.89	0	1552.4148	1564.7
73.36	73.36	0	0	0	0	0	3172.7961	3326.288
	0	0	0		0	0	54.7825	0
	0	0	0		0	0	157.6525	0
0	0	0	0	0	0	0	6722.1291	6737.968
53.81	53.81	0	62.79	62.79	62.79	0	410.294	389.3225
70.91	0	70.91	0	51.18	0	51.18	28.8026	234.2325
	70.91	0	51.18		51.18	0	325.96	122.09
0.52	0.52	0	0	0	0	0	1968.0389	1942.56
25.06	25.06	0	83.32	83.32	83.32	0	561.6619	1122.63
	0	0	0		0	0	149.5425	0
	0	0	0		0	0	352.0275	0
0	0	0	85.73	85.73	85.73	0	797.348	801.55
11.08	11.08	0	71.14	71.14	71.14	0	432.76	747.07
	0	0	0		0	0	305.14	0
63.06	0	63.06	0	50.46	0	50.46	34.0895	268
	63.06	0	50.46		50.46	0	348.2075	113.52
0	0	0	0	0	0	0	1618.9393	1591.548
131.16	0	131.16	176.78	227.24	176.78	50.46	6359.3473	6914.215
	0	0	0		0	0	56.04	0
	68.8	0	50.46		50.46	0	325.6725	119.26
	62.36	0	0		0	0	193.475	62.36
	0	0	0		0	0	75.57	0
0	0	0	56.94	56.94	56.94	0	1008.8986	1025.665
0	0	0	0	0	0	0	10993.3739	11096.78
1.72	1.72	0	0	0	0	0	4584.8516	4975.87

	0	0	0		0	0	343.1025	0
0	0	0	0	0	0	0	2574.664	2737.52
	0	0	0		0	0	142.39	0
0	0	0	76.89	76.89	76.89	0	879.9086	1220.64
	0	0	0		0	0	48.535	0
0	0	0	87.74	87.74	87.74	0	1206.6499	5265.36
	0	0	0		0	0	3929.5775	0
0	0	0	87.28	87.28	87.28	0	850.1613	854.7475
51.08	51.08	0	50.46	50.46	50.46	0	167.65	156.485
0	0	0	0	0	0	0	2996.2896	3343.515
	0	0	0		0	0	377.1375	0
25.54	25.54	0	0	0	0	0	28.79	27.7075
0	0	0	14.83	14.83	14.83	0	1648.7066	1622.59
64.03	0	64.03	0	0	0	0	21.11	133.5
	64.03	0	0		0	0	162.33	64.03
0	0	0	0	0	0	0	3.25	3.25
40.22	40.22	0	70.95	70.95	70.95	0	464.1382	455.68
54.86	0	54.86	0	50.46	0	50.46	12.5348	111.05
	54.86	0	50.46		50.46	0	211.25	105.32
25.54	25.54	0	0	0	0	0	46.5325	52.72
49.96	49.96	0	60.12	60.12	60.12	0	1206.6353	1204.18
0	0	0	51.83	51.83	51.83	0	1318.1216	1776.295
	0	0	0		0	0	313.74	0
28.09	28.09	0	0	0	0	0	4317.5887	4560.503
	0	0	0		0	0	139.9675	0
	0	0	0		0	0	132.18	0
0	0	0	0	0	0	0	2760.8145	2769.278
0	0	0	68.34	68.34	68.34	0	1093.9475	1109.44
0	0	0	0	0	0	0	2309.7321	2334.868
0	0	0	0	0	0	0	51731.2681	52645.64
	0	0	0		0	0	181.67	0
	0	0	0		0	0	138.725	0
	0	0	0		0	0	101.51	0
	0	0	0		0	0	176.2375	0
	0	0	0		0	0	143.3975	0
24.52	24.52	0	0	0	0	0	2645.2379	2665.018
53.1	53.1	0	67.24	67.24	67.24	0	386.5375	393.92
0	0	0	88.32	88.32	88.32	0	950.1535	960.0695
0	0	0	0	0	0	0	7290.8703	7464.09
	0	0	0		0	0	198.0275	0
26.13	26.13	0	220.19	220.19	220.19	0	3103.5332	3115.01
71.25	0	71.25	0	50.53	0	50.53	21.3906	213.73
	71.25	0	50.53		50.53	0	313	121.78
	44.28	0	0		0	0	264.265	44.28
0	0	0	0	0	0	0	55642.1851	57778.55
	0	0	0		0	0	91.0775	0
	0	0	0		0	0	210.4425	0

0	0	0		0	0	144.1175	0
0	0	0		0	0	176.75	0
0	0	0		0	0	396.8475	0
0	0	0		0	0	207.515	0
0	0	0		0	0	254.8625	0
0	0	0		0	0	343.3	0
0	0	0		0	0	177.02	0
0	0	0	0	0	0	3889.5491	3902.829
0	0	0	0	0	0	13198.6425	14397.93
0	0	0		0	0	577.935	0
0	0	0		0	0	212.36	0
0	0	0		0	0	407.985	0
0	0	0	0	0	0	13109.824	13916.14
0	0	0		0	0	0.5175	0
0	0	0		0	0	181.06	0
0	0	0		0	0	381.15	0
0	0	0		0	0	538.2275	0
0	0	0	0	0	0	7720.1696	7942.508
0	0	0	0	0	0	1373.3532	1332.25
0	0	0	0	0	0	12554.1454	12306.98
0	0	0		0	0	181.9525	0
0	0	0	86.5	86.5	86.5	0	719.21	726.25
54.62	0	54.62	0	0	0	0	3391.3122	3820.63
54.62	0	0		0	0	249.635	54.62
0	0	0		0	0	199.4625	0
0	0	0	0	0	0	0	3866.1431	3875.05
31.32	31.32	0	68.93	68.93	68.93	0	446.25	457.05
71.2	71.2	0	60.83	60.83	60.83	0	382.499	361.9325
60.34	60.34	0	58.87	58.87	58.87	0	428.6979	423.27
0	0	0	0	0	0	0	2650.0344	2647.51
0	0	0	84.64	84.64	84.64	0	1034.9935	1101.92
0	0	0	86.5	86.5	86.5	0	681.4649	699.2425
71.14	71.14	0	50.46	50.46	50.46	0	330.8428	332.53
34.37	34.37	0	76.81	76.81	76.81	0	469.6642	464.42
38.45	38.45	0	66.1	66.1	66.1	0	429.5675	430.4
0	0	0	0	0	0	0	1744.095	1737.638
0	0	0	0	0	0	0	2189.7939	2242.455
0	0	0	0	0	0	0	7060.0301	7104.09
0	0	0	0	0	0	0	3523.0224	3594.893
0	0	0		0	0	78.91	0
0	0	0	88.66	88.66	88.66	0	755.3634	731.01
0	0	0	84.62	84.62	84.62	0	634.8555	689.2325
25.54	25.54	0	50.46	50.46	50.46	0	111.6034	112.9025
0	0	0	0	0	0	0	2682.4483	2694.653
0	0	0	79.31	79.31	79.31	0	464.1671	462.3275
50.47	0	50.47	0	67.28	0	67.28	31.3184	324.6
50.47	0	67.28		67.28	0	407.35	117.75

34.72	0	34.72	0	65.82	0	65.82	32.4478	319.68
	34.72	0	65.82		65.82	0	395.52	100.54
54.99	0	54.99	0	64.77	0	64.77	31.8395	341.94
	54.99	0	64.77		64.77	0	419.0775	119.76
0	0	0	76.49	76.49	76.49	0	507.0937	523.985
89.47	25.54	63.93	0	50.46	0	50.46	57.8275	319.5
	63.93	0	50.46		50.46	0	372.7125	114.39
55.3	55.3	0	50.46	50.46	50.46	0	318.3478	318.37
0	0	0	83.11	83.11	83.11	0	571.9381	557.9575
25.54	25.54	0	0	0	0	0	26.58	27.54
64.18	64.18	0	57.82	57.82	57.82	0	406.2079	393.61
40.11	40.11	0	71.41	71.41	71.41	0	495.8561	493.07
37.62	0	37.62	0	0	0	0	3318.0258	3738.275
	37.62	0	0		0	0	256.545	37.62
	0	0	0		0	0	63.2975	0
	0	0	0		0	0	30.64	0
0	0	0	0	0	0	0	24610.0283	24654.14
	0	0	0		0	0	195.8125	0
0	0	0	0	0	0	0	1278.9923	1260.665
0	0	0	0	0	0	0	7240.0851	7481.345
	0	0	0		0	0	206.6425	0
0	0	0	0	0	0	0	14466.255	14486.03
	0	0	0		0	0	231.8775	0
0	0	0	0	0	0	0	47686.4997	48816.17
	0	0	0		0	0	387.165	0
	0	0	0		0	0	285.9125	0
0	0	0	0	0	0	0	5780.7175	5969.795
	0	0	0		0	0	210.1275	0
0	0	0	87.58	87.58	87.58	0	745.2304	749.63
31.17	31.17	0	50.46	50.46	50.46	0	148.51	151.13
0	0	0	0	50.46	0	50.46	46	931.75
	0	0	50.46		50.46	0	809.52	50.46
25.54	25.54	0	50.46	50.46	50.46	0	177.0353	748
	0	0	0		0	0	329.1625	0
	0	0	0		0	0	73.0925	0
	0	0	0		0	0	38.4775	0
0	0	0	0	0	0	0	1142.3234	1159.353
0	0	0	61.9	61.9	61.9	0	985.3153	1016.333
	0	0	0		0	0	39.56	0
0	0	0	27.55	27.55	27.55	0	1243.9787	1231.198
0	0	0	0	0	0	0	5721.3162	5739.188
0	0	0	58.41	58.41	58.41	0	1007.3877	1054.548
0	0	0	0	0	0	0	7902.0294	7888.565
0	0	0	81.06	81.06	81.06	0	960.8874	1211.25
	0	0	0		0	0	90.375	0
	0	0	0		0	0	139.865	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	237.87	231

0	0	0	0	0	0	0	623.7	560
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
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0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0

61	62	63	64	65	66	67	68	69
DistADMw_	DistADMw_	ExtADMw_	DistExtADM	SpacerB	d2jAvgRatio	Grant_F	TransCostp	TransRank_
4384.338	4689.37	4689.37	4689.37	<--ADMw_I	0	0	213.61	3
		1877.455		<--ADMw_I	0	0	0	0
		315.36		<--ADMw_I	0	0	0	0
202.91	209.12	108.75	209.12	<--ADMw_I	-0.00236	0	3063.16	94
		193.12		<--ADMw_I	0	0	0	0
143.7508	131.23	55.23	143.7508	<--ADMw_I	0	0	6364.88	97
		129.4125		<--ADMw_I	0	0	0	0
361.6884	357.16	235.75	361.6884	<--ADMw_I	0	0	1878.05	90
		338.84		<--ADMw_I	0	0	0	0
525.6567	526.8805	526.8805	526.8805	<--ADMw_I	-0.01168	0	1476.22	85
388.1289	365.94	242.7	388.1289	<--ADMw_I	0	0	2619.05	92
		358.75		<--ADMw_I	0	0	0	0
1925.27	1911.27	1843.65	1925.27	<--ADMw_I	-0.00024	0	469.77	21
		270.4475		<--ADMw_I	0	0	0	0
7882.7	7925.843	7916.143	7925.843	<--ADMw_I	-0.00194	0	806.25	67
		122.6625		<--ADMw_I	0	0	0	0
11298.24	11248.5	11248.5	11298.24	<--ADMw_I	-0.00095	0	500.1	26
		113.06		<--ADMw_I	0	0	0	0
7796.31	7725.56	7796.31	7796.31	<--ADMw_I	-0.00045	0	577.62	39
20431.53	20546.25	20546.25	20546.25	<--ADMw_I	-0.0032	0	702.13	56
		462.435		<--ADMw_I	0	0	0	0
		304.9025		<--ADMw_I	0	0	0	0
		305.445		<--ADMw_I	0	0	0	0
		226.2675		<--ADMw_I	0	0	0	0
3211.714	3220.83	3220.83	3220.83	<--ADMw_I	-0.006	0	830.6	69
		208.02		<--ADMw_I	0	0	0	0
		98.7		<--ADMw_I	0	0	0	0
5126.736	5142.715	5142.715	5142.715	<--ADMw_I	-0.00373	0	777.73	66
		277.2025		<--ADMw_I	0	0	0	0
788.0916	795.61	795.61	795.61	<--ADMw_I	-0.00149	0	1014.62	75
9304.396	9292.627	9292.627	9304.396	<--ADMw_I	-0.00375	0	841.86	70
		172.6525		<--ADMw_I	0	0	0	0
		199.8425		<--ADMw_I	0	0	0	0
		382.2025		<--ADMw_I	0	0	0	0
		194.77		<--ADMw_I	0	0	0	0
5608.65	5635.85	5635.85	5635.85	<--ADMw_I	-0.00442	0	762.38	63
3409.415	3003.54	3003.54	3409.415	<--ADMw_I	0	0	618	43
		1127.348		<--ADMw_I	0	0	0	0
		179.32		<--ADMw_I	0	0	0	0
2339.353	2299.51	2339.353	2339.353	<--ADMw_I	-0.00415	0	638.01	46
2190.948	2175.538	2190.948	2190.948	<--ADMw_I	-0.00426	0	675.68	52
286.9664	341.07	341.07	341.07	<--ADMw_I	0	0	0	1
2001.42	2023.84	2023.84	2023.84	<--ADMw_I	0	0	877.26	72
		35.91		<--ADMw_I	0	0	0	0
1264.901	1265.733	1265.733	1265.733	<--ADMw_I	-0.00156	0	542.41	33
655.3466	676.72	676.72	676.72	<--ADMw_I	-0.00245	0	635.03	45

2795.331	2795.77	2751.49	2795.77	<--ADMw_I	-0.00043	0	805.31	67
		74.92		<--ADMw_I	0	0	0	0
932.3162	941.87	941.87	941.87	<--ADMw_I	-0.00245	0	1320.79	82
1043.983	1035.1	1035.1	1043.983	<--ADMw_I	-0.00423	0	1163.2	77
		41.8275		<--ADMw_I	0	0	0	0
746.4715	785.515	785.515	785.515	<--ADMw_I	-0.00446	0	1298.59	81
3325.986	3282.539	3282.539	3325.986	<--ADMw_I	-0.00641	0	563.34	36
		194.3325		<--ADMw_I	0	0	0	0
1492.453	1554.98	1554.98	1554.98	<--ADMw_I	0	0	396.83	10
3844.394	3843.21	3843.21	3844.394	<--ADMw_I	-0.00213	0	657.07	48
		222.7175		<--ADMw_I	0	0	0	0
		86.0975		<--ADMw_I	0	0	0	0
4790.339	4897.68	4897.68	4897.68	<--ADMw_I	0	0	337.76	5
		1910.178		<--ADMw_I	0	0	0	0
229.0481	228.85	229.0481	229.0481	<--ADMw_I	-0.00471	0	69.57	1
686.3141	715	715	715	<--ADMw_I	-0.01043	0	1254.72	80
902.217	904.8075	904.8075	904.8075	<--ADMw_I	-0.00673	0	483.62	23
3457.665	3553.875	3530.365	3553.875	<--ADMw_I	-0.00571	0	536.87	32
		235.495		<--ADMw_I	0	0	0	0
625.2903	625.9025	625.9025	625.9025	<--ADMw_I	0	0	670.21	51
370	384.235	384.235	384.235	<--ADMw_I	-0.01411	0	1363.64	84
1809.977	1828.77	1828.77	1828.77	<--ADMw_I	-0.00414	0	596.77	42
20905.7	20984.81	20984.81	20984.81	<--ADMw_I	-0.00177	0	461.12	20
		216.085		<--ADMw_I	0	0	0	0
		139.76		<--ADMw_I	0	0	0	0
8665.717	8775.727	8775.727	8775.727	<--ADMw_I	-0.00531	0	530.17	30
		924.8625		<--ADMw_I	0	0	0	0
1210.153	1233.295	1233.295	1233.295	<--ADMw_I	0	0	772.73	64
788.8349	778.19	788.8349	788.8349	<--ADMw_I	-0.01234	0	553.69	34
6927.694	6889.868	6889.868	6927.694	<--ADMw_I	-0.00648	0	632.84	45
		199.005		<--ADMw_I	0	0	0	0
950.5816	954.6	954.6	954.6	<--ADMw_I	-0.00552	0	845.22	70
351.177	352.12	218.42	352.12	<--ADMw_I	0	0	1203.21	79
		328.4		<--ADMw_I	0	0	0	0
1772.01	1829.4	1829.4	1829.4	<--ADMw_I	-0.0044	0	655.74	47
362.0866	355.36	236.75	362.0866	<--ADMw_I	-0.00741	0	536.59	31
		336.67		<--ADMw_I	0	0	0	0
450.6469	454.3525	454.3525	454.3525	<--ADMw_I	-0.00113	0	776.12	65
427.2443	416.4725	427.2443	427.2443	<--ADMw_I	-0.00495	0	1180.26	78
407.95	404.26	275.75	407.95	<--ADMw_I	0	0	1836.73	89
		382.95		<--ADMw_I	0	0	0	0
535.0212	529.56	535.0212	535.0212	<--ADMw_I	-0.00095	0	701.3	56
468.7546	483.995	417.945	483.995	<--ADMw_I	-0.02354	0	1245.9	80
		166.8425		<--ADMw_I	0	0	0	0
896.0226	890.0425	812.0225	896.0226	<--ADMw_I	-0.00715	0	716.42	58
		413.3825		<--ADMw_I	0	0	0	0
1607.687	1648.775	1648.775	1648.775	<--ADMw_I	-0.00649	0	695.74	55
1590.762	1508.708	1590.762	1590.762	<--ADMw_I	0	0	584.46	40

303.945	323.15	202.07	323.15	<--ADMw_I	-0.01759	0	2994.37	93
		285.33		<--ADMw_I	0	0	0	0
274.4888	270.4325	274.4888	274.4888	<--ADMw_I	0	0	1851.85	90
796.492	804.7825	804.7825	804.7825	<--ADMw_I	-0.00482	0	1341.88	83
302.2035	296.74	302.2035	302.2035	<--ADMw_I	0	0	596.03	41
141.1299	143.6825	143.6825	143.6825	<--ADMw_I	-0.002	0	2745.1	92
131.8562	140.12	140.12	140.12	<--ADMw_I	0	0	1624.87	87
115.2817	113.8325	115.2817	115.2817	<--ADMw_I	0	0	4032.26	96
1076.947	1077.99	1077.99	1077.99	<--ADMw_I	-0.00086	0	504.71	26
465.08	471.09	471.09	471.09	<--ADMw_I	-0.00427	0	122.28	3
		262.9125		<--ADMw_I	0	0	0	0
33.06	33.285	33.285	33.285	<--ADMw_I	-0.02941	0	775	65
31.09	30.54	31.09	31.09	<--ADMw_I	0	0	1200	79
31.2775	38.66	38.66	38.66	<--ADMw_I	-0.04459	0	716.67	59
33.26	32.06	33.26	33.26	<--ADMw_I	0	0	1000	74
486.46	26.6175	52.945	52.94	<--ADMw_I	0	0	5000	96
		433.515		<--ADMw_I	0	0	0	0
29.39	28.49	29.39	29.39	<--ADMw_I	0	0	1166.67	78
42.0308	42.23	42.23	42.23	<--ADMw_I	-0.01658	0	6800	98
136.345	558.21	558.21	558.21	<--ADMw_I	-0.01223	0	833.33	69
4988.71	4799.018	4988.71	4988.71	<--ADMw_I	-0.00398	0	570.3	38
3181.582	3170.863	3170.863	3181.582	<--ADMw_I	0	0	664.06	49
		81.6425		<--ADMw_I	0	0	0	0
3312.622	3403.323	3403.323	3403.323	<--ADMw_I	-0.00264	0	373.3	8
5575.054	5617.804	5617.804	5617.804	<--ADMw_I	-0.00314	0	490.72	24
4938.653	4995.728	4995.728	4995.728	<--ADMw_I	-0.00581	0	433.73	15
		301.3025		<--ADMw_I	0	0	0	0
1243.683	1340.09	1340.09	1340.09	<--ADMw_I	0	0	877.05	71
		167.0225		<--ADMw_I	0	0	0	0
367.23	372.81	258.45	372.81	<--ADMw_I	-0.00567	0	1310.04	82
		344.03		<--ADMw_I	0	0	0	0
391.3286	397.7	269.9	397.7	<--ADMw_I	-0.01219	0	772.73	64
		351.56		<--ADMw_I	0	0	0	0
48.139	56.915	56.915	56.915	<--ADMw_I	-0.03665	0	703.7	57
17055.12	17006.26	17006.26	17055.12	<--ADMw_I	-0.00483	0	426.72	14
		233.1225		<--ADMw_I	0	0	0	0
		1002.59		<--ADMw_I	0	0	0	0
		515.675		<--ADMw_I	0	0	0	0
		123.835		<--ADMw_I	0	0	0	0
908.7622	909.98	909.98	909.98	<--ADMw_I	-0.00083	0	449.78	19
32.4	32.4	32.4	32.4	<--ADMw_I	0	0	7692.31	98
59.76	62.79	62.79	62.79	<--ADMw_I	-0.07698	0	1343.75	83
3836.753	3852.513	3852.513	3852.513	<--ADMw_I	-0.00487	0	673.58	51
7131.891	7091.963	7131.891	7131.891	<--ADMw_I	-0.00308	0	445.69	17
5644.314	5592.913	5547.083	5644.314	<--ADMw_I	-0.0078	0	972.64	73
		153.41		<--ADMw_I	0	0	0	0
		187.16		<--ADMw_I	0	0	0	0
3564.165	3586.833	3586.833	3586.833	<--ADMw_I	-0.00142	0	473.77	22

		200.975	<--ADMw_F	0	0	0	0
8310.659	8350.99	8350.99	8350.99 <--ADMw_F	-0.002	0	677.55	52
		56.28	<--ADMw_F	0	0	0	0
989.4819	998.69	998.69	998.69 <--ADMw_F	-0.003	0	474.25	22
339.6	329.77	222.5	339.6 <--ADMw_F	-0.0034	0	400	11
		319.1	<--ADMw_F	0	0	0	0
389.662	395.2025	395.2025	395.2025 <--ADMw_F	-0.00507	0	1850.88	89
34.9337	31.2525	34.9337	34.9337 <--ADMw_F	0	0	16000	99
34.242	38.32	38.32	38.32 <--ADMw_F	-0.07553	0	3076.92	95
1196.447	1177.71	1196.447	1196.447 <--ADMw_F	-0.00477	0	847.14	71
19746.84	19787.32	19787.32	19787.32 <--ADMw_F	-0.00212	0	469.33	21
		230.935	<--ADMw_F	0	0	0	0
		31.6325	<--ADMw_F	0	0	0	0
		228.32	<--ADMw_F	0	0	0	0
		252.465	<--ADMw_F	0	0	0	0
		116.545	<--ADMw_F	0	0	0	0
12697.67	13140.95	13140.95	13140.95 <--ADMw_F	-0.00587	0	434.57	15
		286.4925	<--ADMw_F	0	0	0	0
			<--ADMw_F--				
1752.083	1791.468	1791.468	1791.468 <--ADMw_F	-0.0051	0	810.98	68
		77.49	<--ADMw_F	0	0	0	0
300.362	287.945	300.362	300.362 <--ADMw_F	0	0	1760.56	88
1552.415	1564.7	1564.7	1564.7 <--ADMw_F	-0.00391	0	733.85	61
3385.231	3326.288	3326.288	3385.231 <--ADMw_F	-0.00297	0	936.7	72
		54.7825	<--ADMw_F	0	0	0	0
		157.6525	<--ADMw_F	0	0	0	0
6722.129	6737.968	6737.968	6737.968 <--ADMw_F	-0.00599	0	572.44	38
410.294	389.3225	410.294	410.294 <--ADMw_F	-0.00028	0	1651.79	87
354.7626	356.3225	234.2325	356.3225 <--ADMw_F	-0.00073	0	1383.5	84
		325.96	<--ADMw_F	0	0	0	0
1968.039	1942.56	1968.039	1968.039 <--ADMw_F	-0.00619	0	765.77	63
1063.232	1122.63	1122.63	1122.63 <--ADMw_F	0	0	726.16	59
		149.5425	<--ADMw_F	0	0	0	0
		352.0275	<--ADMw_F	0	0	0	0
797.348	801.55	801.55	801.55 <--ADMw_F	0	0	679.88	53
737.9	747.07	747.07	747.07 <--ADMw_F	0	0	378.33	8
		305.14	<--ADMw_F	0	0	0	0
382.297	381.52	268	382.297 <--ADMw_F	-0.01226	0	1109.5	77
		348.2075	<--ADMw_F	0	0	0	0
1618.939	1591.548	1618.939	1618.939 <--ADMw_F	-0.00518	0	595.18	41
7010.105	7095.835	6914.215	7095.835 <--ADMw_F	-0.00315	0	818.53	68
		56.04	<--ADMw_F	0	0	0	0
		325.6725	<--ADMw_F	0	0	0	0
		193.475	<--ADMw_F	0	0	0	0
		75.57	<--ADMw_F	0	0	0	0
1008.899	1025.665	1025.665	1025.665 <--ADMw_F	-0.00825	0	395.38	10
10993.37	11096.78	11096.78	11096.78 <--ADMw_F	-0.00333	0	527.66	28
4927.954	4975.87	4975.87	4975.87 <--ADMw_F	-0.00417	0	442.53	16

		343.1025	<--ADMw_F	0	0	0	0
2717.054	2737.52	2737.52	2737.52 <--ADMw_F	-0.00624	0	663.04	49
		142.39	<--ADMw_F	0	0	0	0
959.0836	1220.64	1220.64	1220.64 <--ADMw_F	-0.00507	0	549.49	33
		48.535	<--ADMw_F	0	0	0	0
5136.227	5265.36	5265.36	5265.36 <--ADMw_F	0	0	86.6	2
		3929.578	<--ADMw_F	0	0	0	0
850.1613	854.7475	854.7475	854.7475 <--ADMw_F	-0.0022	0	1005.44	75
			<--ADMw_F--				
167.65	156.485	167.65	167.65 <--ADMw_F	0	0	2978.72	93
3373.427	3343.515	3343.515	3373.427 <--ADMw_F	-0.00124	0	371.75	7
		377.1375	<--ADMw_F	0	0	0	0
28.79	27.7075	28.79	28.79 <--ADMw_F	0	0	16000	99
1648.707	1622.59	1648.707	1648.707 <--ADMw_F	-0.00634	0	390.81	9
183.44	197.53	133.5	197.53 <--ADMw_F	-0.00848	0	756.58	62
		162.33	<--ADMw_F	0	0	0	0
3.25	3.25	3.25	3.25 <--ADMw_F	0	0	680	53
464.1382	455.68	464.1382	464.1382 <--ADMw_F	0	0	967.52	73
223.7848	216.37	111.05	223.7848 <--ADMw_F	-0.01332	0	2294.74	91
		211.25	<--ADMw_F	0	0	0	0
46.5325	52.72	52.72	52.72 <--ADMw_F	0	0	3791.67	95
1206.635	1204.18	1206.635	1206.635 <--ADMw_F	-0.00316	0	642.86	46
1631.862	1776.295	1776.295	1776.295 <--ADMw_F	0	0	498.22	25
		313.74	<--ADMw_F	0	0	0	0
4589.736	4560.503	4560.503	4589.736 <--ADMw_F	-0.00276	0	580.36	39
		139.9675	<--ADMw_F	0	0	0	0
		132.18	<--ADMw_F	0	0	0	0
2760.815	2769.278	2769.278	2769.278 <--ADMw_F	-0.00225	0	684.41	54
1093.948	1109.44	1109.44	1109.44 <--ADMw_F	-0.00778	0	733.01	60
2309.732	2334.868	2334.868	2334.868 <--ADMw_F	-0.00543	0	631.5	44
52472.81	52645.64	52645.64	52645.64 <--ADMw_F	-0.00373	0	412.32	13
		181.67	<--ADMw_F	0	0	0	0
		138.725	<--ADMw_F	0	0	0	0
		101.51	<--ADMw_F	0	0	0	0
		176.2375	<--ADMw_F	0	0	0	0
		143.3975	<--ADMw_F	0	0	0	0
2645.238	2665.018	2665.018	2665.018 <--ADMw_F	-0.00213	0	433.72	14
386.5375	393.92	393.92	393.92 <--ADMw_F	-0.03893	0	448.43	19
950.1535	960.0695	960.0695	960.0695 <--ADMw_F	-0.00392	0	406.45	11
7488.898	7464.09	7464.09	7488.898 <--ADMw_F	-0.0037	0	486.05	23
		198.0275	<--ADMw_F	0	0	0	0
3103.533	3115.01	3115.01	3115.01 <--ADMw_F	0	0	373.26	7
334.3906	335.51	213.73	335.51 <--ADMw_F	0	0	2134.83	91
		313	<--ADMw_F	0	0	0	0
		264.265	<--ADMw_F	0	0	0	0
57644.12	57778.55	57778.55	57778.55 <--ADMw_F	-0.00433	0	560.41	35
		91.0775	<--ADMw_F	0	0	0	0
		210.4425	<--ADMw_F	0	0	0	0

		144.1175	<--ADMw_F	0	0	0	0
			<--ADMw_F--				
		176.75	<--ADMw_F	0	0	0	0
		396.8475	<--ADMw_F	0	0	0	0
		207.515	<--ADMw_F	0	0	0	0
		254.8625	<--ADMw_F	0	0	0	0
		343.3	<--ADMw_F	0	0	0	0
		177.02	<--ADMw_F	0	0	0	0
3889.549	3902.829	3902.829	3902.829	<--ADMw_F	-0.00692	0	732.09	60
14396.92	14397.93	14397.93	14397.93	<--ADMw_F	-0.00452	0	699.88	55
		577.935	<--ADMw_F	0	0	0	0
		212.36	<--ADMw_F	0	0	0	0
		407.985	<--ADMw_F	0	0	0	0
14210.78	13916.14	13916.14	14210.78	<--ADMw_F	-0.00297	0	514.01	27
		0.5175	<--ADMw_F	0	0	0	0
		181.06	<--ADMw_F	0	0	0	0
		381.15	<--ADMw_F	0	0	0	0
		538.2275	<--ADMw_F	0	0	0	0
7720.17	7942.508	7942.508	7942.508	<--ADMw_F	-0.00499	0	554.05	34
1373.353	1332.25	1373.353	1373.353	<--ADMw_F	-0.00385	0	529.36	29
12736.1	12306.98	12554.15	12736.1	<--ADMw_F	-0.00427	0	665.75	50
		181.9525	<--ADMw_F	0	0	0	0
719.21	726.25	726.25	726.25	<--ADMw_F	0	0	239.13	4
3840.41	3875.25	3820.63	3875.25	<--ADMw_F	-0.00241	0	566.36	36
		249.635	<--ADMw_F	0	0	0	0
		199.4625	<--ADMw_F	0	0	0	0
3866.143	3875.05	3875.05	3875.05	<--ADMw_F	-0.00374	0	528.3	29
446.25	457.05	457.05	457.05	<--ADMw_F	-0.00312	0	409.52	12
382.499	361.9325	382.499	382.499	<--ADMw_F	0	0	645.16	47
428.6979	423.27	428.6979	428.6979	<--ADMw_F	0	0	1609.2	86
2650.034	2647.51	2650.034	2650.034	<--ADMw_F	0	0	748.83	62
1034.994	1101.92	1101.92	1101.92	<--ADMw_F	0	0	1002.36	74
681.4649	699.2425	699.2425	699.2425	<--ADMw_F	-0.0017	0	1107.57	76
330.8428	332.53	332.53	332.53	<--ADMw_F	0	0	515.96	27
469.6642	464.42	469.6642	469.6642	<--ADMw_F	-0.00952	0	517.8	28
429.5675	430.4	430.4	430.4	<--ADMw_F	0	0	452.63	20
1744.095	1737.638	1744.095	1744.095	<--ADMw_F	0	0	495.56	24
2189.794	2242.455	2242.455	2242.455	<--ADMw_F	-0.00186	0	445.71	18
7060.03	7104.09	7104.09	7104.09	<--ADMw_F	-0.00166	0	305.2	5
3601.932	3594.893	3594.893	3601.932	<--ADMw_F	-0.00516	0	435.77	16
		78.91	<--ADMw_F	0	0	0	0
755.3634	731.01	755.3634	755.3634	<--ADMw_F	-0.00428	0	446.43	18
634.8555	689.2325	689.2325	689.2325	<--ADMw_F	-0.00916	0	656.17	48
111.6034	112.9025	112.9025	112.9025	<--ADMw_F	-0.01597	0	687.5	54
2682.448	2694.653	2694.653	2694.653	<--ADMw_F	-0.00543	0	302.75	4
464.1671	462.3275	464.1671	464.1671	<--ADMw_F	-0.0022	0	444.54	17
438.6684	442.35	324.6	442.35	<--ADMw_F	0	0	745.45	61
		407.35	<--ADMw_F	0	0	0	0

427.9678	420.22	319.68	427.9678	<--ADMw_I	-0.01102	0	706.71	57
		395.52		<--ADMw_I	0	0	0	0
450.917	461.7	341.94	461.7	<--ADMw_I	0	0	620.81	43
		419.0775		<--ADMw_I	0	0	0	0
507.0937	523.985	523.985	523.985	<--ADMw_I	-0.00388	0	535.71	31
430.54	433.89	319.5	433.89	<--ADMw_I	0	0	1718.75	88
		372.7125		<--ADMw_I	0	0	0	0
318.3478	318.37	318.37	318.37	<--ADMw_I	0	0	1564.25	86
571.9381	557.9575	571.9381	571.9381	<--ADMw_I	0	0	1057.08	76
26.58	27.54	27.54	27.54	<--ADMw_I	-0.435	0	5000	96
406.2079	393.61	406.2079	406.2079	<--ADMw_I	-0.00553	0	1529.28	85
495.8561	493.07	495.8561	495.8561	<--ADMw_I	0	0	1303.03	81
3637.868	3775.895	3738.275	3775.895	<--ADMw_I	-0.00448	0	568.56	37
		256.545		<--ADMw_I	0	0	0	0
		63.2975		<--ADMw_I	0	0	0	0
		30.64		<--ADMw_I	0	0	0	0
24805.84	24654.14	24654.14	24805.84	<--ADMw_I	-0.00284	0	791.84	66
		195.8125		<--ADMw_I	0	0	0	0
1278.992	1260.665	1278.992	1278.992	<--ADMw_I	-0.00184	0	613.64	42
7446.728	7481.345	7481.345	7481.345	<--ADMw_I	-0.00078	0	555.92	35
		206.6425		<--ADMw_I	0	0	0	0
14698.13	14486.03	14486.03	14698.13	<--ADMw_I	-0.0033	0	586.58	40
		231.8775		<--ADMw_I	0	0	0	0
48359.58	48816.17	48816.17	48816.17	<--ADMw_I	-0.00189	0	538.35	32
		387.165		<--ADMw_I	0	0	0	0
		285.9125		<--ADMw_I	0	0	0	0
5990.845	5969.795	5969.795	5990.845	<--ADMw_I	-0.00025	0	407.71	12
		210.1275		<--ADMw_I	0	0	0	0
745.2304	749.63	749.63	749.63	<--ADMw_I	-0.00523	0	566.37	37
148.51	151.13	151.13	151.13	<--ADMw_I	0	0	3000	94
855.52	982.21	931.75	982.21	<--ADMw_I	-0.00219	0	89.89	2
		809.52		<--ADMw_I	0	0	0	0
617.7678	748	748	748	<--ADMw_I	0	0	369.22	6
		329.1625		<--ADMw_I	0	0	0	0
		73.0925		<--ADMw_I	0	0	0	0
		38.4775		<--ADMw_I	0	0	0	0
1142.323	1159.353	1159.353	1159.353	<--ADMw_I	-0.00338	0	714.29	58
1024.875	1016.333	1016.333	1024.875	<--ADMw_I	-0.00754	0	359.32	6
		39.56		<--ADMw_I	0	0	0	0
1243.979	1231.198	1243.979	1243.979	<--ADMw_I	0	0	497.51	25
5721.316	5739.188	5739.188	5739.188	<--ADMw_I	-0.00252	0	530.62	30
1007.388	1054.548	1054.548	1054.548	<--ADMw_I	-0.00454	0	627.9	44
7902.029	7888.565	7902.029	7902.029	<--ADMw_I	-0.00422	0	389.8	9
1191.127	1211.25	1211.25	1211.25	<--ADMw_I	-0.00704	0	414.08	13
		90.375		<--ADMw_I	0	0	0	0
		139.865		<--ADMw_I	0	0	0	0
0	0	0	0	<--ADMw_I	0	0	0	0
237.87	231	237.87	237.87	<--ADMw_I	0	0	0	0

623.7	560	623.7	623.7 <--ADMw_I	0	0	0	0
0	0	0	0 <--ADMw_I	0	0	0	0
0	0	0	0 <--ADMw_I	0	0	0	0
0	0	0	0 <--ADMw_I	0	0	0	0
0	0	0	0 <--ADMw_I	0	0	0	0
0	0	0	0 <--ADMw_I	0	0	0	0
0	0	0	0 <--ADMw_I	0	0	0	0
0	0	0	0 <--ADMw_I	0	0	0	0
0	0	0	0 <--ADMw_I	0	0	0	0
0	0	0	0 <--ADMw_I	0	0	0	0
0	0	0	0 <--ADMw_I	0	0	0	0
0	0	0	0 <--ADMw_I	0	0	0	0
0	0	0	0 <--ADMw_I	0	0	0	0
0	0	0	0 <--ADMw_I	0	0	0	0
0	0	0	0 <--ADMw_I	0	0	0	0
0	0	0	0 <--ADMw_I	0	0	0	0
0	0	0	0 <--ADMw_I	0	0	0	0
0	0	0	0 <--ADMw_I	0	0	0	0
0	0	0	0 <--ADMw_I	0	0	0	0
0	0	0	0 <--ADMw_I	0	0	0	0
0	0	0	0 <--ADMw_I	0	0	0	0

70	71	72	73	74	75	76	77	78
TransRmbr	SpacerC	SpacerD	SpacerE	SpacerF	ESD_ID_C	Tax_C	FFF_C	CMF_C
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79	80	81	82	83	84	85	86	87
CSF_C	SMT_C	EQESD_C	InLieu_C	LRevAdj_C	AvgTchrExp	Transp_C	ADM_C	ADM_DistA
100	0	0	0	0	10.08	815268	1671.09	3780.98
0	0	0	0	0	0	0	1804.7	
0	0	0	0	0	0	0	305.19	
0	0	0	0	0	12.9	290000	0	89
0	0	0	0	0	0	0	89	
0	0	0	1216	0	14.28	297401	6.97	59.28
0	0	0	0	0	0	0	52.31	
0	12000	0	0	0	11.76	376000	0	205.44
0	0	0	0	0	0	0	205.44	
5000	0	0	1500	0	9.44	530000	364.22	364.22
2000	0	0	0	0	11	420000	0	229.99
0	0	0	0	0	0	0	229.99	
30000	600000	0	0	0	13.02	732020	1422.46	1620.39
0	0	0	0	0	0	0	197.93	
160000	0	0	0	0	12.55	3975000	6657.3	6766.89
0	0	0	0	0	0	0	109.59	
1000	0	0	0	0	12.95	5000000	9795.51	9907.12
0	0	0	0	0	0	0	111.61	
0	0	0	0	0	12.94	3900000	7007.63	7007.63
5000	0	0	0	0	13.72	11750000	15839.32	17092.81
0	0	0	0	0	0	0	448.32	
0	0	0	0	0	0	0	294.95	
0	0	0	0	0	0	0	296.88	
0	0	0	0	0	0	0	213.34	
0	50000	0	0	0	11.45	2195000	2438.74	2736.72
0	0	0	0	0	0	0	202.11	
0	0	0	0	0	0	0	95.87	
0	0	0	0	0	11.14	3360000	4150.03	4419.46
0	0	0	0	0	0	0	269.43	
0	0	0	0	0	10.35	592345	607.31	607.31
0	0	0	0	0	12.28	6600000	7004.21	7930.46
0	0	0	0	0	0	0	166.43	
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0	0	0	0	0	14.27	3466991	4668.52	4668.52
0	0	0	0	0	11.06	1600000	1701.54	2975.89
0	0	0	0	0	0	0	1098.84	
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0	0	0	0	0	11.7	1220616	1993.03	1993.03
1400000	200000	0	0	0	14.33	1250000	1860.71	1860.71
0	5500000	0	0	0	7.56	0	134.49	134.49
2043768	83406	0	0	0	14.09	1412979	1608.65	1641.23
0	0	0	0	0	0	0	32.58	
925000	850000	0	0	0	11.14	480000	1014.42	1014.42
350000	75000	0	2000	0	9.02	315000	490.06	490.06

80000	140000	0	350000	0	9.71	1885000	2123.2	2408.69
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13000	65000	0	0	0	8.62	940900	717.17	717.17
20000	30000	0	0	0	8.64	1010000	853.96	893.8
0	0	0	0	0	0	0	39.84	
20000	650000	0	0	0	13.45	725000	531.9	531.9
105000	105000	0	0	0	12.71	1516082	2649.47	2835.96
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50000	0	0	0	0	11.74	2100000	2911.7	3197.76
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0	0	0	0	0	10.83	1400000	2327.98	4187.04
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0	0	0	0	0	9.46	8000	104.71	104.71
9000	0	0	0	0	9.38	655000	507.81	507.81
10200	0	0	0	0	11.97	327862	689.7	689.7
0	0	0	0	0	12.85	1529712	2667.79	2868.77
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0	0	0	0	0	10.95	300000	208.53	208.53
124000	0	0	0	0	11.5	871000	1537.43	1537.43
275000	0	0	0	0	13.83	7600000	17888.24	18231.78
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138800	0	0	0	0	12.46	3434600	6506.4	7399.84
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25000	0	0	0	0	16.37	710000	1080.62	1080.62
6500	0	0	0	0	8.03	350000	605.59	605.59
70000	0	0	0	0	13.07	3654563	5772.66	5959.88
0	0	0	0	0	0	0	187.22	
20000	0	0	0	0	15.18	584550	739.06	739.06
2500	0	0	0	0	12.16	190000	0	185.7
0	0	0	0	0	0	0	185.7	
20000	0	0	0	0	11.41	1000000	1476.07	1476.07
3500	0	0	0	0	12.68	105000	0	211.06
0	0	0	0	0	0	0	211.06	
6000	0	0	0	0	12.55	260000	331.79	331.79
3500	0	0	0	0	8.28	235000	241.38	241.38
3500	0	0	0	0	8.69	425000	0	248.69
0	0	0	0	0	0	0	248.69	
5000	0	0	0	0	15.64	265000	389.92	389.92
3500	150000	0	0	0	11.25	375000	193.92	290.86
0	0	0	0	0	0	0	96.94	
10000	15000	0	0	0	10.94	465000	356.78	670.41
0	0	0	0	0	0	0	313.63	
12500	0	0	0	0	10.72	956000	1374.09	1374.09
15000	0	0	0	0	14.35	667687	1361.36	1361.36

0	0	162591	0	0	14.8	369213	0	156.5
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0	0	160000	5000	0	12.4	250000	138.58	138.58
6000	0	445000	0	0	12.77	748785	577.45	577.45
1420	0	190000	0	0	11.85	90000	155.85	155.85
570	0	90000	0	0	12.67	140000	50.09	50.09
450	0	56000	0	0	4.09	72568	38.92	38.92
300	0	60000	0	0	15.4	125000	32.22	32.22
0	0	0	40000	0	12.42	415000	850.34	850.34
3000	5000	0	10000	0	11.01	45000	100.88	361.99
0	0	0	0	0	0	0	261.11	
0	0	0	0	0	28	6041	7.76	7.76
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0	0	0	0	0	18	8500	5.79	5.79
980	0	0	325	0	36	7000	8.29	8.29
4500	0	0	0	0	10.24	15000	2.4	433.92
0	0	0	0	0	0	0	431.52	
0	0	0	5231	0	8	3400	4	4
300	0	0	1350	0	15.5	100366	15.28	15.28
2000	5800	0	25000	0	16.29	340000	63.94	63.94
0	0	0	0	0	14.3	2137082	3994.64	3994.64
0	0	0	0	0	13.21	1660000	2493.88	2570.84
0	0	0	0	0	0	0	76.96	
0	0	400000	0	0	11.27	1022304	2855.59	2855.59
0	0	0	0	0	12.41	2227269	4792.01	4792.01
0	0	0	0	0	10.34	1750000	3816.6	4106.25
0	0	0	0	0	0	0	289.65	
0	0	0	0	0	9.95	911111	828.52	988.28
0	0	0	0	0	0	0	159.76	
0	0	0	0	0	13.72	265000	0	223.42
0	0	0	0	0	0	0	223.42	
0	0	0	0	0	9.98	170000	0	214.26
0	0	0	0	0	0	0	214.26	
0	0	0	0	0	3.26	18500	19.4	19.4
0	0	0	0	0	10.61	5932500	12546.13	14264.73
0	0	0	0	0	0	0	222.15	
0	0	0	0	0	0	0	956.5	
0	0	0	0	0	0	0	421.69	
0	0	0	0	0	0	0	118.26	
3000	0	0	0	0	11.25	300000	666.52	666.52
300	0	0	0	0	0	58000	6.5	6.5
1300	0	0	0	0	7.46	42298	28.97	28.97
45000	0	0	0	0	10.58	1891000	2905.46	2905.46
0	0	0	0	0	13.58	2500000	6102.58	6102.58
0	0	0	0	0	13.33	4406460	4396.2	4674.15
0	0	0	0	0	0	0	101.62	
0	0	0	0	0	0	0	176.33	
30000	125000	0	0	0	10.35	1390000	2754.93	2941.45

0	0	0	0	0	0	0	186.52	
125000	600000	0	0	0	11.85	4273590	6575.33	6628.88
0	0	0	0	0	0	0	53.55	
0	0	0	91279	0	12.44	387569	730.29	730.29
21000	0	0	0	0	13.24	80000	0	207.83
0	0	0	0	0	0	0	207.83	
0	0	0	0	0	15.69	410000	223.2	223.2
0	0	0	4250	0	10	83400	7.67	7.67
0	0	0	0	0	2	40000	9.45	9.45
7100	0	0	0	0	12.23	834800	1031.88	1031.88
250000	0	0	0	0	12.1	8381110	16105.08	16937.05
0	0	0	0	0	0	0	223.33	
0	0	0	0	0	0	0	30.61	
0	0	0	0	0	0	0	220.94	
0	0	0	0	0	0	0	244.31	
0	0	0	0	0	0	0	112.78	
190000	0	0	649001	0	11.6	4631925	10229.98	10501.81
0	0	0	0	0	0	0	271.83	
25000	1268621	0	0	0	12.31	1097000	1405.4	1479.89
0	0	0	0	0	0	0	74.49	
17411	225000	0	225	0	9.26	250000	152.7	152.7
19900	0	0	3620	0	12.6	934000	1271.43	1271.43
53000	0	0	4000	0	12.64	2159450	2568.29	2772.26
0	0	0	0	0	0	0	52.6	
0	0	0	0	0	0	0	151.37	
60000	0	0	0	0	11.49	3045011	5513.31	5513.31
5000	10000	0	1000	0	10.06	360000	242.15	242.15
3000	0	0	800	0	8.67	247503	0	193.66
0	0	0	0	0	0	0	193.66	
29950	0	0	0	0	12.39	1225000	1686.74	1686.74
9000	0	0	0	0	7.64	642000	352.13	848.29
0	0	0	0	0	0	0	147.93	
0	0	0	0	0	0	0	348.23	
9117	0	0	688	0	9.94	371111	575.55	575.55
4000	0	0	500	0	12.03	211000	290.13	591.83
0	0	0	0	0	0	0	301.7	
2000	200000	0	120	0	15.01	252600	0.99	230.7
0	0	0	0	0	0	0	229.71	
25000	0	0	1500	0	10.83	745543	1332.38	1332.38
300000	500000	0	0	0	10.06	3743769	5065.28	5508.68
0	0	0	0	0	0	0	53.1	
0	0	0	0	0	0	0	195.58	
0	0	0	0	0	0	0	123.59	
0	0	0	0	0	0	0	71.13	
10000	10000	0	0	0	9.96	325000	807.76	807.76
40000	200000	0	0	0	10.74	4750000	9297.74	9297.74
0	160000	0	0	0	10.33	1800000	3870.35	4198.81

0	0	0	0	0	0	0	328.46	
0	50000	0	0	0	11.07	1475000	2144.09	2280.9
0	0	0	0	0	0	0	136.81	
52500	30000	0	0	0	10.24	534536	695.18	772.26
0	0	0	0	0	0	0	47.25	
40000	800000	0	0	0	11.16	380000	571.4	4455.34
0	0	0	0	0	0	0	3883.94	
0	30000	0	0	0	9.5	615091	650.83	650.83
0	0	0	0	0	0	0	0	
0	0	0	0	0	12.31	137000	56.76	56.76
0	0	0	0	0	10.91	1000000	2392.9	2705.36
0	0	0	0	0	0	0	312.46	
0	0	0	0	0	5	30000	3	3
400	0	0	0	0	13.52	475000	1171.31	1171.31
0	0	0	0	0	24.28	86434	13.44	103.95
0	0	0	0	0	0	0	90.51	
0	0	0	0	0	12.11	2040	3	3
95	0	0	0	0	18.63	270842	293.62	293.62
0	0	0	0	0	16.85	216000	0	101.68
0	0	0	0	0	0	0	101.68	
0	0	0	0	0	11.5	90000	19.62	19.62
2000	0	0	0	0	15.53	544790	910.23	910.23
0	0	0	0	0	10.34	625000	965.1	1266.56
0	0	0	0	0	0	0	301.46	
10000	100000	0	0	0	12.53	2200000	3689.46	3954.67
0	0	0	0	0	0	0	136.65	
0	0	0	0	0	0	0	128.56	
18500	0	0	0	0	11.56	1557536	2340.45	2340.45
3500	1000	0	0	0	12.85	610700	842.25	842.25
20000	0	0	0	0	10.83	1168130	1871.11	1871.11
280509	0	0	0	0	11.54	16998070	40511.36	41213.21
0	0	0	0	0	0	0	173.1	
0	0	0	0	0	0	0	129.56	
0	0	0	0	0	0	0	96.3	
0	0	0	0	0	0	0	165.5	
0	0	0	0	0	0	0	137.39	
45000	1200000	0	0	0	10.39	950000	2236.14	2236.14
1500	0	0	0	0	12.78	108000	222.64	222.64
6500	80010	0	0	0	12.17	291735	724.6	724.6
44000	0	0	0	0	10.61	2650000	5385.9	5558.48
0	0	0	0	0	0	0	172.58	
25000	0	0	170000	0	11.47	840000	2290.62	2290.62
17800	0	0	0	0	11.77	369000	0	179.46
0	0	0	0	0	0	0	179.46	
0	0	0	0	0	0	0	212.22	
12402	0	0	327000	0	11.71	25800000	46547.46	48481.66
0	0	0	0	0	0	0	87.61	
0	0	0	0	0	0	0	202.3	

0	0	0	0	0	0	0	139.75	
0	0	0	0	0	0	0	167.53	
0	0	0	0	0	0	0	383.11	
0	0	0	0	0	0	0	201.83	
0	0	0	0	0	0	0	247.88	
0	0	0	0	0	0	0	333.48	
0	0	0	0	0	0	0	170.71	
1500	0	0	0	0	11.1	2172621	3058.81	3058.81
1800	0	0	0	0	13.11	7500000	9843.6	10919.5
0	0	0	0	0	0	0	534.88	
0	0	0	0	0	0	0	194.98	
0	0	0	0	0	0	0	346.04	
2500	0	0	0	0	11.89	5800000	10747.52	11794.65
0	0	0	0	0	0	0	0.5	
0	0	0	0	0	0	0	169.96	
0	0	0	0	0	0	0	366.98	
0	0	0	0	0	0	0	509.69	
0	0	0	0	0	12.93	3271593	6025.86	6025.86
700	0	0	0	0	10.01	622000	1212.12	1212.12
2000	0	0	0	0	13.1	6044093	9818.13	9980.64
0	0	0	0	0	0	0	162.51	
0	0	0	0	0	13.5	133000	575.96	575.96
40648	0	0	3200	0	11.72	1750000	2828.27	3207.77
0	0	0	0	0	0	0	187.61	
0	0	0	0	0	0	0	191.89	
0	0	0	0	0	11.78	1616000	3174.21	3174.21
625	580	0	2200	0	13.61	129000	305.85	305.85
0	0	0	0	0	5.05	120000	203.15	203.15
20000	0	180000	0	0	14.13	400000	265.89	265.89
0	4500000	0	0	0	10.85	1338890	2218.04	2218.04
700818	2379660	0	0	0	11.64	818445	791.6	791.6
350000	225000	0	0	0	13.21	551000	481.59	481.59
5000	0	0	0	0	11.33	85000	186.48	186.48
8100	0	0	0	0	12	160000	312.72	312.72
7000	0	0	0	0	10.03	126000	284.25	284.25
34000	0	0	0	0	9.61	687000	1353.21	1353.21
46000	0	0	0	0	10.39	780000	1725.49	1725.49
155000	0	0	0	0	10.22	1600000	5697.41	5697.41
85000	0	0	0	0	15.82	1320000	3002.54	3078.59
0	0	0	0	0	0	0	76.05	
12000	0	0	0	0	14.45	250000	581.94	581.94
12500	0	0	12000	0	7.53	293800	457.8	457.8
725	0	0	0	0	25.58	25000	30.94	30.94
78500	0	0	0	0	11.45	671235	2281.53	2281.53
12000	0	0	0	0	15.41	147007	335.61	335.61
6500	0	0	5000	0	14.54	200000	0	272.44
0	0	0	0	0	0	0	272.44	

12000	0	0	0	0	15.64	200000	0	289.98
0	0	0	0	0	0	0	289.98	
9600	0	0	0	0	14.9	160000	0	289.45
0	0	0	0	0	0	0	289.45	
15000	0	0	0	0	8.74	225000	377.17	377.17
0	0	500000	0	0	15.14	454489	7	256.81
0	0	0	0	0	0	0	249.81	
0	0	390000	0	0	10.82	271000	178.98	178.98
0	0	715553	0	0	15.55	415783	425.21	425.21
0	0	36252	0	0	32	10000	1.04	1.04
0	0	0	0	0	20.78	350000	240.14	240.14
18948	0	0	0	0	11.55	430000	332.51	332.51
50000	0	0	0	0	11.62	1680000	2648.12	2903.28
0	0	0	0	0	0	0	198.34	
0	0	0	0	0	0	0	56.82	
0	0	0	0	0	0	0	29.83	
450000	650000	0	0	0	11.94	15487500	20108.34	20297.78
0	0	0	0	0	0	0	189.44	
25000	800000	0	0	0	11.87	650000	1116.93	1116.93
165000	1000000	0	0	0	12.17	3300000	5812.54	6012.91
0	0	0	0	0	0	0	200.37	
300000	0	0	0	0	13.3	6976000	12337.61	12561.69
0	0	0	0	0	0	0	224.08	
600000	0	0	0	0	13.06	21250000	40007.61	40650.77
0	0	0	0	0	0	0	366.69	
0	0	0	0	0	0	0	276.47	
66673	0	0	2065	0	13.06	2120950	5122.06	5329.46
0	0	0	0	0	0	0	207.4	
13000	800000	0	0	0	11.66	310000	564.64	564.64
4500	0	73000	0	0	19.79	170000	60.38	60.38
7000	0	360000	0	0	13.7	100000	0	752.31
0	0	0	0	0	0	0	752.31	
4500	0	287170	0	0	9.05	200134	46.23	481.98
0	0	0	0	0	0	0	324.87	
0	0	0	0	0	0	0	72.64	
0	0	0	0	0	0	0	38.24	
0	0	0	0	0	10.47	710000	1001.19	1001.19
1000	0	0	0	0	11.95	295000	790.35	828.73
0	0	0	0	0	0	0	38.38	
2000	0	0	0	0	12.59	485000	1018.67	1018.67
10000	0	0	0	0	14.53	2533000	4908.42	4908.42
3800	0	0	0	0	9.71	523251	808.82	808.82
25000	0	0	0	0	13.72	2500000	6607.54	6607.54
10500	0	0	0	0	7.13	400000	730.34	948.09
0	0	0	0	0	0	0	86.4	
0	0	0	0	0	0	0	131.35	
0	0	0	0	0	12.11	0	0	0
0	0	0	0	0	12.11	0	158.58	158.58

0	0	0	0	0	12.11	0	311.85	311.85
0	0	0	1500	0	11.08	0	0	0
0	0	0	0	0	2	0	0	0
0	0	0	0	0	15.86	0	0	0
0	0	0	0	0	7.8	0	0	0
0	0	0	0	0	4.6	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	4000	0	0	0	0	0
0	0	0	0	0	13.7	0	0	0
0	0	0	0	0	3	0	0	0
0	0	0	0	0	2	0	0	0
0	40000	0	3000	0	11.86	0	0	0
0	120000	0	0	0	16.44	0	0	0
0	0	0	0	0	5.55	0	0	0
0	20000	0	5000	0	14.82	0	0	0
0	0	0	0	0	7.72	0	0	0
0	0	0	0	0	13.07	0	0	0
0	0	1703901	0	0	19.6	0	0	0
0	0	0	0	0	0	0	0	0
0	350000	0	0	0	13.43	0	0	0

88	89	90	91	92	93	94	95	96
ADM_Non(	ADM_Chtr_	ADM_Clsd(	SpacerG	SumFact_C	SumFact_D	SumFact_N	SumFact_C	IEP_C
1671.09	2109.89	0	--ADMw_C-	1671.09	3780.98	1671.09	2109.89	472
1804.7	0	0	--ADMw_C-	1804.7		1804.7	0	0
305.19	0	0	--ADMw_C-	305.19		305.19	0	0
0	89	0	--ADMw_C-	0	89	0	89	10
89	0	0	--ADMw_C-	89		89	0	0
6.97	52.31	0	--ADMw_C-	6.97	59.28	6.97	52.31	10
52.31	0	0	--ADMw_C-	52.31		52.31	0	0
0	205.44	0	--ADMw_C-	0	205.44	0	205.44	29
205.44	0	0	--ADMw_C-	205.44		205.44	0	0
364.22	0	0	--ADMw_C-	364.22	364.22	364.22	0	59
0	229.99	0	--ADMw_C-	0	229.99	0	229.99	37
229.99	0	0	--ADMw_C-	229.99		229.99	0	0
1422.46	197.93	0	--ADMw_C-	1422.46	1620.39	1422.46	197.93	172
197.93	0	0	--ADMw_C-	197.93		197.93	0	0
6657.3	109.59	0	--ADMw_C-	6657.3	6766.89	6657.3	109.59	678
109.59	0	0	--ADMw_C-	109.59		109.59	0	0
9795.51	111.61	0	--ADMw_C-	9795.51	9907.12	9795.51	111.61	1101
111.61	0	0	--ADMw_C-	111.61		111.61	0	0
7007.63	0	0	--ADMw_C-	7007.63	7007.63	7007.63	0	664
15839.32	1253.49	0	--ADMw_C-	15839.32	17092.81	15839.32	1253.49	2723
448.32	0	0	--ADMw_C-	448.32		448.32	0	0
294.95	0	0	--ADMw_C-	294.95		294.95	0	0
296.88	0	0	--ADMw_C-	296.88		296.88	0	0
213.34	0	0	--ADMw_C-	213.34		213.34	0	0
2438.74	297.98	0	--ADMw_C-	2438.74	2736.72	2438.74	297.98	384
202.11	0	0	--ADMw_C-	202.11		202.11	0	0
95.87	0	0	--ADMw_C-	95.87		95.87	0	0
4150.03	269.43	0	--ADMw_C-	4150.03	4419.46	4150.03	269.43	543
269.43	0	0	--ADMw_C-	269.43		269.43	0	0
607.31	0	0	--ADMw_C-	607.31	607.31	607.31	0	88
7004.21	926.25	0	--ADMw_C-	7004.21	7930.46	7004.21	926.25	1209
166.43	0	0	--ADMw_C-	166.43		166.43	0	0
195.47	0	0	--ADMw_C-	195.47		195.47	0	0
373.84	0	0	--ADMw_C-	373.84		373.84	0	0
190.51	0	0	--ADMw_C-	190.51		190.51	0	0
4668.52	0	0	--ADMw_C-	4668.52	4668.52	4668.52	0	583
1701.54	1274.35	0	--ADMw_C-	1701.54	2975.89	1701.54	1274.35	322
1098.84	0	0	--ADMw_C-	1098.84		1098.84	0	0
175.51	0	0	--ADMw_C-	175.51		175.51	0	0
1993.03	0	0	--ADMw_C-	1993.03	1993.03	1993.03	0	261
1860.71	0	0	--ADMw_C-	1860.71	1860.71	1860.71	0	248
134.49	0	0	--ADMw_C-	134.49	134.49	134.49	0	30
1608.65	32.58	0	--ADMw_C-	1608.65	1641.23	1608.65	32.58	249
32.58	0	0	--ADMw_C-	32.58		32.58	0	0
1014.42	0	0	--ADMw_C-	1014.42	1014.42	1014.42	0	136
490.06	0	0	--ADMw_C-	490.06	490.06	490.06	0	96

2123.2	285.49	0 --ADMw_C-	2123.2	2408.69	2123.2	285.49	295
73.27	0	0 --ADMw_C-	73.27		73.27	0	0
717.17	0	0 --ADMw_C-	717.17	717.17	717.17	0	138
853.96	39.84	0 --ADMw_C-	853.96	893.8	853.96	39.84	123
39.84	0	0 --ADMw_C-	39.84		39.84	0	0
531.9	0	0 --ADMw_C-	531.9	531.9	531.9	0	101
2649.47	186.49	0 --ADMw_C-	2649.47	2835.96	2649.47	186.49	451
186.49	0	0 --ADMw_C-	186.49		186.49	0	0
1204.66	0	0 --ADMw_C-	1204.66	1204.66	1204.66	0	149
2911.7	286.06	0 --ADMw_C-	2911.7	3197.76	2911.7	286.06	537
208.42	0	0 --ADMw_C-	208.42		208.42	0	0
77.64	0	0 --ADMw_C-	77.64		77.64	0	0
2327.98	1859.06	0 --ADMw_C-	2327.98	4187.04	2327.98	1859.06	580
1859.06	0	0 --ADMw_C-	1859.06		1859.06	0	0
104.71	0	0 --ADMw_C-	104.71	104.71	104.71	0	16
507.81	0	0 --ADMw_C-	507.81	507.81	507.81	0	72
689.7	0	0 --ADMw_C-	689.7	689.7	689.7	0	94
2667.79	200.98	0 --ADMw_C-	2667.79	2868.77	2667.79	200.98	409
200.98	0	0 --ADMw_C-	200.98		200.98	0	0
467.98	0	0 --ADMw_C-	467.98	467.98	467.98	0	66
208.53	0	0 --ADMw_C-	208.53	208.53	208.53	0	19
1537.43	0	0 --ADMw_C-	1537.43	1537.43	1537.43	0	215
17888.24	343.54	0 --ADMw_C-	17888.24	18231.78	17888.24	343.54	1856
207.76	0	0 --ADMw_C-	207.76		207.76	0	0
135.78	0	0 --ADMw_C-	135.78		135.78	0	0
6506.4	893.44	0 --ADMw_C-	6506.4	7399.84	6506.4	893.44	981
893.44	0	0 --ADMw_C-	893.44		893.44	0	0
1080.62	0	0 --ADMw_C-	1080.62	1080.62	1080.62	0	103
605.59	0	0 --ADMw_C-	605.59	605.59	605.59	0	84
5772.66	187.22	0 --ADMw_C-	5772.66	5959.88	5772.66	187.22	726
187.22	0	0 --ADMw_C-	187.22		187.22	0	0
739.06	0	0 --ADMw_C-	739.06	739.06	739.06	0	87
0	185.7	0 --ADMw_C-	0	185.7	0	185.7	25
185.7	0	0 --ADMw_C-	185.7		185.7	0	0
1476.07	0	0 --ADMw_C-	1476.07	1476.07	1476.07	0	264
0	211.06	0 --ADMw_C-	0	211.06	0	211.06	40
211.06	0	0 --ADMw_C-	211.06		211.06	0	0
331.79	0	0 --ADMw_C-	331.79	331.79	331.79	0	47
241.38	0	0 --ADMw_C-	241.38	241.38	241.38	0	31
0	248.69	0 --ADMw_C-	0	248.69	0	248.69	25
248.69	0	0 --ADMw_C-	248.69		248.69	0	0
389.92	0	0 --ADMw_C-	389.92	389.92	389.92	0	61
193.92	96.94	0 --ADMw_C-	193.92	290.86	193.92	96.94	56
96.94	0	0 --ADMw_C-	96.94		96.94	0	0
356.78	313.63	0 --ADMw_C-	356.78	670.41	356.78	313.63	120
313.63	0	0 --ADMw_C-	313.63		313.63	0	0
1374.09	0	0 --ADMw_C-	1374.09	1374.09	1374.09	0	188
1361.36	0	0 --ADMw_C-	1361.36	1361.36	1361.36	0	178

0	156.5	0 --ADMw_C-	0	156.5	0	156.5	22
156.5	0	0 --ADMw_C-	156.5		156.5	0	0
138.58	0	0 --ADMw_C-	138.58	138.58	138.58	0	24
577.45	0	0 --ADMw_C-	577.45	577.45	577.45	0	83
155.85	0	0 --ADMw_C-	155.85	155.85	155.85	0	20
50.09	0	0 --ADMw_C-	50.09	50.09	50.09	0	8
38.92	0	0 --ADMw_C-	38.92	38.92	38.92	0	7
32.22	0	0 --ADMw_C-	32.22	32.22	32.22	0	5
850.34	0	0 --ADMw_C-	850.34	850.34	850.34	0	107
100.88	261.11	0 --ADMw_C-	100.88	361.99	100.88	261.11	35
261.11	0	0 --ADMw_C-	261.11		261.11	0	0
7.76	0	0 --ADMw_C-	6.99	6.99	6.99	0	0
5	0	0 --ADMw_C-	4.5	4.5	4.5	0	2
5.79	0	0 --ADMw_C-	5.21	5.21	5.21	0	0
8.29	0	0 --ADMw_C-	7.46	7.46	7.46	0	0
2.4	431.52	0 --ADMw_C-	2.4	433.92	2.4	431.52	25
431.52	0	0 --ADMw_C-	431.52		431.52	0	0
4	0	0 --ADMw_C-	3.6	3.6	3.6	0	0
15.28	0	0 --ADMw_C-	13.76	13.76	13.76	0	2
63.94	0	0 --ADMw_C-	76.73	76.73	76.73	0	6
3994.64	0	0 --ADMw_C-	3994.64	3994.64	3994.64	0	483
2493.88	76.96	0 --ADMw_C-	2493.88	2570.84	2493.88	76.96	384
76.96	0	0 --ADMw_C-	76.96		76.96	0	0
2855.59	0	0 --ADMw_C-	2855.59	2855.59	2855.59	0	335
4792.01	0	0 --ADMw_C-	4792.01	4792.01	4792.01	0	682
3816.6	289.65	0 --ADMw_C-	3816.6	4106.25	3816.6	289.65	541
289.65	0	0 --ADMw_C-	289.65		289.65	0	0
828.52	159.76	0 --ADMw_C-	828.52	988.28	828.52	159.76	170
159.76	0	0 --ADMw_C-	159.76		159.76	0	0
0	223.42	0 --ADMw_C-	0	223.42	0	223.42	23
223.42	0	0 --ADMw_C-	223.42		223.42	0	0
0	214.26	0 --ADMw_C-	0	214.26	0	214.26	54
214.26	0	0 --ADMw_C-	214.26		214.26	0	0
19.4	0	0 --ADMw_C-	19.4	19.4	19.4	0	6
12546.13	1718.6	0 --ADMw_C-	12546.13	14264.73	12546.13	1718.6	2149
222.15	0	0 --ADMw_C-	222.15		222.15	0	0
956.5	0	0 --ADMw_C-	956.5		956.5	0	0
421.69	0	0 --ADMw_C-	421.69		421.69	0	0
118.26	0	0 --ADMw_C-	118.26		118.26	0	0
666.52	0	0 --ADMw_C-	666.52	666.52	666.52	0	92
6.5	0	0 --ADMw_C-	6.5	6.5	6.5	0	0
28.97	0	0 --ADMw_C-	28.97	28.97	28.97	0	2
2905.46	0	0 --ADMw_C-	2905.46	2905.46	2905.46	0	491
6102.58	0	0 --ADMw_C-	6102.58	6102.58	6102.58	0	753
4396.2	277.95	0 --ADMw_C-	4396.2	4674.15	4396.2	277.95	560
101.62	0	0 --ADMw_C-	101.62		101.62	0	0
176.33	0	0 --ADMw_C-	176.33		176.33	0	0
2754.93	186.52	0 --ADMw_C-	2754.93	2941.45	2754.93	186.52	407

186.52	0	0 --ADMw_C-	186.52		186.52	0	0
6575.33	53.55	0 --ADMw_C-	6575.33	6628.88	6575.33	53.55	885
53.55	0	0 --ADMw_C-	53.55		53.55	0	0
730.29	0	0 --ADMw_C-	730.29	730.29	730.29	0	95
0	207.83	0 --ADMw_C-	0	207.83	0	207.83	20
207.83	0	0 --ADMw_C-	207.83		207.83	0	0
223.2	0	0 --ADMw_C-	223.2	223.2	223.2	0	47
7.67	0	0 --ADMw_C-	7.67	7.67	7.67	0	5
9.45	0	0 --ADMw_C-	9.45	9.45	9.45	0	2
1031.88	0	0 --ADMw_C-	1031.88	1031.88	1031.88	0	145
16105.08	831.97	0 --ADMw_C-	16105.08	16937.05	16105.08	831.97	2306
223.33	0	0 --ADMw_C-	223.33		223.33	0	0
30.61	0	0 --ADMw_C-	30.61		30.61	0	0
220.94	0	0 --ADMw_C-	220.94		220.94	0	0
244.31	0	0 --ADMw_C-	244.31		244.31	0	0
112.78	0	0 --ADMw_C-	112.78		112.78	0	0
10229.98	271.83	0 --ADMw_C-	10229.98	10501.81	10229.98	271.83	1664
271.83	0	0 --ADMw_C-	271.83		271.83	0	0
		--ADMw_C-->					
1405.4	74.49	0 --ADMw_C-	1405.4	1479.89	1405.4	74.49	234
74.49	0	0 --ADMw_C-	74.49		74.49	0	0
152.7	0	0 --ADMw_C-	152.7	152.7	152.7	0	28
1271.43	0	0 --ADMw_C-	1271.43	1271.43	1271.43	0	220
2568.29	203.97	0 --ADMw_C-	2568.29	2772.26	2568.29	203.97	485
52.6	0	0 --ADMw_C-	52.6		52.6	0	0
151.37	0	0 --ADMw_C-	151.37		151.37	0	0
5513.31	0	0 --ADMw_C-	5513.31	5513.31	5513.31	0	1013
242.15	0	0 --ADMw_C-	242.15	242.15	242.15	0	40
0	193.66	0 --ADMw_C-	0	193.66	0	193.66	33
193.66	0	0 --ADMw_C-	193.66		193.66	0	0
1686.74	0	0 --ADMw_C-	1686.74	1686.74	1686.74	0	247
352.13	496.16	0 --ADMw_C-	352.13	848.29	352.13	496.16	94
147.93	0	0 --ADMw_C-	147.93		147.93	0	0
348.23	0	0 --ADMw_C-	348.23		348.23	0	0
575.55	0	0 --ADMw_C-	575.55	575.55	575.55	0	104
290.13	301.7	0 --ADMw_C-	290.13	591.83	290.13	301.7	56
301.7	0	0 --ADMw_C-	301.7		301.7	0	0
0.99	229.71	0 --ADMw_C-	0.99	230.7	0.99	229.71	53
229.71	0	0 --ADMw_C-	229.71		229.71	0	0
1332.38	0	0 --ADMw_C-	1332.38	1332.38	1332.38	0	188
5065.28	443.4	0 --ADMw_C-	5065.28	5508.68	5065.28	443.4	811
53.1	0	0 --ADMw_C-	53.1		53.1	0	0
195.58	0	0 --ADMw_C-	195.58		195.58	0	0
123.59	0	0 --ADMw_C-	123.59		123.59	0	0
71.13	0	0 --ADMw_C-	71.13		71.13	0	0
807.76	0	0 --ADMw_C-	807.76	807.76	807.76	0	123
9297.74	0	0 --ADMw_C-	9297.74	9297.74	9297.74	0	1239
3870.35	328.46	0 --ADMw_C-	3870.35	4198.81	3870.35	328.46	661

328.46	0	0 --ADMw_C-	328.46		328.46	0	0
2144.09	136.81	0 --ADMw_C-	2144.09	2280.9	2144.09	136.81	459
136.81	0	0 --ADMw_C-	136.81		136.81	0	0
695.18	77.08	0 --ADMw_C-	695.18	772.26	695.18	77.08	86
47.25	0	0 --ADMw_C-	47.25		47.25	0	0
571.4	3883.94	0 --ADMw_C-	571.4	4455.34	571.4	3883.94	735
3883.94	0	0 --ADMw_C-	3883.94		3883.94	0	0
650.83	0	0 --ADMw_C-	650.83	650.83	650.83	0	101
0	0	0 --ADMw_C-	0		0	0	0
56.76	0	0 --ADMw_C-	56.76	56.76	56.76	0	6
2392.9	312.46	0 --ADMw_C-	2392.9	2705.36	2392.9	312.46	323
312.46	0	0 --ADMw_C-	312.46		312.46	0	0
3	0	0 --ADMw_C-	3	3	3	0	0
1171.31	0	0 --ADMw_C-	1171.31	1171.31	1171.31	0	165
13.44	90.51	0 --ADMw_C-	13.44	103.95	13.44	90.51	7
90.51	0	0 --ADMw_C-	90.51		90.51	0	0
3	0	0 --ADMw_C-	3	3	3	0	0
293.62	0	0 --ADMw_C-	293.62	293.62	293.62	0	42
0	101.68	0 --ADMw_C-	0	101.68	0	101.68	13
101.68	0	0 --ADMw_C-	101.68		101.68	0	0
19.62	0	0 --ADMw_C-	19.62	19.62	19.62	0	0
910.23	0	0 --ADMw_C-	910.23	910.23	910.23	0	104
965.1	301.46	0 --ADMw_C-	965.1	1266.56	965.1	301.46	167
301.46	0	0 --ADMw_C-	301.46		301.46	0	0
3689.46	265.21	0 --ADMw_C-	3689.46	3954.67	3689.46	265.21	496
136.65	0	0 --ADMw_C-	136.65		136.65	0	0
128.56	0	0 --ADMw_C-	128.56		128.56	0	0
2340.45	0	0 --ADMw_C-	2340.45	2340.45	2340.45	0	342
842.25	0	0 --ADMw_C-	842.25	842.25	842.25	0	134
1871.11	0	0 --ADMw_C-	1871.11	1871.11	1871.11	0	299
40511.36	701.85	0 --ADMw_C-	40511.36	41213.21	40511.36	701.85	6672
173.1	0	0 --ADMw_C-	173.1		173.1	0	0
129.56	0	0 --ADMw_C-	129.56		129.56	0	0
96.3	0	0 --ADMw_C-	96.3		96.3	0	0
165.5	0	0 --ADMw_C-	165.5		165.5	0	0
137.39	0	0 --ADMw_C-	137.39		137.39	0	0
2236.14	0	0 --ADMw_C-	2236.14	2236.14	2236.14	0	343
222.64	0	0 --ADMw_C-	222.64	222.64	222.64	0	21
724.6	0	0 --ADMw_C-	724.6	724.6	724.6	0	84
5385.9	172.58	0 --ADMw_C-	5385.9	5558.48	5385.9	172.58	830
172.58	0	0 --ADMw_C-	172.58		172.58	0	0
2290.62	0	0 --ADMw_C-	2290.62	2290.62	2290.62	0	296
0	179.46	0 --ADMw_C-	0	179.46	0	179.46	24
179.46	0	0 --ADMw_C-	179.46		179.46	0	0
212.22	0	0 --ADMw_C-	212.22		212.22	0	0
46547.46	1934.2	0 --ADMw_C-	46547.46	48481.66	46547.46	1934.2	7226
87.61	0	0 --ADMw_C-	87.61		87.61	0	0
202.3	0	0 --ADMw_C-	202.3		202.3	0	0

139.75	0	0 --ADMw_C- --ADMw_C-->	139.75		139.75	0	0
167.53	0	0 --ADMw_C-	167.53		167.53	0	0
383.11	0	0 --ADMw_C-	383.11		383.11	0	0
201.83	0	0 --ADMw_C-	201.83		201.83	0	0
247.88	0	0 --ADMw_C-	247.88		247.88	0	0
333.48	0	0 --ADMw_C-	333.48		333.48	0	0
170.71	0	0 --ADMw_C-	170.71		170.71	0	0
3058.81	0	0 --ADMw_C-	3058.81	3058.81	3058.81	0	509
9843.6	1075.9	0 --ADMw_C-	9843.6	10919.5	9843.6	1075.9	1764
534.88	0	0 --ADMw_C-	534.88		534.88	0	0
194.98	0	0 --ADMw_C-	194.98		194.98	0	0
346.04	0	0 --ADMw_C-	346.04		346.04	0	0
10747.52	1047.13	0 --ADMw_C-	10747.52	11794.65	10747.52	1047.13	1478
0.5	0	0 --ADMw_C-	0.5		0.5	0	0
169.96	0	0 --ADMw_C-	169.96		169.96	0	0
366.98	0	0 --ADMw_C-	366.98		366.98	0	0
509.69	0	0 --ADMw_C-	509.69		509.69	0	0
6025.86	0	0 --ADMw_C-	6025.86	6025.86	6025.86	0	872
1212.12	0	0 --ADMw_C-	1212.12	1212.12	1212.12	0	159
9818.13	162.51	0 --ADMw_C-	9818.13	9980.64	9818.13	162.51	1214
162.51	0	0 --ADMw_C-	162.51		162.51	0	0
575.96	0	0 --ADMw_C-	575.96	575.96	575.96	0	50
2828.27	379.5	0 --ADMw_C-	2828.27	3207.77	2828.27	379.5	506
187.61	0	0 --ADMw_C-	187.61		187.61	0	0
191.89	0	0 --ADMw_C-	191.89		191.89	0	0
3174.21	0	0 --ADMw_C-	3174.21	3174.21	3174.21	0	351
305.85	0	0 --ADMw_C-	305.85	305.85	305.85	0	33
203.15	0	0 --ADMw_C-	203.15	203.15	203.15	0	39
265.89	0	0 --ADMw_C-	265.89	265.89	265.89	0	42
2218.04	0	0 --ADMw_C-	2218.04	2218.04	2218.04	0	290
791.6	0	0 --ADMw_C-	791.6	791.6	791.6	0	123
481.59	0	0 --ADMw_C-	481.59	481.59	481.59	0	71
186.48	0	0 --ADMw_C-	186.48	186.48	186.48	0	22
312.72	0	0 --ADMw_C-	312.72	312.72	312.72	0	39
284.25	0	0 --ADMw_C-	284.25	284.25	284.25	0	46
1353.21	0	0 --ADMw_C-	1353.21	1353.21	1353.21	0	131
1725.49	0	0 --ADMw_C-	1725.49	1725.49	1725.49	0	206
5697.41	0	0 --ADMw_C-	5697.41	5697.41	5697.41	0	702
3002.54	76.05	0 --ADMw_C-	3002.54	3078.59	3002.54	76.05	450
76.05	0	0 --ADMw_C-	76.05		76.05	0	0
581.94	0	0 --ADMw_C-	581.94	581.94	581.94	0	83
457.8	0	0 --ADMw_C-	457.8	457.8	457.8	0	58
30.94	0	0 --ADMw_C-	30.94	30.94	30.94	0	4
2281.53	0	0 --ADMw_C-	2281.53	2281.53	2281.53	0	360
335.61	0	0 --ADMw_C-	335.61	335.61	335.61	0	39
0	272.44	0 --ADMw_C-	0	272.44	0	272.44	40
272.44	0	0 --ADMw_C-	272.44		272.44	0	0

0	289.98	0 --ADMw_C-	0	289.98	0	289.98	40
289.98	0	0 --ADMw_C-	289.98		289.98	0	0
0	289.45	0 --ADMw_C-	0	289.45	0	289.45	44
289.45	0	0 --ADMw_C-	289.45		289.45	0	0
377.17	0	0 --ADMw_C-	377.17	377.17	377.17	0	48
7	249.81	0 --ADMw_C-	7	256.81	7	249.81	24
249.81	0	0 --ADMw_C-	249.81		249.81	0	0
178.98	0	0 --ADMw_C-	178.98	178.98	178.98	0	29
425.21	0	0 --ADMw_C-	425.21	425.21	425.21	0	65
1.04	0	0 --ADMw_C-	1.04	1.04	1.04	0	0
240.14	0	0 --ADMw_C-	240.14	240.14	240.14	0	35
332.51	0	0 --ADMw_C-	332.51	332.51	332.51	0	39
2648.12	255.16	0 --ADMw_C-	2648.12	2903.28	2648.12	255.16	445
198.34	0	0 --ADMw_C-	198.34		198.34	0	0
56.82	0	0 --ADMw_C-	56.82		56.82	0	0
29.83	0	0 --ADMw_C-	29.83		29.83	0	0
20108.34	189.44	0 --ADMw_C-	20108.34	20297.78	20108.34	189.44	3037
189.44	0	0 --ADMw_C-	189.44		189.44	0	0
1116.93	0	0 --ADMw_C-	1116.93	1116.93	1116.93	0	150
5812.54	200.37	0 --ADMw_C-	5812.54	6012.91	5812.54	200.37	919
200.37	0	0 --ADMw_C-	200.37		200.37	0	0
12337.61	224.08	0 --ADMw_C-	12337.61	12561.69	12337.61	224.08	1300
224.08	0	0 --ADMw_C-	224.08		224.08	0	0
40007.61	643.16	0 --ADMw_C-	40007.61	40650.77	40007.61	643.16	5021
366.69	0	0 --ADMw_C-	366.69		366.69	0	0
276.47	0	0 --ADMw_C-	276.47		276.47	0	0
5122.06	207.4	0 --ADMw_C-	5122.06	5329.46	5122.06	207.4	569
207.4	0	0 --ADMw_C-	207.4		207.4	0	0
564.64	0	0 --ADMw_C-	564.64	564.64	564.64	0	98
60.38	0	0 --ADMw_C-	60.38	60.38	60.38	0	3
0	752.31	0 --ADMw_C-	0	752.31	0	752.31	46
752.31	0	0 --ADMw_C-	752.31		752.31	0	0
46.23	435.75	0 --ADMw_C-	46.23	481.98	46.23	435.75	61
324.87	0	0 --ADMw_C-	324.87		324.87	0	0
72.64	0	0 --ADMw_C-	72.64		72.64	0	0
38.24	0	0 --ADMw_C-	38.24		38.24	0	0
1001.19	0	0 --ADMw_C-	1001.19	1001.19	1001.19	0	121
790.35	38.38	0 --ADMw_C-	790.35	828.73	790.35	38.38	129
38.38	0	0 --ADMw_C-	38.38		38.38	0	0
1018.67	0	0 --ADMw_C-	1018.67	1018.67	1018.67	0	122
4908.42	0	0 --ADMw_C-	4908.42	4908.42	4908.42	0	657
808.82	0	0 --ADMw_C-	808.82	808.82	808.82	0	152
6607.54	0	0 --ADMw_C-	6607.54	6607.54	6607.54	0	827
730.34	217.75	0 --ADMw_C-	730.34	948.09	730.34	217.75	140
86.4	0	0 --ADMw_C-	86.4		86.4	0	0
131.35	0	0 --ADMw_C-	131.35		131.35	0	0
0	0	0 --ADMw_C-	0	0	0	0	0
158.58	0	0 --ADMw_C-	237.87	237.87	237.87	0	0

311.85	0	0 --ADMw_C-	623.7	623.7	623.7	0	0
0	0	0 --ADMw_C-	0	0	0	0	0
0	0	0 --ADMw_C-	0	0	0	0	0
0	0	0 --ADMw_C-	0	0	0	0	0
0	0	0 --ADMw_C-	0	0	0	0	0
0	0	0 --ADMw_C-	0	0	0	0	0
0	0	0 --ADMw_C-	0	0	0	0	0
0	0	0 --ADMw_C-	0	0	0	0	0
0	0	0 --ADMw_C-	0	0	0	0	0
0	0	0 --ADMw_C-	0	0	0	0	0
0	0	0 --ADMw_C-	0	0	0	0	0
0	0	0 --ADMw_C-	0	0	0	0	0
0	0	0 --ADMw_C-	0	0	0	0	0
0	0	0 --ADMw_C-	0	0	0	0	0
0	0	0 --ADMw_C-	0	0	0	0	0
0	0	0 --ADMw_C-	0	0	0	0	0
0	0	0 --ADMw_C-	0	0	0	0	0
0	0	0 --ADMw_C-	0	0	0	0	0
0	0	0 --ADMw_C-	0	0	0	0	0
0	0	0 --ADMw_C-	0	0	0	0	0
0	0	0 --ADMw_C-	0	0	0	0	0

97	98	99	100	101	102	103	104	105
IEP11wt_C	IEPWaiver_	ESL_C	ESLwt_C	ESL_DistAll	ESL_NonCh	ESL_Chtr_C	P_P_C	P_Pwt_C
415.9078	0	20.67	10.335	45.9	20.67	25.23	2.13	2.13
0	0	25.23	12.615		25.23	0	0	0
0	0	0	0		0	0	0	0
9.79	0	0	0	0	0	0	0	0
0	0	0	0		0	0	0	0
6.5208	0.7	0	0	0	0	0	0	0
0	0	0	0		0	0	0	0
22.5984	0	0	0	3.98	0	3.98	0	0
0	0	3.98	1.99		3.98	0	0	0
40.0642	3.7	27.33	13.665	27.33	27.33	0	0	0
25.2989	4.1	0	0	0	0	0	0	0
0	0	0	0		0	0	0	0
172	2.5	8.22	4.11	9.22	8.22	1	0	0
0	0	1	0.5		1	0	0	0
678	0	482.63	241.315	483.63	482.63	1	1.5	1.5
0	0	1	0.5		1	0	0	0
1089.783	0	334.08	167.04	334.08	334.08	0	0.3	0.3
0	0	0	0		0	0	0	0
664	0	106.6	53.3	106.6	106.6	0	0	0
1880.209	286.9	1386.47	693.235	1413.7	1386.47	27.23	13.07	13.07
0	0	5.38	2.69		5.38	0	0	0
0	0	4.87	2.435		4.87	0	0	0
0	0	2	1		2	0	0	0
0	0	14.98	7.49		14.98	0	0	0
301.0392	30.4	142.55	71.275	145.55	142.55	3	0	0
0	0	2	1		2	0	0	0
0	0	1	0.5		1	0	0	0
486.1406	14.9	179.59	89.795	181.59	179.59	2	0	0
0	0	2	1		2	0	0	0
66.8041	9.5	2.87	1.435	2.87	2.87	0	0	0
872.3506	165.6	302.06	151.03	305.06	302.06	3	0.68	0.68
0	0	3	1.5		3	0	1	1
0	0	0	0		0	0	0	0
0	0	0	0		0	0	0	0
0	0	0	0		0	0	0	0
513.5372	8.8	569.78	284.89	569.78	569.78	0	0	0
322	0	86.59	43.295	101.99	86.59	15.4	0.78	0.78
0	0	14.56	7.28		14.56	0	0	0
0	0	0.84	0.42		0.84	0	0	0
219.2333	18.3	89.58	44.79	89.58	89.58	0	1	1
204.6781	8.9	98.14	49.07	98.14	98.14	0	0.07	0.07
14.7939	4.6	0	0	0	0	0	0	0
180.5353	33.1	149.61	74.805	153.61	149.61	4	0	0
0	0	4	2		4	0	0	0
111.5862	19.3	21.45	10.725	21.45	21.45	0	0	0
53.9066	8.4	8.89	4.445	8.89	8.89	0	0	0

264.9559	0	33.84	16.92	39.81	33.84	5.97	0	0
0	0	0	0		0	0	0	0
78.8887	25.7	4	2	4	4	0	0	0
98.318	3.9	11.58	5.79	11.99	11.58	0.41	0	0
0	0	0.41	0.205		0.41	0	0	0
58.509	16.9	2	1	2	2	0	0	0
311.9556	44.4	41.05	20.525	43.05	41.05	2	0.44	0.44
0	0	2	1		2	0	0	0
132.5126	0.4	26.28	13.14	26.28	26.28	0	3.76	3.76
351.7536	43.1	26.04	13.02	26.3	26.04	0.26	3.71	3.71
0	0	0	0		0	0	0	0
0	0	0.26	0.13		0.26	0	3	3
460.5744	9.7	30.9	15.45	40.55	30.9	9.65	0	0
0	0	9.65	4.825		9.65	0	0	0
11.5181	0.1	0	0	0	0	0	0	0
55.8591	2.7	7.25	3.625	7.25	7.25	0	0	0
75.867	10.5	5	2.5	5	5	0	0	0
315.5647	11.7	81.63	40.815	84.63	81.63	3	0.34	0.34
0	0	3	1.5		3	0	0	0
51.4778	0.5	0	0	0	0	0	0	0
19	0	0	0	0	0	0	0	0
169.1173	7.6	21.65	10.825	21.65	21.65	0	0	0
1856	0	630.67	315.335	637.67	630.67	7	6.66	6.66
0	0	6	3		6	0	0	0
0	0	1	0.5		1	0	0	0
813.9824	41.2	289.17	144.585	289.17	289.17	0	0	0
0	0	0	0		0	0	0	0
103	0	13.88	6.94	13.88	13.88	0	0.14	0.14
66.6149	0	0	0	0	0	0	0	0
655.5868	3.1	41.43	20.715	41.43	41.43	0	3.58	3.58
0	0	0	0		0	0	3.85	3.85
81.2966	0.1	2.71	1.355	2.71	2.71	0	0	0
20.427	0.1	0	0	1	0	1	0	0
0	0	1	0.5		1	0	0	0
162.3677	35.6	5.72	2.86	5.72	5.72	0	0	0
23.2166	1.2	0	0	0	0	0	0	0
0	0	0	0		0	0	0	0
36.4969	2.4	2	1	2	2	0	0	0
26.5518	1.2	2	1	2	2	0	0	0
25	0	0	0	0	0	0	0	0
0	0	0	0		0	0	0	0
42.8912	4.3	0	0	0	0	0	0	0
31.9946	8.6	2	1	2	2	0	0	0
0	0	0	0		0	0	0	0
73.7451	23.7	8	4	11	8	3	0	0
0	0	3	1.5		3	0	0	0
151.1499	3.1	10.05	5.025	10.05	10.05	0	0	0
149.7496	1.4	23.26	11.63	23.26	23.26	0	1.01	1.01

17.215	1.4	0	0	0	0	0	0	0
0	0	0	0		0	0	0	0
15.2438	0	0	0	0	0	0	0	0
63.5195	5.8	4.91	2.455	4.91	4.91	0	0	0
17.1435	0.8	0	0	0	0	0	0	0
5.5099	0.7	0	0	0	0	0	0	0
4.2812	0	0	0	0	0	0	0	0
3.5442	1	0	0	0	0	0	0	0
93.5374	4.3	2	1	2	2	0	0	0
35	0	2	1	2	2	0	0	0
0	0	0	0		0	0	0	0
0	0	0	0	0	0	0	0	0
0.55	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
25	0	0	0	0	0	0	0	0
0	0	0	0		0	0	1	1
0	0	0	0	0	0	0	0	0
1.6808	0.6	0	0	0	0	0	0	0
6	0	0	0	0	0	0	0	0
439.4104	2	733.55	366.775	733.55	733.55	0	4.76	4.76
282.7924	30.3	274.88	137.44	274.88	274.88	0	0	0
0	0	0	0		0	0	0	0
314.1149	1.8	33.36	16.68	33.36	33.36	0	0	0
527.1211	12	160.53	80.265	160.53	160.53	0	0	0
451.6875	0.8	348.04	174.02	348.41	348.04	0.37	0	0
0	0	0.37	0.185		0.37	0	0	0
108.7108	23.3	4	2	4	4	0	0	0
0	0	0	0		0	0	0	0
23	0.2	0	0	0	0	0	0	0
0	0	0	0		0	0	0	0
23.5686	15.2	0	0	0	0	0	0	0
0	0	0	0		0	0	0	0
2.134	0.2	0	0	0	0	0	0	0
1569.12	38	735.72	367.86	886.93	735.72	151.21	16.36	16.36
0	0	1	0.5		1	0	0	0
0	0	2	1		2	0	0	0
0	0	148.21	74.105		148.21	0	0	0
0	0	0	0		0	0	0	0
73.3172	4	73.63	36.815	73.63	73.63	0	0	0
0	0	0	0	0	0	0	0	0
2	0	0	0	0	0	0	0	0
319.6006	47.1	662.68	331.34	662.68	662.68	0	9.25	9.25
671.2838	6.1	71.27	35.635	71.27	71.27	0	7.64	7.64
514.1565	0.7	30.07	15.035	31.05	30.07	0.98	1.3	1.3
0	0	0	0		0	0	0	0
0	0	0.98	0.49		0.98	0	0	0
323.5595	8.8	96.36	48.18	96.36	96.36	0	6.95	6.95

0	0	0	0		0	0	0.74	0.74
729.1768	7.2	278.69	139.345	278.69	278.69	0	10.06	10.06
0	0	0	0		0	0	0	0
80.3319	0.5	29.7	14.85	29.7	29.7	0	0	0
20	0	0	0	0	0	0	0	0
0	0	0	0		0	0	0	0
24.552	5	0	0	0	0	0	0	0
0.8437	0.4	0	0	0	0	0	0	0
1.0395	0.1	0	0	0	0	0	0	0
113.5068	5.6	1	0.5	1	1	0	0	0
1863.076	86.7	490.13	245.065	490.44	490.13	0.31	18.65	18.65
0	0	0.3	0.15		0.3	0	0	0
0	0	0	0		0	0	0	0
0	0	0.01	0.005		0.01	0	0	0
0	0	0	0		0	0	0	0
0	0	0	0		0	0	0	0
1155.199	233	595.94	297.97	600.26	595.94	4.32	6.66	6.66
0	0	4.32	2.16		4.32	0	0	0
162.7879	37.8	16	8	16	16	0	0	0
0	0	0	0		0	0	0	0
16.797	5	0	0	0	0	0	0	0
139.8573	59.3	41.51	20.755	41.51	41.51	0	0	0
304.9486	62.1	96.26	48.13	96.26	96.26	0	2.58	2.58
0	0	0	0		0	0	0	0
0	0	0	0		0	0	0	0
606.4641	250.6	221.97	110.985	221.97	221.97	0	2.97	2.97
26.6365	11.9	2	1	2	2	0	0	0
21.3026	7	0	0	0	0	0	0	0
0	0	0	0		0	0	0	0
185.5414	10.3	45.23	22.615	45.23	45.23	0	1	1
93.3119	0	4	2	4	4	0	0	0
0	0	0	0		0	0	0	0
0	0	0	0		0	0	0	0
63.3105	8.9	0	0	0	0	0	0	0
56	0.6	0	0	0	0	0	0	0
0	0	0	0		0	0	0	0
25.377	7.2	0	0	0	0	0	0	0
0	0	0	0		0	0	0	0
146.5618	8	44.41	22.205	44.41	44.41	0	0.75	0.75
605.9548	36	355.97	177.985	358.33	355.97	2.36	2.57	2.57
0	0	0	0		0	0	0	0
0	0	0	0		0	0	0	0
0	0	1.36	0.68		1.36	0	0	0
0	0	1	0.5		1	0	0	0
88.8536	8.8	21.32	10.66	21.32	21.32	0	0	0
1022.751	42.5	549.39	274.695	549.39	549.39	0	7.42	7.42
461.8691	43.8	61.96	30.98	62.96	61.96	1	1.49	1.49

0	0	1	0.5		1	0	0	0
250.899	85.8	6.49	3.245	6.49	6.49	0	2.01	2.01
0	0	0	0		0	0	0	0
84.9486	0	3.47	1.735	3.47	3.47	0	0	0
0	0	0	0		0	0	0	0
490.0874	49	7.93	3.965	40.98	7.93	33.05	0	0
0	0	33.05	16.525		33.05	0	7.32	7.32
71.5913	5.3	20.3	10.15	20.3	20.3	0	0	0
0	0	0	0		0	0	0	0
6	0	0	0	0	0	0	0	0
297.5896	1.3	237.5	118.75	321.82	237.5	84.32	4.95	4.95
0	0	84.32	42.16		84.32	0	0	0
0	0	0	0	0	0	0	0	0
128.8441	0	509.99	254.995	509.99	509.99	0	0	0
7	0	0	0	9.92	0	9.92	0	0
0	0	9.92	4.96		9.92	0	0	0
0	0	0	0	0	0	0	0	0
32.2982	2.3	25	12.5	25	25	0	0	0
11.1848	1.1	0	0	0	0	0	0	0
0	0	0	0		0	0	0	0
0	0	0	0	0	0	0	0	0
100.1253	1.5	42.1	21.05	42.1	42.1	0	2.15	2.15
139.3216	0.8	239.21	119.605	240.21	239.21	1	2	2
0	0	1	0.5		1	0	0	0
435.0137	6.4	132.82	66.41	133.82	132.82	1	0	0
0	0	0	0		0	0	0	0
0	0	1	0.5		1	0	0	0
257.4495	18.7	63.29	31.645	63.29	63.29	0	0	0
92.6475	21.2	78.11	39.055	78.11	78.11	0	0	0
205.8221	25.9	293.74	146.87	293.74	293.74	0	0.56	0.56
4533.453	1389.5	6833.35	3416.675	6851.35	6833.35	18	53.54	53.54
0	0	2	1		2	0	0	0
0	0	7	3.5		7	0	0	0
0	0	2	1		2	0	0	0
0	0	7	3.5		7	0	0	0
0	0	0	0		0	0	0	0
245.9754	25.8	83.54	41.77	83.54	83.54	0	3.96	3.96
21	1.3	28.04	14.02	28.04	28.04	0	0	0
79.706	0	79.57	39.785	79.57	79.57	0	0	0
611.4328	31.4	1721.29	860.645	1746.37	1721.29	25.08	0	0
0	0	25.08	12.54		25.08	0	0	0
251.9682	1.5	439.63	219.815	439.63	439.63	0	2.06	2.06
19.7406	1.4	0	0	19.52	0	19.52	0	0
0	0	19.52	9.76		19.52	0	0	0
0	0	5.97	2.985		5.97	0	0	0
5332.983	616.7	3356.72	1678.36	3383.21	3356.72	26.49	56.08	56.08
0	0	2	1		2	0	0	0
0	0	4.89	2.445		4.89	0	0	0

0	0	0.86	0.43		0.86	0	0	0
0	0	9	4.5		9	0	0	0
0	0	5.89	2.945		5.89	0	0	0
0	0	0	0		0	0	0	0
0	0	0	0		0	0	0	0
0	0	0.85	0.425		0.85	0	0	0
0	0	3	1.5		3	0	0	0
336.4691	126.5	435.14	217.57	435.14	435.14	0	5.76	5.76
1201.145	259.5	2648.58	1324.29	2772.11	2648.58	123.53	6.91	6.91
0	0	25.84	12.92		25.84	0	0	0
0	0	12.79	6.395		12.79	0	0	0
0	0	84.9	42.45		84.9	0	0	0
1297.412	52.5	1200.07	600.035	1219.66	1200.07	19.59	6.71	6.71
0	0	0	0		0	0	0	0
0	0	10	5		10	0	0	0
0	0	2	1		2	0	0	0
0	0	7.59	3.795		7.59	0	6.45	6.45
662.8446	100.3	1155.33	577.665	1155.33	1155.33	0	16.85	16.85
133.3332	0	28.8	14.4	28.8	28.8	0	0	0
1097.87	11.4	2018.89	1009.445	2037.78	2018.89	18.89	3.99	3.99
0	0	18.89	9.445		18.89	0	0	0
50	0	0	0	0	0	0	0	0
352.8547	64.9	50.2	25.1	50.2	50.2	0	3.1	3.1
0	0	0	0		0	0	0	0
0	0	0	0		0	0	0	0
349.1631	0	383.43	191.715	383.43	383.43	0	0	0
33	0.9	2	1	2	2	0	0	0
22.3465	6.6	0	0	0	0	0	0	0
29.2479	1.6	5	2.5	5	5	0	0	0
243.9844	7.9	160.44	80.22	160.44	160.44	0	0.49	0.49
87.076	20.2	34.02	17.01	34.02	34.02	0	0	0
52.9749	10.2	61.39	30.695	61.39	61.39	0	0	0
20.5128	0	0	0	0	0	0	0	0
34.3992	0.2	0	0	0	0	0	1	1
31.2675	0	0	0	0	0	0	0	0
131	0	372.63	186.315	372.63	372.63	0	3.54	3.54
189.8039	1.8	336.19	168.095	336.19	336.19	0	2.86	2.86
626.7151	6.1	994.55	497.275	994.55	994.55	0	9.28	9.28
338.6449	35.3	59.14	29.57	59.14	59.14	0	0.35	0.35
0	0	0	0		0	0	0	0
64.0134	0	2	1	2	2	0	0	0
50.358	0.1	60.88	30.44	60.88	60.88	0	0	0
3.4034	0	0	0	0	0	0	0	0
250.9683	19.3	61.03	30.515	61.03	61.03	0	0	0
36.9171	0.3	0	0	0	0	0	0	0
29.9684	0.6	0	0	11.32	0	11.32	0	0
0	0	11.32	5.66		11.32	0	0	0

31.8978	0.3	0	0	0	0	0	0	0
0	0	0	0		0	0	0	0
31.8395	0	0	0	0	0	0	0	0
0	0	0	0		0	0	0	0
41.4887	0.5	0	0	0	0	0	0	0
24	0.3	1	0.5	1	1	0	0	0
0	0	0	0		0	0	0	0
19.6878	1.6	0	0	0	0	0	0	0
46.7731	1.5	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
26.4154	0	11.78	5.89	11.78	11.78	0	0	0
36.5761	0	0	0	0	0	0	0	0
319.3608	46.9	325.43	162.715	347.36	325.43	21.93	0	0
0	0	21.93	10.965		21.93	0	0	0
0	0	0	0		0	0	3.72	3.72
0	0	0	0		0	0	0	0
2232.756	234.8	3139.43	1569.715	3144	3139.43	4.57	10.86	10.86
0	0	4.57	2.285		4.57	0	0	0
122.8623	13.5	17.31	8.655	17.31	17.31	0	0	0
661.4201	119.3	929.78	464.89	930.78	929.78	1	9.39	9.39
0	0	1	0.5		1	0	0	0
1300	0	1055.86	527.93	1061.09	1055.86	5.23	11.13	11.13
0	0	5.23	2.615		5.23	0	0	0
4471.585	96.1	4541.41	2270.705	4575.34	4541.41	33.93	15.94	15.94
0	0	26.18	13.09		26.18	0	0	0
0	0	7.75	3.875		7.75	0	0	0
569	0	93.55	46.775	95.55	93.55	2	0	0
0	0	2	1		2	0	0	0
62.1104	8.4	10	5	10	10	0	0	0
3	0	0	0	0	0	0	0	0
46	0	0	0	0	0	0	0	0
0	0	0	0		0	0	0	0
53.0178	0	3	1.5	3	3	0	0	0
0	0	0	0		0	0	2.27	2.27
0	0	0	0		0	0	0	0
0	0	0	0		0	0	0	0
110.1309	7.2	8.03	4.015	8.03	8.03	0	0	0
91.1603	3.9	24.45	12.225	24.45	24.45	0	0	0
0	0	0	0		0	0	0	0
112.0537	2.6	114.54	57.27	114.54	114.54	0	0	0
539.9262	17	241.63	120.815	241.63	241.63	0	2.29	2.29
88.9702	21.2	0	0	0	0	0	0	0
726.8294	8.2	723.16	361.58	723.16	723.16	0	4.13	4.13
104.2899	2.8	18.04	9.02	19.04	18.04	1	4.22	4.22
0	0	1	0.5		1	0	0	0
0	0	0	0		0	0	3.23	3.23
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0

0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0

106	107	108	109	110	111	112	113	114
P_P_DistAll	P_P_NonCh	P_P_Chtr_(	PGS_C	PGSwt_C	PGS_DistAll	PGS_NonCh	PGS_Chtr_(	ND_Foster_
2.13	2.13	0	0	0	0	0	0	16
	0	0	0	0		0	0	0
	0	0	0	0		0	0	0
0	0	0	0	0	0	0	0	0
	0	0	0	0		0	0	0
0	0	0	0	0	0	0	0	0
	0	0	0	0		0	0	0
0	0	0	0	0	0	0	0	1
	0	0	0	0		0	0	0
0	0	0	0	0	0	0	0	3
0	0	0	0	0	0	0	0	0
	0	0	0	0		0	0	0
0	0	0	0	0	0	0	0	3
	0	0	0	0		0	0	0
1.5	1.5	0	9.08	-2.27	9.08	9.08	0	39
	0	0	0	0		0	0	0
0.3	0.3	0	0	0	0	0	0	21
	0	0	0	0		0	0	0
0	0	0	0	0	0	0	0	7
13.07	13.07	0	0	0	0	0	0	74
	0	0	0	0		0	0	0
	0	0	0	0		0	0	0
	0	0	0	0		0	0	0
	0	0	0	0		0	0	0
0	0	0	0	0	0	0	0	19
	0	0	0	0		0	0	0
	0	0	0	0		0	0	0
0	0	0	0	0	0	0	0	20
	0	0	0	0		0	0	0
0	0	0	0	0	0	0	0	3
1.68	0.68	1	0	0	0	0	0	23
	1	0	0	0		0	0	0
	0	0	0	0		0	0	0
	0	0	0	0		0	0	0
	0	0	0	0		0	0	0
0	0	0	0	0	0	0	0	42
0.78	0.78	0	0	0	0	0	0	10
	0	0	0	0		0	0	0
	0	0	0	0		0	0	0
1	1	0	0	0	0	0	0	3
0.07	0.07	0	0	0	0	0	0	4
0	0	0	0	0	0	0	0	2
0	0	0	0	0	0	0	0	11
	0	0	0	0		0	0	0
0	0	0	0	0	0	0	0	7
0	0	0	0	0	0	0	0	6

0	0	0	0	0	0	0	0	13
	0	0	0	0		0	0	0
0	0	0	0	0	0	0	0	6
0	0	0	0	0	0	0	0	8
	0	0	0	0		0	0	0
0	0	0	0	0	0	0	0	3
0.44	0.44	0	0	0	0	0	0	35
	0	0	0	0		0	0	0
3.76	3.76	0	0	0	0	0	0	11
6.71	3.71	3	0	0	0	0	0	60
	0	0	0	0		0	0	0
	3	0	0	0		0	0	0
0	0	0	0	0	0	0	0	34
	0	0	0	0		0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	10
0	0	0	0	0	0	0	0	13
0.34	0.34	0	0	0	0	0	0	41
	0	0	0	0		0	0	0
0	0	0	0	0	0	0	0	3
0	0	0	0	0	0	0	0	5
0	0	0	0	0	0	0	0	15
6.66	6.66	0	0	0	0	0	0	107
	0	0	0	0		0	0	0
	0	0	0	0		0	0	0
0	0	0	0.92	-0.23	0.92	0.92	0	33
	0	0	0	0		0	0	0
0.14	0.14	0	0	0	0	0	0	1
0	0	0	0	0	0	0	0	5
7.43	3.58	3.85	0	0	0	0	0	124
	3.85	0	0	0		0	0	0
0	0	0	0	0	0	0	0	10
0	0	0	0	0	0	0	0	9
	0	0	0	0		0	0	0
0	0	0	0	0	0	0	0	26
0	0	0	0	0	0	0	0	4
	0	0	0	0		0	0	0
0	0	0	0	0	0	0	0	3
0	0	0	0	0	0	0	0	5
0	0	0	0	0	0	0	0	0
	0	0	0	0		0	0	0
0	0	0	0	0	0	0	0	3
0	0	0	0	0	0	0	0	5
	0	0	0	0		0	0	0
0	0	0	0	0	0	0	0	6
	0	0	0	0		0	0	0
0	0	0	0	0	0	0	0	29
1.01	1.01	0	0	0	0	0	0	18

0	0	0	0	0	0	0	0	0
	0	0	0	0		0	0	0
0	0	0	0	0	0	0	0	1
0	0	0	0	0	0	0	0	6
0	0	0	0	0	0	0	0	2
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	2
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	25
0	0	0	0	0	0	0	0	0
	0	0	0	0		0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
1	0	1	0	0	0	0	0	0
	1	0	0	0		0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
4.76	4.76	0	0	0	0	0	0	13
0	0	0	0	0	0	0	0	15
	0	0	0	0		0	0	0
0	0	0	0	0	0	0	0	14
0	0	0	0	0	0	0	0	28
0	0	0	0	0	0	0	0	36
	0	0	0	0		0	0	0
0	0	0	0	0	0	0	0	11
	0	0	0	0		0	0	0
0	0	0	0	0	0	0	0	0
	0	0	0	0		0	0	0
0	0	0	0	0	0	0	0	4
	0	0	0	0		0	0	0
0	0	0	0	0	0	0	0	0
16.36	16.36	0	0	0	0	0	0	183
	0	0	0	0		0	0	0
	0	0	0	0		0	0	0
	0	0	0	0		0	0	0
	0	0	0	0		0	0	0
0	0	0	0	0	0	0	0	10
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
9.25	9.25	0	0	0	0	0	0	48
7.64	7.64	0	0	0	0	0	0	46
1.3	1.3	0	0	0	0	0	0	62
	0	0	0	0		0	0	0
	0	0	0	0		0	0	0
7.69	6.95	0.74	0	0	0	0	0	73

	0.74	0	0	0		0	0	0
10.06	10.06	0	0	0	0	0	0	43
	0	0	0	0		0	0	0
0	0	0	0	0	0	0	0	10
0	0	0	0	0	0	0	0	2
	0	0	0	0		0	0	0
0	0	0	0	0	0	0	0	5
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	7
18.65	18.65	0	0	0	0	0	0	134
	0	0	0	0		0	0	0
	0	0	0	0		0	0	0
	0	0	0	0		0	0	0
	0	0	0	0		0	0	0
	0	0	0	0		0	0	0
6.66	6.66	0	0	0	0	0	0	97
	0	0	0	0		0	0	0
0	0	0	0	0	0	0	0	16
	0	0	0	0		0	0	0
0	0	0	0	0	0	0	0	5
0	0	0	0	0	0	0	0	14
2.58	2.58	0	0	0	0	0	0	31
	0	0	0	0		0	0	0
	0	0	0	0		0	0	0
2.97	2.97	0	0	0	0	0	0	69
0	0	0	0	0	0	0	0	4
0	0	0	0	0	0	0	0	2
	0	0	0	0		0	0	0
1	1	0	0	0	0	0	0	18
0	0	0	0	0	0	0	0	8
	0	0	0	0		0	0	0
	0	0	0	0		0	0	0
0	0	0	0	0	0	0	0	8
0	0	0	0	0	0	0	0	2
	0	0	0	0		0	0	0
0	0	0	0	0	0	0	0	2
	0	0	0	0		0	0	0
0.75	0.75	0	0	0	0	0	0	21
2.57	2.57	0	0	0	0	0	0	62
	0	0	0	0		0	0	0
	0	0	0	0		0	0	0
	0	0	0	0		0	0	0
	0	0	0	0		0	0	0
0	0	0	0	0	0	0	0	3
7.42	7.42	0	14	-3.5	14	14	0	114
1.49	1.49	0	2	-0.5	2	2	0	38

	0	0	0	0		0	0	0
2.01	2.01	0	1	-0.25	1	1	0	10
	0	0	0	0		0	0	0
0	0	0	0	0	0	0	0	9
	0	0	0	0		0	0	0
7.32	0	7.32	0	0	0	0	0	5
	7.32	0	0	0		0	0	0
0	0	0	0	0	0	0	0	5
	0	0	0	0		0	0	0
0	0	0	0	0	0	0	0	0
4.95	4.95	0	0	0	0	0	0	37
	0	0	0	0		0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	14
0	0	0	0	0	0	0	0	1
	0	0	0	0		0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	3
0	0	0	0	0	0	0	0	1
	0	0	0	0		0	0	0
0	0	0	0	0	0	0	0	0
2.15	2.15	0	0	0	0	0	0	10
2	2	0	0	0	0	0	0	7
	0	0	0	0		0	0	0
0	0	0	0	0	0	0	0	11
	0	0	0	0		0	0	0
	0	0	0	0		0	0	0
0	0	0	0	0	0	0	0	9
0	0	0	0	0	0	0	0	1
0.56	0.56	0	0	0	0	0	0	2
53.54	53.54	0	0	0	0	0	0	278
	0	0	0	0		0	0	0
	0	0	0	0		0	0	0
	0	0	0	0		0	0	0
	0	0	0	0		0	0	0
	0	0	0	0		0	0	0
3.96	3.96	0	0	0	0	0	0	8
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	2
0	0	0	2	-0.5	2	2	0	7
	0	0	0	0		0	0	0
2.06	2.06	0	0	0	0	0	0	15
0	0	0	0	0	0	0	0	1
	0	0	0	0		0	0	0
	0	0	0	0		0	0	0
56.08	56.08	0	0	0	0	0	0	422
	0	0	0	0		0	0	0
	0	0	0	0		0	0	0

	0	0	0	0	0	0	0
	0	0	0	0	0	0	0
	0	0	0	0	0	0	0
	0	0	0	0	0	0	0
	0	0	0	0	0	0	0
	0	0	0	0	0	0	0
	0	0	0	0	0	0	0
5.76	5.76	0	0	0	0	0	14
6.91	6.91	0	0	0	0	0	56
	0	0	0	0	0	0	0
	0	0	0	0	0	0	0
	0	0	0	0	0	0	0
13.16	6.71	6.45	0	0	0	0	89
	0	0	0	0	0	0	0
	0	0	0	0	0	0	0
	0	0	0	0	0	0	0
	6.45	0	0	0	0	0	0
16.85	16.85	0	0	0	0	0	43
0	0	0	0	0	0	0	2
3.99	3.99	0	0	0	0	0	57
	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0
3.1	3.1	0	0	0	0	0	25
	0	0	0	0	0	0	0
	0	0	0	0	0	0	0
0	0	0	0	0	0	0	16
0	0	0	0	0	0	0	5
0	0	0	0	0	0	0	1
0	0	0	0	0	0	0	1
0.49	0.49	0	0	0	0	0	8
0	0	0	0	0	0	0	7
0	0	0	0	0	0	0	1
0	0	0	0	0	0	0	0
1	1	0	0	0	0	0	2
0	0	0	0	0	0	0	1
3.54	3.54	0	0	0	0	0	5
2.86	2.86	0	0	0	0	0	10
9.28	9.28	0	0	0	0	0	23
0.35	0.35	0	0	0	0	0	20
	0	0	0	0	0	0	0
0	0	0	0	0	0	0	6
0	0	0	0	0	0	0	5
0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	13
0	0	0	0	0	0	0	5
0	0	0	0	0	0	0	3
	0	0	0	0	0	0	0

0	0	0	0	0	0	0	0	1
	0	0	0	0		0	0	0
0	0	0	0	0	0	0	0	0
	0	0	0	0		0	0	0
0	0	0	0	0	0	0	0	2
0	0	0	0	0	0	0	0	1
	0	0	0	0		0	0	0
0	0	0	0	0	0	0	0	5
0	0	0	0	0	0	0	0	2
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	4
0	0	0	0	0	0	0	0	3
3.72	0	3.72	0	0	0	0	0	55
	0	0	0	0		0	0	0
	3.72	0	0	0		0	0	0
	0	0	0	0		0	0	0
10.86	10.86	0	0	0	0	0	0	87
	0	0	0	0		0	0	0
0	0	0	0	0	0	0	0	1
9.39	9.39	0	0	0	0	0	0	25
	0	0	0	0		0	0	0
11.13	11.13	0	0	0	0	0	0	23
	0	0	0	0		0	0	0
15.94	15.94	0	0	0	0	0	0	90
	0	0	0	0		0	0	0
	0	0	0	0		0	0	0
0	0	0	0	0	0	0	0	1
	0	0	0	0		0	0	0
0	0	0	0	0	0	0	0	1
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
	0	0	0	0		0	0	0
2.27	0	2.27	0	0	0	0	0	0
	2.27	0	0	0		0	0	0
	0	0	0	0		0	0	0
	0	0	0	0		0	0	0
0	0	0	0	0	0	0	0	4
0	0	0	0	0	0	0	0	6
	0	0	0	0		0	0	0
0	0	0	0	0	0	0	0	3
2.29	2.29	0	0	0	0	0	0	14
0	0	0	0	0	0	0	0	6
4.13	4.13	0	0	0	0	0	0	29
7.45	4.22	3.23	0	0	0	0	0	1
	0	0	0	0		0	0	0
	3.23	0	0	0		0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0

0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0

115	116	117	118	119	120	121
ND_Foster\	Poverty_C	PovertyWt_C	Poverty_DistAll_C	Poverty_NonChtr_C	Poverty_Chtr_C	SSCwt_C
4	222.76	55.69	504	222.76	281.24	32.37
0	240.56	60.14		240.56	0	0
0	40.68	10.17		40.68	0	0
0	0	0	15	0	15	0
0	15	3.75		15	0	49.91
0	0.59	0.1475	5	0.59	4.41	0
0	4.41	1.1025		4.41	0	25.54
0.25	0	0	40	0	40	0
0	40	10		40	0	70.95
0.75	77.95	19.4875	77.95	77.95	0	0
0	-0.08	-0.02	22	-0.08	22.08	0
0	22.08	5.52		22.08	0	71.3
0.75	126.41	31.6025	144	126.41	17.59	21.4
0	17.59	4.3975		17.59	0	67.62
9.75	697.77	174.4425	709.26	697.77	11.49	0
0	11.49	2.8725		11.49	0	9.7
5.25	509.2	127.3	515	509.2	5.8	0
0	5.8	1.45		5.8	0	0
1.75	278.52	69.63	278.52	278.52	0	0
18.5	1604.97	401.2425	1732.75	1604.97	127.78	0
0	45.7	11.425		45.7	0	0
0	30.07	7.5175		30.07	0	0
0	30.26	7.565		30.26	0	0
0	21.75	5.4375		21.75	0	0
4.75	235.16	58.79	264.12	235.16	28.96	0
0	19.64	4.91		19.64	0	0
0	9.32	2.33		9.32	0	0
5	414.67	103.6675	441.76	414.67	27.09	0
0	27.09	6.7725		27.09	0	0
0.75	58.41	14.6025	58.41	58.41	0	0
5.75	621.23	155.3075	704.1	621.23	82.87	0
0	14.89	3.7225		14.89	0	0
0	17.49	4.3725		17.49	0	0
0	33.45	8.3625		33.45	0	0
0	17.04	4.26		17.04	0	0
10.5	489.61	122.4025	489.61	489.61	0	0
2.5	130.53	32.6325	229	130.53	98.47	0
0	84.91	21.2275		84.91	0	0
0	13.56	3.39		13.56	0	0
0.75	249	62.25	249	249	0	0
1	266.08	66.52	266.08	266.08	0	0
0.5	47.65	11.9125	47.65	47.65	0	70.21
2.75	262.68	65.67	268	262.68	5.32	0
0	5.32	1.33		5.32	0	0
1.75	158	39.5	158	158	0	0
1.5	53.74	13.435	53.74	53.74	0	0

3.25	191.28	47.82	217	191.28	25.72	0
0	6.6	1.65		6.6	0	0
1.5	116.23	29.0575	116.23	116.23	0	0
2	152.75	38.1875	159.88	152.75	7.13	0
0	7.13	1.7825		7.13	0	0
0.75	98.17	24.5425	98.17	98.17	0	24.13
8.75	384.45	96.1125	411.82	384.45	27.37	0
0	27.37	6.8425		27.37	0	0
2.75	199	49.75	199	199	0	0
15	789.18	197.295	867.68	789.18	78.5	0
0	57.19	14.2975		57.19	0	0
0	21.31	5.3275		21.31	0	0
8.5	231.83	57.9575	417	231.83	185.17	0
0	185.17	46.2925		185.17	0	0
0	41.88	10.47	41.88	41.88	0	51.79
2.5	108	27	108	108	0	0
3.25	140.12	35.03	140.12	140.12	0	0
10.25	498.52	124.63	536.54	498.52	38.02	51.08
0	38.02	9.505		38.02	0	23.51
0.75	64.09	16.0225	64.09	64.09	0	0
1.25	95.08	23.77	95.08	95.08	0	66.81
3.75	325.02	81.255	325.02	325.02	0	0
26.75	1827.49	456.8725	1862.71	1827.49	35.22	0
0	21.3	5.325		21.3	0	0
0	13.92	3.48		13.92	0	0
8.25	906.67	226.6675	1032.36	906.67	125.69	0
0	125.69	31.4225		125.69	0	0
0.25	76.81	19.2025	76.81	76.81	0	0
1.25	114	28.5	114	114	0	0
31	968.19	242.0475	999.93	968.19	31.74	0
0	31.74	7.935		31.74	0	0
2.5	167	41.75	167	167	0	0
2.25	0	0	34	0	34	0
0	34	8.5		34	0	70.76
6.5	354.45	88.6125	354.45	354.45	0	0
1	0	0	28	0	28	0
0	28	7		28	0	68.15
0.75	58.8	14.7	58.8	58.8	0	0
1.25	54.21	13.5525	54.21	54.21	0	71.08
0	0	0	23	0	23	0
0	23	5.75		23	0	64.12
0.75	104	26	104	104	0	0
1.25	29.55	7.3875	44.96	29.55	15.41	57.76
0	15.41	3.8525		15.41	0	0
1.5	91.66	22.915	172.59	91.66	80.93	0
0	80.93	20.2325		80.93	0	0
7.25	268.29	67.0725	268.29	268.29	0	0
4.5	244.45	61.1125	244.45	244.45	0	0

0	0	0	31	0	31	0
0	31	7.75		31	0	70.62
0.25	12.78	3.195	12.78	12.78	0	66.76
1.5	111.91	27.9775	111.91	111.91	0	28.99
0.5	49	12.25	49	49	0	65.2
0	9.44	2.36	9.44	9.44	0	32.01
0.5	10.38	2.595	10.38	10.38	0	35.1
0	10.07	2.5175	10.07	10.07	0	25.54
6.25	188.32	47.08	188.32	188.32	0	0
0	2.79	0.6975	10	2.79	7.21	64.59
0	7.21	1.8025		7.21	0	0
0	2.12	0.53	2.12	2.12	0	25.54
0	2	0.5	2	2	0	25.54
0	2.11	0.5275	2.11	2.11	0	25.54
0	1.04	0.26	1.04	1.04	0	25.54
0	0.02	0.005	4	0.02	3.98	25.54
0	3.98	0.995		3.98	0	0
0	1	0.25	1	1	0	25.54
0	1.8	0.45	1.8	1.8	0	25.54
0	12.62	3.155	12.62	12.62	0	0
3.25	529.94	132.485	529.94	529.94	0	45.39
3.75	607.11	151.7775	625.84	607.11	18.73	0
0	18.73	4.6825		18.73	0	0
3.5	483.75	120.9375	483.75	483.75	0	0
7	626.63	156.6575	626.63	626.63	0	0
9	598.85	149.7125	644.72	598.85	45.87	35.53
0	45.87	11.4675		45.87	0	0
2.75	149.88	37.47	178.93	149.88	29.05	0
0	29.05	7.2625		29.05	0	0
0	0	0	25	0	25	0
0	25	6.25		25	0	63.9
1	0	0	38	0	38	0
0	38	9.5		38	0	68.69
0	3.46	0.865	3.46	3.46	0	25.54
45.75	2343.23	585.8075	2667.3	2343.23	324.07	10.87
0	41.89	10.4725		41.89	0	0
0	180.36	45.09		180.36	0	0
0	79.52	19.88		79.52	0	0
0	22.3	5.575		22.3	0	0
2.5	152	38	152	152	0	0
0	1.44	0.36	1.44	1.44	0	25.54
0	4	1	4	4	0	27.79
12	745.85	186.4625	745.85	745.85	0	25.54
11.5	1188.61	297.1525	1188.61	1188.61	0	0
15.5	1017.89	254.4725	1083.09	1017.89	65.2	106.38
0	23.84	5.96		23.84	0	45.83
0	41.36	10.34		41.36	0	0
18.25	810.08	202.52	864.94	810.08	54.86	0

0	54.86	13.715		54.86	0	0
10.75	1336.11	334.0275	1347.03	1336.11	10.92	165.23
0	10.92	2.73		10.92	0	0
2.5	163	40.75	163	163	0	44.95
0.5	0	0	16	0	16	0
0	16	4		16	0	56.81
1.25	39.6	9.9	39.6	39.6	0	70.14
0	1.92	0.48	1.92	1.92	0	25.54
0	1.45	0.3625	1.45	1.45	0	23.29
1.75	91	22.75	91	91	0	0
33.5	2139.47	534.8675	2250.56	2139.47	111.09	0
0	29.82	7.455		29.82	0	0
0	4.09	1.0225		4.09	0	0
0	29.5	7.375		29.5	0	0
0	32.62	8.155		32.62	0	0
0	15.06	3.765		15.06	0	0
24.25	1856.49	464.1225	1906.5	1856.49	50.01	0
0	50.01	12.5025		50.01	0	0
4	226.42	56.605	238.42	226.42	12	0
0	12	3		12	0	0
1.25	30.86	7.715	30.86	30.86	0	66.44
3.5	178.73	44.6825	178.73	178.73	0	0
7.75	422.55	105.6375	456.41	422.55	33.86	73.36
0	8.73	2.1825		8.73	0	0
0	25.13	6.2825		25.13	0	0
17.25	882.2	220.55	882.2	882.2	0	0
1	44.03	11.0075	44.03	44.03	0	53.81
0.5	0	0	40.84	0	40.84	0
0	40.84	10.21		40.84	0	70.91
4.5	227.29	56.8225	227.29	227.29	0	0.52
2	15.36	3.84	37	15.36	21.64	25.06
0	6.45	1.6125		6.45	0	0
0	15.19	3.7975		15.19	0	0
2	247.43	61.8575	247.43	247.43	0	0
0.5	13.24	3.31	27	13.24	13.76	11.08
0	13.76	3.44		13.76	0	0
0.5	0.09	0.0225	20	0.09	19.91	0
0	19.91	4.9775		19.91	0	63.06
5.25	415.17	103.7925	415.17	415.17	0	0
15.5	1117.11	279.2775	1215.34	1117.11	98.23	0
0	11.76	2.94		11.76	0	0
0	43.33	10.8325		43.33	0	68.8
0	27.38	6.845		27.38	0	62.36
0	15.76	3.94		15.76	0	0
0.75	140.54	35.135	140.54	140.54	0	0
28.5	1293.07	323.2675	1293.07	1293.07	0	0
9.5	662.57	165.6425	719.14	662.57	56.57	1.72

0	56.57	14.1425		56.57	0	0
2.5	345.48	86.37	367.8	345.48	22.32	0
0	22.32	5.58		22.32	0	0
2.25	75.62	18.905	84	75.62	8.38	0
0	5.14	1.285		5.14	0	0
1.25	12.83	3.2075	100	12.83	87.17	0
0	87.17	21.7925		87.17	0	0
1.25	95.04	23.76	95.04	95.04	0	0
0	0	0		0	0	0
0	13.4	3.35	13.4	13.4	0	51.08
9.25	686.2	171.55	776.27	686.2	90.07	0
0	90.07	22.5175		90.07	0	0
0	1	0.25	1	1	0	25.54
3.5	300.91	75.2275	300.91	300.91	0	0
0.25	1.68	0.42	13	1.68	11.32	0
0	11.32	2.83		11.32	0	64.03
0	1	0.25	1	1	0	0
0.75	46	11.5	46	46	0	40.22
0.25	0	0	17	0	17	0
0	17	4.25		17	0	54.86
0	5.49	1.3725	5.49	5.49	0	25.54
2.5	236	59	236	236	0	49.96
1.75	150.86	37.715	197.98	150.86	47.12	0
0	47.12	11.78		47.12	0	0
2.75	357.86	89.465	383.61	357.86	25.75	28.09
0	13.27	3.3175		13.27	0	0
0	12.48	3.12		12.48	0	0
2.25	441.28	110.32	441.28	441.28	0	0
0.25	120.82	30.205	120.82	120.82	0	0
0.5	235.88	58.97	235.88	235.88	0	0
69.5	7028.96	1757.24	7151.72	7028.96	122.76	0
0	30.28	7.57		30.28	0	0
0	22.66	5.665		22.66	0	0
0	16.84	4.21		16.84	0	0
0	28.95	7.2375		28.95	0	0
0	24.03	6.0075		24.03	0	0
2	260.29	65.0725	260.29	260.29	0	24.52
0	28.95	7.2375	28.95	28.95	0	53.1
0.5	68.97	17.2425	68.97	68.97	0	0
1.75	1600.97	400.2425	1652.6	1600.97	51.63	0
0	51.63	12.9075		51.63	0	0
3.75	350	87.5	350	350	0	26.13
0.25	0	0	8	0	8	0
0	8	2		8	0	71.25
0	19.12	4.78		19.12	0	44.28
105.5	5220.41	1305.1025	5438.36	5220.41	217.95	0
0	9.87	2.4675		9.87	0	0
0	22.79	5.6975		22.79	0	0

0	15.75	3.9375		15.75	0	0
0	18.88	4.72		18.88	0	0
0	43.17	10.7925		43.17	0	0
0	22.74	5.685		22.74	0	0
0	27.93	6.9825		27.93	0	0
0	37.58	9.395		37.58	0	0
0	19.24	4.81		19.24	0	0
3.5	563.76	140.94	563.76	563.76	0	0
14	2196.79	549.1975	2439.25	2196.79	242.46	0
0	120.54	30.135		120.54	0	0
0	43.94	10.985		43.94	0	0
0	77.98	19.495		77.98	0	0
22.25	1533.59	383.3975	1683.91	1533.59	150.32	0
0	0.07	0.0175		0.07	0	0
0	24.4	6.1		24.4	0	0
0	52.68	13.17		52.68	0	0
0	73.17	18.2925		73.17	0	0
10.75	1303.6	325.9	1303.6	1303.6	0	0
0.5	52	13	52	52	0	0
14.25	2396.24	599.06	2436.23	2396.24	39.99	0
0	39.99	9.9975		39.99	0	0
0	27	6.75	27	27	0	0
6.25	443.35	110.8375	503.26	443.35	59.91	0
0	29.62	7.405		29.62	0	54.62
0	30.29	7.5725		30.29	0	0
4	588.22	147.055	588.22	588.22	0	0
1.25	16	4	16	16	0	31.32
0.25	72.49	18.1225	72.49	72.49	0	71.2
0.25	40	10	40	40	0	60.34
2	389.6	97.4	389.6	389.6	0	0
1.75	130.87	32.7175	130.87	130.87	0	0
0.25	77.02	19.255	77.02	77.02	0	0
0	9	2.25	9	9	0	71.14
0.5	38.66	9.665	38.66	38.66	0	34.37
0.25	37	9.25	37	37	0	38.45
1.25	275.12	68.78	275.12	275.12	0	0
2.5	396.98	99.245	396.98	396.98	0	0
5.75	870	217.5	870	870	0	0
5	446.47	111.6175	457.91	446.47	11.44	0
0	11.44	2.86		11.44	0	0
1.5	73	18.25	73	73	0	0
1.25	41.15	10.2875	41.15	41.15	0	0
0	5.04	1.26	5.04	5.04	0	25.54
3.25	387.54	96.885	387.54	387.54	0	0
1.25	43.12	10.78	43.12	43.12	0	0
0.75	0	0	46	0	46	0
0	46	11.5		46	0	50.47

0.25	0	0	20	0	20	0
0	20	5		20	0	34.72
0	0	0	39.47	0	39.47	0
0	39.47	9.8675		39.47	0	54.99
0.5	43.78	10.945	43.78	43.78	0	0
0.25	0.95	0.2375	35	0.95	34.05	25.54
0	34.05	8.5125		34.05	0	63.93
1.25	44.28	11.07	44.28	44.28	0	55.3
0.5	59.38	14.845	59.38	59.38	0	0
0	0	0	0	0	0	25.54
1	43.05	10.7625	43.05	43.05	0	64.18
0.75	58	14.5	58	58	0	40.11
13.75	508.72	127.18	558.23	508.72	49.51	0
0	38.48	9.62		38.48	0	37.62
0	11.03	2.7575		11.03	0	0
0	3.24	0.81		3.24	0	0
21.75	1727.23	431.8075	1743.58	1727.23	16.35	0
0	16.35	4.0875		16.35	0	0
0.25	67.18	16.795	67.18	67.18	0	0
6.25	665.18	166.295	688.27	665.18	23.09	0
0	23.09	5.7725		23.09	0	0
5.75	1135.34	283.835	1156.07	1135.34	20.73	0
0	20.73	5.1825		20.73	0	0
22.5	3208.24	802.06	3260.05	3208.24	51.81	0
0	29.54	7.385		29.54	0	0
0	22.27	5.5675		22.27	0	0
0.25	170.53	42.6325	177.44	170.53	6.91	0
0	6.91	1.7275		6.91	0	0
0.25	69	17.25	69	69	0	0
0	14	3.5	14	14	0	31.17
0	0	0	27	0	27	0
0	27	6.75		27	0	0
0	1.15	0.2875	12	1.15	10.85	25.54
0	8.09	2.0225		8.09	0	0
0	1.81	0.4525		1.81	0	0
0	0.95	0.2375		0.95	0	0
1	75.15	18.7875	75.15	75.15	0	0
1.5	97.12	24.28	101.84	97.12	4.72	0
0	4.72	1.18		4.72	0	0
0.75	100.34	25.085	100.34	100.34	0	0
3.5	517.46	129.365	517.46	517.46	0	0
1.5	113.95	28.4875	113.95	113.95	0	0
7.25	746	186.5	746	746	0	0
0.25	115.63	28.9075	150.67	115.63	35.04	0
0	13.9	3.475		13.9	0	0
0	21.14	5.285		21.14	0	0
0	0	0	0	0	0	0
0	0	0	0	0	0	0

0	0	0	0	0	0	0
0	0	0	0	0	0	0
0	0	0	0	0	0	0
0	0	0	0	0	0	0
0	0	0	0	0	0	0
0	0	0	0	0	0	0
0	0	0	0	0	0	0
0	0	0	0	0	0	0
0	0	0	0	0	0	0
0	0	0	0	0	0	0
0	0	0	0	0	0	0
0	0	0	0	0	0	0
0	0	0	0	0	0	0
0	0	0	0	0	0	0
0	0	0	0	0	0	0
0	0	0	0	0	0	0
0	0	0	0	0	0	0
0	0	0	0	0	0	0
0	0	0	0	0	0	0
0	0	0	0	0	0	0

122	123	124	125	126	127	128	129	130
SSCwt_Dist	SSCwt_Non	SSCwt_Chti	SHSwt_C	SHSwt_Dist	SHSwt_Nor	SHSwt_Chti	ADMw_P1	ADMw_C
32.37	32.37	0	0	0	0	0	2157.4371	2191.5228
	0	0	0		0	0	1501.9775	1877.455
	0	0	0		0	0	294.3525	315.36
49.91	0	49.91	0	50.46	0	50.46	9.7614	9.79
	49.91	0	50.46		50.46	0	191.86	193.12
25.54	0	25.54	0	50.46	0	50.46	5.32	14.3383
	25.54	0	50.46		50.46	0	119	129.4125
70.95	0	70.95	0	50.46	0	50.46	20.9861	22.8484
	70.95	0	50.46		50.46	0	319.35	338.84
0	0	0	83.77	83.77	83.77	0	592.0237	525.6567
71.3	0	71.3	0	51.94	0	51.94	21.8846	29.3789
	71.3	0	51.94		51.94	0	313.4325	358.75
89.02	21.4	67.62	0	0	0	0	1653.3911	1654.8225
	67.62	0	0		0	0	278.515	270.4475
9.7	0	9.7	0	0	0	0	7818.806	7760.0375
	9.7	0	0		0	0	123.2625	122.6625
0	0	0	0	0	0	0	11096.07	11185.1832
	0	0	0		0	0	110.665	113.06
0	0	0	0	0	0	0	7884.065	7796.31
0	0	0	0	0	0	0	19148.528	19132.4766
	0	0	0		0	0	475.005	462.435
	0	0	0		0	0	308.4425	304.9025
	0	0	0		0	0	314.2125	305.445
	0	0	0		0	0	233.9425	226.2675
0	0	0	0	0	0	0	2840.5888	2904.9942
	0	0	0		0	0	220.575	208.02
	0	0	0		0	0	115.9675	98.7
0	0	0	0	0	0	0	4798.5108	4849.5331
	0	0	0		0	0	276.68	277.2025
0	0	0	87.69	87.69	87.69	0	785.898	788.0916
0	0	0	0	0	0	0	8341.2229	8354.9281
	0	0	0		0	0	164.3275	172.6525
	0	0	0		0	0	202.685	199.8425
	0	0	0		0	0	396.3525	382.2025
	0	0	0		0	0	207.26	194.77
0	0	0	0	0	0	0	5605.4742	5608.6497
0	0	0	0	0	0	0	2071.0275	2102.7475
	0	0	0		0	0	1009.5725	1127.3475
	0	0	0		0	0	229.065	179.32
0	0	0	0	0	0	0	2404.0812	2339.3533
0	0	0	0	0	0	0	2220.9473	2190.9481
70.21	70.21	0	50.46	50.46	50.46	0	300.4839	286.9664
0	0	0	0	0	0	0	1918.0847	1965.5103
	0	0	0		0	0	27.4175	35.91
0	0	0	67.62	67.62	67.62	0	1236.2207	1264.9012
0	0	0	83.6	83.6	83.6	0	659.8345	655.3466

44.28	0	44.28	0	0	0	0	2436.7475	2456.1459
	0	0	0		0	0	66.3525	74.92
0	0	0	78	78	78	0	919.998	932.3162
0	0	0	0	0	0	0	1018.4363	1002.1555
	0	0	0		0	0	42.665	41.8275
24.13	24.13	0	88.74	88.74	88.74	0	751.2962	746.4715
0	0	0	0	0	0	0	3215.3341	3131.6531
	0	0	0		0	0	225.69	194.3325
0	0	0	85.48	85.48	85.48	0	1415.8596	1492.4526
0	0	0	0	0	0	0	3591.1943	3535.5786
	0	0	0		0	0	223.4375	222.7175
	0	0	0		0	0	81.64	86.0975
0	0	0	0	0	0	0	2861.8268	2880.1619
	0	0	0		0	0	2022.65	1910.1775
51.79	51.79	0	50.46	50.46	50.46	0	245.578	229.0481
0	0	0	86.82	86.82	86.82	0	717.6403	686.3141
0	0	0	85.37	85.37	85.37	0	902.293	902.217
74.59	51.08	23.51	0	0	0	0	3253.3075	3222.1697
	23.51	0	0		0	0	234.6	235.495
0	0	0	88.56	88.56	88.56	0	637.9394	625.2903
66.81	66.81	0	50.64	50.64	50.64	0	390.65	370
0	0	0	0	0	0	0	1849.8951	1809.9773
0	0	0	0	0	0	0	20547.0525	20549.8575
	0	0	0		0	0	199.715	216.085
	0	0	0		0	0	106.5025	139.76
0	0	0	0	0	0	0	7771.9936	7740.8549
	0	0	0		0	0	911.1575	924.8625
0	0	0	0	0	0	0	1195.8525	1210.1525
0	0	0	86.88	86.88	86.88	0	787.28	788.8349
0	0	0	0	0	0	0	6652.343	6728.6893
	0	0	0		0	0	185.695	199.005
0	0	0	84.52	84.52	84.52	0	944.776	950.5816
70.76	0	70.76	0	62.94	0	62.94	24.2142	22.777
	70.76	0	62.94		62.94	0	332.67	328.4
0	0	0	0	0	0	0	1799.944	1772.0102
68.15	0	68.15	0	50.46	0	50.46	25.3426	25.4166
	68.15	0	50.46		50.46	0	338.02	336.67
0	0	0	63.51	63.51	63.51	0	455.2952	450.6469
71.08	71.08	0	71.23	71.23	71.23	0	416.0577	427.2443
64.12	0	64.12	0	64.39	0	64.39	26.5	25
	64.12	0	64.39		64.39	0	383.84	382.95
0	0	0	71.16	71.16	71.16	0	539.9322	535.0212
57.76	57.76	0	0	66.05	0	66.05	284.743	301.9121
	0	0	66.05		66.05	0	155.59	166.8425
0	0	0	0	78.02	0	78.02	478.6466	482.6401
	0	0	78.02		78.02	0	427.715	413.3825
0	0	0	0	0	0	0	1622.6732	1607.6874
0	0	0	0	0	0	0	1537.1463	1590.7621

70.62	0	70.62	0	50.46	0	50.46	19.2309	18.615
	70.62	0	50.46		50.46	0	281.9575	285.33
66.76	66.76	0	50.46	50.46	50.46	0	262.9272	274.4888
28.99	28.99	0	88.8	88.8	88.8	0	831.0207	796.492
65.2	65.2	0	50.46	50.46	50.46	0	279.1062	302.2035
32.01	32.01	0	50.46	50.46	50.46	0	138.1429	141.1299
35.1	35.1	0	50.46	50.46	50.46	0	140.75	131.8562
25.54	25.54	0	50.46	50.46	50.46	0	113.1809	115.2817
0	0	0	74.44	74.44	74.44	0	1095.5255	1076.9474
64.59	64.59	0	0	0	0	0	155.36	202.1675
	0	0	0		0	0	0	262.9125
25.54	25.54	0	0	0	0	0	33.285	33.06
25.54	25.54	0	0	0	0	0	31.6925	31.09
25.54	25.54	0	0	0	0	0	37.68	31.2775
25.54	25.54	0	0	0	0	0	32.6425	33.26
25.54	25.54	0	0	0	0	0	43.63	52.945
	0	0	0		0	0	255.78	433.515
25.54	25.54	0	0	0	0	0	28.49	29.39
25.54	25.54	0	0	0	0	0	40.2776	42.0308
0	0	0	50.46	50.46	50.46	0	118.545	136.345
45.39	45.39	0	0	0	0	0	4995.0757	4988.7104
0	0	0	0	0	0	0	3101.6319	3099.9399
	0	0	0		0	0	90.4	81.6425
0	0	0	0	0	0	0	3331.8278	3312.6224
0	0	0	0	0	0	0	5496.2055	5575.0536
35.53	35.53	0	0	0	0	0	4657.3872	4637.35
	0	0	0		0	0	272.965	301.3025
0	0	0	73.91	73.91	73.91	0	1041.826	1076.6608
	0	0	0		0	0	169.8675	167.0225
63.9	0	63.9	0	50.46	0	50.46	26.7869	23.2
	63.9	0	50.46		50.46	0	346.65	344.03
68.69	0	68.69	0	59.11	0	59.11	39.8994	39.7686
	68.69	0	59.11		59.11	0	361.34	351.56
25.54	25.54	0	0	0	0	0	50.5107	48.139
10.87	10.87	0	0	0	0	0	15066.9905	15179.8978
	0	0	0		0	0	244.3925	233.1225
	0	0	0		0	0	1015.49	1002.59
	0	0	0		0	0	465.5125	515.675
	0	0	0		0	0	103.095	123.835
0	0	0	87.61	87.61	87.61	0	895.7029	908.7622
25.54	25.54	0	0	0	0	0	32.93	32.4
27.79	27.79	0	0	0	0	0	60.8	59.76
25.54	25.54	0	0	0	0	0	3892.6179	3836.7531
0	0	0	0	0	0	0	7097.3524	7131.8913
152.21	106.38	45.83	0	0	0	0	5347.4761	5303.744
	45.83	0	0		0	0	151.6175	153.41
	0	0	0		0	0	177.155	187.16
0	0	0	0	0	0	0	3426.6674	3363.1895

	0	0	0		0	0	200.705	200.975
165.23	165.23	0	283.26	283.26	283.26	0	8164.5972	8254.3793
	0	0	0		0	0	68.7675	56.28
44.95	44.95	0	75.31	75.31	75.31	0	1009.4764	989.4819
56.81	0	56.81	0	50.46	0	50.46	23.5	20.5
	56.81	0	50.46		50.46	0	327.69	319.1
70.14	70.14	0	55.62	55.62	55.62	0	373.8794	389.662
25.54	25.54	0	0	0	0	0	35.32	34.9337
23.29	23.29	0	0	0	0	0	32.9578	34.242
0	0	0	20.46	20.46	20.46	0	1173.4505	1196.4468
0	0	0	0	0	0	0	19098.9521	18886.938
	0	0	0		0	0	219.8625	230.935
	0	0	0		0	0	35.2625	31.6325
	0	0	0		0	0	231.6825	228.32
	0	0	0		0	0	255.7775	252.465
	0	0	0		0	0	119.145	116.545
0	0	0	0	0	0	0	12163.5235	12411.1816
	0	0	0		0	0	328.4175	286.4925
0	0	0	0	0	0	0	1654.9605	1674.5929
	0	0	0		0	0	83.2425	77.49
66.44	66.44	0	50.46	50.46	50.46	0	288.917	300.362
0	0	0	12.89	12.89	12.89	0	1498.1374	1552.4148
73.36	73.36	0	0	0	0	0	3162.6568	3172.7961
	0	0	0		0	0	56.2375	54.7825
	0	0	0		0	0	141.0625	157.6525
0	0	0	0	0	0	0	6759.8544	6722.1291
53.81	53.81	0	62.79	62.79	62.79	0	394.956	410.294
70.91	0	70.91	0	51.18	0	51.18	358.702	28.8026
	70.91	0	51.18		51.18	0	0	325.96
0.52	0.52	0	0	0	0	0	1924.8482	1968.0389
25.06	25.06	0	83.32	83.32	83.32	0	543.3325	561.6619
	0	0	0		0	0	140.7925	149.5425
	0	0	0		0	0	473.66	352.0275
0	0	0	85.73	85.73	85.73	0	750.8162	797.348
11.08	11.08	0	71.14	71.14	71.14	0	449.8646	432.76
	0	0	0		0	0	0	305.14
63.06	0	63.06	0	50.46	0	50.46	31.826	34.0895
	63.06	0	50.46		50.46	0	342.12	348.2075
0	0	0	0	0	0	0	1605.9614	1618.9393
131.16	0	131.16	176.78	227.24	176.78	50.46	6333.7198	6359.3473
	0	0	0		0	0	57.565	56.04
	68.8	0	50.46		50.46	0	328.755	325.6725
	62.36	0	0		0	0	191.195	193.475
	0	0	0		0	0	84.7525	75.57
0	0	0	56.94	56.94	56.94	0	1044.6908	1008.8986
0	0	0	0	0	0	0	11167.7077	10993.3739
1.72	1.72	0	0	0	0	0	4617.9149	4584.8516

	0	0	0		0	0	319.92	343.1025
0	0	0	0	0	0	0	2582.1778	2574.664
	0	0	0		0	0	129.0525	142.39
0	0	0	76.89	76.89	76.89	0	853.23	879.9086
	0	0	0		0	0	49.2475	48.535
0	0	0	87.74	87.74	87.74	0	1216.9027	1206.6499
	0	0	0		0	0	4043.075	3929.5775
0	0	0	87.28	87.28	87.28	0	826.3187	850.1613
	0	0	0		0	0	0	0
51.08	51.08	0	50.46	50.46	50.46	0	167.9275	167.65
0	0	0	0	0	0	0	2984.8216	2996.2896
	0	0	0		0	0	367.105	377.1375
25.54	25.54	0	0	0	0	0	27.025	28.79
0	0	0	14.83	14.83	14.83	0	1552.4469	1648.7066
64.03	0	64.03	0	0	0	0	26.7625	21.11
	64.03	0	0		0	0	157.0525	162.33
0	0	0	0	0	0	0	2.74	3.25
40.22	40.22	0	70.95	70.95	70.95	0	477.5491	464.1382
54.86	0	54.86	0	50.46	0	50.46	13.8065	12.5348
	54.86	0	50.46		50.46	0	213.97	211.25
25.54	25.54	0	0	0	0	0	42.285	46.5325
49.96	49.96	0	60.12	60.12	60.12	0	1202.8272	1206.6353
0	0	0	51.83	51.83	51.83	0	1347.9612	1318.1216
	0	0	0		0	0	142.9125	313.74
28.09	28.09	0	0	0	0	0	4258.0032	4317.5887
	0	0	0		0	0	139.525	139.9675
	0	0	0		0	0	122.47	132.18
0	0	0	0	0	0	0	2692.3182	2760.8145
0	0	0	68.34	68.34	68.34	0	1101.5389	1093.9475
0	0	0	0	0	0	0	2320.7727	2309.7321
0	0	0	0	0	0	0	51896.3512	51731.2681
	0	0	0		0	0	171.7275	181.67
	0	0	0		0	0	135.075	138.725
	0	0	0		0	0	100.8225	101.51
	0	0	0		0	0	175.4875	176.2375
	0	0	0		0	0	149.3025	143.3975
24.52	24.52	0	0	0	0	0	2670.9429	2645.2379
53.1	53.1	0	67.24	67.24	67.24	0	363.9166	386.5375
0	0	0	88.32	88.32	88.32	0	993.9807	950.1535
0	0	0	0	0	0	0	7291.41	7290.8703
	0	0	0		0	0	192.5125	198.0275
26.13	26.13	0	220.19	220.19	220.19	0	3095.7022	3103.5332
71.25	0	71.25	0	50.53	0	50.53	21.395	21.3906
	71.25	0	50.53		50.53	0	314.47	313
	44.28	0	0		0	0	254.795	264.265
0	0	0	0	0	0	0	55681.097	55642.1851
	0	0	0		0	0	90.73	91.0775
	0	0	0		0	0	311.3825	210.4425

	0	0	0		0	0	148.1175	144.1175
	0	0	0		0	0	182.535	176.75
	0	0	0		0	0	420.8975	396.8475
	0	0	0		0	0	210.5025	207.515
	0	0	0		0	0	274.5825	254.8625
	0	0	0		0	0	314.925	343.3
	0	0	0		0	0	127.49	177.02
0	0	0	0	0	0	0	4019.9571	3889.5491
0	0	0	0	0	0	0	13646.741	13198.6425
	0	0	0		0	0	584.895	577.935
	0	0	0		0	0	222.795	212.36
	0	0	0		0	0	389.64	407.985
0	0	0	0	0	0	0	13340.1704	13109.824
	0	0	0		0	0	0.9775	0.5175
	0	0	0		0	0	184.38	181.06
	0	0	0		0	0	372.7575	381.15
	0	0	0		0	0	503.9225	538.2275
0	0	0	0	0	0	0	7857.2833	7720.1696
0	0	0	0	0	0	0	1377.2964	1373.3532
0	0	0	0	0	0	0	13130.6036	12554.1454
	0	0	0		0	0	182.8275	181.9525
0	0	0	86.5	86.5	86.5	0	713.82	719.21
54.62	0	54.62	0	0	0	0	3297.3206	3391.3122
	54.62	0	0		0	0	247.8525	249.635
	0	0	0		0	0	199.335	199.4625
0	0	0	0	0	0	0	3939.6025	3866.1431
31.32	31.32	0	68.93	68.93	68.93	0	455.3782	446.25
71.2	71.2	0	60.83	60.83	60.83	0	381.8349	382.499
60.34	60.34	0	58.87	58.87	58.87	0	410.7425	428.6979
0	0	0	0	0	0	0	2598.4966	2650.0344
0	0	0	84.64	84.64	84.64	0	1017.8874	1034.9935
0	0	0	86.5	86.5	86.5	0	669.792	681.4649
71.14	71.14	0	50.46	50.46	50.46	0	331.8365	330.8428
34.37	34.37	0	76.81	76.81	76.81	0	486.2823	469.6642
38.45	38.45	0	66.1	66.1	66.1	0	445.0706	429.5675
0	0	0	0	0	0	0	1729.3475	1744.095
0	0	0	0	0	0	0	2186.8683	2189.7939
0	0	0	0	0	0	0	7012.1581	7060.0301
0	0	0	0	0	0	0	3536.3084	3523.0224
	0	0	0		0	0	79.1375	78.91
0	0	0	88.66	88.66	88.66	0	742.5454	755.3634
0	0	0	84.62	84.62	84.62	0	629.4492	634.8555
25.54	25.54	0	50.46	50.46	50.46	0	107.8658	111.6034
0	0	0	0	0	0	0	2726.3222	2682.4483
0	0	0	79.31	79.31	79.31	0	457.1995	464.1671
50.47	0	50.47	0	67.28	0	67.28	31.7399	31.3184
	50.47	0	67.28		67.28	0	418.34	407.35

34.72	0	34.72	0	65.82	0	65.82	33.553	32.4478
	34.72	0	65.82		65.82	0	407.59	395.52
54.99	0	54.99	0	64.77	0	64.77	29.9951	31.8395
	54.99	0	64.77		64.77	0	398.535	419.0775
0	0	0	76.49	76.49	76.49	0	522.2017	507.0937
89.47	25.54	63.93	0	50.46	0	50.46	58.7191	57.8275
	63.93	0	50.46		50.46	0	350.2275	372.7125
55.3	55.3	0	50.46	50.46	50.46	0	311.7819	318.3478
0	0	0	83.11	83.11	83.11	0	551.608	571.9381
25.54	25.54	0	0	0	0	0	25.67	26.58
64.18	64.18	0	57.82	57.82	57.82	0	405.575	406.2079
40.11	40.11	0	71.41	71.41	71.41	0	467.5067	495.8561
37.62	0	37.62	0	0	0	0	3459.26	3318.0258
	37.62	0	0		0	0	274.3625	256.545
	0	0	0		0	0	0	63.2975
	0	0	0		0	0	36.2425	30.64
0	0	0	0	0	0	0	24765.0821	24610.0283
	0	0	0		0	0	200.02	195.8125
0	0	0	0	0	0	0	1299.4423	1278.9923
0	0	0	0	0	0	0	7347.4754	7240.0851
	0	0	0		0	0	208.185	206.6425
0	0	0	0	0	0	0	14689.2475	14466.255
	0	0	0		0	0	247.5375	231.8775
0	0	0	0	0	0	0	47918.5823	47686.4997
	0	0	0		0	0	329.96	387.165
	0	0	0		0	0	244.66	285.9125
0	0	0	0	0	0	0	5808.81	5780.7175
	0	0	0		0	0	201.9325	210.1275
0	0	0	87.58	87.58	87.58	0	729.9685	745.2304
31.17	31.17	0	50.46	50.46	50.46	0	142.04	148.51
0	0	0	0	50.46	0	50.46	32	46
	0	0	50.46		50.46	0	662.55	809.52
25.54	25.54	0	50.46	50.46	50.46	0	171.8375	177.0353
	0	0	0		0	0	403.7975	329.1625
	0	0	0		0	0	0	73.0925
	0	0	0		0	0	0	38.4775
0	0	0	0	0	0	0	1171.6361	1142.3234
0	0	0	61.9	61.9	61.9	0	1024.111	985.3153
	0	0	0		0	0	38.4125	39.56
0	0	0	27.55	27.55	27.55	0	1221.5743	1243.9787
0	0	0	0	0	0	0	5890.8611	5721.3162
0	0	0	58.41	58.41	58.41	0	1091.2293	1007.3877
0	0	0	0	0	0	0	8101.1907	7902.0294
0	0	0	81.06	81.06	81.06	0	957.4195	960.8874
	0	0	0		0	0	91.8375	90.375
	0	0	0		0	0	153.7625	139.865
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	265.97	237.87

0	0	0	0	0	0	0	678.72	623.7
0	0	0	0	0	0	0	0	0
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0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0

131	132	133	134	135	136	137	138
DistADMw_P	DistADMw_C2	ExtADMw_C	DistExtADMw_C	SpacerH	d2jAvgRatio	Grant_C	TransCostp
3953.7671	4384.3378	2191.5228	4384.3378	<--ADMw_C	0	0	215.62
		1877.455		<--ADMw_C	0	0	0
		315.36		<--ADMw_C	0	0	0
201.6214	202.91	9.79	202.91	<--ADMw_C	0	0	3258.43
		193.12		<--ADMw_C	0	0	0
124.32	143.7508	14.3383	143.7508	<--ADMw_C	0	0	5016.89
		129.4125		<--ADMw_C	0	0	0
340.3361	361.6884	22.8484	361.6884	<--ADMw_C	-0.00576	0	1819.68
		338.84		<--ADMw_C	-0.00576	0	0
592.0237	525.6567	592.0237	592.0237	<--ADMw_C	-0.01489	0	1433.52
335.3171	388.1289	29.3789	388.1289	<--ADMw_C	0	0	1826.17
		358.75		<--ADMw_C	0	0	0
1931.9061	1925.27	1654.8225	1931.9061	<--ADMw_C	-0.00204	0	450.83
		278.515		<--ADMw_C	-0.00204	0	0
7942.0685	7882.7	7818.806	7942.0685	<--ADMw_C	-0.00035	0	587.22
		123.2625		<--ADMw_C	-0.00035	0	0
11206.735	11298.2432	11185.1832	11298.2432	<--ADMw_C	-0.00192	0	503.72
		113.06		<--ADMw_C	-0.00192	0	0
7884.065	7796.31	7884.065	7884.065	<--ADMw_C	-0.00087	0	556.05
20480.1305	20431.5266	19148.528	20480.1305	<--ADMw_C	-0.00557	0	683.59
		475.005		<--ADMw_C	-0.00557	0	0
		308.4425		<--ADMw_C	-0.00557	0	0
		314.2125		<--ADMw_C	-0.00557	0	0
		233.9425		<--ADMw_C	-0.00557	0	0
3177.1313	3211.7142	2904.9942	3211.7142	<--ADMw_C	-0.00675	0	796.64
		220.575		<--ADMw_C	-0.00675	0	0
		115.9675		<--ADMw_C	-0.00675	0	0
5075.1908	5126.7356	4849.5331	5126.7356	<--ADMw_C	-0.00592	0	755.77
		277.2025		<--ADMw_C	-0.00592	0	0
785.898	788.0916	788.0916	788.0916	<--ADMw_C	-0.00685	0	968.68
9311.8479	9304.3956	8354.9281	9311.8479	<--ADMw_C	-0.00765	0	825.87
		172.6525		<--ADMw_C	-0.00765	0	0
		202.685		<--ADMw_C	-0.00765	0	0
		396.3525		<--ADMw_C	-0.00765	0	0
		207.26		<--ADMw_C	-0.00765	0	0
5605.4742	5608.6497	5608.6497	5608.6497	<--ADMw_C	-0.00597	0	738.2
3309.665	3409.415	2102.7475	3409.415	<--ADMw_C	0	0	537.65
		1127.3475		<--ADMw_C	0	0	0
		229.065		<--ADMw_C	0	0	0
2404.0812	2339.3533	2404.0812	2404.0812	<--ADMw_C	-0.00592	0	608.82
2220.9473	2190.9481	2220.9473	2220.9473	<--ADMw_C	-0.00951	0	665.4
300.4839	286.9664	300.4839	300.4839	<--ADMw_C	-0.07097	0	0
1945.5022	2001.4203	1965.5103	2001.4203	<--ADMw_C	-0.00044	0	860.55
		35.91		<--ADMw_C	-0.00044	0	0
1236.2207	1264.9012	1264.9012	1264.9012	<--ADMw_C	-0.00948	0	468.7
659.8345	655.3466	659.8345	659.8345	<--ADMw_C	-0.02131	0	629.08

2757.895	2795.3309	2456.1459	2795.3309	<--ADMw_(	-0.00375	0	779.65
		74.92		<--ADMw_(	-0.00375	0	0
919.998	932.3162	932.3162	932.3162	<--ADMw_(	-0.00614	0	1303.91
1061.1013	1043.983	1018.4363	1061.1013	<--ADMw_(	0	0	1130.01
		42.665		<--ADMw_(	0	0	0
751.2962	746.4715	751.2962	751.2962	<--ADMw_(	-0.01672	0	1340.26
3441.0241	3325.9856	3215.3341	3441.0241	<--ADMw_(	-0.01074	0	528.85
		225.69		<--ADMw_(	-0.01074	0	0
1415.8596	1492.4526	1492.4526	1492.4526	<--ADMw_(	0	0	415.05
3896.2718	3844.3936	3591.1943	3896.2718	<--ADMw_(	-0.01116	0	649.38
		223.4375		<--ADMw_(	-0.01116	0	0
		86.0975		<--ADMw_(	-0.01116	0	0
4884.4768	4790.3394	2880.1619	4884.4768	<--ADMw_(	0	0	334.37
		2022.65		<--ADMw_(	0	0	0
245.578	229.0481	245.578	245.578	<--ADMw_(	-0.01016	0	75.63
717.6403	686.3141	717.6403	717.6403	<--ADMw_(	-0.01729	0	1267.56
902.293	902.217	902.293	902.293	<--ADMw_(	-0.0153	0	468.09
3487.9075	3457.6647	3253.3075	3487.9075	<--ADMw_(	-0.01141	0	527.15
		235.495		<--ADMw_(	-0.01141	0	0
637.9394	625.2903	637.9394	637.9394	<--ADMw_(	-0.02257	0	657.91
390.65	370	390.65	390.65	<--ADMw_(	-0.01521	0	1416.77
1849.8951	1809.9773	1849.8951	1849.8951	<--ADMw_(	-0.00737	0	562.35
20853.27	20905.7025	20549.8575	20905.7025	<--ADMw_(	-0.00343	0	415.43
		216.085		<--ADMw_(	-0.00343	0	0
		139.76		<--ADMw_(	-0.00343	0	0
8683.1511	8665.7174	7771.9936	8683.1511	<--ADMw_(	-0.00831	0	460.29
		924.8625		<--ADMw_(	-0.00831	0	0
1195.8525	1210.1525	1210.1525	1210.1525	<--ADMw_(	0	0	657.03
787.28	788.8349	788.8349	788.8349	<--ADMw_(	-0.00989	0	572.23
6838.038	6927.6943	6728.6893	6927.6943	<--ADMw_(	-0.01027	0	606.89
		199.005		<--ADMw_(	-0.01027	0	0
944.776	950.5816	950.5816	950.5816	<--ADMw_(	-0.00598	0	786.2
356.8842	351.177	24.2142	356.8842	<--ADMw_(	-0.00757	0	1015.39
		332.67		<--ADMw_(	-0.00757	0	0
1799.944	1772.0102	1799.944	1799.944	<--ADMw_(	-0.00682	0	672.85
363.3626	362.0866	25.4166	363.3626	<--ADMw_(	-0.02324	0	485.93
		338.02		<--ADMw_(	-0.02324	0	0
455.2952	450.6469	455.2952	455.2952	<--ADMw_(	-8.6E-05	0	783.56
416.0577	427.2443	427.2443	427.2443	<--ADMw_(	-0.01704	0	956.96
410.34	407.95	26.5	410.34	<--ADMw_(	-0.00177	0	1705.94
		383.84		<--ADMw_(	-0.00177	0	0
539.9322	535.0212	539.9322	539.9322	<--ADMw_(	-0.01385	0	670.21
440.333	468.7546	301.9121	468.7546	<--ADMw_(	-0.02772	0	1253.55
		166.8425		<--ADMw_(	-0.02772	0	0
906.3616	896.0226	482.6401	906.3616	<--ADMw_(	-0.01474	0	683.38
		427.715		<--ADMw_(	-0.01474	0	0
1622.6732	1607.6874	1622.6732	1622.6732	<--ADMw_(	-0.01204	0	687.36
1537.1463	1590.7621	1590.7621	1590.7621	<--ADMw_(	-0.00273	0	489.12

301.1884	303.945	19.2309	303.945	<--ADMw_(	-0.0363	0	2273.62
		285.33		<--ADMw_(	-0.0363	0	0
262.9272	274.4888	274.4888	274.4888	<--ADMw_(	0	0	1804.01
831.0207	796.492	831.0207	831.0207	<--ADMw_(	-0.01357	0	1279.1
279.1062	302.2035	302.2035	302.2035	<--ADMw_(	0	0	577.48
138.1429	141.1299	141.1299	141.1299	<--ADMw_(	-0.00955	0	2768.44
140.75	131.8562	140.75	140.75	<--ADMw_(	0	0	1864.54
113.1809	115.2817	115.2817	115.2817	<--ADMw_(	0	0	3879.58
1095.5255	1076.9474	1095.5255	1095.5255	<--ADMw_(	-0.00561	0	485.31
155.36	465.08	202.1675	465.08	<--ADMw_(	-0.00994	0	123.08
		262.9125		<--ADMw_(	-0.00994	0	0
33.285	33.06	33.285	33.285	<--ADMw_(	-0.02941	0	755.13
31.6925	31.09	31.6925	31.6925	<--ADMw_(	0	0	1700
37.68	31.2775	37.68	37.68	<--ADMw_(	-0.0348	0	1416.67
32.6425	33.26	33.26	33.26	<--ADMw_(	0	0	844.39
299.41	486.46	52.945	486.46	<--ADMw_(	0	0	34.57
		433.515		<--ADMw_(	0	0	0
28.49	29.39	29.39	29.39	<--ADMw_(	0	0	850
40.2776	42.0308	42.0308	42.0308	<--ADMw_(	-0.02333	0	6413.16
118.545	136.345	136.345	136.345	<--ADMw_(	-0.02819	0	5167.17
4995.0757	4988.7104	4995.0757	4995.0757	<--ADMw_(	-0.00511	0	532.25
3192.0319	3181.5824	3101.6319	3192.0319	<--ADMw_(	0	0	645.7
		90.4		<--ADMw_(	0	0	0
3331.8278	3312.6224	3331.8278	3331.8278	<--ADMw_(	-0.00817	0	355.08
5496.2055	5575.0536	5575.0536	5575.0536	<--ADMw_(	-0.00396	0	462.95
4930.3522	4938.6525	4657.3872	4938.6525	<--ADMw_(	-0.00846	0	422.57
		301.3025		<--ADMw_(	-0.00846	0	0
1211.6935	1243.6833	1076.6608	1243.6833	<--ADMw_(	-0.00448	0	917.79
		169.8675		<--ADMw_(	-0.00448	0	0
373.4369	367.23	26.7869	373.4369	<--ADMw_(	-0.0093	0	1175.06
		346.65		<--ADMw_(	-0.0093	0	0
401.2394	391.3286	39.8994	401.2394	<--ADMw_(	-0.01345	0	782.76
		361.34		<--ADMw_(	-0.01345	0	0
50.5107	48.139	50.5107	50.5107	<--ADMw_(	-0.02865	0	926.39
16895.4805	17055.1203	15179.8978	17055.1203	<--ADMw_(	-0.00836	0	412.41
		244.3925		<--ADMw_(	-0.00836	0	0
		1015.49		<--ADMw_(	-0.00836	0	0
		515.675		<--ADMw_(	-0.00836	0	0
		123.835		<--ADMw_(	-0.00836	0	0
895.7029	908.7622	908.7622	908.7622	<--ADMw_(	-0.00819	0	446.41
32.93	32.4	32.93	32.93	<--ADMw_(	0	0	8923.08
60.8	59.76	60.8	60.8	<--ADMw_(	-0.06451	0	1365.77
3892.6179	3836.7531	3892.6179	3892.6179	<--ADMw_(	-0.0083	0	645.44
7097.3524	7131.8913	7131.8913	7131.8913	<--ADMw_(	-0.0077	0	406.51
5676.2486	5644.314	5347.4761	5676.2486	<--ADMw_(	-0.01218	0	931.24
		153.41		<--ADMw_(	-0.01218	0	0
		187.16		<--ADMw_(	-0.01218	0	0
3627.3724	3564.1645	3426.6674	3627.3724	<--ADMw_(	-0.00018	0	472.47

		200.975		<--ADMw_(	-0.00018	0	0
8233.3647	8310.6593	8254.3793	8310.6593	<--ADMw_(	-0.00392	0	642.16
		68.7675		<--ADMw_(	-0.00392	0	0
1009.4764	989.4819	1009.4764	1009.4764	<--ADMw_(	-0.00728	0	526.84
351.19	339.6	23.5	351.19	<--ADMw_(	-0.00544	0	382.83
		327.69		<--ADMw_(	-0.00544	0	0
373.8794	389.662	389.662	389.662	<--ADMw_(	-0.00983	0	1818.83
35.32	34.9337	35.32	35.32	<--ADMw_(	-0.10682	0	9708.96
32.9578	34.242	34.242	34.242	<--ADMw_(	-0.04082	0	4060.91
1173.4505	1196.4468	1196.4468	1196.4468	<--ADMw_(	-0.01047	0	800.54
19960.6821	19746.8355	19098.9521	19960.6821	<--ADMw_(	-0.00474	0	492.49
		230.935		<--ADMw_(	-0.00474	0	0
		35.2625		<--ADMw_(	-0.00474	0	0
		231.6825		<--ADMw_(	-0.00474	0	0
		255.7775		<--ADMw_(	-0.00474	0	0
		119.145		<--ADMw_(	-0.00474	0	0
12833.171	12697.6741	12411.1816	12697.6741	<--ADMw_(	-0.01331	0	435.19
		328.4175		<--ADMw_(	-0.01331	0	0
				<--ADMw_C--			
1738.203	1752.0829	1674.5929	1752.0829	<--ADMw_(	0	0	741.27
		83.2425		<--ADMw_(	0	0	0
288.917	300.362	300.362	300.362	<--ADMw_(	-0.02175	0	1601.54
1498.1374	1552.4148	1552.4148	1552.4148	<--ADMw_(	-0.00751	0	729.09
3359.9568	3385.2311	3172.7961	3385.2311	<--ADMw_(	-0.00846	0	772.36
		56.2375		<--ADMw_(	-0.00846	0	0
		157.6525		<--ADMw_(	-0.00846	0	0
6759.8544	6722.1291	6759.8544	6759.8544	<--ADMw_(	-0.01253	0	545.38
394.956	410.294	410.294	410.294	<--ADMw_(	-0.0093	0	1472.87
358.702	354.7626	358.702	358.702	<--ADMw_(	0	0	1278.03
		325.96		<--ADMw_(	0	0	0
1924.8482	1968.0389	1968.0389	1968.0389	<--ADMw_(	-0.00846	0	720.11
1157.785	1063.2319	561.6619	1157.785	<--ADMw_(	0	0	756.82
		149.5425		<--ADMw_(	0	0	0
		473.66		<--ADMw_(	0	0	0
750.8162	797.348	797.348	797.348	<--ADMw_(	-0.00017	0	644.68
449.8646	737.9	449.8646	737.9	<--ADMw_(	0	0	356.52
		305.14		<--ADMw_(	0	0	0
373.946	382.297	34.0895	382.297	<--ADMw_(	-0.01042	0	1083.52
		348.2075		<--ADMw_(	-0.01042	0	0
1605.9614	1618.9393	1618.9393	1618.9393	<--ADMw_(	-0.00821	0	554.97
6995.9873	7010.1048	6359.3473	7010.1048	<--ADMw_(	-0.00421	0	676.75
		57.565		<--ADMw_(	-0.00421	0	0
		328.755		<--ADMw_(	-0.00421	0	0
		193.475		<--ADMw_(	-0.00421	0	0
		84.7525		<--ADMw_(	-0.00421	0	0
1044.6908	1008.8986	1044.6908	1044.6908	<--ADMw_(	-0.00769	0	399.25
11167.7077	10993.3739	11167.7077	11167.7077	<--ADMw_(	-0.00541	0	508.11
4937.8349	4927.9541	4617.9149	4937.8349	<--ADMw_(	-0.00548	0	426.35

		343.1025		<--ADMw_(	-0.00548	0	0
2711.2303	2717.054	2582.1778	2717.054	<--ADMw_(	-0.01156	0	639.2
		142.39		<--ADMw_(	-0.01156	0	0
938.72	959.0836	879.9086	959.0836	<--ADMw_(	-0.00564	0	688.27
		49.2475		<--ADMw_(	-0.00564	0	0
5259.9777	5136.2274	1216.9027	5259.9777	<--ADMw_(	0	0	85.29
		4043.075		<--ADMw_(	0	0	0
826.3187	850.1613	850.1613	850.1613	<--ADMw_(	-0.00938	0	936.23
		0		<--ADMw_(	-0.00938	0	0
167.9275	167.65	167.9275	167.9275	<--ADMw_(	-0.00907	0	2391.76
3351.9266	3373.4271	2996.2896	3373.4271	<--ADMw_(	-0.00459	0	367.94
		377.1375		<--ADMw_(	-0.00459	0	0
27.025	28.79	28.79	28.79	<--ADMw_(	0	0	10000
1552.4469	1648.7066	1648.7066	1648.7066	<--ADMw_(	-0.0081	0	402.24
183.815	183.44	26.7625	183.815	<--ADMw_(	-0.00205	0	829.82
		162.33		<--ADMw_(	-0.00205	0	0
2.74	3.25	3.25	3.25	<--ADMw_(	0	0	680
477.5491	464.1382	477.5491	477.5491	<--ADMw_(	0	0	922.42
227.7765	223.7848	13.8065	227.7765	<--ADMw_(	-0.00279	0	2118.48
		213.97		<--ADMw_(	-0.00279	0	0
42.285	46.5325	46.5325	46.5325	<--ADMw_(	0	0	4587.16
1202.8272	1206.6353	1206.6353	1206.6353	<--ADMw_(	-0.00714	0	594.25
1490.8737	1631.8616	1347.9612	1631.8616	<--ADMw_(	0	0	493.46
		313.74		<--ADMw_(	0	0	0
4519.9982	4589.7362	4317.5887	4589.7362	<--ADMw_(	-0.00102	0	555.74
		139.9675		<--ADMw_(	-0.00102	0	0
		132.18		<--ADMw_(	-0.00102	0	0
2692.3182	2760.8145	2760.8145	2760.8145	<--ADMw_(	-0.00684	0	660.93
1101.5389	1093.9475	1101.5389	1101.5389	<--ADMw_(	-0.01139	0	716.83
2320.7727	2309.7321	2320.7727	2320.7727	<--ADMw_(	-0.00483	0	621.28
52628.7662	52472.8081	51896.3512	52628.7662	<--ADMw_(	-0.00792	0	409.18
		181.67		<--ADMw_(	-0.00792	0	0
		138.725		<--ADMw_(	-0.00792	0	0
		101.51		<--ADMw_(	-0.00792	0	0
		176.2375		<--ADMw_(	-0.00792	0	0
		149.3025		<--ADMw_(	-0.00792	0	0
2670.9429	2645.2379	2670.9429	2670.9429	<--ADMw_(	-0.00544	0	422.53
363.9166	386.5375	386.5375	386.5375	<--ADMw_(	-0.01189	0	479.32
993.9807	950.1535	993.9807	993.9807	<--ADMw_(	-0.01011	0	398.55
7483.9225	7488.8978	7291.41	7488.8978	<--ADMw_(	-0.00624	0	473.77
		198.0275		<--ADMw_(	-0.00624	0	0
3095.7022	3103.5332	3103.5332	3103.5332	<--ADMw_(	0	0	366.71
335.865	334.3906	21.395	335.865	<--ADMw_(	-0.00309	0	2049.77
		314.47		<--ADMw_(	-0.00309	0	0
		264.265		<--ADMw_(	-0.00375	0	0
57762.2595	57644.1176	55681.097	57762.2595	<--ADMw_(	-0.00449	0	529.77
		91.0775		<--ADMw_(	-0.00449	0	0
		311.3825		<--ADMw_(	-0.00449	0	0

		148.1175	<--ADMw_(	-0.00449	0	0
			<--ADMw_C--			
		182.535	<--ADMw_(	-0.00449	0	0
		420.8975	<--ADMw_(	-0.00449	0	0
		210.5025	<--ADMw_(	-0.00449	0	0
		274.5825	<--ADMw_(	-0.00449	0	0
		343.3	<--ADMw_(	-0.00449	0	0
		177.02	<--ADMw_(	-0.00449	0	0
4019.9571	3889.5491	4019.9571	4019.9571 <--ADMw_(	-0.01477	0	699.8
14844.071	14396.9225	13646.741	14844.071 <--ADMw_(	-0.00876	0	680.83
		584.895	<--ADMw_(	-0.00876	0	0
		222.795	<--ADMw_(	-0.00876	0	0
		407.985	<--ADMw_(	-0.00876	0	0
14402.2079	14210.779	13340.1704	14402.2079 <--ADMw_(	-0.00547	0	489.06
		0.9775	<--ADMw_(	-0.00547	0	0
		184.38	<--ADMw_(	-0.00547	0	0
		381.15	<--ADMw_(	-0.00547	0	0
		538.2275	<--ADMw_(	-0.00547	0	0
7857.2833	7720.1696	7857.2833	7857.2833 <--ADMw_(	-0.00926	0	537.9
1377.2964	1373.3532	1377.2964	1377.2964 <--ADMw_(	-0.00564	0	510.26
13313.4311	12736.0979	13130.6036	13313.4311 <--ADMw_(	-0.00795	0	600.77
		182.8275	<--ADMw_(	-0.00795	0	0
713.82	719.21	719.21	719.21 <--ADMw_(	0	0	230.92
3744.5081	3840.4097	3391.3122	3840.4097 <--ADMw_(	-0.00617	0	542.19
		249.635	<--ADMw_(	-0.00617	0	0
		199.4625	<--ADMw_(	-0.00617	0	0
3939.6025	3866.1431	3939.6025	3939.6025 <--ADMw_(	-0.00963	0	504.2
455.3782	446.25	455.3782	455.3782 <--ADMw_(	-0.01078	0	417.23
381.8349	382.499	382.499	382.499 <--ADMw_(	0	0	590.7
410.7425	428.6979	428.6979	428.6979 <--ADMw_(	0	0	1504.38
2598.4966	2650.0344	2650.0344	2650.0344 <--ADMw_(	-0.00177	0	602.57
1017.8874	1034.9935	1034.9935	1034.9935 <--ADMw_(	-0.00018	0	1033.73
669.792	681.4649	681.4649	681.4649 <--ADMw_(	-0.00847	0	1134.45
331.8365	330.8428	331.8365	331.8365 <--ADMw_(	-0.00333	0	454.3
486.2823	469.6642	486.2823	486.2823 <--ADMw_(	-0.01541	0	503.75
445.0706	429.5675	445.0706	445.0706 <--ADMw_(	0	0	443.27
1729.3475	1744.095	1744.095	1744.095 <--ADMw_(	-0.00165	0	506.84
2186.8683	2189.7939	2189.7939	2189.7939 <--ADMw_(	-0.00303	0	450.68
7012.1581	7060.0301	7060.0301	7060.0301 <--ADMw_(	-0.00192	0	280.29
3615.4459	3601.9324	3536.3084	3615.4459 <--ADMw_(	-0.01138	0	423.89
		79.1375	<--ADMw_(	-0.01138	0	0
742.5454	755.3634	755.3634	755.3634 <--ADMw_(	-0.00194	0	428.76
629.4492	634.8555	634.8555	634.8555 <--ADMw_(	-0.01791	0	630.27
107.8658	111.6034	111.6034	111.6034 <--ADMw_(	-0.02728	0	785.92
2726.3222	2682.4483	2726.3222	2726.3222 <--ADMw_(	-0.01052	0	291.11
457.1995	464.1671	464.1671	464.1671 <--ADMw_(	-0.00354	0	436.48
450.0799	438.6684	31.7399	450.0799 <--ADMw_(	0	0	734.11
		418.34	<--ADMw_(	0	0	0

441.143	427.9678	33.553	441.143	<--ADMw_(	-0.0153	0	679.14
		407.59		<--ADMw_(	-0.0153	0	0
428.5301	450.917	31.8395	450.917	<--ADMw_(	0	0	552.77
		419.0775		<--ADMw_(	0	0	0
522.2017	507.0937	522.2017	522.2017	<--ADMw_(	-0.01099	0	589.99
408.9466	430.54	58.7191	430.54	<--ADMw_(	0	0	1769.75
		372.7125		<--ADMw_(	0	0	0
311.7819	318.3478	318.3478	318.3478	<--ADMw_(	-0.0024	0	1510.51
551.608	571.9381	571.9381	571.9381	<--ADMw_(	0	0	977.83
25.67	26.58	26.58	26.58	<--ADMw_(	-0.4775	0	5000
405.575	406.2079	406.2079	406.2079	<--ADMw_(	-0.01419	0	1436.78
467.5067	495.8561	495.8561	495.8561	<--ADMw_(	0	0	1293.19
3733.6225	3637.8683	3459.26	3733.6225	<--ADMw_(	-0.00904	0	573.43
		274.3625		<--ADMw_(	-0.00904	0	0
		63.2975		<--ADMw_(	-0.00904	0	0
		36.2425		<--ADMw_(	-0.00564	0	0
24965.1021	24805.8408	24765.0821	24965.1021	<--ADMw_(	-0.00464	0	759.48
		200.02		<--ADMw_(	-0.00464	0	0
1299.4423	1278.9923	1299.4423	1299.4423	<--ADMw_(	-0.00608	0	578.42
7555.6604	7446.7276	7347.4754	7555.6604	<--ADMw_(	-0.00654	0	545.23
		208.185		<--ADMw_(	-0.00654	0	0
14936.785	14698.1325	14689.2475	14936.785	<--ADMw_(	-0.00532	0	552.38
		247.5375		<--ADMw_(	-0.00532	0	0
48493.2023	48359.5772	47918.5823	48493.2023	<--ADMw_(	-0.00438	0	520.46
		387.165		<--ADMw_(	-0.00438	0	0
		285.9125		<--ADMw_(	-0.00438	0	0
6010.7425	5990.845	5808.81	6010.7425	<--ADMw_(	-0.0014	0	397.41
		210.1275		<--ADMw_(	-0.0014	0	0
729.9685	745.2304	745.2304	745.2304	<--ADMw_(	-0.00964	0	543.74
142.04	148.51	148.51	148.51	<--ADMw_(	0	0	2815.5
694.55	855.52	46	855.52	<--ADMw_(	0	0	132.92
		809.52		<--ADMw_(	0	0	0
575.635	617.7678	177.0353	617.7678	<--ADMw_(	0	0	415.23
		403.7975		<--ADMw_(	0	0	0
		73.0925		<--ADMw_(	0	0	0
		38.4775		<--ADMw_(	0	0	0
1171.6361	1142.3234	1171.6361	1171.6361	<--ADMw_(	-0.01168	0	700.87
1062.5235	1024.8753	1024.111	1062.5235	<--ADMw_(	-0.01114	0	352
		39.56		<--ADMw_(	-0.01114	0	0
1221.5743	1243.9787	1243.9787	1243.9787	<--ADMw_(	0	0	476.11
5890.8611	5721.3162	5890.8611	5890.8611	<--ADMw_(	-0.00683	0	512.53
1091.2293	1007.3877	1091.2293	1091.2293	<--ADMw_(	-0.00594	0	643.08
8101.1907	7902.0294	8101.1907	8101.1907	<--ADMw_(	-0.00966	0	374.7
1203.0195	1191.1274	960.8874	1203.0195	<--ADMw_(	-0.01246	0	416.64
		91.8375		<--ADMw_(	-0.01246	0	0
		153.7625		<--ADMw_(	-0.01246	0	0
0	0	0	0	<--ADMw_(	0	0	0
265.97	237.87	265.97	265.97	<--ADMw_(	0	0	0

678.72	623.7	678.72	678.72 <--ADMw_(	0	0	0
0	0	0	0 <--ADMw_(	0	0	0
0	0	0	0 <--ADMw_(	0	0	0
0	0	0	0 <--ADMw_(	0	0	0
0	0	0	0 <--ADMw_(	0	0	0
0	0	0	0 <--ADMw_(	0	0	0
0	0	0	0 <--ADMw_(	0	0	0
0	0	0	0 <--ADMw_(	0	0	0
0	0	0	0 <--ADMw_(	0	0	0
0	0	0	0 <--ADMw_(	0	0	0
0	0	0	0 <--ADMw_(	0	0	0
0	0	0	0 <--ADMw_(	0	0	0
0	0	0	0 <--ADMw_(	0	0	0
0	0	0	0 <--ADMw_(	0	0	0
0	0	0	0 <--ADMw_(	0	0	0
0	0	0	0 <--ADMw_(	0	0	0
0	0	0	0 <--ADMw_(	0	0	0
0	0	0	0 <--ADMw_(	0	0	0
0	0	0	0 <--ADMw_(	0	0	0
0	0	0	0 <--ADMw_(	0	0	0

139	140	141	142	143	144	145	146	147
TransRank_	TransRmbr	SpacerI	SpacerJ	SpacerK	SpacerL	ESD_ID_P	Tax_P	FFF_P
4	0.7	<--Spacer-->	<--Spacer-->	<--Spacer-->	<--Spacer-->	2200	4860045	184246
0	0	<--Spacer-->	<--Spacer-->	<--Spacer-->	<--Spacer-->		0	0
0	0	<--Spacer-->	<--Spacer-->	<--Spacer-->	<--Spacer-->		0	0
94	0.9	<--Spacer-->	<--Spacer-->	<--Spacer-->	<--Spacer-->	2106	332418	3748
0	0	<--Spacer-->	<--Spacer-->	<--Spacer-->	<--Spacer-->		0	0
97	0.9	<--Spacer-->	<--Spacer-->	<--Spacer-->	<--Spacer-->	2200	270024	1556
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90	0.9	<--Spacer-->	<--Spacer-->	<--Spacer-->	<--Spacer-->	2200	870026	11243
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84	0.8	<--Spacer-->	<--Spacer-->	<--Spacer-->	<--Spacer-->	2098	1169675	0
90	0.9	<--Spacer-->	<--Spacer-->	<--Spacer-->	<--Spacer-->	2098	391201	0
0	0	<--Spacer-->	<--Spacer-->	<--Spacer-->	<--Spacer-->		0	0
21	0.7	<--Spacer-->	<--Spacer-->	<--Spacer-->	<--Spacer-->	2098	3531851	0
0	0	<--Spacer-->	<--Spacer-->	<--Spacer-->	<--Spacer-->		0	0
43	0.7	<--Spacer-->	<--Spacer-->	<--Spacer-->	<--Spacer-->	2098	27195629	0
0	0	<--Spacer-->	<--Spacer-->	<--Spacer-->	<--Spacer-->		0	0
29	0.7	<--Spacer-->	<--Spacer-->	<--Spacer-->	<--Spacer-->	1902	34388787	9911
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40	0.7	<--Spacer-->	<--Spacer-->	<--Spacer-->	<--Spacer-->	1902	33590971	7229
58	0.7	<--Spacer-->	<--Spacer-->	<--Spacer-->	<--Spacer-->	1902	63040618	18126
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0	0	<--Spacer-->	<--Spacer-->	<--Spacer-->	<--Spacer-->		0	0
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54	0.7	<--Spacer-->	<--Spacer-->	<--Spacer-->	<--Spacer-->	2230	5658488	0
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23	0.7	<--Spacer-->	<--Spacer-->	<--Spacer-->	<--Spacer-->	2230	2720423	0
48	0.7	<--Spacer-->	<--Spacer-->	<--Spacer-->	<--Spacer-->	2230	1195517	0

66	0.7 <--Spacer--:<--Spacer--:<--Spacer--:<--Spacer--:	2230	8164062	0
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82	0.8 <--Spacer--:<--Spacer--:<--Spacer--:<--Spacer--:	2230	3471571	0
78	0.7 <--Spacer--:<--Spacer--:<--Spacer--:<--Spacer--:	2230	3562403	0
0	0 <--Spacer--:<--Spacer--:<--Spacer--:<--Spacer-->		0	0
82	0.8 <--Spacer--:<--Spacer--:<--Spacer--:<--Spacer--:	2230	2391614	0
34	0.7 <--Spacer--:<--Spacer--:<--Spacer--:<--Spacer--:	2230	8625173	0
0	0 <--Spacer--:<--Spacer--:<--Spacer--:<--Spacer-->		0	0
13	0.7 <--Spacer--:<--Spacer--:<--Spacer--:<--Spacer--:	1949	2166617	6537
52	0.7 <--Spacer--:<--Spacer--:<--Spacer--:<--Spacer--:	1949	8147851	0
0	0 <--Spacer--:<--Spacer--:<--Spacer--:<--Spacer-->		0	0
0	0 <--Spacer--:<--Spacer--:<--Spacer--:<--Spacer-->		0	0
6	0.7 <--Spacer--:<--Spacer--:<--Spacer--:<--Spacer--:	1949	5283839	18151
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2	0.7 <--Spacer--:<--Spacer--:<--Spacer--:<--Spacer--:	1949	241916	775
80	0.8 <--Spacer--:<--Spacer--:<--Spacer--:<--Spacer--:	1949	1734012	4217
23	0.7 <--Spacer--:<--Spacer--:<--Spacer--:<--Spacer--:	1949	3703115	4476
33	0.7 <--Spacer--:<--Spacer--:<--Spacer--:<--Spacer--:	1975	9734635	321649
0	0 <--Spacer--:<--Spacer--:<--Spacer--:<--Spacer-->		0	0
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84	0.8 <--Spacer--:<--Spacer--:<--Spacer--:<--Spacer--:	1949	1698699	36344
41	0.7 <--Spacer--:<--Spacer--:<--Spacer--:<--Spacer--:	1949	5690610	286912
14	0.7 <--Spacer--:<--Spacer--:<--Spacer--:<--Spacer--:	1975	75844424	0
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0	0 <--Spacer--:<--Spacer--:<--Spacer--:<--Spacer-->		0	0
53	0.7 <--Spacer--:<--Spacer--:<--Spacer--:<--Spacer--:	1975	8013836	0
41	0.7 <--Spacer--:<--Spacer--:<--Spacer--:<--Spacer--:	1980	1313867	72674
46	0.7 <--Spacer--:<--Spacer--:<--Spacer--:<--Spacer--:	1980	15388195	682799
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79	0.7 <--Spacer--:<--Spacer--:<--Spacer--:<--Spacer--:	1980	910840	31853
0	0 <--Spacer--:<--Spacer--:<--Spacer--:<--Spacer-->		0	0
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0	0 <--Spacer--:<--Spacer--:<--Spacer--:<--Spacer-->		0	0
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27	0.7 <--Spacer--:<--Spacer--:<--Spacer--:<--Spacer--:	1980	2720625	150624

92	0.9 <--Spacer--:<--Spacer--:<--Spacer--:<--Spacer--:	2004	1750852	0
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89	0.8 <--Spacer--:<--Spacer--:<--Spacer--:<--Spacer--:	2004	514954	0
81	0.8 <--Spacer--:<--Spacer--:<--Spacer--:<--Spacer--:	2007	578101	446468
42	0.7 <--Spacer--:<--Spacer--:<--Spacer--:<--Spacer--:	2007	136439	155623
93	0.9 <--Spacer--:<--Spacer--:<--Spacer--:<--Spacer--:	2007	84606	83389
91	0.9 <--Spacer--:<--Spacer--:<--Spacer--:<--Spacer--:	2007	71269	71502
95	0.9 <--Spacer--:<--Spacer--:<--Spacer--:<--Spacer--:	2007	72266	58224
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87	0.8 <--Spacer--:<--Spacer--:<--Spacer--:<--Spacer--:	2013	32939	5513
83	0.8 <--Spacer--:<--Spacer--:<--Spacer--:<--Spacer--:	2013	27550	6912
71	0.7 <--Spacer--:<--Spacer--:<--Spacer--:<--Spacer--:	2013	39752	6109
1	0.7 <--Spacer--:<--Spacer--:<--Spacer--:<--Spacer--:	2013	0	70311
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35	0.7 <--Spacer--:<--Spacer--:<--Spacer--:<--Spacer--:	2223	10693571	133271
52	0.7 <--Spacer--:<--Spacer--:<--Spacer--:<--Spacer--:	2025	8409263	33885
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16	0.7 <--Spacer--:<--Spacer--:<--Spacer--:<--Spacer--:	2025	9835225	52409
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0	0 <--Spacer--:<--Spacer--:<--Spacer--:<--Spacer-->		0	0
73	0.7 <--Spacer--:<--Spacer--:<--Spacer--:<--Spacer--:	2025	193980	282
13	0.7 <--Spacer--:<--Spacer--:<--Spacer--:<--Spacer--:	2025	36307460	178124
0	0 <--Spacer--:<--Spacer--:<--Spacer--:<--Spacer-->		0	0
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98	0.9 <--Spacer--:<--Spacer--:<--Spacer--:<--Spacer--:	2049	0	0
83	0.8 <--Spacer--:<--Spacer--:<--Spacer--:<--Spacer--:	2049	271880	0
51	0.7 <--Spacer--:<--Spacer--:<--Spacer--:<--Spacer--:	2049	4325640	0
12	0.7 <--Spacer--:<--Spacer--:<--Spacer--:<--Spacer--:	2025	14079215	147689
74	0.7 <--Spacer--:<--Spacer--:<--Spacer--:<--Spacer--:	2025	15887173	115069
0	0 <--Spacer--:<--Spacer--:<--Spacer--:<--Spacer-->		0	0
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24	0.7 <--Spacer--:<--Spacer--:<--Spacer--:<--Spacer--:	2025	5875674	454862

0	0 <--Spacer--:<--Spacer--:<--Spacer--:<--Spacer-->			0	0
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0	0 <--Spacer--:<--Spacer--:<--Spacer--:<--Spacer-->			0	0
33	0.7 <--Spacer--:<--Spacer--:<--Spacer--:<--Spacer--:	2058	2975348	331819	
9	0.7 <--Spacer--:<--Spacer--:<--Spacer--:<--Spacer--:	2058	344804	99320	
0	0 <--Spacer--:<--Spacer--:<--Spacer--:<--Spacer-->			0	0
89	0.8 <--Spacer--:<--Spacer--:<--Spacer--:<--Spacer--:	2058	821338	99487	
99	0.9 <--Spacer--:<--Spacer--:<--Spacer--:<--Spacer--:	2058	39506	3539	
95	0.9 <--Spacer--:<--Spacer--:<--Spacer--:<--Spacer--:	2058	232121	3616	
69	0.7 <--Spacer--:<--Spacer--:<--Spacer--:<--Spacer--:	2064	2865180	0	
28	0.7 <--Spacer--:<--Spacer--:<--Spacer--:<--Spacer--:	2064	67985310	757610	
0	0 <--Spacer--:<--Spacer--:<--Spacer--:<--Spacer-->			0	0
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0	0 <--Spacer--:<--Spacer--:<--Spacer--:<--Spacer-->			0	0
18	0.7 <--Spacer--:<--Spacer--:<--Spacer--:<--Spacer--:	2064	25107856	473101	
0	0 <--Spacer--:<--Spacer--:<--Spacer--:<--Spacer-->			0	0
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63	0.7 <--Spacer--:<--Spacer--:<--Spacer--:<--Spacer--:	2064	4223289	63529	
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87	0.8 <--Spacer--:<--Spacer--:<--Spacer--:<--Spacer--:	2064	654916	0	
62	0.7 <--Spacer--:<--Spacer--:<--Spacer--:<--Spacer--:	2064	3116415	55328	
66	0.7 <--Spacer--:<--Spacer--:<--Spacer--:<--Spacer--:	2064	6551545	118822	
0	0 <--Spacer--:<--Spacer--:<--Spacer--:<--Spacer-->			0	0
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38	0.7 <--Spacer--:<--Spacer--:<--Spacer--:<--Spacer--:	2064	15155288	245157	
85	0.8 <--Spacer--:<--Spacer--:<--Spacer--:<--Spacer--:	2064	1168753	11118	
80	0.8 <--Spacer--:<--Spacer--:<--Spacer--:<--Spacer--:	2064	1809317	8620	
0	0 <--Spacer--:<--Spacer--:<--Spacer--:<--Spacer-->				
61	0.7 <--Spacer--:<--Spacer--:<--Spacer--:<--Spacer--:	2064	4933028	0	
65	0.7 <--Spacer--:<--Spacer--:<--Spacer--:<--Spacer--:	2064	1115434	26325	
0	0 <--Spacer--:<--Spacer--:<--Spacer--:<--Spacer-->			0	0
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51	0.7 <--Spacer--:<--Spacer--:<--Spacer--:<--Spacer--:	2064	1272410	23590	
7	0.7 <--Spacer--:<--Spacer--:<--Spacer--:<--Spacer--:	2064	829455	10857	
0	0 <--Spacer--:<--Spacer--:<--Spacer--:<--Spacer-->				
77	0.7 <--Spacer--:<--Spacer--:<--Spacer--:<--Spacer--:	2064	288753	11096	
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39	0.7 <--Spacer--:<--Spacer--:<--Spacer--:<--Spacer--:	2064	6946039	60450	
56	0.7 <--Spacer--:<--Spacer--:<--Spacer--:<--Spacer--:	2098	34992995	322910	
0	0 <--Spacer--:<--Spacer--:<--Spacer--:<--Spacer-->			0	0
0	0 <--Spacer--:<--Spacer--:<--Spacer--:<--Spacer-->			0	0
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0	0 <--Spacer--:<--Spacer--:<--Spacer--:<--Spacer-->			0	0
11	0.7 <--Spacer--:<--Spacer--:<--Spacer--:<--Spacer--:	2098	1866606	0	
31	0.7 <--Spacer--:<--Spacer--:<--Spacer--:<--Spacer--:	2098	23792872	316494	
17	0.7 <--Spacer--:<--Spacer--:<--Spacer--:<--Spacer--:	2098	10057517	142770	

0	0 <--Spacer--:<--Spacer--:<--Spacer--:<--Spacer-->			0	0
49	0.7 <--Spacer--:<--Spacer--:<--Spacer--:<--Spacer--:	2098	4538618	16187	
0	0 <--Spacer--:<--Spacer--:<--Spacer--:<--Spacer-->			0	0
59	0.7 <--Spacer--:<--Spacer--:<--Spacer--:<--Spacer--:	2098	1339267	29844	
0	0 <--Spacer--:<--Spacer--:<--Spacer--:<--Spacer-->			0	0
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74	0.7 <--Spacer--:<--Spacer--:<--Spacer--:<--Spacer--:	2098	3086825	4391	
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73	0.7 <--Spacer--:<--Spacer--:<--Spacer--:<--Spacer--:	2106	392465	0	
92	0.9 <--Spacer--:<--Spacer--:<--Spacer--:<--Spacer--:	2106	106016	0	
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45	0.7 <--Spacer--:<--Spacer--:<--Spacer--:<--Spacer--:	2106	1816302	0	
28	0.7 <--Spacer--:<--Spacer--:<--Spacer--:<--Spacer--:	2117	2366519	0	
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0	0 <--Spacer--:<--Spacer--:<--Spacer--:<--Spacer-->			0	0
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54	0.7 <--Spacer--:<--Spacer--:<--Spacer--:<--Spacer--:	2117	5037143	0	
61	0.7 <--Spacer--:<--Spacer--:<--Spacer--:<--Spacer--:	2117	2261655	827	
47	0.7 <--Spacer--:<--Spacer--:<--Spacer--:<--Spacer--:	2117	3270520	0	
12	0.7 <--Spacer--:<--Spacer--:<--Spacer--:<--Spacer--:	2117	79490892	392	
0	0 <--Spacer--:<--Spacer--:<--Spacer--:<--Spacer-->			0	0
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24	0.7 <--Spacer--:<--Spacer--:<--Spacer--:<--Spacer--:	2117	7802934	0	
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91	0.9 <--Spacer--:<--Spacer--:<--Spacer--:<--Spacer--:	2200	731175	3568	
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0	0 <--Spacer--:<--Spacer--:<--Spacer--:<--Spacer-->			0	0
0	0 <--Spacer--:<--Spacer--:<--Spacer--:<--Spacer-->			0	0

0	0	<--Spacer--:<--Spacer--:<--Spacer--:<--Spacer-->		0	0
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0	0	<--Spacer--:<--Spacer--:<--Spacer--:<--Spacer-->		0	0
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0	0	<--Spacer--:<--Spacer--:<--Spacer--:<--Spacer-->		0	0
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31	0.7	<--Spacer--:<--Spacer--:<--Spacer--:<--Spacer--:	2148	1817203	0
45	0.7	<--Spacer--:<--Spacer--:<--Spacer--:<--Spacer--:	2148	14774819	0
0	0	<--Spacer--:<--Spacer--:<--Spacer--:<--Spacer-->		0	0
4	0.7	<--Spacer--:<--Spacer--:<--Spacer--:<--Spacer--:	2148	2557662	0
36	0.7	<--Spacer--:<--Spacer--:<--Spacer--:<--Spacer--:	2117	6830901	265
0	0	<--Spacer--:<--Spacer--:<--Spacer--:<--Spacer-->		0	0
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15	0.7	<--Spacer--:<--Spacer--:<--Spacer--:<--Spacer--:	2117	468312	26
44	0.7	<--Spacer--:<--Spacer--:<--Spacer--:<--Spacer--:	2117	359466	15
86	0.8	<--Spacer--:<--Spacer--:<--Spacer--:<--Spacer--:	2004	1458803	0
46	0.7	<--Spacer--:<--Spacer--:<--Spacer--:<--Spacer--:	2230	7785959	124978
77	0.7	<--Spacer--:<--Spacer--:<--Spacer--:<--Spacer--:	2230	8851151	46075
78	0.7	<--Spacer--:<--Spacer--:<--Spacer--:<--Spacer--:	2230	5631580	0
21	0.7	<--Spacer--:<--Spacer--:<--Spacer--:<--Spacer--:	2200	651005	268
29	0.7	<--Spacer--:<--Spacer--:<--Spacer--:<--Spacer--:	2200	574333	550
19	0.7	<--Spacer--:<--Spacer--:<--Spacer--:<--Spacer--:	2200	516869	403
30	0.7	<--Spacer--:<--Spacer--:<--Spacer--:<--Spacer--:	2200	2027595	2012
20	0.7	<--Spacer--:<--Spacer--:<--Spacer--:<--Spacer--:	2200	2961016	2489
5	0.7	<--Spacer--:<--Spacer--:<--Spacer--:<--Spacer--:	2200	8823667	7990
17	0.7	<--Spacer--:<--Spacer--:<--Spacer--:<--Spacer--:	2200	5832794	4672
0	0	<--Spacer--:<--Spacer--:<--Spacer--:<--Spacer-->		0	0
18	0.7	<--Spacer--:<--Spacer--:<--Spacer--:<--Spacer--:	2200	1298892	828
48	0.7	<--Spacer--:<--Spacer--:<--Spacer--:<--Spacer--:	2200	1166315	730
68	0.7	<--Spacer--:<--Spacer--:<--Spacer--:<--Spacer--:	2200	81075	45
5	0.7	<--Spacer--:<--Spacer--:<--Spacer--:<--Spacer--:	2200	5432665	111421
19	0.7	<--Spacer--:<--Spacer--:<--Spacer--:<--Spacer--:	2200	922874	16439
62	0.7	<--Spacer--:<--Spacer--:<--Spacer--:<--Spacer--:	2200	438234	15554
0	0	<--Spacer--:<--Spacer--:<--Spacer--:<--Spacer-->		0	0

56	0.7 <--Spacer--:<--Spacer--:<--Spacer--:<--Spacer--:	2200	544394	16289
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39	0.7 <--Spacer--:<--Spacer--:<--Spacer--:<--Spacer--:	2200	665874	12786
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88	0.8 <--Spacer--:<--Spacer--:<--Spacer--:<--Spacer--:	2218	492247	6088
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96	0.9 <--Spacer--:<--Spacer--:<--Spacer--:<--Spacer--:	2218	8583	404
85	0.8 <--Spacer--:<--Spacer--:<--Spacer--:<--Spacer--:	2223	1511915	0
81	0.8 <--Spacer--:<--Spacer--:<--Spacer--:<--Spacer--:	2223	1110831	0
42	0.7 <--Spacer--:<--Spacer--:<--Spacer--:<--Spacer--:	2223	8211744	141225
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0	0 <--Spacer--:<--Spacer--:<--Spacer--:<--Spacer-->		0	0
65	0.7 <--Spacer--:<--Spacer--:<--Spacer--:<--Spacer--:	2230	72627546	0
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43	0.7 <--Spacer--:<--Spacer--:<--Spacer--:<--Spacer--:	2230	2897674	0
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60	0.7 <--Spacer--:<--Spacer--:<--Spacer--:<--Spacer--:	2117	3068074	0
6	0.7 <--Spacer--:<--Spacer--:<--Spacer--:<--Spacer--:	2117	1672016	3
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148	149	150	151	152	153	154	155	156
CMF_P	CSF_P	SMT_P	EQESD_P	InLieu_P	LRevAdj_P	AvgTchrExp	Transp_P	ADM_P
172303	0	0	0	0	0	11.06	704204	1673.62
0	0	0	0	0	0	0	0	1438.13
0	0	0	0	0	0	0	0	283.86
4687	0	0	0	0	0	12.33	291201	0
0	0	0	0	0	0	0	0	88.74
2594	0	0	0	1216	0	12	314853	0
0	0	0	0	0	0	0	0	42
11577	0	0	0	0	0	11.48	327701	0
0	0	0	0	0	0	0	0	188.51
64134	9944	0	0	1742	0	8.8	508439	418.92
20828	3229	0	0	0	0	10.63	438328	-2
0	0	0	0	0	0	0	0	182.61
221730	32763	205384	0	0	0	13.14	738289	1402.2
0	0	0	0	0	0	0	0	203.31
979239	159175	0	0	0	0	12.69	3416611	6691.67
0	0	0	0	0	0	0	0	109.89
932518	1421	0	0	0	0	12.75	4731935	9758.27
0	0	0	0	0	0	0	0	109.28
656071	1202	0	0	0	0	13.22	3868272	7033.64
1658196	0	0	0	0	0	13.42	13258249	15806.78
0	0	0	0	0	0	0	0	457.9
0	0	0	0	0	0	0	0	298.16
0	0	0	0	0	0	0	0	305.18
0	0	0	0	0	0	0	0	220.28
258329	0	182298	0	0	0	11.1	2161789	2380.74
0	0	0	0	0	0	0	0	214.46
0	0	0	0	0	0	0	0	112.63
420996	0	0	0	0	0	11.31	3271676	4101.18
0	0	0	0	0	0	0	0	268.85
59901	0	0	0	0	0	12.74	561421	607.55
761380	0	0	0	0	0	12.28	6389537	6990.87
0	0	0	0	0	0	0	0	158.44
0	0	0	0	0	0	0	0	198.41
0	0	0	0	0	0	0	0	387.53
0	0	0	0	0	0	0	0	202.89
454471	0	0	0	0	0	13.99	3372279	4636.22
269414	0	0	0	0	0	10.3	1654238	1680.91
0	0	0	0	0	0	0	0	983.78
0	0	0	0	0	0	0	0	223.86
201647	0	0	0	0	0	11.64	1121793	2048.92
180534	2583173	166553	0	3338	0	14.52	1230316	1880.93
12201	185793	7830026	0	0	0	11.19	222429	150.49
166235	2190744	68647	0	0	0	16.3	883405	1557.18
0	0	0	0	0	0	0	0	23.34
96607	1394728	1262225	0	0	0	9.82	731825	987.12
44831	668635	230569	0	0	0	9.66	369237	492.45

230132	82139	118543	0	359650	0	9.27	1640686	2117.75
0	0	0	0	0	0	0	0	65.03
68845	24581	107758	0	0	0	10.06	913358	710.05
89979	32147	49539	0	0	0	9.73	1067536	879.18
0	0	0	0	0	0	0	0	41.4
50688	18300	1203006	0	0	0	13.73	737395	540.17
284809	103082	148644	0	0	0	13.43	1627885	2723.88
0	0	0	0	0	0	0	0	217.68
92238	14191	0	0	0	0	10.46	638646	1133.36
327130	46947	0	0	0	0	11.43	2070415	2949.25
0	0	0	0	0	0	0	0	209.34
0	0	0	0	0	0	0	0	75.29
234265	39379	0	0	0	0	10.81	1430529	2302.76
0	0	0	0	0	0	0	0	1964.62
11645	1682	0	0	0	0	9	23112	119.8
53689	9153	0	0	0	0	11.9	659752	532.73
64391	12034	0	0	0	0	10.87	468354	685.05
266390	0	0	0	0	0	12.53	1337171	2680.24
0	0	0	0	0	0	0	0	199.66
40912	0	0	0	0	0	14.18	312861	473.79
19212	16069	0	0	0	0	12.45	317053	218.37
142396	136092	0	0	0	0	12.72	822108	1574.66
1760970	394625	0	0	0	0	13.64	8985290	17861.24
0	0	0	0	0	0	0	0	191.15
0	0	0	0	0	0	0	0	103
717275	164858	0	0	0	0	12.16	3138376	6491.5
0	0	0	0	0	0	0	0	870.96
102634	23694	0	0	0	0	15.22	791599	1055.13
60958	15568	0	0	0	0	8.1	337764	611.4
572201	145795	0	0	0	0	13.14	3565563	5713.63
0	0	0	0	0	0	0	0	170.67
69825	18274	0	0	0	0	14.99	547393	732.1
20401	4785	0	0	0	0	13.84	260382	0
0	0	0	0	0	0	0	0	194.22
144005	37255	0	0	0	0	11.39	1015473	1497.4
20708	5285	0	0	0	0	13.57	155476	0
0	0	0	0	0	0	0	0	212.66
30562	8291	0	0	0	0	12.14	268856	334.57
27276	5690	0	0	0	0	11.39	283999	232.07
40675	6170	0	0	0	0	10.06	462810	0
0	0	0	0	0	0	0	0	249.58
36566	9601	0	0	0	0	14.43	269259	395.02
26786	6801	272745	0	0	0	9.9	394606	181.14
0	0	0	0	0	0	0	0	86.41
63620	16905	4371	0	0	0	12.53	460756	350.76
0	0	0	0	0	0	0	0	325.8
83849	33913	0	0	0	0	12.31	877594	1373.62
131036	32335	0	0	0	0	13.85	708809	1309.33

11115	0	0	162592	0	0	20.87	260671	1
0	0	0	0	0	0	0	0	151.44
10023	402	0	134236	2060	0	11.24	254683	128.52
48998	5989	0	338779	0	0	13.25	740772	605.12
12240	1460	0	117926	0	0	11.25	171945	138.67
4864	596	0	63305	0	0	12.17	129314	47.39
4412	465	0	123752	0	0	6.33	74829	48.69
2759	291	0	55666	0	0	15.4	94772	31.44
63187	7394	0	0	0	0	11.57	416655	868.05
5478	0	0	0	0	0	19.25	61946	86.97
414	0	0	0	0	0	27	3930	8
413	0	0	0	0	0	16	7551	6.26
1073	0	0	0	0	0	8	5317	11.54
637	0	0	0	0	0	35	2632	7.5
17359	0	0	0	0	0	9.09	5564	3.08
0	0	0	0	0	0	0	0	254.79
222	0	0	0	0	0	7	2138	3
1005	0	0	0	0	0	14.5	91510	13.41
4720	0	0	0	0	0	17.47	392053	52.65
386819	0	0	0	0	0	14.05	2131184	3998.12
251530	0	0	0	0	0	12.32	1692209	2507.75
0	0	0	0	0	0	0	0	85.04
138155	0	0	0	0	0	11.58	977724	2884.98
496122	0	0	0	0	0	12.74	2230596	4723.3
394214	0	0	0	0	0	10.51	1815957	3866.92
0	0	0	0	0	0	0	0	263.85
101909	0	0	0	0	0	10.63	859167	795.65
0	0	0	0	0	0	0	0	161.95
25194	0	0	0	0	0	11.75	309365	0
0	0	0	0	0	0	0	0	225.79
17905	0	0	0	0	0	8.25	161734	0
0	0	0	0	0	0	0	0	224.54
2342	0	0	0	0	0	9.53	16348	21.62
1353349	0	0	0	0	0	10.66	5471667	12420.55
0	0	0	0	0	0	0	0	234
0	0	0	0	0	0	0	0	971.04
0	0	0	0	0	0	0	0	386.75
0	0	0	0	0	0	0	0	98.71
57725	20016	0	0	0	0	11.62	336416	663.89
469	119	0	0	0	0	8	54974	7
1616	560	0	0	0	0	6.83	45407	29.51
254311	91301	0	0	0	0	9.77	1917012	2950.64
583857	0	0	0	0	0	13.21	2521449	6057.59
458632	0	0	0	0	0	13.11	4450929	4438.97
0	0	0	0	0	0	0	0	100.31
0	0	0	0	0	0	0	0	167.98
282840	0	74959	0	0	0	12.08	1522771	2795.85

0	0	0	0	0	0	0	0	185.99
619627	404960	990600	0	173630	0	12.12	4364510	6468.33
0	0	0	0	0	0	0	0	65.14
58131	0	0	0	0	0	12.69	363901	742.24
17078	0	0	0	0	0	13.22	57388	0
0	0	0	0	0	0	0	0	216.17
15558	0	0	0	0	0	15.94	376062	211.04
619	0	0	0	0	0	9	62360	8
566	0	0	0	0	0	10	33855	7.98
113108	59966	0	0	0	0	11.51	710416	998.55
1927896	265029	0	0	0	0	11.99	8557296	16236.89
0	0	0	0	0	0	0	0	212.24
0	0	0	0	0	0	0	0	34.04
0	0	0	0	0	0	0	0	223.65
0	0	0	0	0	0	0	0	246.91
0	0	0	0	0	0	0	0	114.88
1338151	164841	0	0	0	0	11.93	5268356	9936.17
0	0	0	0	0	0	0	0	310.53
0	0	0	0	0	0	0	0	325.15
161578	22135	542740	0	0	0	11.68	1056279	1375.82
0	0	0	0	0	0	0	0	79.48
16525	8761	188592	0	0	0	8.79	311479	143.2
140721	19278	0	0	4309	0	12.15	886812	1225.59
336278	41401	0	0	0	0	12.44	2406003	2548.77
0	0	0	0	0	0	0	0	53.69
0	0	0	0	0	0	0	0	134.67
623529	85419	0	0	0	0	11.86	2981516	5520.29
28277	3874	44531	0	0	0	10.57	377913	229.6
23729	3003	0	0	0	0	9.45	254098	198.95
189210	100313	0	0	0	0	12.06	1224505	1643.12
66955	9172	0	0	0	0	7.16	537366	353.41
0	0	0	0	0	0	0	0	139.2
0	0	0	0	0	0	0	0	468.3
59998	8219	0	0	0	0	10.01	341994	548.17
27613	3783	0	0	0	0	12.1	238775	319.86
50826	3866	522150	0	0	0	14.87	216121	0
0	0	0	0	0	0	0	0	221.6
168010	21062	0	0	0	0	12.96	848363	1327.74
482196	765207	1290722	0	0	0	9.66	3614567	4992.78
0	0	0	0	0	0	0	0	54.01
0	0	0	0	0	0	0	0	196.56
0	0	0	0	0	0	0	0	119.88
0	0	0	0	0	0	0	0	79.2
89113	45504	0	0	0	0	9.96	315656	842.28
989270	70415	370360	0	0	0	11.23	4971392	9403.62
410848	0	167068	0	0	0	10.87	1778382	3894.79

0	0	0	0	0	0	0	0	306.8
247515	10017	90386	0	0	0	11.18	1382311	2145.99
0	0	0	0	0	0	0	0	123.84
80301	185113	0	0	0	0	10.76	578551	682.54
0	0	0	0	0	0	0	0	47.98
169529	40952	1498648	0	0	0	10.76	298399	569.84
0	0	0	0	0	0	0	0	3992.73
69407	0	24521	0	0	0	9.44	547251	638.92
7476	19	0	0	0	0	10.29	113161	57.78
234899	685	0	0	0	0	10.88	1165097	2369.81
0	0	0	0	0	0	0	0	297.25
779	0	0	0	0	0	4	30430	1.37
125360	328	0	0	0	0	13.04	442313	1168.54
9825	0	0	0	0	0	19.2	88630	16
0	0	0	0	0	0	0	0	85.42
708	0	0	0	0	0	12.09	503	2.53
30975	82	0	0	0	0	18.91	245290	305.81
11170	0	0	0	0	0	15.21	179460	0
0	0	0	0	0	0	0	0	104.15
1426	0	0	0	0	0	10.5	88550	15.65
100696	267	0	0	0	0	16.69	452943	906.52
100085	7645	0	0	0	0	11.24	832566	1005.59
0	0	0	0	0	0	0	0	137.88
388770	31790	332780	0	5426	0	12.18	2219347	3635.5
0	0	0	0	0	0	0	0	136.49
0	0	0	0	0	0	0	0	119.38
257037	18037	0	0	0	0	11.93	1614967	2302.87
86530	8064	0	0	0	0	13.02	552732	844.24
190763	14572	0	0	0	0	10.91	1157207	1886.57
4187498	280509	0	0	0	0	11.75	18964125	40642.02
0	0	0	0	0	0	0	0	164.96
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0	0	0	0	0	0	0	0	96.85
0	0	0	0	0	0	0	0	165.09
0	0	0	0	0	0	0	0	143.42
228664	22202	12220	0	0	0	10.44	876389	2247.14
27035	256	215	0	0	0	11.47	188064	201.56
80298	6427	0	0	0	0	13.46	288958	750.87
629414	43223	0	0	0	0	10.48	2809247	5388.85
0	0	0	0	0	0	0	0	165.4
181175	24334	0	0	146451	0	11.91	968877	2259.52
16289	16000	0	0	0	0	14.31	354835	0
0	0	0	0	0	0	0	0	179.5
0	0	0	0	0	0	0	0	203.69
5154814	13102	0	0	0	0	11.69	23209637	46362.78
0	0	0	0	0	0	0	0	87.44
0	0	0	0	0	0	0	0	299.31

0	0	0	0	0	0	0	0	143.52
0	0	0	0	0	0	0	0	171.08
0	0	0	0	0	0	0	0	405.45
0	0	0	0	0	0	0	0	203.97
0	0	0	0	0	0	0	0	266.06
0	0	0	0	0	0	0	0	305.15
0	0	0	0	0	0	0	0	121.94
347186	435	0	0	0	0	10.98	2176546	3153.61
1228196	5197	0	0	0	0	12.64	6861156	10058.2
0	0	0	0	0	0	0	0	536.51
0	0	0	0	0	0	0	0	201.64
0	0	0	0	0	0	0	0	317.5
1276986	1485	0	0	0	0	12.15	6562436	10882.6
0	0	0	0	0	0	0	0	0.94
0	0	0	0	0	0	0	0	171.94
0	0	0	0	0	0	0	0	357.53
0	0	0	0	0	0	0	0	477.88
665012	819	0	0	0	0	12.37	2952216	6083.28
131892	0	0	0	0	0	9.48	639993	1216.24
1132135	1395	0	0	0	0	12.81	5414323	10165.49
0	0	0	0	0	0	0	0	162.27
68439	325	0	0	0	0	15.98	198727	569.83
348085	40909	0	0	0	0	12.34	1786036	2767.7
0	0	0	0	0	0	0	0	187.15
0	0	0	0	0	0	0	0	193.06
402237	0	0	0	0	0	11.5	1668581	3233.91
38509	0	0	0	0	0	12.72	128463	312.62
21797	0	0	0	0	0	3.85	66970	210.09
20747	58250	0	219062	0	0	12.63	465599	250.25
197239	0	5698810	0	0	0	9.68	1349898	2171.31
81039	831961	3113945	0	0	0	13.16	676422	773.34
43439	526176	282563	0	0	0	1.43	537533	468.45
8532	4995	0	0	0	0	10.39	95094	187.15
32673	10234	0	0	0	0	11.44	153333	327.18
29670	7500	0	0	0	0	9.41	118946	294.96
145716	37445	0	0	0	0	10.34	562801	1340.25
166391	46319	0	0	0	0	12.34	812321	1714.28
538924	148716	0	0	0	0	10.54	1478668	5659.21
335573	86949	0	0	0	0	15.57	1541771	3012.26
0	0	0	0	0	0	0	0	76.18
61288	15412	0	0	0	0	15.72	285445	568.14
53300	13587	0	0	0	0	9.34	250199	457.22
1126	834	0	0	0	0	20.3	20086	27.28
247091	80930	0	0	0	0	11.59	694200	2309.27
39191	11937	0	0	0	0	13.69	158933	329.7
24660	6328	0	0	0	0	14.06	204030	0
0	0	0	0	0	0	0	0	283.09

38565	11828	0	0	0	0	18.49	218472	0
0	0	0	0	0	0	0	0	302.3
31930	9287	0	0	0	0	13.78	110598	0
0	0	0	0	0	0	0	0	270.41
45623	13908	0	0	0	0	9.7	193315	387.72
25266	0	0	496345	303	0	13.57	257909	5.62
0	0	0	0	0	0	0	0	226.44
20458	0	0	370255	140	0	11.79	225247	174.54
41689	0	0	651297	279	0	14.62	338991	404.55
282	0	0	32996	5	0	31	1515	0.13
22967	0	0	0	0	0	17.55	356855	237.81
34528	0	0	0	0	0	11	331523	306.97
315165	48009	0	0	0	0	11.75	1547627	2756.31
0	0	0	0	0	0	0	0	212.69
0	0	0	0	0	0	0	0	35.31
2109548	535503	1123962	0	0	0	11.8	16055587	20151.02
0	0	0	0	0	0	0	0	189.84
129021	21368	1108952	0	0	0	10.86	657724	1137.18
692671	163468	1057543	0	1970	0	12.08	3292081	5862.38
0	0	0	0	0	0	0	0	201.26
1305588	321605	0	0	0	0	12.84	6899719	12481.35
0	0	0	0	0	0	0	0	239.38
4191413	1048201	0	0	0	0	12.53	20867466	40023.41
0	0	0	0	0	0	0	0	313.64
0	0	0	0	0	0	0	0	235.88
545107	132600	0	0	2269	0	12.39	2160096	5125.73
0	0	0	0	0	0	0	0	199.35
57555	13280	1043070	0	0	0	10.35	281830	549.35
5230	4492	0	72901	0	0	16.17	165519	52.16
4701	6567	0	352245	0	0	13.07	81157	0
0	0	0	0	0	0	0	0	605.09
5491	46726	0	264669	0	0	10.67	229310	49.53
0	0	0	0	0	0	0	0	394.6
108553	3667	0	0	0	0	11.79	691646	1020.01
91220	2933	0	0	0	0	11.71	412620	826.56
0	0	0	0	0	0	0	0	37.29
102113	3453	0	0	0	0	11.72	511926	988.88
540882	18022	0	0	0	0	13.98	2600183	5029.51
48546	1975	368	0	0	0	8.29	475589	880.13
703994	23790	0	0	0	0	13.29	2161281	6661.87
105291	3470	0	0	0	0	7.54	447321	726.94
0	0	0	0	0	0	0	0	87.69
0	0	0	0	0	0	0	0	144.32
0	0	0	0	0	0	12.09	0	0
0	0	0	0	0	0	12.09	0	177.31

0	0	0	0	0	0	12.09	0	339.36
0	0	0	0	0	0	11.75	21032	0
0	0	6673	0	0	0	3.47	0	0
0	0	0	0	0	0	18.45	0	0
0	0	0	0	0	0	9.63	0	0
0	0	0	0	0	0	4.81	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	36469	0	0	0	17.21	0	0
0	0	0	0	0	0	2	0	0
0	0	0	0	0	0	1	0	0
0	0	63156	0	0	0	11.76	0	0
0	0	152307	0	0	0	16.58	0	0
0	0	0	0	0	0	4.31	0	0
0	0	22321	0	0	0	13.65	0	0
0	0	0	0	0	0	8.59	69436	0
0	0	0	0	0	0	12.69	0	0
0	0	0	0	1765	0	16.72	0	0
0	0	0	0	0	0	0	0	0
0	0	592566	0	0	0	15.21	0	0

157	158	159	160	161	162	163	164	165
ADM_DistA	ADM_NonC	ADM_Chtr_	ADM_ClsdC	SpacerM	SumFact_P	SumFact_D	SumFact_N	SumFact_C
3395.61	1673.62	1721.99	0	--ADMw_P-	1673.62	3395.61	1673.62	1721.99
	1438.13	0	0	--ADMw_P-	1438.13		1438.13	0
	283.86	0	0	--ADMw_P-	283.86		283.86	0
88.74	0	88.74	0	--ADMw_P-	0	88.74	0	88.74
	88.74	0	0	--ADMw_P-	88.74		88.74	0
42	0	42	0	--ADMw_P-	0	42	0	42
	42	0	0	--ADMw_P-	42		42	0
188.51	0	188.51	0	--ADMw_P-	0	188.51	0	188.51
	188.51	0	0	--ADMw_P-	188.51		188.51	0
418.92	418.92	0	0	--ADMw_P-	418.92	418.92	418.92	0
180.61	-2	182.61	0	--ADMw_P-	-2	180.61	-2	182.61
	182.61	0	0	--ADMw_P-	182.61		182.61	0
1605.51	1402.2	203.31	0	--ADMw_P-	1402.2	1605.51	1402.2	203.31
	203.31	0	0	--ADMw_P-	203.31		203.31	0
6801.56	6691.67	109.89	0	--ADMw_P-	6691.67	6801.56	6691.67	109.89
	109.89	0	0	--ADMw_P-	109.89		109.89	0
9867.55	9758.27	109.28	0	--ADMw_P-	9758.27	9867.55	9758.27	109.28
	109.28	0	0	--ADMw_P-	109.28		109.28	0
7033.64	7033.64	0	0	--ADMw_P-	7033.64	7033.64	7033.64	0
17088.3	15806.78	1281.52	0	--ADMw_P-	15806.78	17088.3	15806.78	1281.52
	457.9	0	0	--ADMw_P-	457.9		457.9	0
	298.16	0	0	--ADMw_P-	298.16		298.16	0
	305.18	0	0	--ADMw_P-	305.18		305.18	0
	220.28	0	0	--ADMw_P-	220.28		220.28	0
2707.83	2380.74	327.09	0	--ADMw_P-	2380.74	2707.83	2380.74	327.09
	214.46	0	0	--ADMw_P-	214.46		214.46	0
	112.63	0	0	--ADMw_P-	112.63		112.63	0
4370.03	4101.18	268.85	0	--ADMw_P-	4101.18	4370.03	4101.18	268.85
	268.85	0	0	--ADMw_P-	268.85		268.85	0
607.55	607.55	0	0	--ADMw_P-	607.55	607.55	607.55	0
7938.14	6990.87	947.27	0	--ADMw_P-	6990.87	7938.14	6990.87	947.27
	158.44	0	0	--ADMw_P-	158.44		158.44	0
	198.41	0	0	--ADMw_P-	198.41		198.41	0
	387.53	0	0	--ADMw_P-	387.53		387.53	0
	202.89	0	0	--ADMw_P-	202.89		202.89	0
4636.22	4636.22	0	0	--ADMw_P-	4636.22	4636.22	4636.22	0
2888.55	1680.91	1207.64	0	--ADMw_P-	1680.91	2888.55	1680.91	1207.64
	983.78	0	0	--ADMw_P-	983.78		983.78	0
	223.86	0	0	--ADMw_P-	223.86		223.86	0
2048.92	2048.92	0	0	--ADMw_P-	2048.92	2048.92	2048.92	0
1880.93	1880.93	0	0	--ADMw_P-	1880.93	1880.93	1880.93	0
150.49	150.49	0	0	--ADMw_P-	150.49	150.49	150.49	0
1580.52	1557.18	23.34	0	--ADMw_P-	1557.18	1580.52	1557.18	23.34
	23.34	0	0	--ADMw_P-	23.34		23.34	0
987.12	987.12	0	0	--ADMw_P-	987.12	987.12	987.12	0
492.45	492.45	0	0	--ADMw_P-	492.45	492.45	492.45	0

2386.47	2117.75	268.72	0 --ADMw_P-	2117.75	2386.47	2117.75	268.72
	65.03	0	0 --ADMw_P-	65.03		65.03	0
710.05	710.05	0	0 --ADMw_P-	710.05	710.05	710.05	0
920.58	879.18	41.4	0 --ADMw_P-	879.18	920.58	879.18	41.4
	41.4	0	0 --ADMw_P-	41.4		41.4	0
540.17	540.17	0	0 --ADMw_P-	540.17	540.17	540.17	0
2941.56	2723.88	217.68	0 --ADMw_P-	2723.88	2941.56	2723.88	217.68
	217.68	0	0 --ADMw_P-	217.68		217.68	0
1133.36	1133.36	0	0 --ADMw_P-	1133.36	1133.36	1133.36	0
3233.88	2949.25	284.63	0 --ADMw_P-	2949.25	3233.88	2949.25	284.63
	209.34	0	0 --ADMw_P-	209.34		209.34	0
	75.29	0	0 --ADMw_P-	75.29		75.29	0
4267.38	2302.76	1964.62	0 --ADMw_P-	2302.76	4267.38	2302.76	1964.62
	1964.62	0	0 --ADMw_P-	1964.62		1964.62	0
119.8	119.8	0	0 --ADMw_P-	119.8	119.8	119.8	0
532.73	532.73	0	0 --ADMw_P-	532.73	532.73	532.73	0
685.05	685.05	0	0 --ADMw_P-	685.05	685.05	685.05	0
2879.9	2680.24	199.66	0 --ADMw_P-	2680.24	2879.9	2680.24	199.66
	199.66	0	0 --ADMw_P-	199.66		199.66	0
473.79	473.79	0	0 --ADMw_P-	473.79	473.79	473.79	0
218.37	218.37	0	0 --ADMw_P-	218.37	218.37	218.37	0
1574.66	1574.66	0	0 --ADMw_P-	1574.66	1574.66	1574.66	0
18155.39	17861.24	294.15	0 --ADMw_P-	17861.24	18155.39	17861.24	294.15
	191.15	0	0 --ADMw_P-	191.15		191.15	0
	103	0	0 --ADMw_P-	103		103	0
7362.46	6491.5	870.96	0 --ADMw_P-	6491.5	7362.46	6491.5	870.96
	870.96	0	0 --ADMw_P-	870.96		870.96	0
1055.13	1055.13	0	0 --ADMw_P-	1055.13	1055.13	1055.13	0
611.4	611.4	0	0 --ADMw_P-	611.4	611.4	611.4	0
5884.3	5713.63	170.67	0 --ADMw_P-	5713.63	5884.3	5713.63	170.67
	170.67	0	0 --ADMw_P-	170.67		170.67	0
732.1	732.1	0	0 --ADMw_P-	732.1	732.1	732.1	0
194.22	0	194.22	0 --ADMw_P-	0	194.22	0	194.22
	194.22	0	0 --ADMw_P-	194.22		194.22	0
1497.4	1497.4	0	0 --ADMw_P-	1497.4	1497.4	1497.4	0
212.66	0	212.66	0 --ADMw_P-	0	212.66	0	212.66
	212.66	0	0 --ADMw_P-	212.66		212.66	0
334.57	334.57	0	0 --ADMw_P-	334.57	334.57	334.57	0
232.07	232.07	0	0 --ADMw_P-	232.07	232.07	232.07	0
249.58	0	249.58	0 --ADMw_P-	0	249.58	0	249.58
	249.58	0	0 --ADMw_P-	249.58		249.58	0
395.02	395.02	0	0 --ADMw_P-	395.02	395.02	395.02	0
267.55	181.14	86.41	0 --ADMw_P-	181.14	267.55	181.14	86.41
	86.41	0	0 --ADMw_P-	86.41		86.41	0
676.56	350.76	325.8	0 --ADMw_P-	350.76	676.56	350.76	325.8
	325.8	0	0 --ADMw_P-	325.8		325.8	0
1373.62	1373.62	0	0 --ADMw_P-	1373.62	1373.62	1373.62	0
1309.33	1309.33	0	0 --ADMw_P-	1309.33	1309.33	1309.33	0

152.44	1	151.44	0 --ADMw_P-	1	152.44	1	151.44
	151.44	0	0 --ADMw_P-	151.44		151.44	0
128.52	128.52	0	0 --ADMw_P-	128.52	128.52	128.52	0
605.12	605.12	0	0 --ADMw_P-	605.12	605.12	605.12	0
138.67	138.67	0	0 --ADMw_P-	138.67	138.67	138.67	0
47.39	47.39	0	0 --ADMw_P-	47.39	47.39	47.39	0
48.69	48.69	0	0 --ADMw_P-	48.69	48.69	48.69	0
31.44	31.44	0	0 --ADMw_P-	31.44	31.44	31.44	0
868.05	868.05	0	0 --ADMw_P-	868.05	868.05	868.05	0
86.97	86.97	0	0 --ADMw_P-	78.27	78.27	78.27	0
			--ADMw_P-->				
8	8	0	0 --ADMw_P-	7.2	7.2	7.2	0
6.26	6.26	0	0 --ADMw_P-	5.63	5.63	5.63	0
11.54	11.54	0	0 --ADMw_P-	10.39	10.39	10.39	0
7.5	7.5	0	0 --ADMw_P-	6.75	6.75	6.75	0
257.87	3.08	254.79	0 --ADMw_P-	3.08	257.87	3.08	254.79
	254.79	0	0 --ADMw_P-	254.79		254.79	0
3	3	0	0 --ADMw_P-	2.7	2.7	2.7	0
13.41	13.41	0	0 --ADMw_P-	12.07	12.07	12.07	0
52.65	52.65	0	0 --ADMw_P-	63.18	63.18	63.18	0
3998.12	3998.12	0	0 --ADMw_P-	3998.12	3998.12	3998.12	0
2592.79	2507.75	85.04	0 --ADMw_P-	2507.75	2592.79	2507.75	85.04
	85.04	0	0 --ADMw_P-	85.04		85.04	0
2884.98	2884.98	0	0 --ADMw_P-	2884.98	2884.98	2884.98	0
4723.3	4723.3	0	0 --ADMw_P-	4723.3	4723.3	4723.3	0
4130.77	3866.92	263.85	0 --ADMw_P-	3866.92	4130.77	3866.92	263.85
	263.85	0	0 --ADMw_P-	263.85		263.85	0
957.6	795.65	161.95	0 --ADMw_P-	795.65	957.6	795.65	161.95
	161.95	0	0 --ADMw_P-	161.95		161.95	0
225.79	0	225.79	0 --ADMw_P-	0	225.79	0	225.79
	225.79	0	0 --ADMw_P-	225.79		225.79	0
224.54	0	224.54	0 --ADMw_P-	0	224.54	0	224.54
	224.54	0	0 --ADMw_P-	224.54		224.54	0
21.62	21.62	0	0 --ADMw_P-	21.62	21.62	21.62	0
14111.05	12420.55	1690.5	0 --ADMw_P-	12420.55	14111.05	12420.55	1690.5
	234	0	0 --ADMw_P-	234		234	0
	971.04	0	0 --ADMw_P-	971.04		971.04	0
	386.75	0	0 --ADMw_P-	386.75		386.75	0
	98.71	0	0 --ADMw_P-	98.71		98.71	0
663.89	663.89	0	0 --ADMw_P-	663.89	663.89	663.89	0
7	7	0	0 --ADMw_P-	7	7	7	0
29.51	29.51	0	0 --ADMw_P-	29.51	29.51	29.51	0
2950.64	2950.64	0	0 --ADMw_P-	2950.64	2950.64	2950.64	0
6057.59	6057.59	0	0 --ADMw_P-	6057.59	6057.59	6057.59	0
4707.26	4438.97	268.29	0 --ADMw_P-	4438.97	4707.26	4438.97	268.29
	100.31	0	0 --ADMw_P-	100.31		100.31	0
	167.98	0	0 --ADMw_P-	167.98		167.98	0
2981.84	2795.85	185.99	0 --ADMw_P-	2795.85	2981.84	2795.85	185.99

	185.99	0	0 --ADMw_P-	185.99		185.99	0
6533.47	6468.33	65.14	0 --ADMw_P-	6468.33	6533.47	6468.33	65.14
	65.14	0	0 --ADMw_P-	65.14		65.14	0
742.24	742.24	0	0 --ADMw_P-	742.24	742.24	742.24	0
216.17	0	216.17	0 --ADMw_P-	0	216.17	0	216.17
	216.17	0	0 --ADMw_P-	216.17		216.17	0
211.04	211.04	0	0 --ADMw_P-	211.04	211.04	211.04	0
8	8	0	0 --ADMw_P-	8	8	8	0
7.98	7.98	0	0 --ADMw_P-	7.98	7.98	7.98	0
998.55	998.55	0	0 --ADMw_P-	998.55	998.55	998.55	0
17068.61	16236.89	831.72	0 --ADMw_P-	16236.89	17068.61	16236.89	831.72
	212.24	0	0 --ADMw_P-	212.24		212.24	0
	34.04	0	0 --ADMw_P-	34.04		34.04	0
	223.65	0	0 --ADMw_P-	223.65		223.65	0
	246.91	0	0 --ADMw_P-	246.91		246.91	0
	114.88	0	0 --ADMw_P-	114.88		114.88	0
10571.85	9936.17	635.68	325.15 --ADMw_P-	9936.17	10571.85	9936.17	635.68
	310.53	0	0 --ADMw_P-	310.53		310.53	0
	325.15	0	0 --ADMw_P-	325.15		325.15	0
1455.3	1375.82	79.48	0 --ADMw_P-	1375.82	1455.3	1375.82	79.48
	79.48	0	0 --ADMw_P-	79.48		79.48	0
143.2	143.2	0	0 --ADMw_P-	143.2	143.2	143.2	0
1225.59	1225.59	0	0 --ADMw_P-	1225.59	1225.59	1225.59	0
2737.13	2548.77	188.36	0 --ADMw_P-	2548.77	2737.13	2548.77	188.36
	53.69	0	0 --ADMw_P-	53.69		53.69	0
	134.67	0	0 --ADMw_P-	134.67		134.67	0
5520.29	5520.29	0	0 --ADMw_P-	5520.29	5520.29	5520.29	0
229.6	229.6	0	0 --ADMw_P-	229.6	229.6	229.6	0
198.95	198.95	0	0 --ADMw_P-	198.95	198.95	198.95	0
			--ADMw_P-->				
1643.12	1643.12	0	0 --ADMw_P-	1643.12	1643.12	1643.12	0
960.91	353.41	607.5	0 --ADMw_P-	353.41	960.91	353.41	607.5
	139.2	0	0 --ADMw_P-	139.2		139.2	0
	468.3	0	0 --ADMw_P-	468.3		468.3	0
548.17	548.17	0	0 --ADMw_P-	548.17	548.17	548.17	0
319.86	319.86	0	0 --ADMw_P-	319.86	319.86	319.86	0
			--ADMw_P-->				
221.6	0	221.6	0 --ADMw_P-	0	221.6	0	221.6
	221.6	0	0 --ADMw_P-	221.6		221.6	0
1327.74	1327.74	0	0 --ADMw_P-	1327.74	1327.74	1327.74	0
5442.43	4992.78	449.65	0 --ADMw_P-	4992.78	5442.43	4992.78	449.65
	54.01	0	0 --ADMw_P-	54.01		54.01	0
	196.56	0	0 --ADMw_P-	196.56		196.56	0
	119.88	0	0 --ADMw_P-	119.88		119.88	0
	79.2	0	0 --ADMw_P-	79.2		79.2	0
842.28	842.28	0	0 --ADMw_P-	842.28	842.28	842.28	0
9403.62	9403.62	0	0 --ADMw_P-	9403.62	9403.62	9403.62	0
4201.59	3894.79	306.8	0 --ADMw_P-	3894.79	4201.59	3894.79	306.8

	306.8	0	0 --ADMw_P-	306.8		306.8	0
2269.83	2145.99	123.84	0 --ADMw_P-	2145.99	2269.83	2145.99	123.84
	123.84	0	0 --ADMw_P-	123.84		123.84	0
765.83	682.54	83.29	0 --ADMw_P-	682.54	765.83	682.54	83.29
	47.98	0	0 --ADMw_P-	47.98		47.98	0
4562.57	569.84	3992.73	0 --ADMw_P-	569.84	4562.57	569.84	3992.73
	3992.73	0	0 --ADMw_P-	3992.73		3992.73	0
638.92	638.92	0	0 --ADMw_P-	638.92	638.92	638.92	0
			--ADMw_P-->				
57.78	57.78	0	0 --ADMw_P-	57.78	57.78	57.78	0
2667.06	2369.81	297.25	0 --ADMw_P-	2369.81	2667.06	2369.81	297.25
	297.25	0	0 --ADMw_P-	297.25		297.25	0
1.37	1.37	0	0 --ADMw_P-	1.37	1.37	1.37	0
1168.54	1168.54	0	0 --ADMw_P-	1168.54	1168.54	1168.54	0
101.42	16	85.42	0 --ADMw_P-	16	101.42	16	85.42
	85.42	0	0 --ADMw_P-	85.42		85.42	0
2.53	2.53	0	0 --ADMw_P-	2.53	2.53	2.53	0
305.81	305.81	0	0 --ADMw_P-	305.81	305.81	305.81	0
104.15	0	104.15	0 --ADMw_P-	0	104.15	0	104.15
	104.15	0	0 --ADMw_P-	104.15		104.15	0
15.65	15.65	0	0 --ADMw_P-	15.65	15.65	15.65	0
906.52	906.52	0	0 --ADMw_P-	906.52	906.52	906.52	0
1143.47	1005.59	137.88	0 --ADMw_P-	1005.59	1143.47	1005.59	137.88
	137.88	0	0 --ADMw_P-	137.88		137.88	0
3891.37	3635.5	255.87	0 --ADMw_P-	3635.5	3891.37	3635.5	255.87
	136.49	0	0 --ADMw_P-	136.49		136.49	0
	119.38	0	0 --ADMw_P-	119.38		119.38	0
2302.87	2302.87	0	0 --ADMw_P-	2302.87	2302.87	2302.87	0
844.24	844.24	0	0 --ADMw_P-	844.24	844.24	844.24	0
1886.57	1886.57	0	0 --ADMw_P-	1886.57	1886.57	1886.57	0
41340.17	40642.02	698.15	0 --ADMw_P-	40642.02	41340.17	40642.02	698.15
	164.96	0	0 --ADMw_P-	164.96		164.96	0
	127.83	0	0 --ADMw_P-	127.83		127.83	0
	96.85	0	0 --ADMw_P-	96.85		96.85	0
	165.09	0	0 --ADMw_P-	165.09		165.09	0
	143.42	0	0 --ADMw_P-	143.42		143.42	0
2247.14	2247.14	0	0 --ADMw_P-	2247.14	2247.14	2247.14	0
201.56	201.56	0	0 --ADMw_P-	201.56	201.56	201.56	0
750.87	750.87	0	0 --ADMw_P-	750.87	750.87	750.87	0
5554.25	5388.85	165.4	0 --ADMw_P-	5388.85	5554.25	5388.85	165.4
	165.4	0	0 --ADMw_P-	165.4		165.4	0
2259.52	2259.52	0	0 --ADMw_P-	2259.52	2259.52	2259.52	0
179.5	0	179.5	0 --ADMw_P-	0	179.5	0	179.5
	179.5	0	0 --ADMw_P-	179.5		179.5	0
	203.69	0	0 --ADMw_P-	203.69		203.69	0
48366.7	46362.78	2003.92	0 --ADMw_P-	46362.78	48366.7	46362.78	2003.92
	87.44	0	0 --ADMw_P-	87.44		87.44	0
	299.31	0	0 --ADMw_P-	299.31		299.31	0

	143.52	0	0 --ADMw_P- --ADMw_P-->	143.52		143.52	0
	171.08	0	0 --ADMw_P-	171.08		171.08	0
	405.45	0	0 --ADMw_P-	405.45		405.45	0
	203.97	0	0 --ADMw_P-	203.97		203.97	0
	266.06	0	0 --ADMw_P-	266.06		266.06	0
	305.15	0	0 --ADMw_P-	305.15		305.15	0
	121.94	0	0 --ADMw_P-	121.94		121.94	0
3153.61	3153.61	0	0 --ADMw_P-	3153.61	3153.61	3153.61	0
11113.85	10058.2	1055.65	0 --ADMw_P-	10058.2	11113.85	10058.2	1055.65
	536.51	0	0 --ADMw_P-	536.51		536.51	0
	201.64	0	0 --ADMw_P-	201.64		201.64	0
	317.5	0	0 --ADMw_P-	317.5		317.5	0
11890.89	10882.6	1008.29	0 --ADMw_P-	10882.6	11890.89	10882.6	1008.29
	0.94	0	0 --ADMw_P-	0.94		0.94	0
	171.94	0	0 --ADMw_P-	171.94		171.94	0
	357.53	0	0 --ADMw_P-	357.53		357.53	0
	477.88	0	0 --ADMw_P-	477.88		477.88	0
6083.28	6083.28	0	0 --ADMw_P-	6083.28	6083.28	6083.28	0
1216.24	1216.24	0	0 --ADMw_P-	1216.24	1216.24	1216.24	0
10327.76	10165.49	162.27	0 --ADMw_P-	10165.49	10327.76	10165.49	162.27
	162.27	0	0 --ADMw_P-	162.27		162.27	0
569.83	569.83	0	0 --ADMw_P-	569.83	569.83	569.83	0
3147.91	2767.7	380.21	0 --ADMw_P-	2767.7	3147.91	2767.7	380.21
	187.15	0	0 --ADMw_P-	187.15		187.15	0
	193.06	0	0 --ADMw_P-	193.06		193.06	0
3233.91	3233.91	0	0 --ADMw_P-	3233.91	3233.91	3233.91	0
312.62	312.62	0	0 --ADMw_P-	312.62	312.62	312.62	0
210.09	210.09	0	0 --ADMw_P-	210.09	210.09	210.09	0
250.25	250.25	0	0 --ADMw_P-	250.25	250.25	250.25	0
2171.31	2171.31	0	0 --ADMw_P-	2171.31	2171.31	2171.31	0
773.34	773.34	0	0 --ADMw_P-	773.34	773.34	773.34	0
468.45	468.45	0	0 --ADMw_P-	468.45	468.45	468.45	0
187.15	187.15	0	0 --ADMw_P-	187.15	187.15	187.15	0
327.18	327.18	0	0 --ADMw_P-	327.18	327.18	327.18	0
294.96	294.96	0	0 --ADMw_P-	294.96	294.96	294.96	0
1340.25	1340.25	0	0 --ADMw_P-	1340.25	1340.25	1340.25	0
1714.28	1714.28	0	0 --ADMw_P-	1714.28	1714.28	1714.28	0
5659.21	5659.21	0	0 --ADMw_P-	5659.21	5659.21	5659.21	0
3088.44	3012.26	76.18	0 --ADMw_P-	3012.26	3088.44	3012.26	76.18
	76.18	0	0 --ADMw_P-	76.18		76.18	0
568.14	568.14	0	0 --ADMw_P-	568.14	568.14	568.14	0
457.22	457.22	0	0 --ADMw_P-	457.22	457.22	457.22	0
27.28	27.28	0	0 --ADMw_P-	27.28	27.28	27.28	0
2309.27	2309.27	0	0 --ADMw_P-	2309.27	2309.27	2309.27	0
329.7	329.7	0	0 --ADMw_P-	329.7	329.7	329.7	0
283.09	0	283.09	0 --ADMw_P-	0	283.09	0	283.09
	283.09	0	0 --ADMw_P-	283.09		283.09	0

302.3	0	302.3	0 --ADMw_P-	0	302.3	0	302.3
	302.3	0	0 --ADMw_P-	302.3		302.3	0
270.41	0	270.41	0 --ADMw_P-	0	270.41	0	270.41
	270.41	0	0 --ADMw_P-	270.41		270.41	0
387.72	387.72	0	0 --ADMw_P-	387.72	387.72	387.72	0
232.06	5.62	226.44	0 --ADMw_P-	5.62	232.06	5.62	226.44
	226.44	0	0 --ADMw_P-	226.44		226.44	0
174.54	174.54	0	0 --ADMw_P-	174.54	174.54	174.54	0
404.55	404.55	0	0 --ADMw_P-	404.55	404.55	404.55	0
0.13	0.13	0	0 --ADMw_P-	0.13	0.13	0.13	0
237.81	237.81	0	0 --ADMw_P-	237.81	237.81	237.81	0
306.97	306.97	0	0 --ADMw_P-	306.97	306.97	306.97	0
2969	2756.31	212.69	0 --ADMw_P-	2756.31	2969	2756.31	212.69
	212.69	0	0 --ADMw_P-	212.69		212.69	0
			--ADMw_P-->				
	35.31	0	0 --ADMw_P-	35.31		35.31	0
20340.86	20151.02	189.84	0 --ADMw_P-	20151.02	20340.86	20151.02	189.84
	189.84	0	0 --ADMw_P-	189.84		189.84	0
1137.18	1137.18	0	0 --ADMw_P-	1137.18	1137.18	1137.18	0
6063.64	5862.38	201.26	0 --ADMw_P-	5862.38	6063.64	5862.38	201.26
	201.26	0	0 --ADMw_P-	201.26		201.26	0
12720.73	12481.35	239.38	0 --ADMw_P-	12481.35	12720.73	12481.35	239.38
	239.38	0	0 --ADMw_P-	239.38		239.38	0
40572.93	40023.41	549.52	0 --ADMw_P-	40023.41	40572.93	40023.41	549.52
	313.64	0	0 --ADMw_P-	313.64		313.64	0
	235.88	0	0 --ADMw_P-	235.88		235.88	0
5325.08	5125.73	199.35	0 --ADMw_P-	5125.73	5325.08	5125.73	199.35
	199.35	0	0 --ADMw_P-	199.35		199.35	0
549.35	549.35	0	0 --ADMw_P-	549.35	549.35	549.35	0
52.16	52.16	0	0 --ADMw_P-	52.16	52.16	52.16	0
605.09	0	605.09	0 --ADMw_P-	0	605.09	0	605.09
	605.09	0	0 --ADMw_P-	605.09		605.09	0
444.13	49.53	394.6	0 --ADMw_P-	49.53	444.13	49.53	394.6
	394.6	0	0 --ADMw_P-	394.6		394.6	0
			--ADMw_P-->				
			--ADMw_P-->				
1020.01	1020.01	0	0 --ADMw_P-	1020.01	1020.01	1020.01	0
863.85	826.56	37.29	0 --ADMw_P-	826.56	863.85	826.56	37.29
	37.29	0	0 --ADMw_P-	37.29		37.29	0
988.88	988.88	0	0 --ADMw_P-	988.88	988.88	988.88	0
5029.51	5029.51	0	0 --ADMw_P-	5029.51	5029.51	5029.51	0
880.13	880.13	0	0 --ADMw_P-	880.13	880.13	880.13	0
6661.87	6661.87	0	0 --ADMw_P-	6661.87	6661.87	6661.87	0
958.95	726.94	232.01	0 --ADMw_P-	726.94	958.95	726.94	232.01
	87.69	0	0 --ADMw_P-	87.69		87.69	0
	144.32	0	0 --ADMw_P-	144.32		144.32	0
0	0	0	0 --ADMw_P-	0	0	0	0
177.31	177.31	0	0 --ADMw_P-	265.97	265.97	265.97	0

339.36	339.36	0	0 --ADMw_P-	678.72	678.72	678.72	0
0	0	0	0 --ADMw_P-	0	0	0	0
0	0	0	0 --ADMw_P-	0	0	0	0
0	0	0	0 --ADMw_P-	0	0	0	0
0	0	0	0 --ADMw_P-	0	0	0	0
0	0	0	0 --ADMw_P-	0	0	0	0
0	0	0	0 --ADMw_P-	0	0	0	0
0	0	0	0 --ADMw_P-	0	0	0	0
0	0	0	0 --ADMw_P-	0	0	0	0
0	0	0	0 --ADMw_P-	0	0	0	0
0	0	0	0 --ADMw_P-	0	0	0	0
0	0	0	0 --ADMw_P-	0	0	0	0
0	0	0	0 --ADMw_P-	0	0	0	0
0	0	0	0 --ADMw_P-	0	0	0	0
0	0	0	0 --ADMw_P-	0	0	0	0
0	0	0	0 --ADMw_P-	0	0	0	0
0	0	0	0 --ADMw_P-	0	0	0	0
0	0	0	0 --ADMw_P-	0	0	0	0
0	0	0	0 --ADMw_P-	0	0	0	0
0	0	0	0 --ADMw_P-	0	0	0	0
0	0	0	0 --ADMw_P-	0	0	0	0

166	167	168	169	170	171	172	173	174
IEP_P	IEP11wt_P	IEPWaiver_	ESL_P	ESLwt_P	ESL_DistAll	ESL_NonCh	ESL_Chtr_P	P_P_P
383	373.5171	0	18.71	9.355	40.1	18.71	21.39	0.22
0	0	0	21.39	10.695		21.39	0	0
0	0	0	0	0		0	0	0
10	9.7614	0	0	0	0	0	0	0
0	0	0	0	0		0	0	0
7	4.62	0.7	0	0	0	0	0	0
0	0	0	0	0		0	0	0
29	20.7361	0	0	0	1	0	1	0
0	0	0	1	0.5		1	0	0
58	46.0812	3.7	28.56	14.28	28.56	28.56	0	0
29	19.8671	4.1	0	0	0	0	0	0
0	0	0	0	0		0	0	0
190	176.6061	2.5	8.54	4.27	10.54	8.54	2	0
0	0	0	2	1		2	0	0
693	693	0	455.71	227.855	456.71	455.71	1	1.39
0	0	0	1	0.5		1	0	0
1038	1038	0	340.03	170.015	340.03	340.03	0	1.17
0	0	0	0	0		0	0	0
678	678	0	119.71	59.855	119.71	119.71	0	0
2706	1879.713	286.9	1443.28	721.64	1475.99	1443.28	32.71	18.2
0	0	0	10.11	5.055		10.11	0	0
0	0	0	4.87	2.435		4.87	0	0
0	0	0	2	1		2	0	0
0	0	0	15.73	7.865		15.73	0	0
397	297.8613	30.4	140.97	70.485	144.27	140.97	3.3	0
0	0	0	2	1		2	0	0
0	0	0	1.3	0.65		1.3	0	0
531	480.7033	14.9	186.66	93.33	188.62	186.66	1.96	0.92
0	0	0	1.96	0.98		1.96	0	0
95	66.8305	9.5	4.12	2.06	4.12	4.12	0	0
1221	873.1954	165.6	308.91	154.455	312.81	308.91	3.9	1
0	0	0	2.95	1.475		2.95	0	1
0	0	0	0	0		0	0	0
0	0	0	0.95	0.475		0.95	0	0
0	0	0	0	0		0	0	0
560	509.9842	8.8	639.74	319.87	639.74	639.74	0	0.64
302	302	0	99.02	49.51	112.73	99.02	13.71	0
0	0	0	12.25	6.125		12.25	0	0
0	0	0	1.46	0.73		1.46	0	0
280	225.3812	18.3	69.46	34.73	69.46	69.46	0	0
247	206.9023	8.9	92.38	46.19	92.38	92.38	0	1.54
27	16.5539	4.6	0	0	0	0	0	0
255	173.8572	33.1	144.25	72.125	150.05	144.25	5.8	0
0	0	0	5.8	2.9		5.8	0	0
152	108.5832	19.3	31.97	15.985	31.97	31.97	0	0
84	54.1695	8.4	4.58	2.29	4.58	4.58	0	0

254	254	0	33.96	16.98	39.33	33.96	5.37	0.98
0	0	0	0	0		0	0	0
121	78.1055	25.7	3.79	1.895	3.79	3.79	0	0
114	101.2638	3.9	8.91	4.455	8.91	8.91	0	0
0	0	0	0	0		0	0	0
93	59.4187	16.9	2	1	2	2	0	0
461	323.5716	44.4	39.35	19.675	41.35	39.35	2	2.85
0	0	0	2	1		2	0	0
135	124.6696	0.4	22.98	11.49	22.98	22.98	0	5.71
499	355.7268	43.1	35.75	17.875	35.75	35.75	0	3.63
0	0	0	0	0		0	0	0
0	0	0	0	0		0	0	1.28
538	469.4118	9.7	34.02	17.01	55.47	34.02	21.45	0
0	0	0	21.45	10.725		21.45	0	0
14	13.178	0.1	0	0	0	0	0	0
73	58.6003	2.7	7.29	3.645	7.29	7.29	0	0
102	75.3555	10.5	3.61	1.805	3.61	3.61	0	0
385	316.789	11.7	92.81	46.405	95.81	92.81	3	2.73
0	0	0	3	1.5		3	0	0
57	52.1169	0.5	4.83	2.415	4.83	4.83	0	0
22	22	0	0	0	0	0	0	0
219	173.2126	7.6	33.24	16.62	33.24	33.24	0	0
1852	1852	0	574.13	287.065	581.26	574.13	7.13	2.73
0	0	0	6.08	3.04		6.08	0	0
0	0	0	1.05	0.525		1.05	0	0
1014	809.8706	41.2	308.31	154.155	315.94	308.31	7.63	3.85
0	0	0	7.63	3.815		7.63	0	0.93
103	103	0	21.55	10.775	21.55	21.55	0	0
67	67	0	0	0	0	0	0	0
672	647.273	3.1	38.96	19.48	38.96	38.96	0	2.47
0	0	0	0	0		0	0	7.98
85	80.531	0.1	2.55	1.275	2.55	2.55	0	0
22	21.3642	0.1	0	0	1	0	1	0
0	0	0	1	0.5		1	0	0
265	164.714	35.6	4	2	4	4	0	0
34	23.3926	1.2	0	0	0	0	0	0
0	0	0	0	0		0	0	0
52	36.8027	2.4	3	1.5	3	3	0	0
30	25.5277	1.2	2	1	2	2	0	0
26	26	0	0	0	0	0	0	0
0	0	0	0	0		0	0	0
65	43.4522	4.3	0	0	0	0	0	0
46	29.4305	8.6	0	0	0	0	0	0
0	0	0	0	0		0	0	0
115	74.4216	23.7	8.85	4.425	12.82	8.85	3.97	0
0	0	0	3.97	1.985		3.97	0	0
183	151.0982	3.1	8.53	4.265	8.53	8.53	0	0
160	144.0263	1.4	20.61	10.305	20.61	20.61	0	1

23	16.7684	1.4	0	0	0	0	0	0
0	0	0	0	0		0	0	0
22	14.1372	0	0	0	0	0	0	0
88	66.5632	5.8	2	1	2	2	0	0
18	15.2537	0.8	0	0	0	0	0	0
7	5.2129	0.7	0	0	0	0	0	0
2	2	0	0	0	0	0	0	0
5	3.4584	1	0	0	0	0	0	0
116	95.4855	4.3	2	1	2	2	0	0
7	7	0	2	1	2	2	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
1	1	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
15	15	0	0	0	0	0	0	0
0	0	0	0	0		0	0	0.25
0	0	0	0	0	0	0	0	0
3	1.4751	0.6	0	0	0	0	0	0
3	3	0	0	0	0	0	0	0
473	439.7932	2	707.52	353.76	707.52	707.52	0	2.88
391	285.2069	30.3	297.33	148.665	297.52	297.33	0.19	0
0	0	0	0.19	0.095		0.19	0	1.01
343	317.3478	1.8	32.25	16.125	32.25	32.25	0	0
668	519.563	12	151.13	75.565	151.13	151.13	0	0
508	454.3847	0.8	313.36	156.68	313.36	313.36	0	0
0	0	0	0	0		0	0	0
157	105.336	23.3	3.95	1.975	3.95	3.95	0	1
0	0	0	0	0		0	0	0
29	24.8369	0.2	0	0	0	0	0	0
0	0	0	0	0		0	0	0
52	24.6994	15.2	0	0	0	0	0	0
0	0	0	0	0		0	0	0
4	2.3782	0.2	0	0	0	0	0	0
1934	1552.216	38	787.08	393.54	912.89	787.08	125.81	16.64
0	0	0	0	0		0	0	0
0	0	0	2.64	1.32		2.64	0	0
0	0	0	123.17	61.585		123.17	0	0
0	0	0	0	0		0	0	0
92	73.0279	4	72.35	36.175	72.35	72.35	0	0
0	0	0	0	0	0	0	0	0
2	2	0	0	0	0	0	0	0
463	324.5704	47.1	684.64	342.32	684.64	684.64	0	2.9
739	666.3349	6.1	94.29	47.145	94.29	94.29	0	8.22
521	517.7986	0.7	46.93	23.465	46.93	46.93	0	5.72
0	0	0	0	0		0	0	0
0	0	0	0	0		0	0	0
411	328.0024	8.8	92.64	46.32	92.64	92.64	0	8.8

0	0	0	0	0		0	0	0.12
832	718.6817	7.2	260.87	130.435	260.87	260.87	0	13.9
0	0	0	0	0		0	0	0
106	81.6464	0.5	31.16	15.58	31.16	31.16	0	0
23	23	0	0	0	0	0	0	0
0	0	0	0	0		0	0	0
47	23.2144	5	0	0	0	0	0	0
4	0.88	0.4	0	0	0	0	0	0
1	0.8778	0.1	0	0	0	0	0	0
143	109.8405	5.6	0	0	0	0	0	0
2301	1877.547	86.7	490.2	245.1	490.2	490.2	0	30.27
0	0	0	0	0		0	0	0
0	0	0	0	0		0	0	0
0	0	0	0	0		0	0	0
0	0	0	0	0		0	0	0
0	0	0	0	0		0	0	0.14
1665	1162.904	233	587.58	293.79	592.64	587.58	5.06	13.55
0	0	0	5.06	2.53		5.06	0	0
0	0	0	0	0		0	0	0
239	160.083	37.8	18.76	9.38	18.76	18.76	0	0
0	0	0	0	0		0	0	0
24	15.752	5	0	0	0	0	0	0
221	134.8149	59.3	34.27	17.135	34.27	34.27	0	0
454	301.0843	62.1	87.77	43.885	87.77	87.77	0	3.97
0	0	0	0	0		0	0	0
0	0	0	0	0		0	0	0
1005	607.2319	250.6	210.05	105.025	210.05	210.05	0	3.24
42	25.256	11.9	2	1	2	2	0	0
32	21.8845	7	0	0	0	0	0	0
225	180.7432	10.3	49.89	24.945	49.89	49.89	0	0.2
73	73	0	4.49	2.245	4.49	4.49	0	0
0	0	0	0	0		0	0	0
0	0	0	0	0		0	0	0
98	60.2987	8.9	0	0	0	0	0	0
40	35.1846	0.6	1	0.5	1	1	0	0
43	24.376	7.2	0	0	0	0	0	0
0	0	0	0	0		0	0	0
188	146.0514	8	30.46	15.23	30.46	30.46	0	0
758	598.6673	36	352.94	176.47	355.75	352.94	2.81	10.69
0	0	0	0	0		0	0	0
0	0	0	0	0		0	0	0
0	0	0	2.13	1.065		2.13	0	0
0	0	0	0.68	0.34		0.68	0	0
124	92.6508	8.8	19.64	9.82	19.64	19.64	0	0
1240	1034.398	42.5	561.4	280.7	561.4	561.4	0	9.17
650	462.1749	43.8	61.04	30.52	61.04	61.04	0	11.27

0	0	0	0	0		0	0	0
438	249.6813	85.8	5.44	2.72	5.44	5.44	0	3.28
0	0	0	0	0		0	0	0
73	73	0	4	2	4	4	0	0
0	0	0	0	0		0	0	0
659	501.8827	49	8.7	4.35	38.13	8.7	29.43	0
0	0	0	29.43	14.715		29.43	0	12.22
94	70.2812	5.3	21.23	10.615	21.23	21.23	0	0
6	6	0	0	0	0	0	0	0
314	293.3766	1.3	239.27	119.635	332.56	239.27	93.29	6.67
0	0	0	93.29	46.645		93.29	0	0
0	0	0	0	0	0	0	0	0
166	128.5394	0	326.81	163.405	326.81	326.81	0	3.35
10	10	0	0	0	9.73	0	9.73	0
0	0	0	9.73	4.865		9.73	0	0
0	0	0	0	0	0	0	0	0
53	33.6391	2.3	23.76	11.88	23.76	23.76	0	0
18	11.4565	1.1	0	0	0	0	0	0
0	0	0	0	0		0	0	0
0	0	0	0	0	0	0	0	0
114	99.7172	1.5	45.51	22.755	45.51	45.51	0	1.1
133	125.7817	0.8	240.95	120.475	240.95	240.95	0	6.13
0	0	0	0	0		0	0	0
471	428.0507	6.4	153.7	76.85	154.57	153.7	0.87	0
0	0	0	0	0		0	0	0
0	0	0	0.87	0.435		0.87	0	0
311	253.3157	18.7	78.4	39.2	78.4	78.4	0	0
136	92.8664	21.2	85.44	42.72	85.44	85.44	0	0.41
290	207.5227	25.9	277.58	138.79	277.58	277.58	0	1.52
6768	4547.419	1389.5	7051.43	3525.715	7062.68	7051.43	11.25	47.2
0	0	0	0	0		0	0	0
0	0	0	4	2		4	0	0
0	0	0	0	0		0	0	0
0	0	0	7.25	3.625		7.25	0	0
0	0	0	0	0		0	0	0
348	247.1854	25.8	99.75	49.875	99.75	99.75	0	2.98
25	22.1716	1.3	25.4	12.7	25.4	25.4	0	0
85	82.5957	0	103.09	51.545	103.09	103.09	0	0.22
793	610.9675	31.4	1672.87	836.435	1701.71	1672.87	28.84	8.3
0	0	0	28.84	14.42		28.84	0	0
288	248.5472	1.5	463.05	231.525	463.05	463.05	0	6.29
28	19.745	1.4	0	0	21.88	0	21.88	0
0	0	0	21.88	10.94		21.88	0	0
0	0	0	5.37	2.685		5.37	0	0
6989	5320.337	616.7	3450.21	1725.105	3476.32	3450.21	26.11	54.58
0	0	0	0.98	0.49		0.98	0	0
0	0	0	4.97	2.485		4.97	0	0

0	0	0	0	0		0	0	0
0	0	0	11.95	5.975		11.95	0	0
0	0	0	4.92	2.46		4.92	0	0
0	0	0	0	0		0	0	0
0	0	0	0	0		0	0	0
0	0	0	0	0		0	0	0
0	0	0	3.29	1.645		3.29	0	0
527	346.8971	126.5	443.96	221.98	443.96	443.96	0	7.89
1745	1222.524	259.5	2862.85	1431.425	3010.09	2862.85	147.24	11.86
0	0	0	27.59	13.795		27.59	0	0
0	0	0	16.31	8.155		16.31	0	0
0	0	0	103.34	51.67		103.34	0	0
1534	1307.998	52.5	1269.06	634.53	1287.29	1269.06	18.23	14.05
0	0	0	0	0		0	0	0
0	0	0	11.49	5.745		11.49	0	0
0	0	0	2.61	1.305		2.61	0	0
0	0	0	4.13	2.065		4.13	0	5.37
917	669.1608	100.3	1209.58	604.79	1209.58	1209.58	0	18.25
140	133.7864	0	27.54	13.77	27.54	27.54	0	0
1185	1136.054	11.4	2274.43	1137.215	2294.43	2274.43	20	4.79
0	0	0	20	10		20	0	0
49	49	0	0.98	0.49	0.98	0.98	0	0
479	346.2701	64.9	45.84	22.92	45.84	45.84	0	0.61
0	0	0	0	0		0	0	0
0	0	0	0	0		0	0	0
352	352	0	435.96	217.98	435.96	435.96	0	5.96
40	34.3882	0.9	2.94	1.47	2.94	2.94	0	0
40	23.1099	6.6	0	0	0	0	0	0
39	27.5275	1.6	4.81	2.405	4.81	4.81	0	0
276	238.8441	7.9	159.63	79.815	159.63	159.63	0	3.31
119	85.0674	20.2	33.08	16.54	33.08	33.08	0	0
72	51.5295	10.2	62.72	31.36	62.72	62.72	0	0
22	20.5865	0	0	0	0	0	0	0
38	35.9898	0.2	0.6	0.3	0.6	0.6	0	0
48	32.4456	0	1.73	0.865	1.73	1.73	0	0
143	143	0	364.87	182.435	364.87	364.87	0	1.63
210	188.5708	1.8	358.39	179.195	358.39	358.39	0	3.25
723	622.5131	6.1	964.85	482.425	964.85	964.85	0	12.91
440	339.7284	35.3	46.67	23.335	46.67	46.67	0	2.96
0	0	0	0	0		0	0	0
78	62.4954	0	0	0	0	0	0	0
52	50.2942	0.1	49.46	24.73	49.46	49.46	0	0.52
4	3.0008	0	0	0	0	0	0	0
348	254.0197	19.3	55.51	27.755	55.51	55.51	0	0.99
38	36.267	0.3	0	0	0	0	0	0
44	31.1399	0.6	0	0	9	0	9	0
0	0	0	9	4.5		9	0	0

41	33.253	0.3	0	0	0	0	0	0
0	0	0	0	0		0	0	0
36	29.7451	0	0	0	0	0	0	0
0	0	0	0	0		0	0	0
47	42.6492	0.5	0	0	0	0	0	0
30	25.5266	0.3	2	1	2	2	0	0
0	0	0	0	0		0	0	0
29	19.1994	1.6	0	0	0	0	0	0
63	44.5005	1.5	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
25	25	0	12.2	6.1	12.2	12.2	0	0
34	33.7667	0	0	0	0	0	0	0
467	326.59	46.9	346.09	173.045	373.34	346.09	27.25	1.77
0	0	0	27.25	13.625		27.25	0	0
0	0	0	0	0		0	0	0
2967	2237.495	234.8	3091.81	1545.905	3101.58	3091.81	9.77	13.49
0	0	0	9.77	4.885		9.77	0	0
165	125.0898	13.5	19.4	9.7	19.4	19.4	0	0
897	667.0004	119.3	963.34	481.67	963.34	963.34	0	9.17
0	0	0	0	0		0	0	0
1306	1306	0	1096.29	548.145	1099.73	1096.29	3.44	9.3
0	0	0	3.44	1.72		3.44	0	0
4893	4463.022	96.1	4720.54	2360.27	4744.95	4720.54	24.41	12.68
0	0	0	17.92	8.96		17.92	0	0
0	0	0	6.49	3.245		6.49	0	0
571	571	0	104.61	52.305	105.3	104.61	0.69	0
0	0	0	0.69	0.345		0.69	0	0
90	60.4285	8.4	13.42	6.71	13.42	13.42	0	0
5	5	0	0	0	0	0	0	0
32	32	0	0	0	0	0	0	0
0	0	0	0	0		0	0	0
46	46	0	0	0	3.23	0	3.23	0
0	0	0	3.23	1.615		3.23	0	5.14
136	112.2011	7.2	14.82	7.41	14.82	14.82	0	0
129	95.0235	3.9	21.2	10.6	21.2	21.2	0	0
0	0	0	0	0		0	0	0
128	108.7768	2.6	129.78	64.89	129.78	129.78	0	0
660	553.2461	17	265.86	132.93	265.86	265.86	0	1
163	96.8143	21.2	0	0	0	0	0	0
831	732.8057	8.2	822.75	411.375	822.75	822.75	0	3.92
126	105.4845	2.8	15.69	7.845	16.69	15.69	1	2.57
0	0	0	1	0.5		1	0	0
0	0	0	0	0		0	0	3.44
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0

0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0

175	176	177	178	179	180	181	182	183
P_Pwt_P	P_P_DistAll	P_P_NonCh	P_P_Chtr_F	PGS_P	PGSwt_P	PGS_DistAl	PGS_NonCh	PGS_Chtr_F
0.22	0.22	0.22	0	0	0	0	0	0
0		0	0	0	0		0	0
0		0	0	0	0		0	0
0	0	0	0	0	0	0	0	0
0		0	0	0	0		0	0
0	0	0	0	0	0	0	0	0
0		0	0	0	0		0	0
0	0	0	0	0	0	0	0	0
0		0	0	0	0		0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0		0	0	0	0		0	0
0	0	0	0	0	0	0	0	0
0		0	0	0	0		0	0
1.39	1.39	1.39	0	8.81	-1.3215	8.81	8.81	0
0		0	0	0	0		0	0
1.17	1.17	1.17	0	0	0	0	0	0
0		0	0	0	0		0	0
0	0	0	0	0	0	0	0	0
18.2	18.2	18.2	0	0	0	0	0	0
0		0	0	0	0		0	0
0		0	0	0	0		0	0
0		0	0	0	0		0	0
0		0	0	0	0		0	0
0	0	0	0	0	0	0	0	0
0		0	0	0	0		0	0
0		0	0	0	0		0	0
0.92	0.92	0.92	0	0	0	0	0	0
0		0	0	0	0		0	0
0	0	0	0	0	0	0	0	0
1	2	1	1	0	0	0	0	0
1		1	0	0	0		0	0
0		0	0	0	0		0	0
0		0	0	0	0		0	0
0		0	0	0	0		0	0
0.64	0.64	0.64	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0		0	0	0	0		0	0
0		0	0	0	0		0	0
0	0	0	0	0	0	0	0	0
1.54	1.54	1.54	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0		0	0	0	0		0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0

0.98	0.98	0.98	0	0	0	0	0	0
0		0	0	0	0		0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0		0	0	0	0		0	0
0	0	0	0	0	0	0	0	0
2.85	2.85	2.85	0	0	0	0	0	0
0		0	0	0	0		0	0
5.71	5.71	5.71	0	0	0	0	0	0
3.63	4.91	3.63	1.28	0	0	0	0	0
0		0	0	0	0		0	0
1.28		1.28	0	0	0		0	0
0	0	0	0	0	0	0	0	0
0		0	0	0	0		0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
2.73	2.73	2.73	0	6.31	-0.9465	6.31	6.31	0
0		0	0	0	0		0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
2.73	2.73	2.73	0	0	0	0	0	0
0		0	0	0	0		0	0
0		0	0	0	0		0	0
3.85	4.78	3.85	0.93	3.83	-0.5745	3.83	3.83	0
0.93		0.93	0	0	0		0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
2.47	10.45	2.47	7.98	0	0	0	0	0
7.98		7.98	0	0	0		0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0		0	0	0	0		0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0		0	0	0	0		0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0		0	0	0	0		0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0		0	0	0	0		0	0
0	0	0	0	0	0	0	0	0
0		0	0	0	0		0	0
0	0	0	0	0	0	0	0	0
1	1	1	0	0	0	0	0	0

0	0	0	0	0	0	0	0	0
0		0	0	0	0		0	0
0	0	0	0	0	0	0

0.12		0.12	0	0	0		0	0
13.9	13.9	13.9	0	0.83	-0.1245	0.83	0.83	0
0		0	0	0	0		0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0		0	0	0	0		0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
30.27	30.41	30.27	0.14	0	0	0	0	0
0		0	0	0	0		0	0
0		0	0	0	0		0	0
0		0	0	0	0		0	0
0		0	0	0	0		0	0
0.14		0.14	0	0	0		0	0
13.55	13.55	13.55	0	0	0	0	0	0
0		0	0	0	0		0	0
0		0	0	0	0		0	0
0	0	0	0	0	0	0	0	0
0		0	0	0	0		0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
3.97	3.97	3.97	0	0	0	0	0	0
0		0	0	0	0		0	0
0		0	0	0	0		0	0
3.24	3.24	3.24	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0.2	0.2	0.2	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0		0	0	0	0		0	0
0		0	0	0	0		0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0		0	0	0	0		0	0
0	0	0	0	0	0	0	0	0
10.69	10.69	10.69	0	0	0	0	0	0
0		0	0	0	0		0	0
0		0	0	0	0		0	0
0		0	0	0	0		0	0
0		0	0	0	0		0	0
0	0	0	0	0	0	0	0	0
9.17	9.17	9.17	0	16.72	-2.508	16.72	16.72	0
11.27	11.27	11.27	0	1	-0.15	1	1	0

0		0	0	0	0		0	0
3.28	3.28	3.28	0	0.69	-0.1035	0.69	0.69	0
0		0	0	0	0		0	0
0	0	0	0	0	0	0	0	0
0		0	0	0	0		0	0
0	12.22	0	12.22	0	0	0	0	0
12.22		12.22	0	0	0		0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
6.67	6.67	6.67	0	0	0	0	0	0
0		0	0	0	0		0	0
0	0	0	0	0	0	0	0	0
3.35	3.35	3.35	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0		0	0	0	0		0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0		0	0	0	0		0	0
0	0	0	0	0	0	0	0	0
1.1	1.1	1.1	0	0	0	0	0	0
6.13	6.13	6.13	0	0.67	-0.1005	0.67	0.67	0
0		0	0	0	0		0	0
0	0	0	0	0	0	0	0	0
0		0	0	0	0		0	0
0		0	0	0	0		0	0
0	0	0	0	0	0	0	0	0
0.41	0.41	0.41	0	0	0	0	0	0
1.52	1.52	1.52	0	0	0	0	0	0
47.2	47.2	47.2	0	0	0	0	0	0
0		0	0	0	0		0	0
0		0	0	0	0		0	0
0		0	0	0	0		0	0
0		0	0	0	0		0	0
0		0	0	0	0		0	0
2.98	2.98	2.98	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0.22	0.22	0.22	0	0	0	0	0	0
8.3	8.3	8.3	0	2	-0.3	2	2	0
0		0	0	0	0		0	0
6.29	6.29	6.29	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0		0	0	0	0		0	0
0		0	0	0	0		0	0
54.58	54.58	54.58	0	0	0	0	0	0
0		0	0	0	0		0	0
0		0	0	0	0		0	0

0		0	0	0	0		0	0
0		0	0	0	0		0	0
0		0	0	0	0		0	0
0		0	0	0	0		0	0
0		0	0	0	0		0	0
0		0	0	0	0		0	0
0		0	0	0	0		0	0
7.89	7.89	7.89	0	0	0	0	0	0
11.86	11.86	11.86	0	0	0	0	0	0
0		0	0	0	0		0	0
0		0	0	0	0		0	0
0		0	0	0	0		0	0
14.05	19.42	14.05	5.37	0	0	0	0	0
0		0	0	0	0		0	0
0		0	0	0	0		0	0
0		0	0	0	0		0	0
5.37		5.37	0	0	0		0	0
18.25	18.25	18.25	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
4.79	4.79	4.79	0	0	0	0	0	0
0		0	0	0	0		0	0
0	0	0	0	0	0	0	0	0
0.61	0.61	0.61	0	0.28	-0.042	0.28	0.28	0
0		0	0	0	0		0	0
0		0	0	0	0		0	0
5.96	5.96	5.96	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
3.31	3.31	3.31	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
1.63	1.63	1.63	0	0	0	0	0	0
3.25	3.25	3.25	0	0	0	0	0	0
12.91	12.91	12.91	0	0	0	0	0	0
2.96	2.96	2.96	0	0	0	0	0	0
0		0	0	0	0		0	0
0	0	0	0	0	0	0	0	0
0.52	0.52	0.52	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0.99	0.99	0.99	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0		0	0	0	0		0	0

0	0	0	0	0	0	0	0	0
0		0	0	0	0		0	0
0	0	0	0	0	0	0	0	0
0		0	0	0	0		0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0		0	0	0	0		0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
1.77	1.77	1.77	0	0	0	0	0	0
0		0	0	0	0		0	0
0		0	0	0	0		0	0
13.49	13.49	13.49	0	0	0	0	0	0
0		0	0	0	0		0	0
0	0	0	0	0	0	0	0	0
9.17	9.17	9.17	0	0	0	0	0	0
0		0	0	0	0		0	0
9.3	9.3	9.3	0	0	0	0	0	0
0		0	0	0	0		0	0
12.68	12.68	12.68	0	0	0	0	0	0
0		0	0	0	0		0	0
0		0	0	0	0		0	0
0	0	0	0	0	0	0	0	0
0		0	0	0	0		0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0		0	0	0	0		0	0
0	5.14	0	5.14	0	0	0	0	0
5.14		5.14	0	0	0		0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0		0	0	0	0		0	0
0	0	0	0	0	0	0	0	0
1	1	1	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
3.92	3.92	3.92	0	0	0	0	0	0
2.57	6.01	2.57	3.44	0	0	0	0	0
0		0	0	0	0		0	0
3.44		3.44	0	0	0		0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0

0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0

184	185	186	187	188	189	190	191	192
ND_Foster_	ND_Foster\	Poverty_P	PovertyWt_	Poverty_Di	Poverty_Nc	Poverty_Ch	SSCwt_P	SSCwt_Dist
26	6.5	247.42	61.855	502	247.42	254.58	32.37	32.37
0	0	212.61	53.1525		212.61	0	0	
0	0	41.97	10.4925		41.97	0	0	
0	0	0	0	11	0	11	0	49.91
0	0	11	2.75		11	0	49.91	
0	0	0	0	4	0	4	0	25.54
0	0	4	1		4	0	25.54	
1	0.25	0	0	35.72	0	35.72	0	70.95
0	0	35.72	8.93		35.72	0	70.95	
1	0.25	100.09	25.0225	100.09	100.09	0	0	0
0	0	-0.33	-0.0825	30	-0.33	30.33	0	71.3
0	0	30.33	7.5825		30.33	0	71.3	
4	1	181.66	45.415	208	181.66	26.34	21.4	89.02
0	0	26.34	6.585		26.34	0	67.62	
52	13	772.85	193.2125	785.54	772.85	12.69	0	9.7
0	0	12.69	3.1725		12.69	0	9.7	
20	5	494.46	123.615	500	494.46	5.54	0	0
0	0	5.54	1.385		5.54	0	0	
6	1.5	444.28	111.07	444.28	444.28	0	0	0
76	19	1665.18	416.295	1800.09	1665.18	134.91	0	0
0	0	48.2	12.05		48.2	0	0	
0	0	31.39	7.8475		31.39	0	0	
0	0	32.13	8.0325		32.13	0	0	
0	0	23.19	5.7975		23.19	0	0	
18	4.5	226.41	56.6025	257.62	226.41	31.21	0	0
0	0	20.46	5.115		20.46	0	0	
0	0	10.75	2.6875		10.75	0	0	
12	3	417.91	104.4775	445.31	417.91	27.4	0	0
0	0	27.4	6.85		27.4	0	0	
3	0.75	46.07	11.5175	46.07	46.07	0	0	0
22	5.5	602.41	150.6025	684.03	602.41	81.62	0	0
0	0	13.65	3.4125		13.65	0	0	
0	0	17.1	4.275		17.1	0	0	
0	0	33.39	8.3475		33.39	0	0	
0	0	17.48	4.37		17.48	0	0	
29	7.25	490.84	122.71	490.84	490.84	0	0	0
20	5	134.43	33.6075	231	134.43	96.57	0	0
0	0	78.67	19.6675		78.67	0	0	
0	0	17.9	4.475		17.9	0	0	
12	3	295	73.75	295	295	0	0	0
6	1.5	299.94	74.985	299.94	299.94	0	0	0
0	0	32.68	8.17	32.68	32.68	0	70.21	70.21
13	3.25	314.29	78.5725	319	314.29	4.71	0	0
0	0	4.71	1.1775		4.71	0	0	
11	2.75	139.45	34.8625	139.45	139.45	0	0	0
9	2.25	66.7	16.675	66.7	66.7	0	0	0

16	4	172.15	43.0375	194	172.15	21.85	0	44.28
0	0	5.29	1.3225		5.29	0	0	
11	2.75	93.99	23.4975	93.99	93.99	0	0	0
11	2.75	107.55	26.8875	112.61	107.55	5.06	0	0
0	0	5.06	1.265		5.06	0	0	
4	1	79.75	19.9375	79.75	79.75	0	24.13	24.13
53	13.25	350.83	87.7075	378.87	350.83	28.04	0	0
0	0	28.04	7.01		28.04	0	0	
15	3.75	204	51	204	204	0	0	0
92	23	794.45	198.6125	871.12	794.45	76.67	0	0
0	0	56.39	14.0975		56.39	0	0	
0	0	20.28	5.07		20.28	0	0	
30	7.5	221.78	55.445	411	221.78	189.22	0	0
0	0	189.22	47.305		189.22	0	0	
0	0	41	10.25	41	41	0	51.79	51.79
9	2.25	123.58	30.895	123.58	123.58	0	0	0
28	7	148.85	37.2125	148.85	148.85	0	0	0
48	12	533.24	133.31	572.96	533.24	39.72	51.08	74.59
0	0	39.72	9.93		39.72	0	23.51	
5	1.25	77.23	19.3075	77.23	77.23	0	0	0
10	2.5	121.32	30.33	121.32	121.32	0	66.81	66.81
14	3.5	297.21	74.3025	297.21	297.21	0	0	0
111	27.75	2065.07	516.2675	2099.08	2065.07	34.01	0	0
0	0	22.1	5.525		22.1	0	0	
0	0	11.91	2.9775		11.91	0	0	
31	7.75	1056.97	264.2425	1198.78	1056.97	141.81	0	0
0	0	141.81	35.4525		141.81	0	0	
0	0	107.79	26.9475	107.79	107.79	0	0	0
3	0.75	85	21.25	85	85	0	0	0
122	30.5	943.56	235.89	971.74	943.56	28.18	0	0
0	0	28.18	7.045		28.18	0	0	
8	2	177	44.25	177	177	0	0	0
11	2.75	0	0	17	0	17	0	70.76
0	0	17	4.25		17	0	70.76	
43	10.75	357.92	89.48	357.92	357.92	0	0	0
3	0.75	0	0	27	0	27	0	68.15
0	0	27	6.75		27	0	68.15	
6	1.5	60.05	15.0125	60.05	60.05	0	0	0
8	2	47.8	11.95	47.8	47.8	0	71.08	71.08
2	0.5	0	0	23	0	23	0	64.12
0	0	23	5.75		23	0	64.12	
4	1	100	25	100	100	0	0	0
5	1.25	26.25	6.5625	38.77	26.25	12.52	57.76	57.76
0	0	12.52	3.13		12.52	0	0	
7	1.75	94.36	23.59	182	94.36	87.64	0	0
0	0	87.64	21.91		87.64	0	0	
25	6.25	337.36	84.34	337.36	337.36	0	0	0
14	3.5	270.34	67.585	270.34	270.34	0	0	0

0	0	0.25	0.0625	38	0.25	37.75	0	70.62
0	0	37.75	9.4375		37.75	0	70.62	
0	0	12.2	3.05	12.2	12.2	0	66.76	66.76
8	2	130.99	32.7475	130.99	130.99	0	28.99	28.99
0	0	34.89	8.7225	34.89	34.89	0	65.2	65.2
0	0	9.48	2.37	9.48	9.48	0	32.01	32.01
4	1	14	3.5	14	14	0	35.1	35.1
0	0	5.13	1.2825	5.13	5.13	0	25.54	25.54
22	5.5	187	46.75	187	187	0	0	0
0	0	18	4.5	18	18	0	64.59	64.59
0	0	2.18	0.545	2.18	2.18	0	25.54	25.54
0	0	2.09	0.5225	2.09	2.09	0	25.54	25.54
0	0	3	0.75	3	3	0	25.54	25.54
0	0	1.41	0.3525	1.41	1.41	0	25.54	25.54
0	0	0.04	0.01	3	0.04	2.96	25.54	25.54
0	0	2.96	0.74		2.96	0	0	
0	0	1	0.25	1	1	0	25.54	25.54
0	0	2.37	0.5925	2.37	2.37	0	25.54	25.54
0	0	7.62	1.905	7.62	7.62	0	0	0
20	5	592.53	148.1325	592.53	592.53	0	45.39	45.39
17	4.25	501.84	125.46	518.86	501.84	17.02	0	0
0	0	17.02	4.255		17.02	0	0	
10	2.5	436.3	109.075	436.3	436.3	0	0	0
42	10.5	621.11	155.2775	621.11	621.11	0	0	0
38	9.5	534.29	133.5725	570.75	534.29	36.46	35.53	35.53
0	0	36.46	9.115		36.46	0	0	
7	1.75	155.62	38.905	187.29	155.62	31.67	0	0
0	0	31.67	7.9175		31.67	0	0	
7	1.75	0	0	26	0	26	0	63.9
0	0	26	6.5		26	0	63.9	
0	0	0	0	36	0	36	0	68.69
0	0	36	9		36	0	68.69	
0	0	3.09	0.7725	3.09	3.09	0	25.54	25.54
334	83.5	2206.7	551.675	2507.04	2206.7	300.34	10.87	10.87
0	0	41.57	10.3925		41.57	0	0	
0	0	172.52	43.13		172.52	0	0	
0	0	68.71	17.1775		68.71	0	0	
0	0	17.54	4.385		17.54	0	0	
9	2.25	115	28.75	115	115	0	0	0
0	0	1.56	0.39	1.56	1.56	0	25.54	25.54
2	0.5	4	1	4	4	0	27.79	27.79
61	15.25	737.19	184.2975	737.19	737.19	0	25.54	25.54
51	12.75	1196.85	299.2125	1196.85	1196.85	0	0	0
48	12	969.77	242.4425	1028.38	969.77	58.61	106.38	152.21
0	0	21.91	5.4775		21.91	0	45.83	
0	0	36.7	9.175		36.7	0	0	
78	19.5	877.58	219.395	935.96	877.58	58.38	0	0

0	0	58.38	14.595		58.38	0	0	
70	17.5	1440.74	360.185	1455.25	1440.74	14.51	165.23	165.23
0	0	14.51	3.6275		14.51	0	0	
11	2.75	186	46.5	186	186	0	44.95	44.95
2	0.5	0	0	17	0	17	0	56.81
0	0	17	4.25		17	0	56.81	
5	1.25	30.46	7.615	30.46	30.46	0	70.14	70.14
1	0.25	1	0.25	1	1	0	25.54	25.54
1	0.25	1.84	0.46	1.84	1.84	0	23.29	23.29
12	3	144	36	144	144	0	0	0
157	39.25	2332.78	583.195	2452.26	2332.78	119.48	0	0
0	0	30.49	7.6225		30.49	0	0	
0	0	4.89	1.2225		4.89	0	0	
0	0	32.13	8.0325		32.13	0	0	
0	0	35.47	8.8675		35.47	0	0	
0	0	16.5	4.125		16.5	0	0	
131	32.75	1965.44	491.36	2091.19	1965.44	125.75	0	0
0	0	61.43	15.3575		61.43	0	0	
0	0	64.32	16.08		64.32	0	0	
27	6.75	260.51	65.1275	275.56	260.51	15.05	0	0
0	0	15.05	3.7625		15.05	0	0	
3	0.75	29.26	7.315	29.26	29.26	0	66.44	66.44
13	3.25	180.63	45.1575	180.63	180.63	0	0	0
34	8.5	483.95	120.9875	519.71	483.95	35.76	73.36	73.36
0	0	10.19	2.5475		10.19	0	0	
0	0	25.57	6.3925		25.57	0	0	
75	18.75	1018.87	254.7175	1018.87	1018.87	0	0	0
2	0.5	40.4	10.1	40.4	40.4	0	53.81	53.81
0	0	35.11	8.7775	35.11	35.11	0	70.91	70.91
23	5.75	237.08	59.27	237.08	237.08	0	0.52	0.52
9	2.25	16.19	4.0475	44	16.19	27.81	25.06	25.06
0	0	6.37	1.5925		6.37	0	0	
0	0	21.44	5.36		21.44	0	0	
7	1.75	183.87	45.9675	183.87	183.87	0	0	0
3	0.75	43	10.75	43	43	0	11.08	11.08
1	0.25	0	0	28	0	28	0	63.06
0	0	28	7		28	0	63.06	
19	4.75	416.76	104.19	416.76	416.76	0	0	0
55	13.75	1314.33	328.5825	1432.7	1314.33	118.37	0	131.16
0	0	14.22	3.555		14.22	0	0	
0	0	51.74	12.935		51.74	0	68.8	
0	0	31.56	7.89		31.56	0	62.36	
0	0	20.85	5.2125		20.85	0	0	
2	0.5	134.8	33.7	134.8	134.8	0	0	0
103	25.75	1496.31	374.0775	1496.31	1496.31	0	0	0
29	7.25	666.16	166.54	718.64	666.16	52.48	1.72	1.72

0	0	52.48	13.12		52.48	0	0	
18	4.5	361.24	90.31	382.09	361.24	20.85	0	0
0	0	20.85	5.2125		20.85	0	0	
3	0.75	72.2	18.05	81	72.2	8.8	0	0
0	0	5.07	1.2675		5.07	0	0	
3	0.75	13.36	3.34	107	13.36	93.64	0	0
0	0	93.64	23.41		93.64	0	0	
4	1	51.69	12.9225	51.69	51.69	0	0	0
0	0	10.43	2.6075	10.43	10.43	0	51.08	51.08
36	9	740.12	185.03	832.96	740.12	92.84	0	0
0	0	92.84	23.21		92.84	0	0	
0	0	0.46	0.115	0.46	0.46	0	25.54	25.54
13	3.25	282.13	70.5325	282.13	282.13	0	0	0
1	0.25	2.05	0.5125	13	2.05	10.95	0	64.03
0	0	10.95	2.7375		10.95	0	64.03	
0	0	0.84	0.21	0.84	0.84	0	0	0
1	0.25	50	12.5	50	50	0	40.22	40.22
5	1.25	0	0	18	0	18	0	54.86
0	0	18	4.5		18	0	54.86	
0	0	4.38	1.095	4.38	4.38	0	25.54	25.54
10	2.5	234.62	58.655	234.62	234.62	0	49.96	49.96
3	0.75	146.82	36.705	166.95	146.82	20.13	0	0
0	0	20.13	5.0325		20.13	0	0	
9	2.25	323.45	80.8625	346.21	323.45	22.76	28.09	28.09
0	0	12.14	3.035		12.14	0	0	
0	0	10.62	2.655		10.62	0	0	
8	2	304.93	76.2325	304.93	304.93	0	0	0
2	0.5	125.05	31.2625	125.05	125.05	0	0	0
2	0.5	239.88	59.97	239.88	239.88	0	0	0
309	77.25	6668.99	1667.248	6783.55	6668.99	114.56	0	0
0	0	27.07	6.7675		27.07	0	0	
0	0	20.98	5.245		20.98	0	0	
0	0	15.89	3.9725		15.89	0	0	
0	0	27.09	6.7725		27.09	0	0	
0	0	23.53	5.8825		23.53	0	0	
17	4.25	276.77	69.1925	276.77	276.77	0	24.52	24.52
0	0	23.38	5.845	23.38	23.38	0	53.1	53.1
0	0	81.72	20.43	81.72	81.72	0	0	0
9	2.25	1654.03	413.5075	1704.8	1654.03	50.77	0	0
0	0	50.77	12.6925		50.77	0	0	
15	3.75	393	98.25	393	393	0	26.13	26.13
1	0.25	0	0	9	0	9	0	71.25
0	0	9	2.25		9	0	71.25	
0	0	16.56	4.14		16.56	0	44.28	
466	116.5	5940.38	1485.095	6197.13	5940.38	256.75	0	0
0	0	11.2	2.8		11.2	0	0	
0	0	38.35	9.5875		38.35	0	0	

0	0	18.39	4.5975		18.39	0	0	
0	0	21.92	5.48		21.92	0	0	
0	0	51.95	12.9875		51.95	0	0	
0	0	26.13	6.5325		26.13	0	0	
0	0	34.09	8.5225		34.09	0	0	
0	0	39.1	9.775		39.1	0	0	
0	0	15.62	3.905		15.62	0	0	
20	5	632.32	158.08	632.32	632.32	0	0	0
59	14.75	2593.93	648.4825	2866.17	2593.93	272.24	0	0
0	0	138.36	34.59		138.36	0	0	
0	0	52	13		52	0	0	
0	0	81.88	20.47		81.88	0	0	
99	24.75	1694.97	423.7425	1852.02	1694.97	157.05	0	0
0	0	0.15	0.0375		0.15	0	0	
0	0	26.78	6.695		26.78	0	0	
0	0	55.69	13.9225		55.69	0	0	
0	0	74.43	18.6075		74.43	0	0	
51	12.75	1475.01	368.7525	1475.01	1475.01	0	0	0
4	1	50	12.5	50	50	0	0	0
57	14.25	2645.62	661.405	2687.85	2645.62	42.23	0	0
0	0	42.23	10.5575		42.23	0	0	
0	0	32	8	32	32	0	0	0
20	5	359.85	89.9625	409.28	359.85	49.43	0	54.62
0	0	24.33	6.0825		24.33	0	54.62	
0	0	25.1	6.275		25.1	0	0	
17	4.25	502.01	125.5025	502.01	502.01	0	0	0
4	1	19	4.75	19	19	0	31.32	31.32
3	0.75	37.02	9.255	37.02	37.02	0	71.2	71.2
0	0	39	9.75	39	39	0	60.34	60.34
16	4	373.27	93.3175	373.27	373.27	0	0	0
6	1.5	146.4	36.6	146.4	146.4	0	0	0
1	0.25	86.01	21.5025	86.01	86.01	0	0	0
0	0	10	2.5	10	10	0	71.14	71.14
6	1.5	38.65	9.6625	38.65	38.65	0	34.64	34.64
1	0.25	48	12	48	48	0	38.45	38.45
0	0	248.13	62.0325	248.13	248.13	0	0	0
8	2	391.09	97.7725	391.09	391.09	0	0	0
27	6.75	889	222.25	889	889	0	0	0
23	5.75	467.9	116.975	479.73	467.9	11.83	0	0
0	0	11.83	2.9575		11.83	0	0	
8	2	85	21.25	85	85	0	0	0
0	0	47.86	11.965	47.86	47.86	0	0	0
0	0	6.34	1.585	6.34	6.34	0	25.54	25.54
10	2.5	449.95	112.4875	449.95	449.95	0	0	0
5	1.25	41.49	10.3725	41.49	41.49	0	0	0
0	0	0	0	52	0	52	0	50.47
0	0	52	13		52	0	50.47	

0	0	0	0	19	0	19	0	34.72
0	0	19	4.75		19	0	34.72	
1	0.25	0	0	33.46	0	33.46	0	54.99
0	0	33.46	8.365		33.46	0	54.99	
5	1.25	54.37	13.5925	54.37	54.37	0	0	0
2	0.5	0.93	0.2325	38.52	0.93	37.59	25.54	89.47
0	0	37.59	9.3975		37.59	0	63.93	
0	0	42.73	10.6825	42.73	42.73	0	55.3	55.3
2	0.5	69.79	17.4475	69.79	69.79	0	0	0
0	0	0	0	0	0	0	25.54	25.54
4	1	54.66	13.665	54.66	54.66	0	64.18	64.18
3	0.75	58	14.5	58	58	0	40.11	40.11
78	19.5	540.58	135.145	582.29	540.58	41.71	0	37.62
0	0	41.71	10.4275		41.71	0	37.62	
0	0	3.73	0.9325		3.73	0	0	
81	20.25	2248.49	562.1225	2269.67	2248.49	21.18	0	0
0	0	21.18	5.295		21.18	0	0	
3	0.75	52.89	13.2225	52.89	52.89	0	0	0
25	6.25	806.82	201.705	834.52	806.82	27.7	0	0
0	0	27.7	6.925		27.7	0	0	
35	8.75	1342.81	335.7025	1368.56	1342.81	25.75	0	0
0	0	25.75	6.4375		25.75	0	0	
96	24	3756.4	939.1	3807.98	3756.4	51.58	0	0
0	0	29.44	7.36		29.44	0	0	
0	0	22.14	5.535		22.14	0	0	
9	2.25	230.1	57.525	239.05	230.1	8.95	0	0
0	0	8.95	2.2375		8.95	0	0	
0	0	70	17.5	70	70	0	0	0
1	0.25	12	3	12	12	0	31.17	31.17
0	0	0	0	28	0	28	0	0
0	0	28	7		28	0	0	
0	0	1.23	0.3075	11	1.23	9.77	25.54	25.54
0	0	9.77	2.4425		9.77	0	0	
2	0.5	97.26	24.315	97.26	97.26	0	0	0
5	1.25	99.51	24.8775	104	99.51	4.49	0	0
0	0	4.49	1.1225		4.49	0	0	
4	1	111.51	27.8775	111.51	111.51	0	0	0
16	4	612.7	153.175	612.7	612.7	0	0	0
11	2.75	127.7	31.925	127.7	127.7	0	0	0
40	10	1092.08	273.02	1092.08	1092.08	0	0	0
2	0.5	120.88	30.22	159.48	120.88	38.6	0	0
0	0	14.59	3.6475		14.59	0	0	
0	0	24.01	6.0025		24.01	0	0	
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0

0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0

193	194	195	196	197	198	199	200	201
SSCwt_Non	SSCwt_Cht	SHSwt_P	SHSwt_Dist	SHSwt_Nor	SHSwt_Cht	ADMw_O1	ADMw_P	DistADMw_
32.37	0	0	0	0	0	2089.382	2157.437	3497.604
0	0	0		0	0	1142.575	1501.978	
0	0	0		0	0	265.6475	294.3525	
0	49.91	0	50.46	0	50.46	8.25	9.7614	186.48
49.91	0	50.46		50.46	0	178.23	191.86	
0	25.54	0	50.46	0	50.46	4.1665	5.32	116.474
25.54	0	50.46		50.46	0	112.3075	119	
0	70.95	0	50.46	0	50.46	22.1232	20.9861	352.3532
70.95	0	50.46		50.46	0	330.23	319.35	
0	0	83.77	83.77	83.77	0	613.8987	592.0237	613.8987
0	71.3	0	51.94	0	51.94	281.7487	21.8846	281.7487
71.3	0	51.94		51.94	0	0	313.4325	
21.4	67.62	0	0	0	0	1635.665	1653.391	1903.095
67.62	0	0		0	0	267.43	278.515	
0	9.7	0	0	0	0	7729.96	7818.806	7853.52
9.7	0	0		0	0	123.56	123.2625	
0	0	0	0	0	0	10948.16	11096.07	11059.66
0	0	0		0	0	111.495	110.665	
0	0	0	0	0	0	7860.108	7884.065	7860.108
0	0	0	0	0	0	19337.55	19148.53	20683.87
0	0	0		0	0	492.665	475.005	
0	0	0		0	0	309.3775	308.4425	
0	0	0		0	0	316.455	314.2125	
0	0	0		0	0	227.82	233.9425	
0	0	0	0	0	0	2813.773	2840.589	3157.588
0	0	0		0	0	224.1675	220.575	
0	0	0		0	0	119.6475	115.9675	
0	0	0	0	0	0	4805.408	4798.511	5076.628
0	0	0		0	0	271.22	276.68	
0	0	87.69	87.69	87.69	0	809.4032	785.898	809.4032
0	0	0	0	0	0	8414.252	8341.223	9397.867
0	0	0		0	0	176.38	164.3275	
0	0	0		0	0	204.145	202.685	
0	0	0		0	0	399.17	396.3525	
0	0	0		0	0	203.92	207.26	
0	0	0	0	0	0	5756.727	5605.474	5756.727
0	0	0	0	0	0	2090.528	2071.028	3268.565
0	0	0		0	0	834.5275	1009.573	
0	0	0		0	0	343.51	229.065	
0	0	0	0	0	0	2427.766	2404.081	2427.766
0	0	0	0	0	0	2172.998	2220.947	2172.998
70.21	0	50.46	50.46	50.46	0	260.3263	300.4839	260.3263
0	0	0	0	0	0	1927.938	1918.085	1927.938
0	0	0		0	0	0	27.4175	
0	0	67.62	67.62	67.62	0	1247.278	1236.221	1247.278
0	0	83.6	83.6	83.6	0	620.7173	659.8345	620.7173

0	44.28	0	0	0	0	2463.235	2436.748	2800.903
0	0	0		0	0	79.085	66.3525	
0	0	78	78	78	0	942.8729	919.998	942.8729
0	0	0	0	0	0	1057.414	1018.436	1103.666
0	0	0		0	0	46.2525	42.665	
24.13	0	88.74	88.74	88.74	0	742.8547	751.2962	742.8547
0	0	0	0	0	0	3278.74	3215.334	3528.218
0	0	0		0	0	249.4775	225.69	
0	0	85.48	85.48	85.48	0	1248.633	1415.86	1248.633
0	0	0	0	0	0	3604.971	3591.194	3920.431
0	0	0		0	0	233.5325	223.4375	
0	0	0		0	0	81.9275	81.64	
0	0	0	0	0	0	2898.923	2861.827	5099.22
0	0	0		0	0	2200.298	2022.65	
51.79	0	50.46	50.46	50.46	0	236.8429	245.578	236.8429
0	0	86.82	86.82	86.82	0	769.9198	717.6403	769.9198
0	0	85.37	85.37	85.37	0	924.8316	902.293	924.8316
51.08	23.51	0	0	0	0	3379.939	3253.308	3604.362
23.51	0	0		0	0	224.4225	234.6	
0	0	88.56	88.56	88.56	0	616.691	637.9394	616.691
66.81	0	50.64	50.64	50.64	0	393.5878	390.65	393.5878
0	0	0	0	0	0	1860.072	1849.895	1860.072
0	0	0	0	0	0	20514.68	20547.05	20686.58
0	0	0		0	0	171.9025	199.715	
0	0	0		0	0	0	106.5025	
0	0	0	0	0	0	7891.676	7771.994	8762.211
0	0	0		0	0	870.535	911.1575	
0	0	0	0	0	0	1194.185	1195.853	1194.185
0	0	86.88	86.88	86.88	0	752.2452	787.28	752.2452
0	0	0	0	0	0	6654.748	6652.343	6851.055
0	0	0		0	0	196.3075	185.695	
0	0	84.52	84.52	84.52	0	930.8303	944.776	930.8303
0	70.76	0	62.94	0	62.94	21.5	24.2142	371.48
70.76	0	62.94		62.94	0	349.98	332.67	
0	0	0	0	0	0	1777.557	1799.944	1777.557
0	68.15	0	50.46	0	50.46	27.0171	25.3426	353.0471
68.15	0	50.46		50.46	0	326.03	338.02	
0	0	63.51	63.51	63.51	0	471.0349	455.2952	471.0349
71.08	0	71.23	71.23	71.23	0	424.9926	416.0577	424.9926
0	64.12	0	64.39	0	64.39	28.5	26.5	420.8
64.12	0	64.39		64.39	0	392.3	383.84	
0	0	71.16	71.16	71.16	0	522.932	539.9322	522.932
57.76	0	0	66.05	0	66.05	289.9215	284.743	444.9765
0	0	66.05		66.05	0	155.055	155.59	
0	0	0	78.02	0	78.02	458.7454	478.6466	905.2554
0	0	78.02		78.02	0	446.51	427.715	
0	0	0	0	0	0	1693.037	1622.673	1693.037
0	0	0	0	0	0	1584.446	1537.146	1584.446

0	70.62	0	50.46	0	50.46	18.5453	19.2309	301.8053
70.62	0	50.46		50.46	0	283.26	281.9575	
66.76	0	50.46	50.46	50.46	0	259.7007	262.9272	259.7007
28.99	0	88.8	88.8	88.8	0	827.0601	831.0207	827.0601
65.2	0	50.46	50.46	50.46	0	291.7628	279.1062	291.7628
32.01	0	50.46	50.46	50.46	0	156.5045	138.1429	156.5045
35.1	0	50.46	50.46	50.46	0	134.03	140.75	134.03
25.54	0	50.46	50.46	50.46	0	109.2727	113.1809	109.2727
0	0	74.44	74.44	74.44	0	1083.208	1095.526	1083.208
64.59	0	0	0	0	0	134.57	155.36	134.57
25.54	0	0	0	0	0	31	33.285	31
25.54	0	0	0	0	0	29.32	31.6925	29.32
25.54	0	0	0	0	0	36.7651	37.68	36.7651
25.54	0	0	0	0	0	34.1525	32.6425	34.1525
25.54	0	0	0	0	0	57.6	43.63	298.51
0	0	0		0	0	240.91	255.78	
25.54	0	0	0	0	0	28.49	28.49	28.49
25.54	0	0	0	0	0	37.6075	40.2776	37.6075
0	0	50.46	50.46	50.46	0	138.8325	118.545	138.8325
45.39	0	0	0	0	0	5066.281	4995.076	5066.281
0	0	0	0	0	0	3161.826	3101.632	3256.403
0	0	0		0	0	94.5775	90.4	
0	0	0	0	0	0	3306.331	3331.828	3306.331
0	0	0	0	0	0	5447.417	5496.206	5447.417
35.53	0	0	0	0	0	4673.047	4657.387	4943.262
0	0	0		0	0	270.215	272.965	
0	0	73.91	73.91	73.91	0	1061.8	1041.826	1265.563
0	0	0		0	0	203.7625	169.8675	
0	63.9	0	50.46	0	50.46	24.75	26.7869	378.63
63.9	0	50.46		50.46	0	353.88	346.65	
0	68.69	0	59.11	0	59.11	30.6622	39.8994	344.2472
68.69	0	59.11		59.11	0	313.585	361.34	
25.54	0	0	0	0	0	48.9202	50.5107	48.9202
10.87	0	0	0	0	0	15292.54	15066.99	16978.79
0	0	0		0	0	250.7475	244.3925	
0	0	0		0	0	907.465	1015.49	
0	0	0		0	0	422.24	465.5125	
0	0	0		0	0	105.7975	103.095	
0	0	87.61	87.61	87.61	0	914.2883	895.7029	914.2883
25.54	0	0	0	0	0	29.0625	32.93	29.0625
27.79	0	0	0	0	0	62.34	60.8	62.34
25.54	0	0	0	0	0	3910.787	3892.618	3910.787
0	0	0	0	0	0	7139.973	7097.352	7139.973
106.38	45.83	0	0	0	0	5476.923	5347.476	5792.225
45.83	0	0		0	0	148.0775	151.6175	
0	0	0		0	0	167.225	177.155	
0	0	0	0	0	0	3432.097	3426.667	3642.992

0	0	0		0	0	210.895	200.705	
165.23	0	283.26	283.26	283.26	0	8122.014	8164.597	8189.906
0	0	0		0	0	67.8925	68.7675	
44.95	0	75.31	75.31	75.31	0	996.9377	1009.476	996.9377
0	56.81	0	50.46	0	50.46	22	23.5	349.31
56.81	0	50.46		50.46	0	327.31	327.69	
70.14	0	55.62	55.62	55.62	0	390.0293	373.8794	390.0293
25.54	0	0	0	0	0	34.7374	35.32	34.7374
23.29	0	0	0	0	0	32.5886	32.9578	32.5886
0	0	20.46	20.46	20.46	0	1181.483	1173.451	1181.483
0	0	0	0	0	0	19275.63	19098.95	20142.31
0	0	0		0	0	227.4075	219.8625	
0	0	0		0	0	37.455	35.2625	
0	0	0		0	0	220.5275	231.6825	
0	0	0		0	0	259.7675	255.7775	
0	0	0		0	0	121.53	119.145	
0	0	0	0	0	0	12365.27	12163.52	13069.48
0	0	0		0	0	346.1225	328.4175	
0	0	0		0	0	358.0925	341.23	
0	0	0	0	0	0	1642.327	1654.961	1743.24
0	0	0		0	0	100.9125	83.2425	
66.44	0	50.46	50.46	50.46	0	298.3169	288.917	298.3169
0	0	12.89	12.89	12.89	0	1529.878	1498.137	1529.878
73.36	0	0	0	0	0	3160.423	3162.657	3344.635
0	0	0		0	0	53.6925	56.2375	
0	0	0		0	0	130.52	141.0625	
0	0	0	0	0	0	6814.94	6759.854	6814.94
53.81	0	62.79	62.79	62.79	0	440.3435	394.956	440.3435
70.91	0	51.18	51.18	51.18	0	357.6488	358.702	357.6488
0.52	0	0	0	0	0	1992.786	1924.848	1992.786
25.06	0	83.32	83.32	83.32	0	500.0725	543.3325	783.09
0	0	0		0	0	133.955	140.7925	
0	0	0		0	0	149.0625	473.66	
0	0	85.73	85.73	85.73	0	735.8774	750.8162	735.8774
11.08	0	71.14	71.14	71.14	0	384.8009	449.8646	384.8009
0	63.06	0	50.46	0	50.46	32.681	31.826	405.336
63.06	0	50.46		50.46	0	372.655	342.12	
0	0	0	0	0	0	1672.794	1605.961	1672.794
0	131.16	176.78	227.24	176.78	50.46	6268.956	6333.72	6965.646
0	0	0		0	0	55.8075	57.565	
68.8	0	50.46		50.46	0	340.7725	328.755	
62.36	0	0		0	0	210.03	191.195	
0	0	0		0	0	90.08	84.7525	
0	0	56.94	56.94	56.94	0	1096.312	1044.691	1096.312
0	0	0	0	0	0	11240.49	11167.71	11240.49
1.72	0	0	0	0	0	4626.343	4617.915	4939.008

0	0	0		0	0	312.665	319.92	
0	0	0	0	0	0	2580.182	2582.178	2726.702
0	0	0		0	0	146.52	129.0525	
0	0	76.89	76.89	76.89	0	872.7665	853.23	964.144
0	0	0		0	0	44.2825	49.2475	
0	0	87.74	87.74	87.74	0	1132.478	1216.903	5097.766
0	0	0		0	0	3965.288	4043.075	
0	0	87.28	87.28	87.28	0	826.9253	826.3187	826.9253
51.08	0	50.46	50.46	50.46	0	184.782	167.9275	184.782
0	0	0	0	0	0	3013.875	2984.822	3353.845
0	0	0		0	0	339.97	367.105	
25.54	0	0	0	0	0	28.0125	27.025	28.0125
0	0	14.83	14.83	14.83	0	1543.092	1552.447	1543.092
0	64.03	0	0	0	0	24.9467	26.7625	170.2942
64.03	0	0		0	0	145.3475	157.0525	
0	0	0	0	0	0	4.9625	2.74	4.9625
40.22	0	70.95	70.95	70.95	0	458.1735	477.5491	458.1735
0	54.86	0	50.46	0	50.46	11.6923	13.8065	219.0023
54.86	0	50.46		50.46	0	207.31	213.97	
25.54	0	0	0	0	0	41.1075	42.285	41.1075
49.96	0	60.12	60.12	60.12	0	1251.374	1202.827	1251.374
0	0	51.83	51.83	51.83	0	1343.046	1347.961	1343.046
0	0	0		0	0	0	142.9125	
28.09	0	0	0	0	0	4272.272	4258.003	4520.09
0	0	0		0	0	141.2225	139.525	
0	0	0		0	0	106.595	122.47	
0	0	0	0	0	0	2747.284	2692.318	2747.284
0	0	68.34	68.34	68.34	0	1130.505	1101.539	1130.505
0	0	0	0	0	0	2378.629	2320.773	2378.629
0	0	0	0	0	0	52320.09	51896.35	53054.41
0	0	0		0	0	168.5725	171.7275	
0	0	0		0	0	138.0725	135.075	
0	0	0		0	0	102.2	100.8225	
0	0	0		0	0	177.84	175.4875	
0	0	0		0	0	147.64	149.3025	
24.52	0	0	0	0	0	2709.278	2670.943	2709.278
53.1	0	67.24	67.24	67.24	0	426.6527	363.9166	426.6527
0	0	88.32	88.32	88.32	0	987.0225	993.9807	987.0225
0	0	0	0	0	0	7497.769	7291.41	7687.712
0	0	0		0	0	189.9425	192.5125	
26.13	0	220.19	220.19	220.19	0	3047.093	3095.702	3047.093
0	71.25	0	50.53	0	50.53	21.7931	21.395	362.4081
71.25	0	50.53		50.53	0	340.615	314.47	
44.28	0	0		0	0	258.5825	254.795	
0	0	0	0	0	0	55750.95	55681.1	57838.37
0	0	0		0	0	91.015	90.73	
0	0	0		0	0	366.9225	311.3825	

0	0	0		0	0	145.555	148.1175	
0	0	0		0	0	174.0475	182.535	
0	0	0		0	0	409.1075	420.8975	
0	0	0		0	0	184.9725	210.5025	
0	0	0		0	0	279.6075	274.5825	
0	0	0		0	0	286.16	314.925	
0	0	0		0	0	87.2775	127.49	
0	0	0	0	0	0	4059.879	4019.957	4059.879
0	0	0	0	0	0	14027.36	13646.74	15244.39
0	0	0		0	0	528.5375	584.895	
0	0	0		0	0	210.695	222.795	
0	0	0		0	0	477.7975	389.64	
0	0	0	0	0	0	13520.92	13340.17	14495.74
0	0	0		0	0	2.1	0.9775	
0	0	0		0	0	177.41	184.38	
0	0	0		0	0	354.3125	372.7575	
0	0	0		0	0	441.005	503.9225	
0	0	0	0	0	0	7959.852	7857.283	7959.852
0	0	0	0	0	0	1395.496	1377.296	1395.496
0	0	0	0	0	0	13405.06	13130.6	13579.44
0	0	0		0	0	174.3875	182.8275	
0	0	86.5	86.5	86.5	0	695.97	713.82	695.97
0	54.62	0	0	0	0	3395.894	3297.321	3806.816
54.62	0	0		0	0	250.0475	247.8525	
0	0	0		0	0	160.875	199.335	
0	0	0	0	0	0	3979.808	3939.603	3979.808
31.32	0	68.93	68.93	68.93	0	456.0626	455.3782	456.0626
71.2	0	60.83	60.83	60.83	0	340.6767	381.8349	340.6767
60.34	0	58.87	58.87	58.87	0	422.6184	410.7425	422.6184
0	0	0	0	0	0	2518.756	2598.497	2518.756
0	0	84.64	84.64	84.64	0	1020.391	1017.887	1020.391
0	0	86.5	86.5	86.5	0	668.0743	669.792	668.0743
71.14	0	50.46	50.46	50.46	0	325.0233	331.8365	325.0233
34.64	0	76.81	76.81	76.81	0	485.312	486.2823	485.312
38.45	0	66.1	66.1	66.1	0	449.7201	445.0706	449.7201
0	0	0	0	0	0	1756.16	1729.348	1756.16
0	0	0	0	0	0	2240.734	2186.868	2240.734
0	0	0	0	0	0	7052.535	7012.158	7052.535
0	0	0	0	0	0	3569.765	3536.308	3628.583
0	0	0		0	0	58.8175	79.1375	
0	0	88.66	88.66	88.66	0	766.8458	742.5454	766.8458
0	0	84.62	84.62	84.62	0	680.3457	629.4492	680.3457
25.54	0	50.46	50.46	50.46	0	103.5349	107.8658	103.5349
0	0	0	0	0	0	2664.37	2726.322	2664.37
0	0	79.31	79.31	79.31	0	440.3748	457.1995	440.3748
0	50.47	0	67.28	0	67.28	29.7572	31.7399	442.6222
50.47	0	67.28		67.28	0	412.865	418.34	

0	34.72	0	65.82	0	65.82	34.7202	33.553	456.6552
34.72	0	65.82		65.82	0	421.935	407.59	
0	54.99	0	64.77	0	64.77	25.25	29.9951	426.955
54.99	0	64.77		64.77	0	401.705	398.535	
0	0	76.49	76.49	76.49	0	494.8601	522.2017	494.8601
25.54	63.93	0	50.46	0	50.46	58.4188	58.7191	436.3663
63.93	0	50.46		50.46	0	377.9475	350.2275	
55.3	0	50.46	50.46	50.46	0	332.2574	311.7819	332.2574
0	0	83.11	83.11	83.11	0	567.873	551.608	567.873
25.54	0	0	0	0	0	29.2	25.67	29.2
64.18	0	57.82	57.82	57.82	0	408.3407	405.575	408.3407
40.11	0	71.41	71.41	71.41	0	460.4934	467.5067	460.4934
0	37.62	0	0	0	0	3560.542	3459.26	3840.229
37.62	0	0		0	0	279.6875	274.3625	
0	0	0		0	0	47.095	36.2425	
0	0	0	0	0	0	24998.31	24765.08	25202.16
0	0	0		0	0	203.8475	200.02	
0	0	0	0	0	0	1355.6	1299.442	1355.6
0	0	0	0	0	0	7422.876	7347.475	7630.946
0	0	0		0	0	208.07	208.185	
0	0	0	0	0	0	14736.2	14689.25	14981.07
0	0	0		0	0	244.875	247.5375	
0	0	0	0	0	0	48231.09	47918.58	48743.17
0	0	0		0	0	308.235	329.96	
0	0	0		0	0	203.85	244.66	
0	0	0	0	0	0	5766.155	5808.81	5975.423
0	0	0		0	0	209.2675	201.9325	
0	0	87.58	87.58	87.58	0	738.7116	729.9685	738.7116
31.17	0	50.46	50.46	50.46	0	144.29	142.04	144.29
0	0	0	50.46	0	50.46	32.5	32	539.21
0	0	50.46		50.46	0	506.71	662.55	
25.54	0	50.46	50.46	50.46	0	174.1777	171.8375	516.6627
0	0	0		0	0	342.485	403.7975	
0	0	0	0	0	0	1177.823	1171.636	1177.823
0	0	61.9	61.9	61.9	0	1013.267	1024.111	1062.455
0	0	0		0	0	49.1875	38.4125	
0	0	27.55	27.55	27.55	0	1207.178	1221.574	1207.178
0	0	0	0	0	0	6045.988	5890.861	6045.988
0	0	58.41	58.41	58.41	0	1113.811	1091.229	1113.811
0	0	0	0	0	0	8150.995	8101.191	8150.995
0	0	81.06	81.06	81.06	0	993.9475	957.4195	1240.62
0	0	0		0	0	91.5525	91.8375	
0	0	0		0	0	155.12	153.7625	
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	257.47	265.97	257.47

0	0	0	0	0	0	749.68	678.72	749.68
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0

202	203	204	205	206	207	208	209	210
DistADMw_	ExtADMw_	DistExtADM	SpacerN	d2jAvgRatic	Grant_P	TransCostp	TransRank_	TransRmbrs
3953.767	2157.437	3953.767	<--ADMw_I	0	0	207.39	3	0.7
	1501.978		<--ADMw_I	0	0	0	0	0
	294.3525		<--ADMw_I	0	0	0	0	0
201.6214	9.7614	201.6214	<--ADMw_I	0	0	3281.51	95	0.9
	191.86		<--ADMw_I	0	0	0	0	0
124.32	5.32	124.32	<--ADMw_I	0	0	7496.5	97	0.9
	119		<--ADMw_I	0	0	0	0	0
340.3361	22.1232	352.3532	<--ADMw_I	0	0	1738.37	89	0.8
	330.23		<--ADMw_I	0	0	0	0	0
592.0237	613.8987	613.8987	<--ADMw_I	0	0	1213.69	79	0.7
335.3171	281.7487	335.3171	<--ADMw_I	-0.00498	0	2426.93	93	0.9
	313.4325		<--ADMw_I	0	0	0	0	0
1931.906	1653.391	1931.906	<--ADMw_I	-0.00525	0	459.85	17	0.7
	278.515		<--ADMw_I	0	0	0	0	0
7942.069	7818.806	7942.069	<--ADMw_I	-0.00098	0	502.33	27	0.7
	123.56		<--ADMw_I	0	0	0	0	0
11206.74	11096.07	11206.74	<--ADMw_I	-0.00055	0	479.55	21	0.7
	111.495		<--ADMw_I	0	0	0	0	0
7884.065	7884.065	7884.065	<--ADMw_I	-0.00118	0	549.97	40	0.7
20480.13	19337.55	20683.87	<--ADMw_I	-0.00402	0	775.87	68	0.7
	492.665		<--ADMw_I	0	0	0	0	0
	309.3775		<--ADMw_I	0	0	0	0	0
	316.455		<--ADMw_I	0	0	0	0	0
	233.9425		<--ADMw_I	0	0	0	0	0
3177.131	2840.589	3177.131	<--ADMw_I	-0.00466	0	798.35	69	0.7
	224.1675		<--ADMw_I	0	0	0	0	0
	119.6475		<--ADMw_I	0	0	0	0	0
5075.191	4805.408	5076.628	<--ADMw_I	-0.00743	0	748.66	66	0.7
	276.68		<--ADMw_I	0	0	0	0	0
785.898	809.4032	809.4032	<--ADMw_I	-0.00476	0	924.07	74	0.7
9311.848	8414.252	9397.867	<--ADMw_I	-0.00628	0	804.92	71	0.7
	176.38		<--ADMw_I	0	0	0	0	0
	204.145		<--ADMw_I	0	0	0	0	0
	399.17		<--ADMw_I	0	0	0	0	0
	207.26		<--ADMw_I	0	0	0	0	0
5605.474	5756.727	5756.727	<--ADMw_I	-0.00319	0	727.38	62	0.7
3309.665	2090.528	3309.665	<--ADMw_I	-0.00367	0	572.69	44	0.7
	1009.573		<--ADMw_I	0	0	0	0	0
	343.51		<--ADMw_I	0	0	0	0	0
2404.081	2427.766	2427.766	<--ADMw_I	-0.00858	0	547.5	39	0.7
2220.947	2220.947	2220.947	<--ADMw_I	-0.01124	0	654.1	51	0.7
300.4839	300.4839	300.4839	<--ADMw_I	-0.05517	0	1478.03	85	0.8
1945.502	1927.938	1945.502	<--ADMw_I	-0.0105	0	558.93	42	0.7
	27.4175		<--ADMw_I	0	0	0	0	0
1236.221	1247.278	1247.278	<--ADMw_I	-0.01987	0	741.37	64	0.7
659.8345	659.8345	659.8345	<--ADMw_I	-0.01606	0	749.8	66	0.7

2757.895	2463.235	2800.903	<--ADMw_I	-0.00418	0	687.49	56	0.7
	79.085		<--ADMw_I	0	0	0	0	0
919.998	942.8729	942.8729	<--ADMw_I	0	0	1286.33	82	0.8
1061.101	1057.414	1103.666	<--ADMw_I	0	0	1159.63	78	0.7
	46.2525		<--ADMw_I	0	0	0	0	0
751.2962	751.2962	751.2962	<--ADMw_I	-0.01004	0	1365.12	83	0.8
3441.024	3278.74	3528.218	<--ADMw_I	-0.00931	0	553.41	41	0.7
	249.4775		<--ADMw_I	0	0	0	0	0
1415.86	1415.86	1415.86	<--ADMw_I	0	0	563.5	43	0.7
3896.272	3604.971	3920.431	<--ADMw_I	-0.0142	0	640.23	49	0.7
	233.5325		<--ADMw_I	0	0	0	0	0
	81.9275		<--ADMw_I	0	0	0	0	0
4884.477	2898.923	5099.22	<--ADMw_I	0	0	335.22	6	0.7
	2200.298		<--ADMw_I	0	0	0	0	0
245.578	245.578	245.578	<--ADMw_I	-0.00618	0	192.92	2	0.7
717.6403	769.9198	769.9198	<--ADMw_I	-0.01486	0	1238.44	80	0.8
902.293	924.8316	924.8316	<--ADMw_I	-0.01322	0	683.68	56	0.7
3487.908	3379.939	3604.362	<--ADMw_I	-0.00991	0	464.31	18	0.7
	234.6		<--ADMw_I	0	0	0	0	0
637.9394	637.9394	637.9394	<--ADMw_I	-0.02916	0	660.34	52	0.7
390.65	393.5878	393.5878	<--ADMw_I	-0.00217	0	1451.91	84	0.8
1849.895	1860.072	1860.072	<--ADMw_I	-0.00906	0	522.09	34	0.7
20853.27	20547.05	20853.27	<--ADMw_I	-0.00235	0	494.91	24	0.7
	199.715		<--ADMw_I	0	0	0	0	0
	106.5025		<--ADMw_I	0	0	0	0	0
8683.151	7891.676	8762.211	<--ADMw_I	-0.00771	0	426.27	14	0.7
	911.1575		<--ADMw_I	0	0	0	0	0
1195.853	1195.853	1195.853	<--ADMw_I	-5.9E-05	0	750.24	67	0.7
787.28	787.28	787.28	<--ADMw_I	0	0	552.44	41	0.7
6838.038	6654.748	6851.055	<--ADMw_I	-0.01106	0	605.95	45	0.7
	196.3075		<--ADMw_I	0	0	0	0	0
944.776	944.776	944.776	<--ADMw_I	-0.0016	0	747.7	65	0.7
356.8842	24.2142	371.48	<--ADMw_I	-0.00722	0	1340.65	83	0.8
	349.98		<--ADMw_I	0	0	0	0	0
1799.944	1799.944	1799.944	<--ADMw_I	-0.00261	0	678.16	54	0.7
363.3626	27.0171	363.3626	<--ADMw_I	-0.01422	0	731.1	63	0.7
	338.02		<--ADMw_I	0	0	0	0	0
455.2952	471.0349	471.0349	<--ADMw_I	0	0	803.59	70	0.7
416.0577	424.9926	424.9926	<--ADMw_I	-0.02252	0	1223.76	79	0.7
410.34	28.5	420.8	<--ADMw_I	0	0	1854.36	90	0.9
	392.3		<--ADMw_I	0	0	0	0	0
539.9322	539.9322	539.9322	<--ADMw_I	-0.02322	0	681.63	55	0.7
440.333	289.9215	444.9765	<--ADMw_I	-0.02025	0	1474.89	85	0.8
	155.59		<--ADMw_I	0	0	0	0	0
906.3616	478.6466	906.3616	<--ADMw_I	-0.00823	0	681.03	55	0.7
	446.51		<--ADMw_I	0	0	0	0	0
1622.673	1693.037	1693.037	<--ADMw_I	-0.01441	0	638.89	48	0.7
1537.146	1584.446	1584.446	<--ADMw_I	-0.00255	0	541.35	37	0.7

301.1884	19.2309	301.8053	<--ADMw_F	-0.02191	0	1709.99	88	0.8
	283.26		<--ADMw_F	0	0	0	0	0
262.9272	262.9272	262.9272	<--ADMw_F	0	0	1981.66	92	0.9
831.0207	831.0207	831.0207	<--ADMw_F	-0.01137	0	1224.17	80	0.8
279.1062	291.7628	291.7628	<--ADMw_F	0	0	1239.96	81	0.8
138.1429	156.5045	156.5045	<--ADMw_F	0	0	2728.72	93	0.9
140.75	140.75	140.75	<--ADMw_F	-0.00173	0	1536.85	86	0.8
113.1809	113.1809	113.1809	<--ADMw_F	-0.03689	0	3014.38	94	0.9
1095.526	1095.526	1095.526	<--ADMw_F	0	0	479.99	22	0.7
155.36	155.36	155.36	<--ADMw_F	0	0	712.27	58	0.7
			<--ADMw_P--					
33.285	33.285	33.285	<--ADMw_F	0	0	491.25	24	0.7
31.6925	31.6925	31.6925	<--ADMw_F	-0.13701	0	1206.23	78	0.7
37.68	37.68	37.68	<--ADMw_F	0	0	460.75	17	0.7
32.6425	34.1525	34.1525	<--ADMw_F	0	0	350.93	8	0.7
299.41	57.6	299.41	<--ADMw_F	0	0	21.58	1	0.7
	255.78		<--ADMw_F	0	0	0	0	0
28.49	28.49	28.49	<--ADMw_F	-0.12833	0	712.67	59	0.7
40.2776	40.2776	40.2776	<--ADMw_F	0	0	6824.01	96	0.9
118.545	138.8325	138.8325	<--ADMw_F	-0.01945	0	7446.4	97	0.9
4995.076	5066.281	5066.281	<--ADMw_F	-0.00592	0	533.05	36	0.7
3192.032	3161.826	3256.403	<--ADMw_F	-0.00231	0	652.66	51	0.7
	94.5775		<--ADMw_F	0	0	0	0	0
3331.828	3331.828	3331.828	<--ADMw_F	-0.00963	0	338.9	7	0.7
5496.206	5496.206	5496.206	<--ADMw_F	-0.00385	0	472.25	19	0.7
4930.352	4673.047	4943.262	<--ADMw_F	-0.004	0	439.62	16	0.7
	272.965		<--ADMw_F	0	0	0	0	0
1211.694	1061.8	1265.563	<--ADMw_F	-0.00353	0	897.21	74	0.7
	203.7625		<--ADMw_F	0	0	0	0	0
373.4369	26.7869	378.63	<--ADMw_F	-0.00538	0	1370.14	84	0.8
	353.88		<--ADMw_F	0	0	0	0	0
401.2394	39.8994	401.2394	<--ADMw_F	0	0	720.29	59	0.7
	361.34		<--ADMw_F	0	0	0	0	0
50.5107	50.5107	50.5107	<--ADMw_F	-0.10828	0	756.15	68	0.7
16895.48	15292.54	16978.79	<--ADMw_F	-0.00658	0	387.76	10	0.7
	250.7475		<--ADMw_F	0	0	0	0	0
	1015.49		<--ADMw_F	0	0	0	0	0
	465.5125		<--ADMw_F	0	0	0	0	0
	105.7975		<--ADMw_F	0	0	0	0	0
895.7029	914.2883	914.2883	<--ADMw_F	-0.00544	0	506.73	29	0.7
32.93	32.93	32.93	<--ADMw_F	0	0	7853.43	98	0.9
60.8	62.34	62.34	<--ADMw_F	0	0	1538.7	87	0.8
3892.618	3910.787	3910.787	<--ADMw_F	-0.00325	0	649.69	50	0.7
7097.352	7139.973	7139.973	<--ADMw_F	-0.01066	0	416.25	13	0.7
5676.249	5476.923	5792.225	<--ADMw_F	-0.01073	0	945.55	75	0.7
	151.6175		<--ADMw_F	0	0	0	0	0
	177.155		<--ADMw_F	0	0	0	0	0
3627.372	3432.097	3642.992	<--ADMw_F	-0.00528	0	510.68	30	0.7

	210.895	<--ADMw_I	0	0	0	0	0
8233.365	8164.597	8233.365	<--ADMw_I	-0.00498	0	668.02	53	0.7
	68.7675	<--ADMw_I	0	0	0	0	0
1009.476	1009.476	1009.476	<--ADMw_I	-0.00324	0	490.27	23	0.7
351.19	23.5	351.19	<--ADMw_I	-0.01238	0	265.48	4	0.7
	327.69	<--ADMw_I	0	0	0	0	0
373.8794	390.0293	390.0293	<--ADMw_I	-0.00771	0	1781.95	89	0.8
35.32	35.32	35.32	<--ADMw_I	0	0	7795	98	0.9
32.9578	32.9578	32.9578	<--ADMw_I	-0.0724	0	4242.48	95	0.9
1173.451	1181.483	1181.483	<--ADMw_I	-0.00288	0	711.45	58	0.7
19960.68	19275.63	20142.31	<--ADMw_I	-0.00473	0	501.35	27	0.7
	227.4075	<--ADMw_I	0	0	0	0	0
	37.455	<--ADMw_I	0	0	0	0	0
	231.6825	<--ADMw_I	0	0	0	0	0
	259.7675	<--ADMw_I	0	0	0	0	0
	121.53	<--ADMw_I	0	0	0	0	0
12833.17	12365.27	13069.48	<--ADMw_I	-0.01003	0	498.34	25	0.7
	346.1225	<--ADMw_I	0	0	0	0	0
	358.0925	<--ADMw_I	0	0	0	0	0
1738.203	1654.961	1743.24	<--ADMw_I	-0.00023	0	725.82	61	0.7
	100.9125	<--ADMw_I	0	0	0	0	0
288.917	298.3169	298.3169	<--ADMw_I	-0.02248	0	2175.13	92	0.9
1498.137	1529.878	1529.878	<--ADMw_I	-0.00815	0	723.58	61	0.7
3359.957	3162.657	3359.957	<--ADMw_I	-0.01149	0	879.02	73	0.7
	56.2375	<--ADMw_I	0	0	0	0	0
	141.0625	<--ADMw_I	0	0	0	0	0
6759.854	6814.94	6814.94	<--ADMw_I	-0.01266	0	540.1	36	0.7
394.956	440.3435	440.3435	<--ADMw_I	-0.01062	0	1645.96	87	0.8
358.702	358.702	358.702	<--ADMw_I	0	0	1277.2	81	0.8
			<--ADMw_P--					
1924.848	1992.786	1992.786	<--ADMw_I	-0.00284	0	745.23	64	0.7
1157.785	543.3325	1157.785	<--ADMw_I	0	0	559.23	42	0.7
	140.7925	<--ADMw_I	0	0	0	0	0
	473.66	<--ADMw_I	0	0	0	0	0
750.8162	750.8162	750.8162	<--ADMw_I	-0.00482	0	623.88	48	0.7
449.8646	449.8646	449.8646	<--ADMw_I	0	0	746.5	65	0.7
			<--ADMw_P--					
373.946	32.681	405.336	<--ADMw_I	-0.00452	0	975.28	76	0.7
	372.655	<--ADMw_I	0	0	0	0	0
1605.961	1672.794	1672.794	<--ADMw_I	-0.01064	0	638.95	49	0.7
6995.987	6333.72	6995.987	<--ADMw_I	-0.00716	0	664.15	53	0.7
	57.565	<--ADMw_I	0	0	0	0	0
	340.7725	<--ADMw_I	0	0	0	0	0
	210.03	<--ADMw_I	0	0	0	0	0
	90.08	<--ADMw_I	0	0	0	0	0
1044.691	1096.312	1096.312	<--ADMw_I	0	0	374.76	8	0.7
11167.71	11240.49	11240.49	<--ADMw_I	-0.00593	0	528.67	35	0.7
4937.835	4626.343	4939.008	<--ADMw_I	-0.00867	0	423.26	14	0.7

	319.92	<--ADMw_I	0	0	0	0	0
2711.23	2582.178	2726.702	<--ADMw_I	-0.01189	0	608.99	46	0.7
	146.52	<--ADMw_I	0	0	0	0	0
938.72	872.7665	964.144	<--ADMw_I	-0.0018	0	755.46	67	0.7
	49.2475	<--ADMw_I	0	0	0	0	0
5259.978	1216.903	5259.978	<--ADMw_I	0	0	65.4	1	0.7
	4043.075	<--ADMw_I	0	0	0	0	0
826.3187	826.9253	826.9253	<--ADMw_I	-0.00385	0	856.53	72	0.7
			<--ADMw_P--					
167.9275	184.782	184.782	<--ADMw_I	-0.01449	0	1958.48	91	0.9
3351.927	3013.875	3353.845	<--ADMw_I	-0.00444	0	436.85	15	0.7
	367.105	<--ADMw_I	0	0	0	0	0
27.025	28.0125	28.0125	<--ADMw_I	-0.07061	0	22211.68	99	0.9
1552.447	1552.447	1552.447	<--ADMw_I	-0.00646	0	378.52	9	0.7
183.815	26.7625	183.815	<--ADMw_I	0	0	873.89	72	0.7
	157.0525	<--ADMw_I	0	0	0	0	0
2.74	4.9625	4.9625	<--ADMw_I	-0.03391	0	198.81	3	0.7
477.5491	477.5491	477.5491	<--ADMw_I	0	0	802.1	70	0.7
227.7765	13.8065	227.7765	<--ADMw_I	0	0	1723.09	88	0.8
	213.97	<--ADMw_I	0	0	0	0	0
42.285	42.285	42.285	<--ADMw_I	-0.01453	0	5658.15	96	0.9
1202.827	1251.374	1251.374	<--ADMw_I	-0.00618	0	499.65	26	0.7
1490.874	1347.961	1490.874	<--ADMw_I	0	0	728.1	62	0.7
	142.9125	<--ADMw_I	0	0	0	0	0
4519.998	4272.272	4520.09	<--ADMw_I	-0.00096	0	570.33	44	0.7
	141.2225	<--ADMw_I	0	0	0	0	0
	122.47	<--ADMw_I	0	0	0	0	0
2692.318	2747.284	2747.284	<--ADMw_I	-0.00339	0	701.28	57	0.7
1101.539	1130.505	1130.505	<--ADMw_I	-0.00089	0	654.71	52	0.7
2320.773	2378.629	2378.629	<--ADMw_I	-0.00443	0	613.39	46	0.7
52628.77	52320.09	53054.41	<--ADMw_I	-0.00754	0	458.73	16	0.7
	171.7275	<--ADMw_I	0	0	0	0	0
	138.0725	<--ADMw_I	0	0	0	0	0
	102.2	<--ADMw_I	0	0	0	0	0
	177.84	<--ADMw_I	0	0	0	0	0
	149.3025	<--ADMw_I	0	0	0	0	0
2670.943	2709.278	2709.278	<--ADMw_I	-0.0049	0	390	10	0.7
363.9166	426.6527	426.6527	<--ADMw_I	0	0	933.04	75	0.7
993.9807	993.9807	993.9807	<--ADMw_I	-0.00739	0	384.83	9	0.7
7483.923	7497.769	7687.712	<--ADMw_I	-0.00568	0	505.78	28	0.7
	192.5125	<--ADMw_I	0	0	0	0	0
3095.702	3095.702	3095.702	<--ADMw_I	-0.0015	0	428.8	15	0.7
335.865	21.7931	362.4081	<--ADMw_I	-0.00427	0	1976.8	91	0.9
	340.615	<--ADMw_I	0	0	0	0	0
	258.5825	<--ADMw_I	0	0	0	0	0
57762.26	55750.95	57778.07	<--ADMw_I	-0.00365	0	479.87	21	0.7
	91.015	<--ADMw_I	0	0	0	0	0
	366.9225	<--ADMw_I	0	0	0	0	0

	148.1175	<--ADMw_I	0	0	0	0	0
		<--ADMw_P--					
	182.535	<--ADMw_I	0	0	0	0	0
	420.8975	<--ADMw_I	0	0	0	0	0
	210.5025	<--ADMw_I	0	0	0	0	0
	279.6075	<--ADMw_I	0	0	0	0	0
	314.925	<--ADMw_I	0	0	0	0	0
	127.49	<--ADMw_I	0	0	0	0	0
4019.957	4059.879	4059.879 <--ADMw_I	-0.01303	0	690.18	57	0.7
14844.07	14027.36	15244.39 <--ADMw_I	-0.00879	0	617.35	47	0.7
	584.895	<--ADMw_I	0	0	0	0	0
	222.795	<--ADMw_I	0	0	0	0	0
	477.7975	<--ADMw_I	0	0	0	0	0
14402.21	13520.92	14495.74 <--ADMw_I	-0.00528	0	551.89	40	0.7
	2.1	<--ADMw_I	0	0	0	0	0
	184.38	<--ADMw_I	0	0	0	0	0
	372.7575	<--ADMw_I	0	0	0	0	0
	503.9225	<--ADMw_I	0	0	0	0	0
7857.283	7959.852	7959.852 <--ADMw_I	-0.00996	0	485.3	23	0.7
1377.296	1395.496	1395.496 <--ADMw_I	-0.00414	0	526.21	35	0.7
13313.43	13405.06	13579.44 <--ADMw_I	-0.00965	0	524.25	34	0.7
	182.8275	<--ADMw_I	0	0	0	0	0
713.82	713.82	713.82 <--ADMw_I	0	0	348.75	7	0.7
3744.508	3395.894	3806.816 <--ADMw_I	-0.01154	0	567.37	43	0.7
	250.0475	<--ADMw_I	0	0	0	0	0
	199.335	<--ADMw_I	0	0	0	0	0
3939.603	3979.808	3979.808 <--ADMw_I	-0.00628	0	515.96	31	0.7
455.3782	456.0626	456.0626 <--ADMw_I	-0.01057	0	410.92	12	0.7
381.8349	381.8349	381.8349 <--ADMw_I	-2.5E-05	0	318.77	5	0.7
410.7425	422.6184	422.6184 <--ADMw_I	0	0	1860.54	90	0.9
2598.497	2598.497	2598.497 <--ADMw_I	-0.00133	0	621.7	47	0.7
1017.887	1020.391	1020.391 <--ADMw_I	-0.00192	0	874.68	73	0.7
669.792	669.792	669.792 <--ADMw_I	-0.01527	0	1147.47	77	0.7
331.8365	331.8365	331.8365 <--ADMw_I	-0.01821	0	508.12	29	0.7
486.2823	486.2823	486.2823 <--ADMw_I	-0.00703	0	468.65	19	0.7
445.0706	449.7201	449.7201 <--ADMw_I	0	0	403.26	11	0.7
1729.348	1756.16	1756.16 <--ADMw_I	-0.00148	0	419.92	13	0.7
2186.868	2240.734	2240.734 <--ADMw_I	-0.00558	0	473.86	20	0.7
7012.158	7052.535	7052.535 <--ADMw_I	-0.00363	0	261.29	4	0.7
3615.446	3569.765	3628.583 <--ADMw_I	-0.00984	0	499.21	26	0.7
	79.1375	<--ADMw_I	0	0	0	0	0
742.5454	766.8458	766.8458 <--ADMw_I	0	0	502.42	28	0.7
629.4492	680.3457	680.3457 <--ADMw_I	-0.00847	0	547.22	39	0.7
107.8658	107.8658	107.8658 <--ADMw_I	-0.01807	0	736.29	63	0.7
2726.322	2726.322	2726.322 <--ADMw_I	-0.00864	0	300.61	5	0.7
457.1995	457.1995	457.1995 <--ADMw_I	-0.00576	0	482.05	22	0.7
450.0799	31.7399	450.0799 <--ADMw_I	-0.00876	0	720.72	60	0.7
	418.34	<--ADMw_I	0	0	0	0	0

441.143	34.7202	456.6552	<--ADMw_I	0	0	722.7	60	0.7
	421.935		<--ADMw_I	0	0	0	0	0
428.5301	29.9951	428.5301	<--ADMw_I	0	0	409	12	0.7
	401.705		<--ADMw_I	0	0	0	0	0
522.2017	522.2017	522.2017	<--ADMw_I	-0.00868	0	498.59	25	0.7
408.9466	58.7191	436.3663	<--ADMw_I	0	0	1111.39	77	0.7
	377.9475		<--ADMw_I	0	0	0	0	0
311.7819	332.2574	332.2574	<--ADMw_I	-0.01298	0	1290.52	82	0.8
551.608	567.873	567.873	<--ADMw_I	-0.01011	0	837.95	71	0.7
25.67	29.2	29.2	<--ADMw_I	-0.0425	0	11653.85	99	0.9
405.575	408.3407	408.3407	<--ADMw_I	-0.00216	0	1500.59	86	0.8
467.5067	467.5067	467.5067	<--ADMw_I	0	0	1079.99	76	0.7
3733.623	3560.542	3840.229	<--ADMw_I	-0.01017	0	521.26	33	0.7
	279.6875		<--ADMw_I	0	0	0	0	0
			<--ADMw_P--					
	47.095		<--ADMw_I	0	0	0	0	0
24965.1	24998.31	25202.16	<--ADMw_I	-0.00444	0	789.33	69	0.7
	203.8475		<--ADMw_I	0	0	0	0	0
1299.442	1355.6	1355.6	<--ADMw_I	-0.0036	0	578.38	45	0.7
7555.66	7422.876	7630.946	<--ADMw_I	-0.00679	0	542.92	38	0.7
	208.185		<--ADMw_I	0	0	0	0	0
14936.79	14736.2	14981.07	<--ADMw_I	-0.00462	0	542.4	38	0.7
	247.5375		<--ADMw_I	0	0	0	0	0
48493.2	48231.09	48743.17	<--ADMw_I	-0.00449	0	514.32	31	0.7
	329.96		<--ADMw_I	0	0	0	0	0
	244.66		<--ADMw_I	0	0	0	0	0
6010.743	5808.81	6010.743	<--ADMw_I	-0.00314	0	405.65	11	0.7
	209.2675		<--ADMw_I	0	0	0	0	0
729.9685	738.7116	738.7116	<--ADMw_I	-0.0035	0	513.02	30	0.7
142.04	144.29	144.29	<--ADMw_I	0	0	3173.29	94	0.9
694.55	32.5	694.55	<--ADMw_I	-0.0004	0	134.12	2	0.7
	662.55		<--ADMw_I	0	0	0	0	0
575.635	174.1777	575.635	<--ADMw_I	0	0	516.31	32	0.7
	403.7975		<--ADMw_I	0	0	0	0	0
			<--ADMw_P--					
			<--ADMw_P--					
1171.636	1177.823	1177.823	<--ADMw_I	-0.01282	0	678.08	54	0.7
1062.524	1024.111	1062.524	<--ADMw_I	-0.00709	0	477.65	20	0.7
	49.1875		<--ADMw_I	0	0	0	0	0
1221.574	1221.574	1221.574	<--ADMw_I	0	0	517.68	33	0.7
5890.861	6045.988	6045.988	<--ADMw_I	-0.00748	0	516.99	32	0.7
1091.229	1113.811	1113.811	<--ADMw_I	-0.00774	0	540.36	37	0.7
8101.191	8150.995	8150.995	<--ADMw_I	-0.0089	0	324.43	6	0.7
1203.02	993.9475	1240.62	<--ADMw_I	-0.00608	0	466.47	18	0.7
	91.8375		<--ADMw_I	0	0	0	0	0
	155.12		<--ADMw_I	0	0	0	0	0
0	0	0	<--ADMw_I	0	0	0	0	0
265.97	265.97	265.97	<--ADMw_I	0	0	0	0	0

678.72	749.68	749.68 <--ADMw_F	0	0	0	0	0
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211	212	213	214	215	216	217	218	219
SpacerO	SpacerP	SpacerQ	SpacerR	ESD_ID_O	Tax_O	FFF_O	CMF_O	CSF_O
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<--Spacer--:<--Spacer--:<--Spacer--:<--Spacer-->		0	0	0	0
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<--Spacer--:<--Spacer--:<--Spacer--:<--Spacer-->		0	0	0	0
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<--Spacer--:<--Spacer--:<--Spacer--:<--Spacer-->		0	0	0	0
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220	221	222	223	224	225	226	227	228
SMT_O	EQESD_O	InLieu_O	LRevAdj_O	AvgTchrExp	Transp_O	ADM_O	ADM_DistA	ADM_NonC
0	0	0	0	11.85	636569	1640.88	2985.04	1640.88
0	0	0	0	0	0	1089.19		1089.19
0	0	0	0	0	0	254.97		254.97
0	0	0	0	11.5	138694	0	78.63	0
0	0	0	0	0	0	78.63		78.63
0	0	1194	0	10.6	239179	0	35.15	0
0	0	0	0	0	0	35.15		35.15
0	0	0	0	12.16	302632	0	201.12	0
0	0	0	0	0	0	201.12		201.12
0	0	0	0	11.8	487597	433.92	433.92	433.92
0	0	0	0	9.25	340192	140.92	140.92	140.92
798944	0	0	0	12.91	809461	1381.63	1572.18	1381.63
0	0	0	0	0	0	190.55		190.55
0	0	9138	0	12.4	3134690	6597.73	6707.56	6597.73
0	0	0	0	0	0	109.83		109.83
0	0	0	0	13.02	4394574	9616.1	9725.88	9616.1
0	0	0	0	0	0	109.78		109.78
0	0	0	0	13.53	3246300	7051.74	7051.74	7051.74
0	0	0	0	13.4	12510006	15928.12	17223	15928.12
0	0	0	0	0	0	472.92		472.92
0	0	0	0	0	0	299.28		299.28
0	0	0	0	0	0	307.22		307.22
0	0	0	0	0	0	215.46		215.46
134339	0	0	0	11.16	2049549	2350.79	2681.87	2350.79
0	0	0	0	0	0	216.97		216.97
0	0	0	0	0	0	114.11		114.11
0	0	0	0	11.57	2975558	4108.9	4372.46	4108.9
0	0	0	0	0	0	263.56		263.56
0	0	0	0	13.61	530061	621.87	621.87	621.87
0	0	0	0	12.21	6520851	7008.73	7966.88	7008.73
0	0	0	0	0	0	170.54		170.54
0	0	0	0	0	0	199.33		199.33
0	0	0	0	0	0	389.17		389.17
0	0	0	0	0	0	199.11		199.11
0	0	0	0	14.46	3378357	4718.15	4718.15	4718.15
0	0	0	0	11.26	1694894	1680.14	2798.97	1680.14
0	0	0	0	0	0	799.75		799.75
0	0	0	0	0	0	319.08		319.08
0	0	0	0	10.98	1094035	2093.42	2093.42	2093.42
685221	0	4012	0	14.55	1251639	1827.78	1827.78	1827.78
5775945	0	0	0	9.14	208152	124.33	124.33	124.33
1671665	0	0	0	17.44	899349	1549.8	1549.8	1549.8
340140	0	0	0	9.48	681187	977.89	977.89	977.89
293397	0	0	0	9.72	302616	455.68	455.68	455.68

171811	0	290668	0	10.33	1512670	2121.11	2412.07	2121.11
0	0	0	0	0	0	77.18		77.18
131505	0	0	0	9.83	831953	723.39	723.39	723.39
65612	0	0	0	10.58	970087	905.8	950.42	905.8
0	0	0	0	0	0	44.62		44.62
612839	0	0	0	14.94	711165	534.27	534.27	534.27
207704	0	0	0	14.25	1456712	2764.69	3004.41	2764.69
0	0	0	0	0	0	239.72		239.72
0	0	0	0	11.2	625321	991.6	991.6	991.6
0	0	0	0	11.75	1920995	2936.79	3229.33	2936.79
0	0	0	0	0	0	217.78		217.78
0	0	0	0	0	0	74.76		74.76
0	0	0	0	11.15	1366679	2317.97	4456	2317.97
0	0	0	0	0	0	2138.03		2138.03
0	0	0	0	8.56	19062	115.39	115.39	115.39
0	0	0	0	12.43	609828	577.18	577.18	577.18
0	0	0	0	11.25	434923	705.56	705.56	705.56
0	0	0	0	13.08	1323768	2759.1	2944.29	2759.1
0	0	0	0	0	0	185.19		185.19
0	0	0	0	12.89	302002	453.35	453.35	453.35
0	0	0	0	16.64	288286	212.48	212.48	212.48
0	0	0	0	13.31	712906	1577.9	1577.9	1577.9
0	0	0	0	13.55	8138128	17686.58	17850.87	17686.58
0	0	0	0	0	0	164.29		164.29
0	0	0	0	11.72	2773224	6487.96	7311.12	6487.96
0	0	0	0	0	0	823.16		823.16
0	0	0	0	15.9	738393	1038.99	1038.99	1038.99
0	0	0	0	9.26	294643	577.82	577.82	577.82
0	0	0	0	13.32	3503715	5644.86	5824.39	5644.86
0	0	0	0	0	0	179.53		179.53
0	0	0	0	16.83	504682	710.73	710.73	710.73
0	0	0	0	13	242416	0	207.67	0
0	0	0	0	0	0	207.67		207.67
0	0	0	0	12.22	934557	1466.81	1466.81	1466.81
0	0	0	0	13.59	115975	0	190.61	0
0	0	0	0	0	0	190.61		190.61
0	0	0	0	14.85	277754	311.09	311.09	311.09
0	0	0	0	10.58	303750	240.41	240.41	240.41
0	0	0	0	10.05	408410	0	252.45	0
0	0	0	0	0	0	252.45		252.45
0	0	0	0	13.99	262669	372.2	372.2	372.2
155087	0	0	0	10.8	329063	187.71	272.65	187.71
0	0	0	0	0	0	84.94		84.94
0	0	0	0	11.66	432314	337.59	674.64	337.59
0	0	0	0	0	0	337.05		337.05
0	0	0	0	12.99	826589	1418.93	1418.93	1418.93
0	0	0	0	13.64	629484	1333.8	1333.8	1333.8

0	180284	0	0	19.83	192362	1	157.23	1
0	0	0	0	0	0	156.23		156.23
0	153601	0	0	14.29	206214	126.37	126.37	126.37
0	409191	0	0	14.85	738648	591.41	591.41	591.41
0	142382	0	0	11.04	89739	147.73	147.73	147.73
0	80416	0	0	14.8	140257	58.7	58.7	58.7
0	67184	0	0	6.17	69886	46.18	46.18	46.18
0	55444	0	0	14.4	95424	27.82	27.82	27.82
0	0	0	0	12.54	378407	855.25	855.25	855.25
0	0	0	0	22.47	54852	74.15	74.15	74.15
0	0	0	0	26	933	4.5	4.5	4.5
0	0	0	0	13	5850	3.84	3.84	3.84
0	0	0	0	15	4638	10.41	10.41	10.41
0	0	0	0	34	4193	8	8	8
0	0	0	0	8.22	31932	10.03	247.94	10.03
0	0	0	0	0	0	237.91		237.91
0	0	0	0	6	2079	3	3	3
0	0	0	0	5	78121	11.69	11.69	11.69
0	0	0	0	16.9	409656	64.89	64.89	64.89
0	0	0	0	13.32	1962469	4057.51	4057.51	4057.51
0	0	0	0	12.1	1589865	2536.63	2622.62	2536.63
0	0	0	0	0	0	85.99		85.99
0	0	0	0	11.2	956144	2849.6	2849.6	2849.6
0	0	0	0	12.62	2135562	4620.68	4620.68	4620.68
0	0	0	0	10.73	1640708	3809.22	4065.54	3809.22
0	0	0	0	0	0	256.32		256.32
0	0	0	0	10.04	827332	786.81	975.16	786.81
0	0	0	0	0	0	188.35		188.35
0	0	0	0	13	262206	0	232.24	0
0	0	0	0	0	0	232.24		232.24
0	0	0	0	9.2	146248	0	181.02	0
0	0	0	0	0	0	181.02		181.02
0	0	0	0	11.76	18252	20.32	20.32	20.32
0	0	0	0	10.92	4567850	12420.53	13957.06	12420.53
0	0	0	0	0	0	236.39		236.39
0	0	0	0	0	0	853.96		853.96
0	0	0	0	0	0	346.44		346.44
0	0	0	0	0	0	99.74		99.74
0	0	0	0	11.86	344708	674.03	674.03	674.03
0	0	0	0	7	63556	4	4	4
0	0	0	0	6	145091	32.87	32.87	32.87
0	0	0	0	9.83	1870561	2944.65	2944.65	2944.65
0	0	0	0	12.99	2153881	5955.37	5955.37	5955.37
0	0	0	0	12.76	4131528	4463.93	4713	4463.93
0	0	0	0	0	0	93.85		93.85
0	0	0	0	0	0	155.22		155.22
38321	0	0	0	12.41	1489619	2772.05	2966.43	2772.05

0	0	0	0	0	0	194.38		194.38
299265	0	0	0	11.76	4068970	6420.23	6484.74	6420.23
0	0	0	0	0	0	64.51		64.51
0	0	0	0	10.97	438453	735.07	735.07	735.07
0	0	0	0	11.35	61629	0	220.01	0
0	0	0	0	0	0	220.01		220.01
0	0	0	0	14.12	344329	220.38	220.38	220.38
0	0	0	0	8	55688	7.84	7.84	7.84
0	0	0	0	19	19000	8.01	8.01	8.01
0	0	0	0	11.69	661273	1008.39	1008.39	1008.39
0	0	0	0	12.13	7845632	16322.36	17154.89	16322.36
0	0	0	0	0	0	218.48		218.48
0	0	0	0	0	0	35.85		35.85
0	0	0	0	0	0	211.87		211.87
0	0	0	0	0	0	249.57		249.57
0	0	0	0	0	0	116.76		116.76
0	0	0	0	12.14	4804599	10046.82	10707.57	10046.82
0	0	0	0	0	0	322.32		322.32
0	0	0	0	0	0	338.43		338.43
592411	0	0	0	12.21	944374	1348.09	1443.93	1348.09
0	0	0	0	0	0	95.84		95.84
136379	0	0	0	8.33	293523	147.04	147.04	147.04
0	0	4451	0	12.24	868013	1252.28	1252.28	1252.28
0	0	0	0	12.58	2140190	2545.65	2720.66	2545.65
0	0	0	0	0	0	51.01		51.01
0	0	0	0	0	0	124		124
0	0	0	0	11.37	2597677	5546	5546	5546
4123	0	0	0	9.26	364478	251.6	251.6	251.6
0	0	0	0	9.92	240292	195.08	195.08	195.08
493	0	0	0	11.75	1064661	1683.51	1683.51	1683.51
0	0	0	0	6.35	501527	318.88	595.74	318.88
0	0	0	0	0	0	131.04		131.04
0	0	0	0	0	0	145.82		145.82
0	0	0	0	11.46	334744	533.84	533.84	533.84
0	0	0	0	11.84	204250	245.69	245.69	245.69
100000	0	0	0	13.65	271934	1.47	251.1	1.47
0	0	0	0	0	0	249.63		249.63
0	0	0	0	12.42	731352	1367.99	1367.99	1367.99
373492	0	0	0	9.46	3280065	4954.85	5438.46	4954.85
0	0	0	0	0	0	52.48		52.48
0	0	0	0	0	0	208.96		208.96
0	0	0	0	0	0	139.38		139.38
0	0	0	0	0	0	82.79		82.79
22136	0	0	0	10.06	296554	897.36	897.36	897.36
188976	0	0	0	11.09	3998309	9407.39	9407.39	9407.39
137286	0	0	0	10.85	1650226	3865.41	4162.66	3865.41

0	0	0	0	0	0	297.25		297.25
41519	0	0	0	12.32	1240811	2124.29	2263.77	2124.29
0	0	0	0	0	0	139.48		139.48
0	0	0	0	10.76	472897	692.19	780.9	692.19
0	0	0	0	0	0	42.99		42.99
1025635	0	0	0	10.69	224732	535.61	4456.19	535.61
0	0	0	0	0	0	3920.58		3920.58
28922	0	0	0	10.08	569462	632.48	632.48	632.48
0	0	0	0	9.29	79385	66.45	66.45	66.45
0	0	0	0	10.61	1067263	2395.02	2669.29	2395.02
0	0	0	0	0	0	274.27		274.27
0	0	0	0	3	43788	2.3	2.3	2.3
0	0	0	0	13.3	463772	1146.95	1146.95	1146.95
0	0	0	0	13.6	74083	14.27	89.72	14.27
0	0	0	0	0	0	75.45		75.45
0	0	0	0	12.07	4432	4.58	4.58	4.58
0	0	0	0	18.44	209421	287.85	287.85	287.85
0	0	0	0	15.03	177172	0	99.93	0
0	0	0	0	0	0	99.93		99.93
0	0	0	0	9.5	108709	14.37	14.37	14.37
0	0	0	0	16.26	493969	938.72	938.72	938.72
0	0	0	0	14.53	687853	991.3	991.3	991.3
368139	0	0	0	13.08	2062899	3621.42	3862.09	3621.42
0	0	0	0	0	0	137.15		137.15
0	0	0	0	0	0	103.52		103.52
0	0	0	0	12.41	1408388	2342.29	2342.29	2342.29
733	0	0	0	12.39	574160	857.66	857.66	857.66
0	0	0	0	11.31	1035828	1890.33	1890.33	1890.33
0	0	0	0	11.71	17323834	40461.22	41155.36	40461.22
0	0	0	0	0	0	160.19		160.19
0	0	0	0	0	0	129.99		129.99
0	0	0	0	0	0	97.41		97.41
0	0	0	0	0	0	165.83		165.83
0	0	0	0	0	0	140.72		140.72
56068	0	0	0	10.45	827168	2270.3	2270.3	2270.3
0	0	0	0	11.66	163004	242.07	242.07	242.07
0	0	0	0	11.8	257488	738.31	738.31	738.31
0	0	0	0	10.66	2718893	5442.96	5605.97	5442.96
0	0	0	0	0	0	163.01		163.01
0	0	133912	0	12.56	859173	2204.37	2204.37	2204.37
0	0	0	0	14.8	336853	0	197.21	0
0	0	0	0	0	0	197.21		197.21
0	0	0	0	0	0	213.78		213.78
0	0	0	0	11.48	20087478	46309.19	48325.74	46309.19
0	0	0	0	0	0	88		88
0	0	0	0	0	0	353.44		353.44

0	0	0	0	0	0	140.98		140.98
0	0	0	0	0	0	60.3		60.3
0	0	0	0	0	0	166.34		166.34
0	0	0	0	0	0	396.25		396.25
0	0	0	0	0	0	179.16		179.16
0	0	0	0	0	0	270.82		270.82
0	0	0	0	0	0	276.73		276.73
0	0	0	0	0	0	84.53		84.53
0	0	0	0	10.69	2133716	3212.26	3212.26	3212.26
0	0	0	0	12.34	6574692	10309.93	11382.38	10309.93
0	0	0	0	0	0	487.89		487.89
0	0	0	0	0	0	193.62		193.62
0	0	0	0	0	0	390.94		390.94
0	0	0	0	12.23	5813312	11018.31	11945.24	11018.31
0	0	0	0	0	0	2.02		2.02
0	0	0	0	0	0	164		164
0	0	0	0	0	0	339.59		339.59
0	0	0	0	0	0	421.32		421.32
0	0	0	0	12.16	2841040	6168.7	6168.7	6168.7
0	0	0	0	8.57	636169	1227.87	1227.87	1227.87
0	0	0	0	12.75	4726781	10357.56	10510.9	10357.56
0	0	0	0	0	0	153.34		153.34
0	0	0	0	16.23	208180	557.45	557.45	557.45
0	0	0	0	12.53	1534104	2836.44	3177.92	2836.44
0	0	0	0	0	0	187.35		187.35
0	0	0	0	0	0	154.13		154.13
0	0	0	0	11.17	1484170	3254.66	3254.66	3254.66
0	0	0	0	11.51	120569	314.66	314.66	314.66
0	0	0	0	4.11	86471	178.22	178.22	178.22
0	229591	0	0	10.33	417258	253.44	253.44	253.44
4029782	0	0	0	10.73	1266487	2082.44	2082.44	2082.44
4358693	0	0	0	13.83	607024	775.17	775.17	775.17
78810	0	0	0	12.04	492923	461.88	461.88	461.88
0	0	0	0	10.18	84940	179.03	179.03	179.03
0	0	0	0	9.09	161008	338.7	338.7	338.7
0	0	0	0	7.97	136808	280.41	280.41	280.41
0	0	0	0	9.42	529965	1349.83	1349.83	1349.83
0	0	0	0	11.32	768542	1724.92	1724.92	1724.92
0	0	0	0	10.07	1414086	5586.86	5586.86	5586.86
0	0	0	0	15.11	1497847	3020.2	3076.25	3020.2
0	0	0	0	0	0	56.05		56.05
0	0	0	0	15.87	208248	582.78	582.78	582.78
0	0	0	0	11.84	212925	498.62	498.62	498.62
0	0	0	0	22.4	6748	23.34	23.34	23.34
0	0	0	0	10.85	648154	2253.95	2253.95	2253.95
0	0	0	0	13.25	136172	317.43	317.43	317.43
0	0	0	0	13.68	159362	0	270.52	0
0	0	0	0	0	0	270.52		270.52

0	0	0	0	17.49	187904	0	308.82	0
0	0	0	0	0	0	308.82		308.82
0	0	0	0	16.08	76815	0	272.49	0
0	0	0	0	0	0	272.49		272.49
0	0	0	0	10.66	187891	367.16	367.16	367.16
0	502140	298	0	14.19	262932	3.93	253.83	3.93
0	0	0	0	0	0	249.9		249.9
0	388220	138	0	13.92	232105	191.84	191.84	191.84
0	660496	272	0	14.37	312563	415.3	415.3	415.3
0	34175	5	0	30	2874	3.66	3.66	3.66
0	0	0	0	16.55	385701	237.12	237.12	237.12
0	0	0	0	13.82	387139	303.94	303.94	303.94
0	0	0	0	12.02	1405460	2817.07	3034.38	2817.07
0	0	0	0	0	0	217.31		217.31
0	0	0	0	0	0	45.72		45.72
685607	0	0	0	11.53	15463016	20223.41	20414.94	20223.41
0	0	0	0	0	0	191.53		191.53
363835	0	0	0	11.03	622053	1179.11	1179.11	1179.11
735725	0	0	0	11.96	2977063	5875.58	6075.3	5875.58
0	0	0	0	0	0	199.72		199.72
0	0	0	0	13.11	6588911	12445.74	12680.84	12445.74
0	0	0	0	0	0	235.1		235.1
0	0	0	0	12.16	18504450	40047.85	40533.51	40047.85
0	0	0	0	0	0	292.86		292.86
0	0	0	0	0	0	192.8		192.8
0	0	848	0	12.45	1960510	5082.58	5287.86	5082.58
0	0	0	0	0	0	205.28		205.28
499540	0	0	0	9.56	289866	556.06	556.06	556.06
0	75281	0	0	15.29	161929	54.6	54.6	54.6
0	319742	0	0	15.75	63383	0	448	0
0	0	0	0	0	0	448		448
0	315434	0	0	11.39	199499	54.47	393.57	54.47
0	0	0	0	0	0	339.1		339.1
0	0	0	0	11.71	728508	1029.48	1029.48	1029.48
0	0	0	0	11.95	414671	818.7	866.36	818.7
0	0	0	0	0	0	47.66		47.66
0	0	0	0	11.53	500951	967.8	967.8	967.8
0	0	0	0	13.87	2465229	5131.73	5131.73	5131.73
0	0	0	0	9.74	446896	899.76	899.76	899.76
0	0	0	0	12.76	2127753	6665.89	6665.89	6665.89
0	0	0	0	7.59	348654	764.12	995.6	764.12
0	0	0	0	0	0	87.5		87.5
0	0	0	0	0	0	143.98		143.98
0	0	0	0	12.07	0	0	0	0
0	0	0	0	12.07	0	171.65	171.65	171.65

0	0	0	0	12.07	0	374.84	374.84	374.84
0	0	0	0	11.56	22063	0	0	0
0	0	0	0	7.3	0	0	0	0
0	0	0	0	19.68	0	0	0	0
0	0	0	0	16.06	0	0	0	0
0	0	0	0	7.09	0	0	0	0
0	0	0	0	38	0	0	0	0
0	0	0	0	0	0	0	0	0
13351	0	0	0	14.9	0	0	0	0
0	0	0	0	1	0	0	0	0
0	0	0	0	5.56	0	0	0	0
51825	0	0	0	9.69	0	0	0	0
137292	0	0	0	14.95	0	0	0	0
0	0	0	0	8	0	0	0	0
25399	0	0	0	8.14	0	0	0	0
0	0	0	0	8.02	57412	0	0	0
0	0	0	0	11.65	0	0	0	0
0	0	1731	0	15.72	0	0	0	0
0	0	0	0	0	0	0	0	0
531895	0	0	0	14.19	0	0	0	0

229	230	231	232	233	234	235	236	237
ADM_Chtr_	ADM_Clsd(	SpacerS	SumFact_O	SumFact_D	SumFact_N	SumFact_C	IEP_O	IEP11wt_O
1344.16	0	--ADMw_O	1640.88	2985.04	1640.88	1344.16	333	328.3544
0	0	--ADMw_O	1089.19		1089.19	0	0	0
0	0	--ADMw_O	254.97		254.97	0	0	0
78.63	0	--ADMw_O	0	78.63	0	78.63	8	8
0	0	--ADMw_O	78.63		78.63	0	0	0
35.15	0	--ADMw_O	0	35.15	0	35.15	5	3.8665
0	0	--ADMw_O	35.15		35.15	0	0	0
201.12	0	--ADMw_O	0	201.12	0	201.12	35	22.1232
0	0	--ADMw_O	201.12		201.12	0	0	0
0	0	--ADMw_O	433.92	433.92	433.92	0	62	47.7312
0	0	--ADMw_O	140.92	140.92	140.92	0	19	15.5012
		--ADMw_O-->						
190.55	0	--ADMw_O	1381.63	1572.18	1381.63	190.55	198	172.9398
0	0	--ADMw_O	190.55		190.55	0	0	0
109.83	0	--ADMw_O	6597.73	6707.56	6597.73	109.83	675	675
0	0	--ADMw_O	109.83		109.83	0	0	0
109.78	0	--ADMw_O	9616.1	9725.88	9616.1	109.78	1028	1028
0	0	--ADMw_O	109.78		109.78	0	0	0
0	0	--ADMw_O	7051.74	7051.74	7051.74	0	628	628
1294.88	0	--ADMw_O	15928.12	17223	15928.12	1294.88	2649	1894.53
0	0	--ADMw_O	472.92		472.92	0	0	0
0	0	--ADMw_O	299.28		299.28	0	0	0
0	0	--ADMw_O	307.22		307.22	0	0	0
0	0	--ADMw_O	215.46		215.46	0	0	0
331.08	0	--ADMw_O	2350.79	2681.87	2350.79	331.08	411	295.0057
0	0	--ADMw_O	216.97		216.97	0	0	0
0	0	--ADMw_O	114.11		114.11	0	0	0
263.56	0	--ADMw_O	4108.9	4372.46	4108.9	263.56	537	480.9706
0	0	--ADMw_O	263.56		263.56	0	0	0
0	0	--ADMw_O	621.87	621.87	621.87	0	98	68.4057
958.15	0	--ADMw_O	7008.73	7966.88	7008.73	958.15	1287	876.3568
0	0	--ADMw_O	170.54		170.54	0	0	0
0	0	--ADMw_O	199.33		199.33	0	0	0
0	0	--ADMw_O	389.17		389.17	0	0	0
0	0	--ADMw_O	199.11		199.11	0	0	0
0	0	--ADMw_O	4718.15	4718.15	4718.15	0	545	518.9965
1118.83	0	--ADMw_O	1680.14	2798.97	1680.14	1118.83	278	278
0	0	--ADMw_O	799.75		799.75	0	0	0
0	0	--ADMw_O	319.08		319.08	0	0	0
0	0	--ADMw_O	2093.42	2093.42	2093.42	0	266	230.2762
0	0	--ADMw_O	1827.78	1827.78	1827.78	0	262	201.0558
0	0	--ADMw_O	124.33	124.33	124.33	0	15	13.6763
0	0	--ADMw_O	1549.8	1549.8	1549.8	0	256	170.478
		--ADMw_O-->						
0	0	--ADMw_O	977.89	977.89	977.89	0	161	107.5679
0	0	--ADMw_O	455.68	455.68	455.68	0	85	50.1248

290.96	0 --ADMw_O	2121.11	2412.07	2121.11	290.96	270	265.3277
0	0 --ADMw_O	77.18		77.18	0	0	0
0	0 --ADMw_O	723.39	723.39	723.39	0	128	79.5729
44.62	0 --ADMw_O	905.8	950.42	905.8	44.62	125	104.5462
0	0 --ADMw_O	44.62		44.62	0	0	0
0	0 --ADMw_O	534.27	534.27	534.27	0	86	58.7697
239.72	0 --ADMw_O	2764.69	3004.41	2764.69	239.72	478	330.4851
0	0 --ADMw_O	239.72		239.72	0	0	0
0	0 --ADMw_O	991.6	991.6	991.6	0	101	101
292.54	0 --ADMw_O	2936.79	3229.33	2936.79	292.54	511	355.2263
0	0 --ADMw_O	217.78		217.78	0	0	0
0	0 --ADMw_O	74.76		74.76	0	0	0
2138.03	0 --ADMw_O	2317.97	4456	2317.97	2138.03	553	490.16
0	0 --ADMw_O	2138.03		2138.03	0	0	0
0	0 --ADMw_O	115.39	115.39	115.39	0	13	12.6929
0	0 --ADMw_O	577.18	577.18	577.18	0	69	63.4898
0	0 --ADMw_O	705.56	705.56	705.56	0	98	77.6116
185.19	0 --ADMw_O	2759.1	2944.29	2759.1	185.19	409	323.8719
0	0 --ADMw_O	185.19		185.19	0	0	0
0	0 --ADMw_O	453.35	453.35	453.35	0	51	49.8685
0	0 --ADMw_O	212.48	212.48	212.48	0	26	23.3728
0	0 --ADMw_O	1577.9	1577.9	1577.9	0	240	173.569
164.29	0 --ADMw_O	17686.58	17850.87	17686.58	164.29	1915	1915
0	0 --ADMw_O	164.29		164.29	0	0	0
	--ADMw_O-->						
823.16	0 --ADMw_O	6487.96	7311.12	6487.96	823.16	991	804.2232
0	0 --ADMw_O	823.16		823.16	0	0	0
0	0 --ADMw_O	1038.99	1038.99	1038.99	0	110	110
0	0 --ADMw_O	577.82	577.82	577.82	0	64	63.5602
179.53	0 --ADMw_O	5644.86	5824.39	5644.86	179.53	650	640.6829
0	0 --ADMw_O	179.53		179.53	0	0	0
0	0 --ADMw_O	710.73	710.73	710.73	0	81	78.1803
207.67	0 --ADMw_O	0	207.67	0	207.67	21	21
0	0 --ADMw_O	207.67		207.67	0	0	0
0	0 --ADMw_O	1466.81	1466.81	1466.81	0	254	161.3491
190.61	0 --ADMw_O	0	190.61	0	190.61	31	20.9671
0	0 --ADMw_O	190.61		190.61	0	0	0
0	0 --ADMw_O	311.09	311.09	311.09	0	38	34.2199
0	0 --ADMw_O	240.41	240.41	240.41	0	39	26.4451
252.45	0 --ADMw_O	0	252.45	0	252.45	26	26
0	0 --ADMw_O	252.45		252.45	0	0	0
0	0 --ADMw_O	372.2	372.2	372.2	0	62	40.942
84.94	0 --ADMw_O	187.71	272.65	187.71	84.94	48	29.9915
0	0 --ADMw_O	84.94		84.94	0	0	0
337.05	0 --ADMw_O	337.59	674.64	337.59	337.05	112	74.2104
0	0 --ADMw_O	337.05		337.05	0	0	0
0	0 --ADMw_O	1418.93	1418.93	1418.93	0	192	156.0823
0	0 --ADMw_O	1333.8	1333.8	1333.8	0	164	146.718

156.23	0 --ADMw_O	1	157.23	1	156.23	20	17.2953
0	0 --ADMw_O	156.23		156.23	0	0	0
0	0 --ADMw_O	126.37	126.37	126.37	0	17	13.9007
0	0 --ADMw_O	591.41	591.41	591.41	0	96	65.0551
0	0 --ADMw_O	147.73	147.73	147.73	0	21	16.2503
0	0 --ADMw_O	58.7	58.7	58.7	0	9	6.457
0	0 --ADMw_O	46.18	46.18	46.18	0	3	3
0	0 --ADMw_O	27.82	27.82	27.82	0	5	3.0602
0	0 --ADMw_O	855.25	855.25	855.25	0	123	94.0775
0	0 --ADMw_O	66.74	66.74	66.74	0	4	4
	--ADMw_O-->						
0	0 --ADMw_O	4.05	4.05	4.05	0	0	0
0	0 --ADMw_O	3.46	3.46	3.46	0	0	0
0	0 --ADMw_O	9.37	9.37	9.37	0	2	1.1451
0	0 --ADMw_O	7.2	7.2	7.2	0	1	0.88
237.91	0 --ADMw_O	10.03	247.94	10.03	237.91	22	22
0	0 --ADMw_O	237.91		237.91	0	0	0
0	0 --ADMw_O	2.7	2.7	2.7	0	0	0
0	0 --ADMw_O	10.52	10.52	10.52	0	1	1
0	0 --ADMw_O	77.87	77.87	77.87	0	4	4
0	0 --ADMw_O	4057.51	4057.51	4057.51	0	480	446.3261
85.99	0 --ADMw_O	2536.63	2622.62	2536.63	85.99	381	288.4882
0	0 --ADMw_O	85.99		85.99	0	0	0
0	0 --ADMw_O	2849.6	2849.6	2849.6	0	344	313.456
0	0 --ADMw_O	4620.68	4620.68	4620.68	0	680	508.2748
256.32	0 --ADMw_O	3809.22	4065.54	3809.22	256.32	511	447.2094
0	0 --ADMw_O	256.32		256.32	0	0	0
188.35	0 --ADMw_O	786.81	975.16	786.81	188.35	154	107.2676
0	0 --ADMw_O	188.35		188.35	0	0	0
232.24	0 --ADMw_O	0	232.24	0	232.24	23	23
0	0 --ADMw_O	232.24		232.24	0	0	0
181.02	0 --ADMw_O	0	181.02	0	181.02	37	19.9122
0	0 --ADMw_O	181.02		181.02	0	0	0
0	0 --ADMw_O	20.32	20.32	20.32	0	3	2.2352
1536.53	0 --ADMw_O	12420.53	13957.06	12420.53	1536.53	1834	1535.277
0	0 --ADMw_O	236.39		236.39	0	0	0
0	0 --ADMw_O	853.96		853.96	0	0	0
0	0 --ADMw_O	346.44		346.44	0	0	0
0	0 --ADMw_O	99.74		99.74	0	0	0
0	0 --ADMw_O	674.03	674.03	674.03	0	85	74.1433
0	0 --ADMw_O	4	4	4	0	0	0
0	0 --ADMw_O	32.87	32.87	32.87	0	1	1
0	0 --ADMw_O	2944.65	2944.65	2944.65	0	440	323.9115
0	0 --ADMw_O	5955.37	5955.37	5955.37	0	708	655.0907
249.07	0 --ADMw_O	4463.93	4713	4463.93	249.07	511	511
0	0 --ADMw_O	93.85		93.85	0	0	0
0	0 --ADMw_O	155.22		155.22	0	0	0
194.38	0 --ADMw_O	2772.05	2966.43	2772.05	194.38	413	326.3073

0	0 --ADMw_O	194.38		194.38	0	0	0
64.51	0 --ADMw_O	6420.23	6484.74	6420.23	64.51	853	713.3214
0	0 --ADMw_O	64.51		64.51	0	0	0
0	0 --ADMw_O	735.07	735.07	735.07	0	97	80.8577
220.01	0 --ADMw_O	0	220.01	0	220.01	22	22
0	0 --ADMw_O	220.01		220.01	0	0	0
0	0 --ADMw_O	220.38	220.38	220.38	0	47	24.2418
0	0 --ADMw_O	7.84	7.84	7.84	0	3	0.8624
0	0 --ADMw_O	8.01	8.01	8.01	0	1	0.8811
0	0 --ADMw_O	1008.39	1008.39	1008.39	0	140	110.9229
832.53	0 --ADMw_O	16322.36	17154.89	16322.36	832.53	2262	1887.038
0	0 --ADMw_O	218.48		218.48	0	0	0
0	0 --ADMw_O	35.85		35.85	0	0	0
0	0 --ADMw_O	211.87		211.87	0	0	0
0	0 --ADMw_O	249.57		249.57	0	0	0
0	0 --ADMw_O	116.76		116.76	0	0	0
660.75	0 --ADMw_O	10046.82	10707.57	10046.82	660.75	1639	1177.833
0	0 --ADMw_O	322.32		322.32	0	0	0
0	0 --ADMw_O	338.43		338.43	0	0	0
95.84	0 --ADMw_O	1348.09	1443.93	1348.09	95.84	250	158.8323
0	0 --ADMw_O	95.84		95.84	0	0	0
0	0 --ADMw_O	147.04	147.04	147.04	0	23	16.1744
0	0 --ADMw_O	1252.28	1252.28	1252.28	0	235	137.7508
175.01	0 --ADMw_O	2545.65	2720.66	2545.65	175.01	449	299.2726
0	0 --ADMw_O	51.01		51.01	0	0	0
0	0 --ADMw_O	124		124	0	0	0
0	0 --ADMw_O	5546	5546	5546	0	981	610.06
0	0 --ADMw_O	251.6	251.6	251.6	0	56	27.676
0	0 --ADMw_O	195.08	195.08	195.08	0	31	21.4588
	--ADMw_O-->						
0	0 --ADMw_O	1683.51	1683.51	1683.51	0	239	185.1861
276.86	0 --ADMw_O	318.88	595.74	318.88	276.86	53	53
0	0 --ADMw_O	131.04		131.04	0	0	0
0	0 --ADMw_O	145.82		145.82	0	0	0
0	0 --ADMw_O	533.84	533.84	533.84	0	96	58.7224
0	0 --ADMw_O	245.69	245.69	245.69	0	41	27.0259
	--ADMw_O-->						
249.63	0 --ADMw_O	1.47	251.1	1.47	249.63	41	27.621
0	0 --ADMw_O	249.63		249.63	0	0	0
0	0 --ADMw_O	1367.99	1367.99	1367.99	0	180	150.4789
483.61	0 --ADMw_O	4954.85	5438.46	4954.85	483.61	697	598.2306
0	0 --ADMw_O	52.48		52.48	0	0	0
0	0 --ADMw_O	208.96		208.96	0	0	0
0	0 --ADMw_O	139.38		139.38	0	0	0
0	0 --ADMw_O	82.79		82.79	0	0	0
0	0 --ADMw_O	897.36	897.36	897.36	0	119	98.7096
0	0 --ADMw_O	9407.39	9407.39	9407.39	0	1233	1034.813
297.25	0 --ADMw_O	3865.41	4162.66	3865.41	297.25	627	457.8926

0	0	--ADMw_O	297.25		297.25	0	0	0
139.48	0	--ADMw_O	2124.29	2263.77	2124.29	139.48	422	249.0147
0	0	--ADMw_O	139.48		139.48	0	0	0
88.71	0	--ADMw_O	692.19	780.9	692.19	88.71	93	85.899
0	0	--ADMw_O	42.99		42.99	0	0	0
3920.58	0	--ADMw_O	535.61	4456.19	535.61	3920.58	567	490.1809
0	0	--ADMw_O	3920.58		3920.58	0	0	0
0	0	--ADMw_O	632.48	632.48	632.48	0	103	69.5728
		--ADMw_O-->						
0	0	--ADMw_O	66.45	66.45	66.45	0	8	7.3095
274.27	0	--ADMw_O	2395.02	2669.29	2395.02	274.27	285	285
0	0	--ADMw_O	274.27		274.27	0	0	0
0	0	--ADMw_O	2.3	2.3	2.3	0	0	0
0	0	--ADMw_O	1146.95	1146.95	1146.95	0	173	126.1645
75.45	0	--ADMw_O	14.27	89.72	14.27	75.45	11	9.8692
0	0	--ADMw_O	75.45		75.45	0	0	0
0	0	--ADMw_O	4.58	4.58	4.58	0	0	0
0	0	--ADMw_O	287.85	287.85	287.85	0	41	31.6635
99.93	0	--ADMw_O	0	99.93	0	99.93	14	10.9923
0	0	--ADMw_O	99.93		99.93	0	0	0
0	0	--ADMw_O	14.37	14.37	14.37	0	0	0
0	0	--ADMw_O	938.72	938.72	938.72	0	118	103.2592
0	0	--ADMw_O	991.3	991.3	991.3	0	127	109.043
		--ADMw_O-->						
240.67	0	--ADMw_O	3621.42	3862.09	3621.42	240.67	470	424.8299
0	0	--ADMw_O	137.15		137.15	0	0	0
0	0	--ADMw_O	103.52		103.52	0	0	0
0	0	--ADMw_O	2342.29	2342.29	2342.29	0	315	257.6519
0	0	--ADMw_O	857.66	857.66	857.66	0	132	94.3426
0	0	--ADMw_O	1890.33	1890.33	1890.33	0	286	207.9363
694.14	0	--ADMw_O	40461.22	41155.36	40461.22	694.14	6697	4527.09
0	0	--ADMw_O	160.19		160.19	0	0	0
0	0	--ADMw_O	129.99		129.99	0	0	0
0	0	--ADMw_O	97.41		97.41	0	0	0
0	0	--ADMw_O	165.83		165.83	0	0	0
0	0	--ADMw_O	140.72		140.72	0	0	0
0	0	--ADMw_O	2270.3	2270.3	2270.3	0	338	249.733
0	0	--ADMw_O	242.07	242.07	242.07	0	35	26.6277
0	0	--ADMw_O	738.31	738.31	738.31	0	80	80
163.01	0	--ADMw_O	5442.96	5605.97	5442.96	163.01	813	616.6567
0	0	--ADMw_O	163.01		163.01	0	0	0
0	0	--ADMw_O	2204.37	2204.37	2204.37	0	291	242.4807
197.21	0	--ADMw_O	0	197.21	0	197.21	24	21.6931
0	0	--ADMw_O	197.21		197.21	0	0	0
0	0	--ADMw_O	213.78		213.78	0	0	0
2016.55	60.3	--ADMw_O	46309.19	48325.74	46309.19	2016.55	6850	5315.831
0	0	--ADMw_O	88		88	0	0	0
0	0	--ADMw_O	353.44		353.44	0	0	0

0	0 --ADMw_O	140.98		140.98	0	0	0
0	0 --ADMw_O	60.3		60.3	0	0	0
0	0 --ADMw_O	166.34		166.34	0	0	0
0	0 --ADMw_O	396.25		396.25	0	0	0
0	0 --ADMw_O	179.16		179.16	0	0	0
0	0 --ADMw_O	270.82		270.82	0	0	0
0	0 --ADMw_O	276.73		276.73	0	0	0
0	0 --ADMw_O	84.53		84.53	0	0	0
0	0 --ADMw_O	3212.26	3212.26	3212.26	0	481	353.3486
1072.45	0 --ADMw_O	10309.93	11382.38	10309.93	1072.45	1799	1252.062
0	0 --ADMw_O	487.89		487.89	0	0	0
0	0 --ADMw_O	193.62		193.62	0	0	0
0	0 --ADMw_O	390.94		390.94	0	0	0
926.93	0 --ADMw_O	11018.31	11945.24	11018.31	926.93	1518	1313.976
0	0 --ADMw_O	2.02		2.02	0	0	0
0	0 --ADMw_O	164		164	0	0	0
0	0 --ADMw_O	339.59		339.59	0	0	0
0	0 --ADMw_O	421.32		421.32	0	0	0
0	0 --ADMw_O	6168.7	6168.7	6168.7	0	877	678.557
0	0 --ADMw_O	1227.87	1227.87	1227.87	0	141	135.0657
153.34	0 --ADMw_O	10357.56	10510.9	10357.56	153.34	1249	1156.199
0	0 --ADMw_O	153.34		153.34	0	0	0
0	0 --ADMw_O	557.45	557.45	557.45	0	44	44
341.48	0 --ADMw_O	2836.44	3177.92	2836.44	341.48	478	349.5712
0	0 --ADMw_O	187.35		187.35	0	0	0
0	0 --ADMw_O	154.13		154.13	0	0	0
0	0 --ADMw_O	3254.66	3254.66	3254.66	0	382	358.0126
0	0 --ADMw_O	314.66	314.66	314.66	0	40	34.6126
0	0 --ADMw_O	178.22	178.22	178.22	0	34	19.6042
0	0 --ADMw_O	253.44	253.44	253.44	0	38	27.8784
0	0 --ADMw_O	2082.44	2082.44	2082.44	0	271	229.0684
0	0 --ADMw_O	775.17	775.17	775.17	0	106	85.2687
0	0 --ADMw_O	461.88	461.88	461.88	0	79	50.8068
0	0 --ADMw_O	179.03	179.03	179.03	0	25	19.6933
0	0 --ADMw_O	338.7	338.7	338.7	0	39	37.257
0	0 --ADMw_O	280.41	280.41	280.41	0	41	30.8451
0	0 --ADMw_O	1349.83	1349.83	1349.83	0	135	135
0	0 --ADMw_O	1724.92	1724.92	1724.92	0	204	189.7412
0	0 --ADMw_O	5586.86	5586.86	5586.86	0	724	614.5546
56.05	0 --ADMw_O	3020.2	3076.25	3020.2	56.05	416	338.3875
0	0 --ADMw_O	56.05		56.05	0	0	0
0	0 --ADMw_O	582.78	582.78	582.78	0	86	64.1058
0	0 --ADMw_O	498.62	498.62	498.62	0	56	54.8482
0	0 --ADMw_O	23.34	23.34	23.34	0	3	2.5674
0	0 --ADMw_O	2253.95	2253.95	2253.95	0	302	247.9345
0	0 --ADMw_O	317.43	317.43	317.43	0	38	34.9173
270.52	0 --ADMw_O	0	270.52	0	270.52	33	29.7572
0	0 --ADMw_O	270.52		270.52	0	0	0

308.82	0 --ADMw_O	0	308.82	0	308.82	35	33.9702
0	0 --ADMw_O	308.82		308.82	0	0	0
272.49	0 --ADMw_O	0	272.49	0	272.49	25	25
0	0 --ADMw_O	272.49		272.49	0	0	0
0	0 --ADMw_O	367.16	367.16	367.16	0	54	40.3876
249.9	0 --ADMw_O	3.93	253.83	3.93	249.9	28	27.9213
0	0 --ADMw_O	249.9		249.9	0	0	0
0	0 --ADMw_O	191.84	191.84	191.84	0	27	21.1024
0	0 --ADMw_O	415.3	415.3	415.3	0	56	45.683
0	0 --ADMw_O	3.66	3.66	3.66	0	0	0
0	0 --ADMw_O	237.12	237.12	237.12	0	35	26.0832
0	0 --ADMw_O	303.94	303.94	303.94	0	38	33.4334
217.31	0 --ADMw_O	2817.07	3034.38	2817.07	217.31	465	333.7818
0	0 --ADMw_O	217.31		217.31	0	0	0
	--ADMw_O-->						
0	0 --ADMw_O	45.72		45.72	0	0	0
191.53	0 --ADMw_O	20223.41	20414.94	20223.41	191.53	2810	2245.643
0	0 --ADMw_O	191.53		191.53	0	0	0
0	0 --ADMw_O	1179.11	1179.11	1179.11	0	173	129.7021
199.72	0 --ADMw_O	5875.58	6075.3	5875.58	199.72	907	668.283
0	0 --ADMw_O	199.72		199.72	0	0	0
235.1	0 --ADMw_O	12445.74	12680.84	12445.74	235.1	1270	1270
0	0 --ADMw_O	235.1		235.1	0	0	0
485.66	0 --ADMw_O	40047.85	40533.51	40047.85	485.66	4918	4458.686
0	0 --ADMw_O	292.86		292.86	0	0	0
0	0 --ADMw_O	192.8		192.8	0	0	0
205.28	0 --ADMw_O	5082.58	5287.86	5082.58	205.28	549	549
0	0 --ADMw_O	205.28		205.28	0	0	0
0	0 --ADMw_O	556.06	556.06	556.06	0	86	61.1666
0	0 --ADMw_O	54.6	54.6	54.6	0	6	6
448	0 --ADMw_O	0	448	0	448	32	32
0	0 --ADMw_O	448		448	0	0	0
339.1	0 --ADMw_O	54.47	393.57	54.47	339.1	54	43.2927
0	0 --ADMw_O	339.1		339.1	0	0	0
	--ADMw_O-->						
	--ADMw_O-->						
0	0 --ADMw_O	1029.48	1029.48	1029.48	0	140	113.2428
47.66	0 --ADMw_O	818.7	866.36	818.7	47.66	137	95.2996
0	0 --ADMw_O	47.66		47.66	0	0	0
0	0 --ADMw_O	967.8	967.8	967.8	0	132	106.458
0	0 --ADMw_O	5131.73	5131.73	5131.73	0	685	564.4903
0	0 --ADMw_O	899.76	899.76	899.76	0	157	98.9736
0	0 --ADMw_O	6665.89	6665.89	6665.89	0	823	733.2479
231.48	0 --ADMw_O	764.12	995.6	764.12	231.48	101	101
0	0 --ADMw_O	87.5		87.5	0	0	0
0	0 --ADMw_O	143.98		143.98	0	0	0
0	0 --ADMw_O	0	0	0	0	0	0
0	0 --ADMw_O	257.47	257.47	257.47	0	0	0

0	0 --ADMw_O	749.68	749.68	749.68	0	0	0
0	0 --ADMw_O	0	0	0	0	0	0
0	0 --ADMw_O	0	0	0	0	0	0
0	0 --ADMw_O	0	0	0	0	0	0
0	0 --ADMw_O	0	0	0	0	0	0
0	0 --ADMw_O	0	0	0	0	0	0
0	0 --ADMw_O	0	0	0	0	0	0
0	0 --ADMw_O	0	0	0	0	0	0
0	0 --ADMw_O	0	0	0	0	0	0
0	0 --ADMw_O	0	0	0	0	0	0
0	0 --ADMw_O	0	0	0	0	0	0
0	0 --ADMw_O	0	0	0	0	0	0
0	0 --ADMw_O	0	0	0	0	0	0
0	0 --ADMw_O	0	0	0	0	0	0
0	0 --ADMw_O	0	0	0	0	0	0
0	0 --ADMw_O	0	0	0	0	0	0
0	0 --ADMw_O	0	0	0	0	0	0
0	0 --ADMw_O	0	0	0	0	0	0
0	0 --ADMw_O	0	0	0	0	0	0
0	0 --ADMw_O	0	0	0	0	0	0
0	0 --ADMw_O	0	0	0	0	0	0

238	239	240	241	242	243	244	245	246
IEPWaiver_	ESL_O	ESLwt_O	ESL_DistAll	ESL_NonCh	ESL_Chtr_C	P_P_O	P_Pwt_O	P_P_DistAll
0	18.69	9.345	34.24	18.69	15.55	0	0	0
0	15.55	7.775		15.55	0	0	0	
0	0	0		0	0	0	0	
0	0	0	0	0	0	0	0	0
0	0	0		0	0	0	0	
0.3	0	0	0	0	0	0	0	0
0	0	0		0	0	0	0	
0	0	0	0	0	0	0	0	0
0	0	0		0	0	0	0	
5.9	26.06	13.03	26.06	26.06	0	0	0	0
0.8	0	0	0	0	0	0	0	0
5.9	21.44	10.72	23.44	21.44	2	0	0	0
0	2	1		2	0	0	0	
0	465.65	232.825	466.65	465.65	1	2.25	2.25	2.25
0	1	0.5		1	0	0	0	
0	292.77	146.385	292.77	292.77	0	2.64	2.64	2.64
0	0	0		0	0	0	0	
0	116.83	58.415	116.83	116.83	0	0	0	0
230.9	1571.72	785.86	1598.94	1571.72	27.22	18.52	18.52	18.52
0	11.86	5.93		11.86	0	0	0	
0	2.71	1.355		2.71	0	0	0	
0	0.52	0.26		0.52	0	0	0	
0	12.13	6.065		12.13	0	0	0	
28.8	143.87	71.935	151.95	143.87	8.08	0	0	0
0	3	1.5		3	0	0	0	
0	5.08	2.54		5.08	0	0	0	
16.5	172.6	86.3	173.6	172.6	1	1.1	1.1	1.1
0	1	0.5		1	0	0	0	
13.4	6.46	3.23	6.46	6.46	0	0	0	0
205	292.23	146.115	294.35	292.23	2.12	1.27	1.27	2.53
0	0.92	0.46		0.92	0	1.26	1.26	
0	0	0		0	0	0	0	
0	1.2	0.6		1.2	0	0	0	
0	0	0		0	0	0	0	
4.4	686.68	343.34	686.68	686.68	0	2.29	2.29	2.29
0	139.76	69.88	174.19	139.76	34.43	2.08	2.08	5.5
0	7.57	3.785		7.57	0	3.42	3.42	
0	26.86	13.43		26.86	0	0	0	
15.2	66.24	33.12	66.24	66.24	0	0	0	0
20.4	90.92	45.46	90.92	90.92	0	0	0	0
0.7	0	0	0	0	0	0	0	0
36.5	157.43	78.715	157.43	157.43	0	0	0	0
24	33.41	16.705	33.41	33.41	0	0	0	0
14	0	0	0	0	0	0	0	0

0.7	33.47	16.735	38.99	33.47	5.52	2.04	2.04	2.04
0	0	0		0	0	0	0	
25.4	4.14	2.07	4.14	4.14	0	0	0	0
7.8	7	3.5	7	7	0	0	0	0
0	0	0		0	0	0	0	
11.6	2.98	1.49	2.98	2.98	0	0	0	0
44.7	35.74	17.87	37.72	35.74	1.98	5.88	5.88	5.88
0	1.98	0.99		1.98	0	0	0	
0	23.83	11.915	23.83	23.83	0	1.72	1.72	1.72
56.5	43.64	21.82	43.64	43.64	0	3.63	3.63	5.39
0	0	0		0	0	0	0	
0	0	0		0	0	1.76	1.76	
8.7	19.96	9.98	32.22	19.96	12.26	0	0	0
0	12.26	6.13		12.26	0	0	0	
0	0	0	0	0	0	0	0	0
1.1	7.98	3.99	7.98	7.98	0	0.81	0.81	0.81
6.3	4.43	2.215	4.43	4.43	0	0	0	0
17.1	125.83	62.915	128.82	125.83	2.99	4.62	4.62	4.62
0	2.99	1.495		2.99	0	0	0	
0.2	4.9	2.45	4.9	4.9	0	0.32	0.32	0.32
0.3	0	0	0	0	0	0	0	0
12.1	26.49	13.245	26.49	26.49	0	0	0	0
0	617.63	308.815	622.51	617.63	4.88	9.73	9.73	9.73
0	4.88	2.44		4.88	0	0	0	
37.8	357.85	178.925	359.85	357.85	2	3.79	3.79	3.79
0	2	1		2	0	0	0	
0	31.36	15.68	31.36	31.36	0	0.32	0.32	0.32
0	1.99	0.995	1.99	1.99	0	0.99	0.99	0.99
1.1	54.97	27.485	54.97	54.97	0	4.05	4.05	10.87
0	0	0		0	0	6.82	6.82	
0.1	1.98	0.99	1.98	1.98	0	0	0	0
0	0	0	1	0	1	0	0	0
0	1	0.5		1	0	0	0	
25.8	4.11	2.055	4.11	4.11	0	0.11	0.11	0.11
5.8	0	0	0	0	0	0	0	0
0	0	0		0	0	0	0	
0.3	6	3	6	6	0	0	0	0
3	2	1	2	2	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0		0	0	0	0	
8.3	0	0	0	0	0	0	0	0
5.5	0	0	0	0	0	0	0	0
0	0	0		0	0	0	0	
17.8	8.75	4.375	12.47	8.75	3.72	0	0	0
0	3.72	1.86		3.72	0	0	0	
2.8	11.18	5.59	11.18	11.18	0	0	0	0
0.3	27.72	13.86	27.72	27.72	0	2.51	2.51	2.51

0.2	0	0	0	0	0	0	0	0
0	0	0		0	0	0	0	
0.1	0	0	0	0	0	0	0	0
15.4	0.33	0.165	0.33	0.33	0	1	1	1
1.1	0	0	0	0	0	0	0	0
1.1	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
1.4	0	0	0	0	0	0	0	0
10.2	2	1	2	2	0	0	0	0
0	0.98	0.49	0.98	0.98	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	2.28
0	0	0		0	0	2.28	2.28	
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	1	0.5	1	1	0	0	0	0
2.1	701.23	350.615	701.23	701.23	0	5.8	5.8	5.8
25.8	325.2	162.6	325.2	325.2	0	0.54	0.54	4.19
0	0	0		0	0	3.65	3.65	
3.1	33.41	16.705	33.41	33.41	0	0	0	0
25.4	151	75.5	151	151	0	0	0	0
6.5	304.44	152.22	304.45	304.44	0.01	2.66	2.66	2.66
0	0.01	0.005		0.01	0	0	0	
21.1	6.17	3.085	6.17	6.17	0	0	0	0
0	0	0		0	0	0	0	
0	0	0	0	0	0	0	0	0
0	0	0		0	0	0	0	
10.5	0	0	0	0	0	0	0	0
0	0	0		0	0	0	0	
0.1	0	0	0	0	0	0	0	0
33	886.8	443.4	997.1	886.8	110.3	20.2	20.2	21.45
0	0	0		0	0	0	0	
0	0.78	0.39		0.78	0	1.25	1.25	
0	109.52	54.76		109.52	0	0	0	
0	0	0		0	0	0	0	
1.8	74.21	37.105	74.21	74.21	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
35.8	701.69	350.845	701.69	701.69	0	6.74	6.74	6.74
4.9	90.33	45.165	90.33	90.33	0	14.99	14.99	14.99
0	61.2	30.6	61.2	61.2	0	2.07	2.07	2.07
0	0	0		0	0	0	0	
0	0	0		0	0	0	0	
13.2	105.21	52.605	105.21	105.21	0	7.64	7.64	7.64

0	0	0		0	0	0	0	
13.2	279.44	139.72	279.44	279.44	0	13.84	13.84	13.84
0	0	0		0	0	0	0	
0.7	33.72	16.86	33.72	33.72	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0		0	0	0	0	
5.8	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0.1	0	0	0	0	0	0	0	0
5.1	0	0	0	0	0	0	0	0
74.6	491.82	245.91	492.1	491.82	0.28	46.3	46.3	46.3
0	0	0		0	0	0	0	
0	0.28	0.14		0.28	0	0	0	
0	0	0		0	0	0	0	
0	0	0		0	0	0	0	
0	0	0		0	0	0	0	
200.1	610.35	305.175	620.5	610.35	10.15	15.42	15.42	15.42
0	10.15	5.075		10.15	0	0	0	
0	0	0		0	0	0	0	
51.7	11.41	5.705	11.41	11.41	0	0	0	0
0	0	0		0	0	0	0	
3.9	0	0	0	0	0	0	0	0
71.5	36.62	18.31	36.62	36.62	0	0	0	0
55.1	71.75	35.875	71.75	71.75	0	7.04	7.04	7.04
0	0	0		0	0	0	0	
0	0	0		0	0	0	0	
220.4	250.62	125.31	250.62	250.62	0	4.44	4.44	4.44
23.5	0	0	0	0	0	0	0	0
7.2	0	0	0	0	0	0	0	0
12.3	51.94	25.97	51.94	51.94	0	0	0	0
0	2.36	1.18	2.36	2.36	0	0	0	0
0	0	0		0	0	0	0	
0	0	0		0	0	0	0	
10.4	2.88	1.44	2.88	2.88	0	0	0	0
3	0.99	0.495	0.99	0.99	0	0	0	0
3.3	0	0	0.39	0	0.39	0	0	0
0	0.39	0.195		0.39	0	0	0	
4.5	22.31	11.155	22.31	22.31	0	0	0	0
23.1	354.44	177.22	354.44	354.44	0	3.87	3.87	5.91
0	0	0		0	0	0	0	
0	0	0		0	0	0	0	
0	0	0		0	0	0	0	
0	0	0		0	0	2.04	2.04	
3.9	19.97	9.985	19.97	19.97	0	0	0	0
43.8	564.35	282.175	564.35	564.35	0	9.34	9.34	9.34
46.6	60.69	30.345	60.69	60.69	0	14.27	14.27	14.27

0	0	0		0	0	0	0	
86.9	8.26	4.13	8.26	8.26	0	5.17	5.17	5.17
0	0	0		0	0	0	0	
0	5.29	2.645	5.29	5.29	0	0	0	0
0	0	0		0	0	0	0	
10.4	7.97	3.985	26.75	7.97	18.78	0	0	10.84
0	18.78	9.39		18.78	0	10.84	10.84	
10	17.88	8.94	17.88	17.88	0	0.33	0.33	0.33
0.2	0	0	0	0	0	0	0	0
0	246.73	123.365	332.48	246.73	85.75	5.42	5.42	5.42
0	85.75	42.875		85.75	0	0	0	
0	0	0	0	0	0	0	0	0
4.9	317.83	158.915	317.83	317.83	0	1.22	1.22	1.22
0	0	0	14.03	0	14.03	0	0	0
0	14.03	7.015		14.03	0	0	0	
0	0	0	0	0	0	0	0	0
1.7	25.74	12.87	25.74	25.74	0	0	0	0
0.7	0	0	0	0	0	0	0	0
0	0	0		0	0	0	0	
0	0	0	0	0	0	0	0	0
2.8	45.07	22.535	45.07	45.07	0	2.53	2.53	2.53
4.4	259.14	129.57	259.14	259.14	0	5.31	5.31	5.31
7.6	164.8	82.4	164.8	164.8	0	0	0	0
0	0	0		0	0	0	0	
0	0	0		0	0	0	0	
17.2	78.72	39.36	78.72	78.72	0	0	0	0
14.7	100.36	50.18	100.36	100.36	0	5.8	5.8	5.8
25.4	361.19	180.595	361.19	361.19	0	0.41	0.41	0.41
1341.2	7697.82	3848.91	7709.92	7697.82	12.1	65.21	65.21	65.21
0	1.01	0.505		1.01	0	0	0	
0	3.38	1.69		3.38	0	0	0	
0	0	0		0	0	0	0	
0	7.71	3.855		7.71	0	0	0	
0	0	0		0	0	0	0	
27.5	101.82	50.91	101.82	101.82	0	3.44	3.44	3.44
2.1	51.03	25.515	51.03	51.03	0	0	0	0
0	115.51	57.755	115.51	115.51	0	0.26	0.26	0.26
39.4	1775.36	887.68	1799.36	1775.36	24	8.69	8.69	8.69
0	24	12		24	0	0	0	
3.1	490.89	245.445	490.89	490.89	0	5.92	5.92	5.92
0.1	0	0	21.81	0	21.81	0	0	0
0	21.81	10.905		21.81	0	0	0	
0	5.52	2.76		5.52	0	0	0	
589.1	3673.79	1836.895	3684.67	3673.79	10.88	71.34	71.34	71.34
0	0.32	0.16		0.32	0	0	0	
0	4.03	2.015		4.03	0	0	0	

0	0	0		0	0	0	0	
0	1	0.5		1	0	0	0	
0	4.62	2.31		4.62	0	0	0	
0	0	0		0	0	0	0	
0	0	0		0	0	0	0	
0	0	0		0	0	0	0	
0	0.9	0.45		0.9	0	0	0	
0	0.01	0.005		0.01	0	0	0	
77.6	468.14	234.07	468.14	468.14	0	5.98	5.98	5.98
258.2	3085.46	1542.73	3243.07	3085.46	157.61	13.11	13.11	13.11
0	21.45	10.725		21.45	0	0	0	
0	10.4	5.2		10.4	0	0	0	
0	125.76	62.88		125.76	0	0	0	
46.6	1350.2	675.1	1368.92	1350.2	18.72	9.75	9.75	11.72
0	0	0		0	0	0	0	
0	13.88	6.94		13.88	0	0	0	
0	2.65	1.325		2.65	0	0	0	
0	2.19	1.095		2.19	0	1.97	1.97	
74.4	1253.26	626.63	1253.26	1253.26	0	17.78	17.78	17.78
0	32.32	16.16	32.32	32.32	0	0.9	0.9	0.9
21.4	2355.75	1177.875	2378.18	2355.75	22.43	14.57	14.57	14.57
0	22.43	11.215		22.43	0	0	0	
0	1	0.5	1	1	0	0	0	0
57.6	42.24	21.12	42.24	42.24	0	3.46	3.46	3.46
0	0	0		0	0	0	0	
0	0	0		0	0	0	0	
9.1	403.38	201.69	403.38	403.38	0	6.34	6.34	6.34
0.6	4	2	4	4	0	0	0	0
9.1	0.57	0.285	0.57	0.57	0	0	0	0
1.3	4.22	2.11	4.22	4.22	0	0	0	0
11.2	157.89	78.945	157.89	157.89	0	5.02	5.02	5.02
12.4	28.87	14.435	28.87	28.87	0	0	0	0
18.8	45.9	22.95	45.9	45.9	0	0	0	0
0	0	0	0	0	0	0	0	0
0.2	1.65	0.825	1.65	1.65	0	0	0	0
0	2.27	1.135	2.27	2.27	0	1.81	1.81	1.81
0	398.8	199.4	398.8	398.8	0	0	0	0
1.3	369.07	184.535	369.07	369.07	0	3.24	3.24	3.24
8.8	1013.6	506.8	1013.6	1013.6	0	8.77	8.77	8.77
28.8	52.11	26.055	52.11	52.11	0	4.93	4.93	4.93
0	0	0		0	0	0	0	
1.6	1	0.5	1	1	0	0.25	0.25	0.25
0	45.03	22.515	45.03	45.03	0	1	1	1
0	0	0	0	0	0	0	0	0
8.3	51.82	25.91	51.82	51.82	0	1.5	1.5	1.5
0.6	0	0	0	0	0	0	0	0
0	0	0	10.73	0	10.73	0	0	0
0	10.73	5.365		10.73	0	0	0	

0	0	0	1.71	0	1.71	0	0	0
0	1.71	0.855		1.71	0	0	0	
0	0	0	0	0	0	0	0	0
0	0	0		0	0	0	0	
1.6	0	0	0	0	0	0	0	0
0	1.19	0.595	1.19	1.19	0	0	0	0
0	0	0		0	0	0	0	
0.4	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0.8	11.79	5.895	11.79	11.79	0	0	0	0
0	0	0	0	0	0	0	0	0
33.5	395.27	197.635	427.44	395.27	32.17	0.43	0.43	0.43
0	32.17	16.085		32.17	0	0	0	
0	0	0		0	0	0	0	
199.4	3233.42	1616.71	3245.2	3233.42	11.78	11.78	11.78	11.78
0	11.78	5.89		11.78	0	0	0	
15.6	27.65	13.825	27.65	27.65	0	0	0	0
123.6	988.74	494.37	988.74	988.74	0	9.37	9.37	9.37
0	0	0		0	0	0	0	
0	1201.38	600.69	1205.74	1201.38	4.36	9.64	9.64	9.64
0	4.36	2.18		4.36	0	0	0	
75.4	4991.48	2495.74	5017.27	4991.48	25.79	17.22	17.22	17.22
0	14.43	7.215		14.43	0	0	0	
0	11.36	5.68		11.36	0	0	0	
0	116.26	58.13	118.26	116.26	2	0	0	0
0	2	1		2	0	0	0	
7.8	16.77	8.385	16.77	16.77	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0		0	0	0	0	
0	0	0	0	0	0	0	0	0.8
0	0	0		0	0	0.8	0.8	
9.7	13.44	6.72	13.44	13.44	0	0.15	0.15	0.15
3	18.61	9.305	18.61	18.61	0	0	0	0
0	0	0		0	0	0	0	
3.3	130.35	65.175	130.35	130.35	0	0	0	0
21.2	306.88	153.44	306.88	306.88	0	5.34	5.34	5.34
17.7	0	0	0	0	0	0	0	0
6.1	886.6	443.3	886.6	886.6	0	5.47	5.47	5.47
0	15.41	7.705	15.41	15.41	0	5.73	5.73	10.2
0	0	0		0	0	0	0	
0	0	0		0	0	4.47	4.47	
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0

0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0

247	248	249	250	251	252	253	254	255
P_P_NonCh	P_P_Chtr_(	PGS_O	PGSwt_O	PGS_DistAl	PGS_NonCh	PGS_Chtr_(	ND_Foster_	ND_Foster\
0	0	0	0	0	0	0	34	8.5
0	0	0	0		0	0	0	0
0	0	0	0		0	0	0	0
0	0	0	0	0	0	0	1	0.25
0	0	0	0		0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0		0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0		0	0	0	0
0	0	0	0	0	0	0	5	1.25
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	4	1
0	0	0	0		0	0	0	0
2.25	0	0	0	0	0	0	42	10.5
0	0	0	0		0	0	0	0
2.64	0	0	0	0	0	0	19	4.75
0	0	0	0		0	0	0	0
0	0	0	0	0	0	0	9	2.25
18.52	0	0	0	0	0	0	57	14.25
0	0	0	0		0	0	0	0
0	0	0	0		0	0	0	0
0	0	0	0		0	0	0	0
0	0	0	0		0	0	0	0
0	0	0	0	0	0	0	22	5.5
0	0	0	0		0	0	0	0
0	0	0	0		0	0	0	0
1.1	0	0	0	0	0	0	0	0
0	0	0	0		0	0	0	0
0	0	0	0	0	0	0	6	1.5
1.27	1.26	0	0	0	0	0	30	7.5
1.26	0	0	0		0	0	0	0
0	0	0	0		0	0	0	0
0	0	0	0		0	0	0	0
0	0	0	0		0	0	0	0
2.29	0	0	0	0	0	0	46	11.5
2.08	3.42	0	0	0	0	0	10	2.5
3.42	0	0	0		0	0	0	0
0	0	0	0		0	0	0	0
0	0	0	0	0	0	0	8	2
0	0	0	0	0	0	0	11	2.75
0	0	0	0	0	0	0	2	0.5
0	0	0	0	0	0	0	11	2.75
0	0	0	0	0	0	0	5	1.25
0	0	0	0	0	0	0	4	1

2.04	0	0	0	0	0	0	20	5
0	0	0	0		0	0	0	0
0	0	0	0	0	0	0	12	3
0	0	0	0	0	0	0	11	2.75
0	0	0	0		0	0	0	0
0	0	0	0	0	0	0	6	1.5
5.88	0	0	0	0	0	0	56	14
0	0	0	0		0	0	0	0
1.72	0	0	0	0	0	0	14	3.5
3.63	1.76	0	0	0	0	0	74	18.5
0	0	0	0		0	0	0	0
1.76	0	0	0		0	0	0	0
0	0	0	0	0	0	0	45	11.25
0	0	0	0		0	0	0	0
0	0	0	0	0	0	0	0	0
0.81	0	0	0	0	0	0	5	1.25
0	0	0	0	0	0	0	22	5.5
4.62	0	0	0	0	0	0	56	14
0	0	0	0		0	0	0	0
0.32	0	0	0	0	0	0	6	1.5
0	0	0	0	0	0	0	4	1
0	0	0	0	0	0	0	3	0.75
9.73	0	0	0	0	0	0	151	37.75
0	0	0	0		0	0	0	0
3.79	0	0	0	0	0	0	55	13.75
0	0	0	0		0	0	0	0
0.32	0	0	0	0	0	0	0	0
0.99	0	0	0	0	0	0	5	1.25
4.05	6.82	0	0	0	0	0	94	23.5
6.82	0	0	0		0	0	0	0
0	0	0	0	0	0	0	4	1
0	0	0	0	0	0	0	2	0.5
0	0	0	0		0	0	0	0
0.11	0	0	0	0	0	0	30	7.5
0	0	0	0	0	0	0	1	0.25
0	0	0	0		0	0	0	0
0	0	0	0	0	0	0	4	1
0	0	0	0	0	0	0	5	1.25
0	0	0	0	0	0	0	10	2.5
0	0	0	0		0	0	0	0
0	0	0	0	0	0	0	11	2.75
0	0	0	0	0	0	0	7	1.75
0	0	0	0		0	0	0	0
0	0	0	0	0	0	0	2	0.5
0	0	0	0		0	0	0	0
0	0	0	0	0	0	0	30	7.5
2.51	0	0	0	0	0	0	8	2

0	0	0	0	0	0	0	0	0
0	0	0	0		0	0	0	0
0	0	0	0	0	0	0	0	0
1	0	0	0	0	0	0	11	2.75
0	0	0	0	0	0	0	1	0.25
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	14	3.5
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	4	1
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	2.28	0	0	0	0	0	0	0
2.28	0	0	0		0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
5.8	0	0	0	0	0	0	14	3.5
0.54	3.65	0	0	0	0	0	15	3.75
3.65	0	0	0		0	0	0	0
0	0	0	0	0	0	0	16	4
0	0	0	0	0	0	0	45	11.25
2.66	0	0	0	0	0	0	50	12.5
0	0	0	0		0	0	0	0
0	0	0	0	0	0	0	4	1
0	0	0	0		0	0	0	0
0	0	0	0	0	0	0	7	1.75
0	0	0	0		0	0	0	0
0	0	0	0	0	0	0	1	0.25
0	0	0	0		0	0	0	0
0	0	0	0	0	0	0	0	0
20.2	1.25	0	0	0	0	0	308	77
0	0	0	0		0	0	0	0
1.25	0	0	0		0	0	0	0
0	0	0	0		0	0	0	0
0	0	0	0		0	0	0	0
0	0	0	0	0	0	0	7	1.75
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
6.74	0	0	0	0	0	0	40	10
14.99	0	0	0	0	0	0	72	18
2.07	0	0	0	0	0	0	66	16.5
0	0	0	0		0	0	0	0
0	0	0	0		0	0	0	0
7.64	0	0	0	0	0	0	101	25.25

0	0	0	0		0	0	0	0
13.84	0	0	0	0	0	0	62	15.5
0	0	0	0		0	0	0	0
0	0	0	0	0	0	0	2	0.5
0	0	0	0	0	0	0	0	0
0	0	0	0		0	0	0	0
0	0	0	0	0	0	0	2	0.5
0	0	0	0	0	0	0	1	0.25
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	21	5.25
46.3	0	0	0	0	0	0	132	33
0	0	0	0		0	0	0	0
0	0	0	0		0	0	0	0
0	0	0	0		0	0	0	0
0	0	0	0		0	0	0	0
0	0	0	0		0	0	0	0
15.42	0	0	0	0	0	0	145	36.25
0	0	0	0		0	0	0	0
0	0	0	0		0	0	0	0
0	0	0	0	0	0	0	28	7
0	0	0	0		0	0	0	0
0	0	0	0	0	0	0	2	0.5
0	0	0	0	0	0	0	14	3.5
7.04	0	0	0	0	0	0	48	12
0	0	0	0		0	0	0	0
0	0	0	0		0	0	0	0
4.44	0	0	0	0	0	0	61	15.25
0	0	0	0	0	0	0	2	0.5
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	23	5.75
0	0	0	0	0	0	0	7	1.75
0	0	0	0		0	0	0	0
0	0	0	0		0	0	0	0
0	0	0	0	0	0	0	11	2.75
0	0	0	0	0	0	0	4	1
0	0	0	0	0	0	0	1	0.25
0	0	0	0		0	0	0	0
0	0	0	0	0	0	0	23	5.75
3.87	2.04	0	0	0	0	0	79	19.75
0	0	0	0		0	0	0	0
0	0	0	0		0	0	0	0
0	0	0	0		0	0	0	0
2.04	0	0	0		0	0	0	0
0	0	0	0	0	0	0	4	1
9.34	0	0	0	0	0	0	100	25
14.27	0	0	0	0	0	0	23	5.75

0	0	0	0		0	0	0	0
5.17	0	0	0	0	0	0	14	3.5
0	0	0	0		0	0	0	0
0	0	0	0	0	0	0	3	0.75
0	0	0	0		0	0	0	0
0	10.84	0	0	0	0	0	5	1.25
10.84	0	0	0		0	0	0	0
0.33	0	0	0	0	0	0	3	0.75
0	0	0	0	0	0	0	1	0.25
5.42	0	0	0	0	0	0	23	5.75
0	0	0	0		0	0	0	0
0	0	0	0	0	0	0	0	0
1.22	0	0	0	0	0	0	9	2.25
0	0	0	0	0	0	0	1	0.25
0	0	0	0		0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0		0	0	0	0
0	0	0	0	0	0	0	0	0
2.53	0	0	0	0	0	0	7	1.75
5.31	0	0	0	0	0	0	6	1.5
0	0	0	0	0	0	0	0	0
0	0	0	0		0	0	0	0
0	0	0	0		0	0	0	0
0	0	0	0	0	0	0	12	3
5.8	0	0	0	0	0	0	9	2.25
0.41	0	0	0	0	0	0	2	0.5
65.21	0	0	0	0	0	0	346	86.5
0	0	0	0		0	0	0	0
0	0	0	0		0	0	0	0
0	0	0	0		0	0	0	0
0	0	0	0		0	0	0	0
0	0	0	0		0	0	0	0
3.44	0	0	0	0	0	0	21	5.25
0	0	0	0	0	0	0	1	0.25
0.26	0	0	0	0	0	0	0	0
8.69	0	0	0	0	0	0	15	3.75
0	0	0	0		0	0	0	0
5.92	0	0	0	0	0	0	9	2.25
0	0	0	0	0	0	0	0	0
0	0	0	0		0	0	0	0
0	0	0	0		0	0	0	0
71.34	0	0	0	0	0	0	504	126
0	0	0	0		0	0	0	0
0	0	0	0		0	0	0	0

0	0	0	0		0	0	0	0
0	0	0	0		0	0	0	0
0	0	0	0		0	0	0	0
0	0	0	0		0	0	0	0
0	0	0	0		0	0	0	0
0	0	0	0		0	0	0	0
0	0	0	0		0	0	0	0
0	0	0	0		0	0	0	0
5.98	0	0	0	0	0	0	22	5.5
13.11	0	0	0	0	0	0	76	19
0	0	0	0		0	0	0	0
0	0	0	0		0	0	0	0
0	0	0	0		0	0	0	0
9.75	1.97	0	0	0	0	0	90	22.5
0	0	0	0		0	0	0	0
0	0	0	0		0	0	0	0
0	0	0	0		0	0	0	0
1.97	0	0	0		0	0	0	0
17.78	0	0	0	0	0	0	50	12.5
0.9	0	0	0	0	0	0	5	1.25
14.57	0	0	0	0	0	0	53	13.25
0	0	0	0		0	0	0	0
0	0	0	0	0	0	0	0	0
3.46	0	0	0	0	0	0	15	3.75
0	0	0	0		0	0	0	0
0	0	0	0		0	0	0	0
6.34	0	0	0	0	0	0	9	2.25
0	0	0	0	0	0	0	1	0.25
0	0	0	0	0	0	0	1	0.25
0	0	0	0	0	0	0	5	1.25
5.02	0	0	0	0	0	0	24	6
0	0	0	0	0	0	0	6	1.5
0	0	0	0	0	0	0	1	0.25
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	4	1
1.81	0	0	0	0	0	0	4	1
0	0	0	0	0	0	0	6	1.5
3.24	0	0	0	0	0	0	6	1.5
8.77	0	0	0	0	0	0	25	6.25
4.93	0	0	0	0	0	0	9	2.25
0	0	0	0		0	0	0	0
0.25	0	0	0	0	0	0	7	1.75
1	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
1.5	0	0	0	0	0	0	38	9.5
0	0	0	0	0	0	0	5	1.25
0	0	0	0	0	0	0	0	0
0	0	0	0		0	0	0	0

0	0	0	0	0	0	0	3	0.75
0	0	0	0		0	0	0	0
0	0	0	0	0	0	0	1	0.25
0	0	0	0		0	0	0	0
0	0	0	0	0	0	0	3	0.75
0	0	0	0	0	0	0	1	0.25
0	0	0	0		0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	2	0.5
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	8	2
0	0	0	0	0	0	0	2	0.5
0.43	0	0	0	0	0	0	71	17.75
0	0	0	0		0	0	0	0
0	0	0	0		0	0	0	0
11.78	0	0	0	0	0	0	91	22.75
0	0	0	0		0	0	0	0
0	0	0	0	0	0	0	2	0.5
9.37	0	0	0	0	0	0	24	6
0	0	0	0		0	0	0	0
9.64	0	0	0	0	0	0	32	8
0	0	0	0		0	0	0	0
17.22	0	0	0	0	0	0	82	20.5
0	0	0	0		0	0	0	0
0	0	0	0		0	0	0	0
0	0	0	0	0	0	0	10	2.5
0	0	0	0		0	0	0	0
0	0	0	0	0	0	0	3	0.75
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	2	0.5
0	0	0	0		0	0	0	0
0	0.8	0	0	0	0	0	0	0
0.8	0	0	0		0	0	0	0
0.15	0	0	0	0	0	0	1	0.25
0	0	0	0	0	0	0	5	1.25
0	0	0	0		0	0	0	0
0	0	0	0	0	0	0	7	1.75
5.34	0	0	0	0	0	0	11	2.75
0	0	0	0	0	0	0	23	5.75
5.47	0	0	0	0	0	0	26	6.5
5.73	4.47	0	0	0	0	0	5	1.25
0	0	0	0		0	0	0	0
4.47	0	0	0		0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0

0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0

256	257	258	259	260	261	262	263	264
Poverty_O	PovertyWt	Poverty_Di	Poverty_Nc	Poverty_Ch	SSCwt_O	SSCwt_Dist	SSCwt_Non	SSCwt_Chtr
274.85	68.7125	500	274.85	225.15	33.59	33.59	33.59	0
182.44	45.61		182.44	0	0		0	0
42.71	10.6775		42.71	0	0		0	0
0	0	19	0	19	0	44.39	0	44.39
19	4.75		19	0	44.39		44.39	0
0	0	4.63	0	4.63	0	25.54	0	25.54
4.63	1.1575		4.63	0	25.54		25.54	0
0	0	39	0	39	0	68.9	0	68.9
39	9.75		39	0	68.9		68.9	0
116.15	29.0375	116.15	116.15	0	0	0	0	0
32.31	8.0775	32.31	32.31	0	65.99	65.99	65.99	0
161.5	40.375	183.78	161.5	22.28	23.1	93.41	23.1	70.31
22.28	5.57		22.28	0	70.31		70.31	0
846.62	211.655	860.74	846.62	14.12	0	9.7	0	9.7
14.12	3.53		14.12	0	9.7		9.7	0
601.14	150.285	608	601.14	6.86	0	0	0	0
6.86	1.715		6.86	0	0		0	0
478.81	119.7025	478.81	478.81	0	0	0	0	0
1861.48	465.37	2012.79	1861.48	151.31	0	0	0	0
55.26	13.815		55.26	0	0		0	0
34.97	8.7425		34.97	0	0		0	0
35.9	8.975		35.9	0	0		0	0
25.18	6.295		25.18	0	0		0	0
246.97	61.7425	281.75	246.97	34.78	0	0	0	0
22.79	5.6975		22.79	0	0		0	0
11.99	2.9975		11.99	0	0		0	0
446.55	111.6375	475.19	446.55	28.64	0	0	0	0
28.64	7.16		28.64	0	0		0	0
53.19	13.2975	53.19	53.19	0	0	0	0	0
677.12	169.28	769.7	677.12	92.58	0	0	0	0
16.48	4.12		16.48	0	0		0	0
19.26	4.815		19.26	0	0		0	0
37.6	9.4		37.6	0	0		0	0
19.24	4.81		19.24	0	0		0	0
632.2	158.05	632.2	632.2	0	0	0	0	0
231.71	57.9275	386	231.71	154.29	0	0	0	0
110.29	27.5725		110.29	0	0		0	0
44	11		44	0	0		0	0
215	53.75	215	215	0	0	0	0	0
302.21	75.5525	302.21	302.21	0	0	0	0	0
26.84	6.71	26.84	26.84	0	63.95	63.95	63.95	0
358.78	89.695	358.78	358.78	0	0	0	0	0
200.9	50.225	200.9	200.9	0	0	0	0	0
63.41	15.8525	63.41	63.41	0	0	0	0	0

209.29	52.3225	238	209.29	28.71	0	36.77	0	36.77
7.62	1.905		7.62	0	0		0	0
124.16	31.04	124.16	124.16	0	0	0	0	0
132.07	33.0175	138.6	132.07	6.53	0	0	0	0
6.53	1.6325		6.53	0	0		0	0
89.18	22.295	89.18	89.18	0	24.13	24.13	24.13	0
404.46	101.115	439.53	404.46	35.07	0	0	0	0
35.07	8.7675		35.07	0	0		0	0
222.39	55.5975	222.39	222.39	0	0	0	0	0
850.02	212.505	934.66	850.02	84.64	0	0	0	0
63.01	15.7525		63.01	0	0		0	0
21.63	5.4075		21.63	0	0		0	0
243.45	60.8625	468	243.45	224.55	0	0	0	0
224.55	56.1375		224.55	0	0		0	0
44	11	44	44	0	47.3	47.3	47.3	0
136.12	34.03	136.12	136.12	0	0	0	0	0
175.46	43.865	175.46	175.46	0	0	0	0	0
589.01	147.2525	628.6	589.01	39.59	51.08	78.92	51.08	27.84
39.59	9.8975		39.59	0	27.84		27.84	0
82.05	20.5125	82.05	82.05	0	0	0	0	0
132.06	33.015	132.06	132.06	0	69.44	69.44	69.44	0
330.03	82.5075	330.03	330.03	0	0	0	0	0
2227.2	556.8	2247.89	2227.2	20.69	0	0	0	0
20.69	5.1725		20.69	0	0		0	0
1460.91	365.2275	1646.41	1460.91	185.5	0	0	0	0
185.5	46.375		185.5	0	0		0	0
116.78	29.195	116.78	116.78	0	0	0	0	0
80	20	80	80	0	0	0	0	0
1252.28	313.07	1292.11	1252.28	39.83	0	0	0	0
39.83	9.9575		39.83	0	0		0	0
216	54	216	216	0	0	0	0	0
0	0	21	0	21	0	71.4	0	71.4
21	5.25		21	0	71.4		71.4	0
455.73	113.9325	455.73	455.73	0	0	0	0	0
0	0	50	0	50	0	71.4	0	71.4
50	12.5		50	0	71.4		71.4	0
79.54	19.885	79.54	79.54	0	32.61	32.61	32.61	0
70.07	17.5175	70.07	70.07	0	68.37	68.37	68.37	0
0	0	32	0	32	0	64.87	0	64.87
32	8		32	0	64.87		64.87	0
104	26	104	104	0	0	0	0	0
42.64	10.66	61.94	42.64	19.3	54.31	54.31	54.31	0
19.3	4.825		19.3	0	0		0	0
97.08	24.27	194	97.08	96.92	0	0	0	0
96.92	24.23		96.92	0	0		0	0
408.54	102.135	408.54	408.54	0	0	0	0	0
341.03	85.2575	341.03	341.03	0	0	0	0	0

0.2	0.05	32	0.2	31.8	0	68.62	0	68.62
31.8	7.95		31.8	0	68.62		68.62	0
12	3	12	12	0	65.87	65.87	65.87	0
138.84	34.71	138.84	138.84	0	27.91	27.91	27.91	0
31.45	7.8625	31.45	31.45	0	68.11	68.11	68.11	0
10.75	2.6875	10.75	10.75	0	37.1	37.1	37.1	0
18	4.5	18	18	0	29.89	29.89	29.89	0
3.97	0.9925	3.97	3.97	0	25.54	25.54	25.54	0
198	49.5	198	198	0	0	0	0	0
16	4	16	16	0	59.34	59.34	59.34	0
1.64	0.41	1.64	1.64	0	25.54	25.54	25.54	0
1.28	0.32	1.28	1.28	0	25.54	25.54	25.54	0
2.84	0.71	2.84	2.84	0	25.54	25.54	25.54	0
2.13	0.5325	2.13	2.13	0	25.54	25.54	25.54	0
0.12	0.03	3	0.12	2.88	25.54	25.54	25.54	0
2.88	0.72		2.88	0	0		0	0
1	0.25	1	1	0	25.54	25.54	25.54	0
2.19	0.5475	2.19	2.19	0	25.54	25.54	25.54	0
11.25	2.8125	11.25	11.25	0	0	0	0	0
623.64	155.91	623.64	623.64	0	44.52	44.52	44.52	0
576.07	144.0175	595.82	576.07	19.75	0	0	0	0
19.75	4.9375		19.75	0	0		0	0
477.88	119.47	477.88	477.88	0	0	0	0	0
825.25	206.3125	825.25	825.25	0	0	0	0	0
825.63	206.4075	881.19	825.63	55.56	36.33	36.33	36.33	0
55.56	13.89		55.56	0	0		0	0
257.55	64.3875	319.2	257.55	61.65	0	0	0	0
61.65	15.4125		61.65	0	0		0	0
0	0	28	0	28	0	62.72	0	62.72
28	7		28	0	62.72		62.72	0
0	0	42.82	0	42.82	0	71.4	0	71.4
42.82	10.705		42.82	0	71.4		71.4	0
2.9	0.725	2.9	2.9	0	25.54	25.54	25.54	0
3017.45	754.3625	3390.73	3017.45	373.28	8.77	8.77	8.77	0
57.43	14.3575		57.43	0	0		0	0
207.46	51.865		207.46	0	0		0	0
84.16	21.04		84.16	0	0		0	0
24.23	6.0575		24.23	0	0		0	0
153	38.25	153	153	0	0	0	0	0
1.33	0.3325	1.33	1.33	0	24.73	24.73	24.73	0
5	1.25	5	5	0	27.22	27.22	27.22	0
853.2	213.3	853.2	853.2	0	25.54	25.54	25.54	0
1785.83	446.4575	1785.83	1785.83	0	0	0	0	0
1381.01	345.2525	1458.06	1381.01	77.05	107.57	154.54	107.57	46.97
29.03	7.2575		29.03	0	46.97		46.97	0
48.02	12.005		48.02	0	0		0	0
940.18	235.045	1006.24	940.18	66.06	0	0	0	0

66.06	16.515		66.06	0	0		0	0
1345.21	336.3025	1358.74	1345.21	13.53	181.43	181.43	181.43	0
13.53	3.3825		13.53	0	0		0	0
166	41.5	166	166	0	40.69	40.69	40.69	0
0	0	14	0	14	0	53.34	0	53.34
14	3.5		14	0	53.34		53.34	0
47.63	11.9075	47.63	47.63	0	69.18	69.18	69.18	0
0.98	0.245	0.98	0.98	0	25.54	25.54	25.54	0
1.23	0.3075	1.23	1.23	0	23.29	23.29	23.29	0
177	44.25	177	177	0	0	0	0	0
2665.67	666.4175	2801.74	2665.67	136.07	0	0	0	0
35.71	8.9275		35.71	0	0		0	0
5.86	1.465		5.86	0	0		0	0
34.63	8.6575		34.63	0	0		0	0
40.79	10.1975		40.79	0	0		0	0
19.08	4.77		19.08	0	0		0	0
2334.68	583.67	2488.24	2334.68	153.56	0	0	0	0
74.91	18.7275		74.91	0	0		0	0
78.65	19.6625		78.65	0	0		0	0
284	71	304.29	284	20.29	0	0	0	0
20.29	5.0725		20.29	0	0		0	0
49.01	12.2525	49.01	49.01	0	67.99	67.99	67.99	0
186.15	46.5375	186.15	186.15	0	0	0	0	0
535.3	133.825	572.11	535.3	36.81	71.66	71.66	71.66	0
10.73	2.6825		10.73	0	0		0	0
26.08	6.52		26.08	0	0		0	0
1173.92	293.48	1173.92	1173.92	0	0	0	0	0
55.91	13.9775	55.91	55.91	0	52.65	52.65	52.65	0
47.88	11.97	47.88	47.88	0	71.29	71.29	71.29	0
317.12	79.28	317.12	317.12	0	0.79	0.79	0.79	0
28.37	7.0925	53	28.37	24.63	41.25	41.25	41.25	0
11.66	2.915		11.66	0	0		0	0
12.97	3.2425		12.97	0	0		0	0
169.86	42.465	169.86	169.86	0	0	0	0	0
42	10.5	42	42	0	44.78	44.78	44.78	0
0.16	0.04	27	0.16	26.84	0	58.84	0	58.84
26.84	6.71		26.84	0	58.84		58.84	0
531.68	132.92	531.68	531.68	0	0	0	0	0
1257.3	314.325	1379.98	1257.3	122.68	0	129.91	0	129.91
13.31	3.3275		13.31	0	0		0	0
53.01	13.2525		53.01	0	68.1		68.1	0
35.36	8.84		35.36	0	61.81		61.81	0
21	5.25		21	0	0		0	0
166.43	41.6075	166.43	166.43	0	0	0	0	0
1751.89	437.9725	1751.89	1751.89	0	0	0	0	0
800.9	200.225	862.56	800.9	61.66	5.85	5.85	5.85	0

61.66	15.415		61.66	0	0		0	0
428.71	107.1775	456.87	428.71	28.16	0	0	0	0
28.16	7.04		28.16	0	0		0	0
83.33	20.8325	94	83.33	10.67	0	0	0	0
5.17	1.2925		5.17	0	0		0	0
13.09	3.2725	111	13.09	97.91	0	0	0	0
97.91	24.4775		97.91	0	0		0	0
67.85	16.9625	67.85	67.85	0	0	0	0	0
12.17	3.0425	12.17	12.17	0	57.07	57.07	57.07	0
797.28	199.32	888.58	797.28	91.3	0	0	0	0
91.3	22.825		91.3	0	0		0	0
0.69	0.1725	0.69	0.69	0	25.54	25.54	25.54	0
305.21	76.3025	305.21	305.21	0	0	0	0	0
2.23	0.5575	14	2.23	11.77	0	59.94	0	59.94
11.77	2.9425		11.77	0	59.94		59.94	0
1.53	0.3825	1.53	1.53	0	0	0	0	0
42	10.5	42	42	0	46.8	46.8	46.8	0
0	0	16	0	16	0	52.92	0	52.92
16	4		16	0	52.92		52.92	0
4.79	1.1975	4.79	4.79	0	25.54	25.54	25.54	0
274	68.5	274	274	0	48.52	48.52	48.52	0
189.57	47.3925	189.57	189.57	0	0	0	0	0
430.13	107.5325	458.72	430.13	28.59	28.49	28.49	28.49	0
16.29	4.0725		16.29	0	0		0	0
12.3	3.075		12.3	0	0		0	0
351.13	87.7825	351.13	351.13	0	0	0	0	0
181.21	45.3025	181.21	181.21	0	0	0	0	0
293.83	73.4575	293.83	293.83	0	0	0	0	0
7959.84	1989.96	8096.38	7959.84	136.54	0	0	0	0
31.51	7.8775		31.51	0	0		0	0
25.57	6.3925		25.57	0	0		0	0
19.16	4.79		19.16	0	0		0	0
32.62	8.155		32.62	0	0		0	0
27.68	6.92		27.68	0	0		0	0
313.78	78.445	313.78	313.78	0	23.7	23.7	23.7	0
25.96	6.49	25.96	25.96	0	54.87	54.87	54.87	0
90.39	22.5975	90.39	90.39	0	0	0	0	0
1994.53	498.6325	2054.26	1994.53	59.73	0	0	0	0
59.73	14.9325		59.73	0	0		0	0
461.39	115.3475	461.39	461.39	0	25.88	25.88	25.88	0
0	0	10	0	10	0	71.43	0	71.43
10	2.5		10	0	71.43		71.43	0
21.09	5.2725		21.09	0	36.77		36.77	0
6010.38	1502.595	6272.11	6010.38	261.73	0	0	0	0
11.42	2.855		11.42	0	0		0	0
45.87	11.4675		45.87	0	0		0	0

18.3	4.575		18.3	0	0		0	0
7.83	1.9575		7.83	0	0		0	0
21.59	5.3975		21.59	0	0		0	0
51.43	12.8575		51.43	0	0		0	0
23.25	5.8125		23.25	0	0		0	0
35.15	8.7875		35.15	0	0		0	0
35.92	8.98		35.92	0	0		0	0
10.97	2.7425		10.97	0	0		0	0
684.48	171.12	684.48	684.48	0	0	0	0	0
2529.3	632.325	2792.4	2529.3	263.1	0	0	0	0
119.69	29.9225		119.69	0	0		0	0
47.5	11.875		47.5	0	0		0	0
95.91	23.9775		95.91	0	0		0	0
1738.72	434.68	1884.99	1738.72	146.27	0	0	0	0
0.32	0.08		0.32	0	0		0	0
25.88	6.47		25.88	0	0		0	0
53.59	13.3975		53.59	0	0		0	0
66.48	16.62		66.48	0	0		0	0
1525.14	381.285	1525.14	1525.14	0	0	0	0	0
57	14.25	57	57	0	0	0	0	0
2656.81	664.2025	2696.14	2656.81	39.33	0	0	0	0
39.33	9.8325		39.33	0	0		0	0
28	7	28	28	0	0	0	0	0
495.81	123.9525	555.58	495.81	59.77	0	54.5	0	54.5
32.79	8.1975		32.79	0	54.5		54.5	0
26.98	6.745		26.98	0	0		0	0
591.02	147.755	591.02	591.02	0	0	0	0	0
28	7	28	28	0	28.57	28.57	28.57	0
41.75	10.4375	41.75	41.75	0	70.96	70.96	70.96	0
43	10.75	43	43	0	62.15	62.15	62.15	0
424.33	106.0825	424.33	424.33	0	0	0	0	0
199.83	49.9575	199.83	199.83	0	0	0	0	0
105.51	26.3775	105.51	105.51	0	0	0	0	0
18	4.5	18	18	0	71.34	71.34	71.34	0
59.88	14.97	59.88	59.88	0	17.7	17.7	17.7	0
66	16.5	66	66	0	51.36	51.36	51.36	0
281.72	70.43	281.72	281.72	0	0	0	0	0
541.99	135.4975	541.99	541.99	0	0	0	0	0
1282	320.5	1282	1282	0	0	0	0	0
596.57	149.1425	607.64	596.57	11.07	0	0	0	0
11.07	2.7675		11.07	0	0		0	0
109	27.25	109	109	0	0	0	0	0
65.61	16.4025	65.61	65.61	0	0	0	0	0
6.51	1.6275	6.51	6.51	0	25.54	25.54	25.54	0
469.1	117.275	469.1	469.1	0	0	0	0	0
45.35	11.3375	45.35	45.35	0	0	0	0	0
0	0	59	0	59	0	56.21	0	56.21
59	14.75		59	0	56.21		56.21	0

0	0	21	0	21	0	36.75	0	36.75
21	5.25		21	0	36.75		36.75	0
0	0	39.58	0	39.58	0	54.21	0	54.21
39.58	9.895		39.58	0	54.21		54.21	0
54.65	13.6625	54.65	54.65	0	0	0	0	0
0.73	0.1825	47	0.73	46.27	25.54	84.47	25.54	58.93
46.27	11.5675		46.27	0	58.93		58.93	0
51.62	12.905	51.62	51.62	0	55.55	55.55	55.55	0
84.84	21.21	84.84	84.84	0	0	0	0	0
0	0	0	0	0	25.54	25.54	25.54	0
47.05	11.7625	47.05	47.05	0	65.32	65.32	65.32	0
49	12.25	49	49	0	40.26	40.26	40.26	0
641.5	160.375	690.99	641.5	49.49	0	33.92	0	33.92
49.49	12.3725		49.49	0	33.92		33.92	0
5.5	1.375		5.5	0	0		0	0
2714.46	678.615	2740.17	2714.46	25.71	0	0	0	0
25.71	6.4275		25.71	0	0		0	0
67.45	16.8625	67.45	67.45	0	0	0	0	0
982.69	245.6725	1016.09	982.69	33.4	0	0	0	0
33.4	8.35		33.4	0	0		0	0
1608.51	402.1275	1638.89	1608.51	30.38	0	0	0	0
30.38	7.595		30.38	0	0		0	0
4462.77	1115.693	4516.89	4462.77	54.12	0	0	0	0
32.64	8.16		32.64	0	0		0	0
21.48	5.37		21.48	0	0		0	0
295.78	73.945	307.73	295.78	11.95	0	0	0	0
11.95	2.9875		11.95	0	0		0	0
67	16.75	67	67	0	0	0	0	0
11	2.75	11	11	0	30.48	30.48	30.48	0
0	0	33	0	33	0	0	0	0
33	8.25		33	0	0		0	0
1.66	0.415	12	1.66	10.34	25.54	25.54	25.54	0
10.34	2.585		10.34	0	0		0	0
73.12	18.28	73.12	73.12	0	0	0	0	0
104.89	26.2225	111	104.89	6.11	0	0	0	0
6.11	1.5275		6.11	0	0		0	0
124.5	31.125	124.5	124.5	0	0	0	0	0
668.15	167.0375	668.15	668.15	0	0	0	0	0
116.43	29.1075	116.43	116.43	0	0	0	0	0
1161.95	290.4875	1161.95	1161.95	0	0	0	0	0
141.77	35.4425	184.66	141.77	42.89	0	0	0	0
16.21	4.0525		16.21	0	0		0	0
26.68	6.67		26.68	0	0		0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0

0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
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0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0

265	266	267	268	269	270	271	272	273
SHSwt_O	SHSwt_Dist	SHSwt_Nor	SHSwt_Cht	ADMw_O	DistADMw_	SpacerT	d2jAvgRatio	Grant_O
0	0	0	0	2089.382	3497.604	<--ADMw_O	0	0
0		0	0	1142.575		<--ADMw_O	0	0
0		0	0	265.6475		<--ADMw_O	0	0
0	50.46	0	50.46	8.25	186.48	<--ADMw_O	0	0
50.46		50.46	0	178.23		<--ADMw_O	0	0
0	50.46	0	50.46	4.1665	116.474	<--ADMw_O	-0.01874	0
50.46		50.46	0	112.3075		<--ADMw_O	0	0
0	50.46	0	50.46	22.1232	352.3532	<--ADMw_O	0	0
50.46		50.46	0	330.23		<--ADMw_O	0	0
83.03	83.03	83.03	0	613.8987	613.8987	<--ADMw_O	-0.00271	0
50.46	50.46	50.46	0	281.7487	281.7487	<--ADMw_O	-0.00081	0
						<--ADMw_O--		
0	0	0	0	1635.665	1903.095	<--ADMw_O	-0.00475	0
0		0	0	267.43		<--ADMw_O	0	0
0	0	0	0	7729.96	7853.52	<--ADMw_O	-0.00471	0
0		0	0	123.56		<--ADMw_O	0	0
0	0	0	0	10948.16	11059.66	<--ADMw_O	-0.00133	0
0		0	0	111.495		<--ADMw_O	0	0
0	0	0	0	7860.108	7860.108	<--ADMw_O	-0.00158	0
0	0	0	0	19337.55	20683.87	<--ADMw_O	-0.00239	0
0		0	0	492.665		<--ADMw_O	0	0
0		0	0	309.3775		<--ADMw_O	0	0
0		0	0	316.455		<--ADMw_O	0	0
0		0	0	227.82		<--ADMw_O	0	0
0	0	0	0	2813.773	3157.588	<--ADMw_O	-0.00537	0
0		0	0	224.1675		<--ADMw_O	0	0
0		0	0	119.6475		<--ADMw_O	0	0
0	0	0	0	4805.408	5076.628	<--ADMw_O	-0.00795	0
0		0	0	271.22		<--ADMw_O	0	0
87.7	87.7	87.7	0	809.4032	809.4032	<--ADMw_O	-0.00545	0
0	0	0	0	8414.252	9397.867	<--ADMw_O	-0.00346	0
0		0	0	176.38		<--ADMw_O	0	0
0		0	0	204.145		<--ADMw_O	0	0
0		0	0	399.17		<--ADMw_O	0	0
0		0	0	203.92		<--ADMw_O	0	0
0	0	0	0	5756.727	5756.727	<--ADMw_O	-0.00125	0
0	0	0	0	2090.528	3268.565	<--ADMw_O	0	0
0		0	0	834.5275		<--ADMw_O	0	0
0		0	0	343.51		<--ADMw_O	0	0
0	0	0	0	2427.766	2427.766	<--ADMw_O	-0.01109	0
0	0	0	0	2172.998	2172.998	<--ADMw_O	-0.01019	0
50.46	50.46	50.46	0	260.3263	260.3263	<--ADMw_O	0	0
0	0	0	0	1927.938	1927.938	<--ADMw_O	-0.01242	0
						<--ADMw_O--		
69.64	69.64	69.64	0	1247.278	1247.278	<--ADMw_O	-0.01702	0
84.06	84.06	84.06	0	620.7173	620.7173	<--ADMw_O	0	0

0	0	0	0	2463.235	2800.903	<--ADMw_(	0	0
0		0	0	79.085		<--ADMw_(	0	0
78.4	78.4	78.4	0	942.8729	942.8729	<--ADMw_(	0	0
0	0	0	0	1057.414	1103.666	<--ADMw_(	-0.00918	0
0		0	0	46.2525		<--ADMw_(	0	0
88.8	88.8	88.8	0	742.8547	742.8547	<--ADMw_(	-0.00705	0
0	0	0	0	3278.74	3528.218	<--ADMw_(	-0.0077	0
0		0	0	249.4775		<--ADMw_(	0	0
83.3	83.3	83.3	0	1248.633	1248.633	<--ADMw_(	0	0
0	0	0	0	3604.971	3920.431	<--ADMw_(	-0.01198	0
0		0	0	233.5325		<--ADMw_(	0	0
0		0	0	81.9275		<--ADMw_(	0	0
0	0	0	0	2898.923	5099.22	<--ADMw_(	0	0
0		0	0	2200.298		<--ADMw_(	0	0
50.46	50.46	50.46	0	236.8429	236.8429	<--ADMw_(	-0.00324	0
88.07	88.07	88.07	0	769.9198	769.9198	<--ADMw_(	-0.01897	0
83.78	83.78	83.78	0	924.8316	924.8316	<--ADMw_(	-0.00179	0
0	0	0	0	3379.939	3604.362	<--ADMw_(	0	0
0		0	0	224.4225		<--ADMw_(	0	0
88.49	88.49	88.49	0	616.691	616.691	<--ADMw_(	-0.01664	0
53.98	53.98	53.98	0	393.5878	393.5878	<--ADMw_(	-0.01292	0
0	0	0	0	1860.072	1860.072	<--ADMw_(	-0.00764	0
0	0	0	0	20514.68	20686.58	<--ADMw_(	-0.00054	0
0		0	0	171.9025		<--ADMw_(	0	0
						<--ADMw_O--		
0	0	0	0	7891.676	8762.211	<--ADMw_(	-0.01134	0
0		0	0	870.535		<--ADMw_(	0	0
0	0	0	0	1194.185	1194.185	<--ADMw_(	-0.00728	0
87.63	87.63	87.63	0	752.2452	752.2452	<--ADMw_(	0	0
0	0	0	0	6654.748	6851.055	<--ADMw_(	-0.01338	0
0		0	0	196.3075		<--ADMw_(	0	0
85.83	85.83	85.83	0	930.8303	930.8303	<--ADMw_(	-0.00137	0
0	65.16	0	65.16	21.5	371.48	<--ADMw_(	0	0
65.16		65.16	0	349.98		<--ADMw_(	0	0
0	0	0	0	1777.557	1777.557	<--ADMw_(	-0.0052	0
0	51.52	0	51.52	27.0171	353.0471	<--ADMw_(	-0.0027	0
51.52		51.52	0	326.03		<--ADMw_(	0	0
68.93	68.93	68.93	0	471.0349	471.0349	<--ADMw_(	-0.0007	0
67	67	67	0	424.9926	424.9926	<--ADMw_(	0	0
0	66.98	0	66.98	28.5	420.8	<--ADMw_(	0	0
66.98		66.98	0	392.3		<--ADMw_(	0	0
72.74	72.74	72.74	0	522.932	522.932	<--ADMw_(	-0.01175	0
0	65.29	0	65.29	289.9215	444.9765	<--ADMw_(	-0.02957	0
65.29		65.29	0	155.055		<--ADMw_(	0	0
0	83.37	0	83.37	458.7454	905.2554	<--ADMw_(	-0.00457	0
83.37		83.37	0	446.51		<--ADMw_(	0	0
0	0	0	0	1693.037	1693.037	<--ADMw_(	-0.01623	0
0	0	0	0	1584.446	1584.446	<--ADMw_(	0	0

0	50.46	0	50.46	18.5453	301.8053	<--ADMw_(	0	0
50.46		50.46	0	283.26		<--ADMw_(	0	0
50.46	50.46	50.46	0	259.7007	259.7007	<--ADMw_(	-0.00253	0
88.66	88.66	88.66	0	827.0601	827.0601	<--ADMw_(	-0.00502	0
50.46	50.46	50.46	0	291.7628	291.7628	<--ADMw_(	0	0
50.46	50.46	50.46	0	156.5045	156.5045	<--ADMw_(	0	0
50.46	50.46	50.46	0	134.03	134.03	<--ADMw_(	-0.00074	0
50.46	50.46	50.46	0	109.2727	109.2727	<--ADMw_(	0	0
69.68	69.68	69.68	0	1083.208	1083.208	<--ADMw_(	0	0
0	0	0	0	134.57	134.57	<--ADMw_(	0	0
						<--ADMw_O--		
0	0	0	0	31	31	<--ADMw_(	0	0
0	0	0	0	29.32	29.32	<--ADMw_(	-0.161	0
0	0	0	0	36.7651	36.7651	<--ADMw_(	0	0
0	0	0	0	34.1525	34.1525	<--ADMw_(	0	0
0	0	0	0	57.6	298.51	<--ADMw_(	0	0
0		0	0	240.91		<--ADMw_(	0	0
0	0	0	0	28.49	28.49	<--ADMw_(	-0.12833	0
0	0	0	0	37.6075	37.6075	<--ADMw_(	-0.02157	0
53.65	53.65	53.65	0	138.8325	138.8325	<--ADMw_(	-0.01574	0
0	0	0	0	5066.281	5066.281	<--ADMw_(	-0.00949	0
0	0	0	0	3161.826	3256.403	<--ADMw_(	0	0
0		0	0	94.5775		<--ADMw_(	0	0
0	0	0	0	3306.331	3306.331	<--ADMw_(	-0.00578	0
0	0	0	0	5447.417	5447.417	<--ADMw_(	-0.00447	0
0	0	0	0	4673.047	4943.262	<--ADMw_(	-0.00424	0
0		0	0	270.215		<--ADMw_(	0	0
78.15	78.15	78.15	0	1061.8	1265.563	<--ADMw_(	0	0
0		0	0	203.7625		<--ADMw_(	0	0
0	51.92	0	51.92	24.75	378.63	<--ADMw_(	-0.00285	0
51.92		51.92	0	353.88		<--ADMw_(	0	0
0	50.46	0	50.46	30.6622	344.2472	<--ADMw_(	0	0
50.46		50.46	0	313.585		<--ADMw_(	0	0
0	0	0	0	48.9202	48.9202	<--ADMw_(	-0.13879	0
0	0	0	0	15292.54	16978.79	<--ADMw_(	-0.00723	0
0		0	0	250.7475		<--ADMw_(	0	0
0		0	0	907.465		<--ADMw_(	0	0
0		0	0	422.24		<--ADMw_(	0	0
0		0	0	105.7975		<--ADMw_(	0	0
87.21	87.21	87.21	0	914.2883	914.2883	<--ADMw_(	-0.01239	0
0	0	0	0	29.0625	29.0625	<--ADMw_(	-0.0117	0
0	0	0	0	62.34	62.34	<--ADMw_(	0	0
0	0	0	0	3910.787	3910.787	<--ADMw_(	-0.00667	0
0	0	0	0	7139.973	7139.973	<--ADMw_(	-0.00902	0
0	0	0	0	5476.923	5792.225	<--ADMw_(	-0.01013	0
0		0	0	148.0775		<--ADMw_(	0	0
0		0	0	167.225		<--ADMw_(	0	0
0	0	0	0	3432.097	3642.992	<--ADMw_(	-0.00531	0

0		0	0	210.895		<--ADMw_(	0	0
288.47	288.47	288.47	0	8122.014	8189.906	<--ADMw_(	-0.00653	0
0		0	0	67.8925		<--ADMw_(	0	0
80.76	80.76	80.76	0	996.9377	996.9377	<--ADMw_(	0	0
0	50.46	0	50.46	22	349.31	<--ADMw_(	-0.01708	0
50.46		50.46	0	327.31		<--ADMw_(	0	0
58.02	58.02	58.02	0	390.0293	390.0293	<--ADMw_(	-0.0133	0
0	0	0	0	34.7374	34.7374	<--ADMw_(	0	0
0	0	0	0	32.5886	32.5886	<--ADMw_(	-0.07556	0
7.57	7.57	7.57	0	1181.483	1181.483	<--ADMw_(	0	0
0	0	0	0	19275.63	20142.31	<--ADMw_(	-0.00543	0
0		0	0	227.4075		<--ADMw_(	0	0
0		0	0	37.455		<--ADMw_(	0	0
0		0	0	220.5275		<--ADMw_(	0	0
0		0	0	259.7675		<--ADMw_(	0	0
0		0	0	121.53		<--ADMw_(	0	0
0	0	0	0	12365.27	13069.48	<--ADMw_(	-0.00618	0
0		0	0	346.1225		<--ADMw_(	0	0
0		0	0	358.0925		<--ADMw_(	0	0
0	0	0	0	1642.327	1743.24	<--ADMw_(	-0.0047	0
0		0	0	100.9125		<--ADMw_(	0	0
50.46	50.46	50.46	0	298.3169	298.3169	<--ADMw_(	-0.00848	0
0	0	0	0	1529.878	1529.878	<--ADMw_(	-0.0082	0
0	0	0	0	3160.423	3344.635	<--ADMw_(	-0.01061	0
0		0	0	53.6925		<--ADMw_(	0	0
0		0	0	130.52		<--ADMw_(	0	0
0	0	0	0	6814.94	6814.94	<--ADMw_(	-0.01039	0
70.44	70.44	70.44	0	440.3435	440.3435	<--ADMw_(	0	0
50.65	50.65	50.65	0	357.6488	357.6488	<--ADMw_(	-0.00768	0
						<--ADMw_O--		
0	0	0	0	1992.786	1992.786	<--ADMw_(	-0.0043	0
76.92	76.92	76.92	0	500.0725	783.09	<--ADMw_(	0	0
0		0	0	133.955		<--ADMw_(	0	0
0		0	0	149.0625		<--ADMw_(	0	0
86.26	86.26	86.26	0	735.8774	735.8774	<--ADMw_(	-0.005	0
52.31	52.31	52.31	0	384.8009	384.8009	<--ADMw_(	0	0
						<--ADMw_O--		
0	57.28	0	57.28	32.681	405.336	<--ADMw_(	-0.00765	0
57.28		57.28	0	372.655		<--ADMw_(	0	0
0	0	0	0	1672.794	1672.794	<--ADMw_(	-0.01441	0
177.61	228.07	177.61	50.46	6268.956	6965.646	<--ADMw_(	-0.00702	0
0		0	0	55.8075		<--ADMw_(	0	0
50.46		50.46	0	340.7725		<--ADMw_(	0	0
0		0	0	210.03		<--ADMw_(	0	0
0		0	0	90.08		<--ADMw_(	0	0
43.75	43.75	43.75	0	1096.312	1096.312	<--ADMw_(	-0.00153	0
0	0	0	0	11240.49	11240.49	<--ADMw_(	0	0
0	0	0	0	4626.343	4939.008	<--ADMw_(	-0.01456	0

0		0	0	312.665		<--ADMw_(	0	0
0	0	0	0	2580.182	2726.702	<--ADMw_(	-0.01358	0
0		0	0	146.52		<--ADMw_(	0	0
70.45	70.45	70.45	0	872.7665	964.144	<--ADMw_(	0	0
0		0	0	44.2825		<--ADMw_(	0	0
87.78	87.78	87.78	0	1132.478	5097.766	<--ADMw_(	0	0
0		0	0	3965.288		<--ADMw_(	0	0
87.89	87.89	87.89	0	826.9253	826.9253	<--ADMw_(	-0.00239	0
						<--ADMw_O--		
50.46	50.46	50.46	0	184.782	184.782	<--ADMw_(	-0.01225	0
0	0	0	0	3013.875	3353.845	<--ADMw_(	-0.01015	0
0		0	0	339.97		<--ADMw_(	0	0
0	0	0	0	28.0125	28.0125	<--ADMw_(	-0.0141	0
26.39	26.39	26.39	0	1543.092	1543.092	<--ADMw_(	-0.01119	0
0	0	0	0	24.9467	170.2942	<--ADMw_(	0	0
0		0	0	145.3475		<--ADMw_(	0	0
0	0	0	0	4.9625	4.9625	<--ADMw_(	-0.06092	0
66.79	66.79	66.79	0	458.1735	458.1735	<--ADMw_(	-0.00123	0
0	50.46	0	50.46	11.6923	219.0023	<--ADMw_(	0	0
50.46		50.46	0	207.31		<--ADMw_(	0	0
0	0	0	0	41.1075	41.1075	<--ADMw_(	0	0
62.76	62.76	62.76	0	1251.374	1251.374	<--ADMw_(	-0.00724	0
54.53	54.53	54.53	0	1343.046	1343.046	<--ADMw_(	-0.00492	0
						<--ADMw_O--		
0	0	0	0	4272.272	4520.09	<--ADMw_(	-0.00425	0
0		0	0	141.2225		<--ADMw_(	0	0
0		0	0	106.595		<--ADMw_(	0	0
0	0	0	0	2747.284	2747.284	<--ADMw_(	0	0
60.27	60.27	60.27	0	1130.505	1130.505	<--ADMw_(	-0.00155	0
0	0	0	0	2378.629	2378.629	<--ADMw_(	-0.00679	0
0	0	0	0	52320.09	53054.41	<--ADMw_(	-0.00748	0
0		0	0	168.5725		<--ADMw_(	0	0
0		0	0	138.0725		<--ADMw_(	0	0
0		0	0	102.2		<--ADMw_(	0	0
0		0	0	177.84		<--ADMw_(	0	0
0		0	0	147.64		<--ADMw_(	0	0
0	0	0	0	2709.278	2709.278	<--ADMw_(	-0.00473	0
68.73	68.73	68.73	0	426.6527	426.6527	<--ADMw_(	-0.00286	0
88.1	88.1	88.1	0	987.0225	987.0225	<--ADMw_(	-0.00069	0
0	0	0	0	7497.769	7687.712	<--ADMw_(	-0.00637	0
0		0	0	189.9425		<--ADMw_(	0	0
202.3	202.3	202.3	0	3047.093	3047.093	<--ADMw_(	-0.00389	0
0	58.57	0	58.57	21.7931	362.4081	<--ADMw_(	0	0
58.57		58.57	0	340.615		<--ADMw_(	0	0
0		0	0	258.5825		<--ADMw_(	0	0
0	0	0	0	55750.95	57838.37	<--ADMw_(	-0.00097	0
0		0	0	91.015		<--ADMw_(	0	0
0		0	0	366.9225		<--ADMw_(	0	0

0		0	0	145.555		<--ADMw_(	0	0
0		0	0	62.7575		<--ADMw_(	0	0
0		0	0	174.0475		<--ADMw_(	0	0
0		0	0	409.1075		<--ADMw_(	0	0
0		0	0	184.9725		<--ADMw_(	0	0
0		0	0	279.6075		<--ADMw_(	0	0
0		0	0	286.16		<--ADMw_(	0	0
0		0	0	87.2775		<--ADMw_(	0	0
0	0	0	0	4059.879	4059.879	<--ADMw_(	0	0
0	0	0	0	14027.36	15244.39	<--ADMw_(	-0.00877	0
0		0	0	528.5375		<--ADMw_(	0	0
0		0	0	210.695		<--ADMw_(	0	0
0		0	0	477.7975		<--ADMw_(	0	0
0	0	0	0	13520.92	14495.74	<--ADMw_(	-0.00626	0
0		0	0	2.1		<--ADMw_(	0	0
0		0	0	177.41		<--ADMw_(	0	0
0		0	0	354.3125		<--ADMw_(	0	0
0		0	0	441.005		<--ADMw_(	0	0
0	0	0	0	7959.852	7959.852	<--ADMw_(	-0.00832	0
0	0	0	0	1395.496	1395.496	<--ADMw_(	-0.00372	0
0	0	0	0	13405.06	13579.44	<--ADMw_(	-0.00953	0
0		0	0	174.3875		<--ADMw_(	0	0
87.02	87.02	87.02	0	695.97	695.97	<--ADMw_(	0	0
0	0	0	0	3395.894	3806.816	<--ADMw_(	-0.01823	0
0		0	0	250.0475		<--ADMw_(	0	0
0		0	0	160.875		<--ADMw_(	0	0
0	0	0	0	3979.808	3979.808	<--ADMw_(	-0.00037	0
68.37	68.37	68.37	0	456.0626	456.0626	<--ADMw_(	-0.00638	0
51.82	51.82	51.82	0	340.6767	340.6767	<--ADMw_(	-0.00394	0
63.74	63.74	63.74	0	422.6184	422.6184	<--ADMw_(	0	0
0	0	0	0	2518.756	2518.756	<--ADMw_(	-0.00036	0
81.66	81.66	81.66	0	1020.391	1020.391	<--ADMw_(	-0.00453	0
87.01	87.01	87.01	0	668.0743	668.0743	<--ADMw_(	-0.0133	0
50.46	50.46	50.46	0	325.0233	325.0233	<--ADMw_(	-0.012	0
74.66	74.66	74.66	0	485.312	485.312	<--ADMw_(	-0.00442	0
66.66	66.66	66.66	0	449.7201	449.7201	<--ADMw_(	0	0
0	0	0	0	1756.16	1756.16	<--ADMw_(	0	0
0	0	0	0	2240.734	2240.734	<--ADMw_(	-0.01338	0
0	0	0	0	7052.535	7052.535	<--ADMw_(	-0.00634	0
0	0	0	0	3569.765	3628.583	<--ADMw_(	-0.00931	0
0		0	0	58.8175		<--ADMw_(	0	0
88.61	88.61	88.61	0	766.8458	766.8458	<--ADMw_(	-0.00094	0
86.96	86.96	86.96	0	680.3457	680.3457	<--ADMw_(	-0.00852	0
50.46	50.46	50.46	0	103.5349	103.5349	<--ADMw_(	0	0
0	0	0	0	2664.37	2664.37	<--ADMw_(	-0.00704	0
74.84	74.84	74.84	0	440.3748	440.3748	<--ADMw_(	-0.00775	0
0	66.02	0	66.02	29.7572	442.6222	<--ADMw_(	-0.01877	0
66.02		66.02	0	412.865		<--ADMw_(	0	0

0	70.26	0	70.26	34.7202	456.6552	<--ADMw_(	0	0
70.26		70.26	0	421.935		<--ADMw_(	0	0
0	65.11	0	65.11	25.25	426.955	<--ADMw_(	-0.0038	0
65.11		65.11	0	401.705		<--ADMw_(	0	0
71.3	71.3	71.3	0	494.8601	494.8601	<--ADMw_(	-0.00682	0
0	57.55	0	57.55	58.4188	436.3663	<--ADMw_(	-0.00656	0
57.55		57.55	0	377.9475		<--ADMw_(	0	0
50.46	50.46	50.46	0	332.2574	332.2574	<--ADMw_(	-0.01747	0
85.18	85.18	85.18	0	567.873	567.873	<--ADMw_(	-0.0081	0
0	0	0	0	29.2	29.2	<--ADMw_(	0	0
59.36	59.36	59.36	0	408.3407	408.3407	<--ADMw_(	0	0
70.11	70.11	70.11	0	460.4934	460.4934	<--ADMw_(	-0.0021	0
0	0	0	0	3560.542	3840.229	<--ADMw_(	-0.01076	0
0		0	0	279.6875		<--ADMw_(	0	0
						<--ADMw_O--		
0		0	0	47.095		<--ADMw_(	0	0
0	0	0	0	24998.31	25202.16	<--ADMw_(	-0.00399	0
0		0	0	203.8475		<--ADMw_(	0	0
0	0	0	0	1355.6	1355.6	<--ADMw_(	0	0
0	0	0	0	7422.876	7630.946	<--ADMw_(	-0.00238	0
0		0	0	208.07		<--ADMw_(	0	0
0	0	0	0	14736.2	14981.07	<--ADMw_(	-0.00602	0
0		0	0	244.875		<--ADMw_(	0	0
0	0	0	0	48231.09	48743.17	<--ADMw_(	-0.00396	0
0		0	0	308.235		<--ADMw_(	0	0
0		0	0	203.85		<--ADMw_(	0	0
0	0	0	0	5766.155	5975.423	<--ADMw_(	-0.00266	0
0		0	0	209.2675		<--ADMw_(	0	0
87.8	87.8	87.8	0	738.7116	738.7116	<--ADMw_(	-0.00194	0
50.46	50.46	50.46	0	144.29	144.29	<--ADMw_(	0	0
0	50.46	0	50.46	32.5	539.21	<--ADMw_(	-0.01187	0
50.46		50.46	0	506.71		<--ADMw_(	0	0
50.46	50.46	50.46	0	174.1777	516.6627	<--ADMw_(	0	0
0		0	0	342.485		<--ADMw_(	0	0
						<--ADMw_O--		
						<--ADMw_O--		
0	0	0	0	1177.823	1177.823	<--ADMw_(	-0.01463	0
59.49	59.49	59.49	0	1013.267	1062.455	<--ADMw_(	-0.00462	0
0		0	0	49.1875		<--ADMw_(	0	0
31.57	31.57	31.57	0	1207.178	1207.178	<--ADMw_(	-0.00149	0
0	0	0	0	6045.988	6045.988	<--ADMw_(	-0.00502	0
62.52	62.52	62.52	0	1113.811	1113.811	<--ADMw_(	-0.00541	0
0	0	0	0	8150.995	8150.995	<--ADMw_(	-0.00498	0
78.7	78.7	78.7	0	993.9475	1240.62	<--ADMw_(	0	0
0		0	0	91.5525		<--ADMw_(	0	0
0		0	0	155.12		<--ADMw_(	0	0
0	0	0	0	0	0	<--ADMw_(	0	0
0	0	0	0	257.47	257.47	<--ADMw_(	0	0

0	0	0	0	749.68	749.68 <--ADMw_(	0	0
0	0	0	0	0	0 <--ADMw_(	0	0
0	0	0	0	0	0 <--ADMw_(	0	0
0	0	0	0	0	0 <--ADMw_(	0	0
0	0	0	0	0	0 <--ADMw_(	0	0
0	0	0	0	0	0 <--ADMw_(	0	0
0	0	0	0	0	0 <--ADMw_(	0	0
0	0	0	0	0	0 <--ADMw_(	0	0
0	0	0	0	0	0 <--ADMw_(	0	0
0	0	0	0	0	0 <--ADMw_(	0	0
0	0	0	0	0	0 <--ADMw_(	0	0
0	0	0	0	0	0 <--ADMw_(	0	0
0	0	0	0	0	0 <--ADMw_(	0	0
0	0	0	0	0	0 <--ADMw_(	0	0
0	0	0	0	0	0 <--ADMw_(	0	0
0	0	0	0	0	0 <--ADMw_(	0	0
0	0	0	0	0	0 <--ADMw_(	0	0
0	0	0	0	0	0 <--ADMw_(	0	0
0	0	0	0	0	0 <--ADMw_(	0	0
0	0	0	0	0	0 <--ADMw_(	0	0

274	275	276	277	278	279
TransCostp	TransRank_	TransRmbr	UpdtDt	OrderSeq	InstTypSrt
213.25	4	0.7	43640.35	1	2
0	0	0	43640.35	1	3
0	0	0	43640.35	1	3
1763.88	92	0.9	43640.35	1	2
0	0	0	43640.35	1	3
6804.52	97	0.9	43640.35	1	2
0	0	0	43640.35	1	3
1504.73	87	0.8	43640.35	1	2
0	0	0	43640.35	1	3
1123.7	79	0.7	43640.35	1	2
2414.08	94	0.9	43640.35	1	2
			43640.35	1	3
514.87	38	0.7	43640.35	1	2
0	0	0	43640.35	1	3
467.34	27	0.7	43640.35	1	2
0	0	0	43640.35	1	3
451.84	23	0.7	43640.35	1	2
0	0	0	43640.35	1	3
460.35	25	0.7	43640.35	1	2
726.35	66	0.7	43640.35	1	2
0	0	0	43640.35	1	3
0	0	0	43640.35	1	3
0	0	0	43640.35	1	3
0	0	0	43640.35	1	3
764.22	69	0.7	43640.35	1	2
0	0	0	43640.35	1	3
0	0	0	43640.35	1	3
680.52	61	0.7	43640.35	1	2
0	0	0	43640.35	1	3
852.37	74	0.7	43640.35	1	2
818.49	71	0.7	43640.35	1	2
0	0	0	43640.35	1	3
0	0	0	43640.35	1	3
0	0	0	43640.35	1	3
0	0	0	43640.35	1	3
716.03	66	0.7	43640.35	1	2
605.54	49	0.7	43640.35	1	2
0	0	0	43640.35	1	3
0	0	0	43640.35	1	3
522.61	41	0.7	43640.35	1	2
684.79	61	0.7	43640.35	1	2
1674.19	91	0.9	43640.35	1	2
580.3	45	0.7	43640.35	1	2
			43640.35	1	3
696.59	63	0.7	43640.35	1	2
664.1	58	0.7	43640.35	1	2

627.13	54	0.7	43640.35	1	2
0	0	0	43640.35	1	3
1150.08	80	0.8	43640.35	1	2
1020.69	77	0.7	43640.35	1	2
0	0	0	43640.35	1	3
1331.1	85	0.8	43640.35	1	2
484.86	32	0.7	43640.35	1	2
0	0	0	43640.35	1	3
630.62	55	0.7	43640.35	1	2
594.86	47	0.7	43640.35	1	2
0	0	0	43640.35	1	3
0	0	0	43640.35	1	3
306.71	7	0.7	43640.35	1	2
0	0	0	43640.35	1	3
165.2	3	0.7	43640.35	1	2
1056.56	78	0.7	43640.35	1	2
616.42	53	0.7	43640.35	1	2
449.61	21	0.7	43640.35	1	2
0	0	0	43640.35	1	3
666.16	59	0.7	43640.35	1	2
1356.77	86	0.8	43640.35	1	2
451.81	22	0.7	43640.35	1	2
455.9	23	0.7	43640.35	1	2
0	0	0	43640.35	1	3
			43640.35	1	3
379.32	13	0.7	43640.35	1	2
0	0	0	43640.35	1	3
710.68	65	0.7	43640.35	1	2
509.92	37	0.7	43640.35	1	2
601.56	48	0.7	43640.35	1	2
0	0	0	43640.35	1	3
710.09	65	0.7	43640.35	1	2
1167.31	81	0.8	43640.35	1	2
0	0	0	43640.35	1	3
637.14	56	0.7	43640.35	1	2
608.44	52	0.7	43640.35	1	2
0	0	0	43640.35	1	3
892.84	75	0.7	43640.35	1	2
1263.47	84	0.8	43640.35	1	2
1617.79	89	0.8	43640.35	1	2
0	0	0	43640.35	1	3
705.72	64	0.7	43640.35	1	2
1206.91	82	0.8	43640.35	1	2
0	0	0	43640.35	1	3
640.81	57	0.7	43640.35	1	2
0	0	0	43640.35	1	3
582.54	46	0.7	43640.35	1	2
471.95	28	0.7	43640.35	1	2

1223.44	83	0.8	43640.35	1	2
0	0	0	43640.35	1	3
1631.83	90	0.9	43640.35	1	2
1248.96	84	0.8	43640.35	1	2
607.45	51	0.7	43640.35	1	2
2389.39	94	0.9	43640.35	1	2
1513.34	87	0.8	43640.35	1	2
3430.05	95	0.9	43640.35	1	2
442.45	19	0.7	43640.35	1	2
739.74	67	0.7	43640.35	1	2
			43640.35	1	3
207.33	3	0.7	43640.35	1	2
1523.44	88	0.8	43640.35	1	2
445.53	20	0.7	43640.35	1	2
524.13	41	0.7	43640.35	1	2
128.79	2	0.7	43640.35	1	2
0	0	0	43640.35	1	3
693	62	0.7	43640.35	1	2
6682.72	97	0.9	43640.35	1	2
6313.08	96	0.9	43640.35	1	2
483.66	31	0.7	43640.35	1	2
606.21	50	0.7	43640.35	1	2
0	0	0	43640.35	1	3
335.54	9	0.7	43640.35	1	2
462.17	26	0.7	43640.35	1	2
403.56	16	0.7	43640.35	1	2
0	0	0	43640.35	1	3
848.41	73	0.7	43640.35	1	2
0	0	0	43640.35	1	3
1129.03	80	0.8	43640.35	1	2
0	0	0	43640.35	1	3
807.91	71	0.7	43640.35	1	2
0	0	0	43640.35	1	3
898.23	75	0.7	43640.35	1	2
327.28	8	0.7	43640.35	1	2
0	0	0	43640.35	1	3
0	0	0	43640.35	1	3
0	0	0	43640.35	1	3
0	0	0	43640.35	1	3
511.41	37	0.7	43640.35	1	2
15889	99	0.9	43640.35	1	2
4414.09	96	0.9	43640.35	1	2
635.24	56	0.7	43640.35	1	2
361.67	11	0.7	43640.35	1	2
876.62	74	0.7	43640.35	1	2
0	0	0	43640.35	1	3
0	0	0	43640.35	1	3
502.16	36	0.7	43640.35	1	2

0	0	0	43640.35	1	3
627.47	54	0.7	43640.35	1	2
0	0	0	43640.35	1	3
596.48	47	0.7	43640.35	1	2
280.12	5	0.7	43640.35	1	2
0	0	0	43640.35	1	3
1562.43	88	0.8	43640.35	1	2
7103.06	98	0.9	43640.35	1	2
2372.03	93	0.9	43640.35	1	2
655.77	58	0.7	43640.35	1	2
457.34	25	0.7	43640.35	1	2
0	0	0	43640.35	1	3
0	0	0	43640.35	1	3
0	0	0	43640.35	1	3
0	0	0	43640.35	1	3
0	0	0	43640.35	1	3
448.71	21	0.7	43640.35	1	2
0	0	0	43640.35	1	3
0	0	0	43640.35	1	3
654.03	57	0.7	43640.35	1	2
0	0	0	43640.35	1	3
1996.21	93	0.9	43640.35	1	2
693.15	62	0.7	43640.35	1	2
786.64	70	0.7	43640.35	1	2
0	0	0	43640.35	1	3
0	0	0	43640.35	1	3
468.39	28	0.7	43640.35	1	2
1448.64	86	0.8	43640.35	1	2
1231.76	83	0.8	43640.35	1	2
			43640.35	1	3
632.41	55	0.7	43640.35	1	2
841.86	73	0.7	43640.35	1	2
0	0	0	43640.35	1	3
0	0	0	43640.35	1	3
627.05	53	0.7	43640.35	1	2
831.33	72	0.7	43640.35	1	2
			43640.35	1	3
1082.97	79	0.7	43640.35	1	2
0	0	0	43640.35	1	3
534.62	43	0.7	43640.35	1	2
603.12	49	0.7	43640.35	1	2
0	0	0	43640.35	1	3
0	0	0	43640.35	1	3
0	0	0	43640.35	1	3
0	0	0	43640.35	1	3
330.47	8	0.7	43640.35	1	2
425.02	18	0.7	43640.35	1	2
396.44	15	0.7	43640.35	1	2

0	0	0	43640.35	1	3
548.12	44	0.7	43640.35	1	2
0	0	0	43640.35	1	3
605.58	50	0.7	43640.35	1	2
0	0	0	43640.35	1	3
50.43	1	0.7	43640.35	1	2
0	0	0	43640.35	1	3
900.36	76	0.7	43640.35	1	2
			43640.35	1	3
1194.66	81	0.8	43640.35	1	2
399.83	15	0.7	43640.35	1	2
0	0	0	43640.35	1	3
19038.26	99	0.9	43640.35	1	2
404.35	16	0.7	43640.35	1	2
825.71	72	0.7	43640.35	1	2
0	0	0	43640.35	1	3
967.69	76	0.7	43640.35	1	2
727.54	67	0.7	43640.35	1	2
1772.96	92	0.9	43640.35	1	2
0	0	0	43640.35	1	3
7565	98	0.9	43640.35	1	2
526.22	42	0.7	43640.35	1	2
693.89	63	0.7	43640.35	1	2
			43640.35	1	3
534.14	43	0.7	43640.35	1	2
0	0	0	43640.35	1	3
0	0	0	43640.35	1	3
601.29	48	0.7	43640.35	1	2
669.45	60	0.7	43640.35	1	2
547.96	44	0.7	43640.35	1	2
420.94	17	0.7	43640.35	1	2
0	0	0	43640.35	1	3
0	0	0	43640.35	1	3
0	0	0	43640.35	1	3
0	0	0	43640.35	1	3
0	0	0	43640.35	1	3
364.34	11	0.7	43640.35	1	2
673.38	60	0.7	43640.35	1	2
348.75	9	0.7	43640.35	1	2
485	32	0.7	43640.35	1	2
0	0	0	43640.35	1	3
389.76	14	0.7	43640.35	1	2
1708.09	91	0.9	43640.35	1	2
0	0	0	43640.35	1	3
0	0	0	43640.35	1	3
415.67	17	0.7	43640.35	1	2
0	0	0	43640.35	1	3
0	0	0	43640.35	1	3

0	0	0	43640.35	1	3
0	0	0	43640.35	1	3
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0	0	0	43640.35	1	3
0	0	0	43640.35	1	3
0	0	0	43640.35	1	3
0	0	0	43640.35	1	3
664.24	59	0.7	43640.35	1	2
577.62	45	0.7	43640.35	1	2
0	0	0	43640.35	1	3
0	0	0	43640.35	1	3
0	0	0	43640.35	1	3
486.66	33	0.7	43640.35	1	2
0	0	0	43640.35	1	3
0	0	0	43640.35	1	3
0	0	0	43640.35	1	3
0	0	0	43640.35	1	3
460.56	26	0.7	43640.35	1	2
518.11	39	0.7	43640.35	1	2
449.7	22	0.7	43640.35	1	2
0	0	0	43640.35	1	3
373.45	12	0.7	43640.35	1	2
482.74	31	0.7	43640.35	1	2
0	0	0	43640.35	1	3
0	0	0	43640.35	1	3
456.01	24	0.7	43640.35	1	2
383.17	13	0.7	43640.35	1	2
485.19	33	0.7	43640.35	1	2
1646.38	90	0.9	43640.35	1	2
608.17	51	0.7	43640.35	1	2
783.09	69	0.7	43640.35	1	2
1067.21	78	0.7	43640.35	1	2
474.45	29	0.7	43640.35	1	2
475.37	29	0.7	43640.35	1	2
487.89	34	0.7	43640.35	1	2
392.62	14	0.7	43640.35	1	2
445.55	20	0.7	43640.35	1	2
253.11	4	0.7	43640.35	1	2
486.91	34	0.7	43640.35	1	2
0	0	0	43640.35	1	3
357.34	10	0.7	43640.35	1	2
427.03	18	0.7	43640.35	1	2
289.12	6	0.7	43640.35	1	2
287.56	6	0.7	43640.35	1	2
428.98	19	0.7	43640.35	1	2
589.1	46	0.7	43640.35	1	2
0	0	0	43640.35	1	3

608.46	52	0.7	43640.35	1	2
0	0	0	43640.35	1	3
281.9	5	0.7	43640.35	1	2
0	0	0	43640.35	1	3
511.74	38	0.7	43640.35	1	2
1035.86	77	0.7	43640.35	1	2
0	0	0	43640.35	1	3
1209.89	82	0.8	43640.35	1	2
752.62	68	0.7	43640.35	1	2
785.25	70	0.7	43640.35	1	2
1626.61	89	0.8	43640.35	1	2
1273.73	85	0.8	43640.35	1	2
463.18	27	0.7	43640.35	1	2
0	0	0	43640.35	1	3
			43640.35	1	3
0	0	0	43640.35	1	3
757.44	68	0.7	43640.35	1	2
0	0	0	43640.35	1	3
527.56	42	0.7	43640.35	1	2
490.03	35	0.7	43640.35	1	2
0	0	0	43640.35	1	3
519.6	40	0.7	43640.35	1	2
0	0	0	43640.35	1	3
456.52	24	0.7	43640.35	1	2
0	0	0	43640.35	1	3
0	0	0	43640.35	1	3
370.76	12	0.7	43640.35	1	2
0	0	0	43640.35	1	3
521.29	40	0.7	43640.35	1	2
2965.73	95	0.9	43640.35	1	2
141.48	2	0.7	43640.35	1	2
0	0	0	43640.35	1	3
506.9	36	0.7	43640.35	1	2
0	0	0	43640.35	1	3
			43640.35	1	3
			43640.35	1	3
707.65	64	0.7	43640.35	1	2
478.64	30	0.7	43640.35	1	2
0	0	0	43640.35	1	3
517.62	39	0.7	43640.35	1	2
480.39	30	0.7	43640.35	1	2
496.68	35	0.7	43640.35	1	2
319.2	7	0.7	43640.35	1	2
350.19	10	0.7	43640.35	1	2
0	0	0	43640.35	1	3
0	0	0	43640.35	1	3
0	0	0	43640.35	1	2
0	0	0	43640.35	1	2

0	0	0	43640.35	1	2
0	0	0	43640.35	2	1
0	0	0	43640.35	2	1
0	0	0	43640.35	2	1
0	0	0	43640.35	2	1
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0	0	0	43640.35	2	1
0	0	0	43640.35	2	1
0	0	0	43640.35	2	1
0	0	0	43640.35	2	1
					354

Institutions_Id	County	District	ESD_ID	ADMw
1894	Baker	Baker SD 5J	2200	1817.319
1895	Baker	Huntington	2106	0
1896	Baker	Burnt River	2200	0
1897	Baker	Pine Eagle S	2200	0
1898	Benton	Monroe SD	2098	0
1899	Benton	Alsea SD 7J	2098	0
1900	Benton	Philomath S	2098	0
1901	Benton	Corvallis SD	2098	0
1922	Clackamas	West Linn-W	1902	0
1923	Clackamas	Lake Osweg	1902	0
1924	Clackamas	North Clack	1902	451.0054
1925	Clackamas	Molalla Riv	1902	0
1926	Clackamas	Oregon Tra	1902	0
1927	Clackamas	Colton SD 5	1902	0
1928	Clackamas	Oregon City	1902	0
1929	Clackamas	Canby SD 8	1902	0
1930	Clackamas	Estacada SD	1902	1106.85
1931	Clackamas	Gladstone S	1902	0
1933	Clatsop	Astoria SD 1	2230	0
1934	Clatsop	Jewell SD 8	2230	0
1935	Clatsop	Seaside SD	2230	0
1936	Clatsop	Warrenton-	2230	0
2262	Clatsop	Knappa SD	2230	0
1944	Columbia	Scappoose	2230	0
1945	Columbia	Clatskanie S	2230	0
1946	Columbia	Rainier SD 1	2230	0
1947	Columbia	Vernonia SD	2230	0
1948	Columbia	St Helens S	2230	0
1964	Coos	Coquille SD	1949	0
1965	Coos	Coos Bay SD	1949	0
1966	Coos	North Bend	1949	1863.88
1967	Coos	Powers SD	1949	0
1968	Coos	Myrtle Poin	1949	0
1969	Coos	Bandon SD	1949	0
1970	Crook	Crook Coun	1975	0
1972	Curry	Central Cur	1949	0
1973	Curry	Port Orford	1949	0
1974	Curry	Brookings-H	1949	0
1976	Deschutes	Bend-LaPin	1975	0
1977	Deschutes	Redmond S	1975	0
1978	Deschutes	Sisters SD 6	1975	0
1990	Douglas	Oakland SD	1980	0
1991	Douglas	Douglas Co	1980	0
1992	Douglas	Glide SD 12	1980	0
1993	Douglas	Douglas Co	1980	0
1994	Douglas	South Ump	1980	0

1995	Douglas	Camas Vall	1980	0
1996	Douglas	North Doug	1980	0
1997	Douglas	Yoncalla SD	1980	0
1998	Douglas	Elkton SD 3	1980	0
1999	Douglas	Riddle SD 7	1980	0
2000	Douglas	Glendale SD	1980	0
2001	Douglas	Reedsport S	1949	0
2002	Douglas	Winston-Di	1980	0
2003	Douglas	Sutherlin SD	1980	0
2005	Gilliam	Arlington S	2004	0
2006	Gilliam	Condon SD	2004	0
2008	Grant	John Day SD	2007	0
2009	Grant	Prairie City	2007	0
2010	Grant	Monument	2007	0
2011	Grant	Dayville SD	2007	0
2012	Grant	Long Creek	2007	0
2014	Harney	Harney Cou	2013	0
2015	Harney	Harney Cou	2013	261.1061
2016	Harney	Pine Creek	2013	0
2017	Harney	Diamond SD	2013	0
2018	Harney	Suntex SD 1	2013	0
2019	Harney	Drewsey SD	2013	0
2020	Harney	Frenchglen	2013	432.525
2021	Harney	Double O S	2013	0
2022	Harney	South Harn	2013	0
2023	Harney	Harney Cou	2013	0
2024	Hood Rive	Hood River	2223	0
2039	Jackson	Phoenix-Ta	2025	0
2041	Jackson	Ashland SD	2025	0
2042	Jackson	Central Poi	2025	0
2043	Jackson	Eagle Point	2025	289.8316
2044	Jackson	Rogue Rive	2025	0
2045	Jackson	Prospect SD	2025	0
2046	Jackson	Butte Falls	2025	0
2047	Jackson	Pinehurst S	2025	0
2048	Jackson	Medford SD	2025	0
2050	Jefferson	Culver SD 4	2049	0
2051	Jefferson	Ashwood S	2049	0
2052	Jefferson	Black Butte	2049	0
2053	Jefferson	Jefferson C	2049	0
2054	Josephine	Grants Pass	2025	0
2055	Josephine	Three River	2025	0
2056	Klamath	Klamath Fa	2025	0
2057	Klamath	Klamath Co	2025	0
2059	Lake	Lake Count	2058	0
2060	Lake	Paisley SD 1	2058	207.8383
2061	Lake	North Lake	2058	0
2062	Lake	Plush SD 18	2058	0

2063	Lake	Adel SD 21	2058	0
2081	Lane	Pleasant Hi	2064	0
2082	Lane	Eugene SD	2064	0
2083	Lane	Springfield	2064	0
2084	Lane	Fern Ridge	2064	74.48611
2085	Lane	Mapleton S	2064	0
2086	Lane	Creswell SD	2064	0
2087	Lane	South Lane	2064	0
2088	Lane	Bethel SD 5	2064	0
2089	Lane	Crow-Apple	2064	0
2090	Lane	McKenzie S	2064	0
2091	Lane	Junction Cit	2064	0
2092	Lane	Lowell SD 7	2064	0
2093	Lane	Oakridge SI	2064	0
2094	Lane	Marcola SD	2064	301.6935
2095	Lane	Blachly SD 9	2064	0
2096	Lane	Siuslaw SD	2064	0
2097	Lincoln	Lincoln Cou	2098	0
2099	Linn	Harrisburg	2098	0
2100	Linn	Greater Alb	2098	0
2101	Linn	Lebanon Co	2098	0
2102	Linn	Sweet Hom	2098	0
2103	Linn	Scio SD 95	2098	29.82691
2104	Linn	Santiam Ca	2098	3907.414
2105	Linn	Central Linn	2098	0
2107	Malheur	Jordan Vall	2106	0
2108	Malheur	Ontario SD	2106	0
2109	Malheur	Juntura SD	2106	0
2110	Malheur	Nyssa SD 2(	2106	0
2111	Malheur	Annex SD 2	2106	0
2112	Malheur	Malheur Co	2106	0
2113	Malheur	Adrian SD 6	2106	0
2114	Malheur	Harper SD 6	2106	0
2115	Malheur	Arock SD 81	2106	0
2116	Malheur	Vale SD 84	2106	0
2137	Marion	Gervais SD	2117	301.9521
2138	Marion	Silver Falls S	2117	0
2139	Marion	Cascade SD	2117	0
2140	Marion	Jefferson SI	2117	0
2141	Marion	North Mari	2117	0
2142	Marion	Salem-Keize	2117	0
2143	Marion	North Santi	2117	0
2144	Marion	St Paul SD 4	2117	0
2145	Marion	Mt Angel SI	2117	0
2146	Marion	Woodburn	2117	0
2147	Morrow	Morrow SD	2200	0
3997	Morrow	Ione SD R2	2200	0
2180	Multnoma	Portland SD	2148	0

2181	Multnoma	Parkrose SD	2148	0
2182	Multnoma	Reynolds SI	2148	0
2183	Multnoma	Gresham-B	2148	519.9303
2185	Multnoma	Centennial	2148	0
2186	Multnoma	Corbett SD	2148	0
2187	Multnoma	David Doug	2148	0
2188	Multnoma	Riverdale S	2148	0
2190	Polk	Dallas SD 2	2117	191.8975
2191	Polk	Central SD	2117	0
2192	Polk	Perrydale S	2117	0
2193	Polk	Falls City SD	2117	0
2195	Sherman	Sherman C	2004	0
2197	Tillamook	Tillamook S	2230	0
2198	Tillamook	Neah-Kah-N	2230	0
2199	Tillamook	Nestucca V	2230	0
2201	Umatilla	Helix SD 1	2200	0
2202	Umatilla	Pilot Rock S	2200	0
2203	Umatilla	Echo SD 5	2200	0
2204	Umatilla	Umatilla SD	2200	0
2205	Umatilla	Milton-Free	2200	0
2206	Umatilla	Hermiston	2200	0
2207	Umatilla	Pendleton S	2200	0
2208	Umatilla	Athena-We	2200	0
2209	Umatilla	Stanfield SD	2200	0
2210	Umatilla	Ukiah SD 80	2200	0
2212	Union	La Grande S	2200	0
2213	Union	Union SD 5	2200	0
2214	Union	North Powd	2200	0
2215	Union	Imbler SD 1	2200	0
2216	Union	Cove SD 15	2200	0
2217	Union	Elgin SD 23	2200	0
2219	Wallowa	Joseph SD 6	2218	0
2220	Wallowa	Wallowa SD	2218	0
2221	Wallowa	Enterprise S	2218	0
2222	Wallowa	Troy SD 54	2218	0
2225	Wasco	South Wasc	2223	0
2229	Wasco	Dufur SD 29	2223	0
4131	Wasco	North Wasc	2223	0
2239	Washingto	Hillsboro SD	2230	0
2240	Washingto	Banks SD 13	2230	0
2241	Washingto	Forest Grov	2230	0
2242	Washingto	Tigard-Tual	2230	0
2243	Washingto	Beaverton S	2230	0
2244	Washingto	Sherwood S	2230	0
2245	Washingto	Gaston SD 5	2230	0
2247	Wheeler	Spray SD 1	2004	0
2248	Wheeler	Fossil SD 21	2004	752.3055
2249	Wheeler	Mitchell SD	2004	438.0108

2251	Yamhill	Yamhill Car	2117	0
2252	Yamhill	Amity SD 4	2117	0
2253	Yamhill	Dayton SD	2117	0
2254	Yamhill	Newberg S	2117	0
2255	Yamhill	Willamina S	2117	0
2256	Yamhill	McMinnvill	2117	0
2257	Yamhill	Sheridan S	2117	0

					3			1,263.99	$ -	$ 812,159.49	$ 812,159.49	You must update pivot with Data >> Refre

Inst_Id	Dist_Id	County	District	CharterSchool	Indie = Yes	Charter ID	Dist ID	Charter ADMw	Year 1	Year 2
1894	1894	Baker	Baker SD 5J							
4728	1894	Baker	Baker SD 5J	Baker Web Academy						
4759	1894	Baker	Baker SD 5J	Baker Early College						
1895	1895	Baker	Huntington SD 16J							
3351	1895	Baker	Huntington SD 1	Huntington School						
1896	1896	Baker	Burnt River SD 30J							
3347	1896	Baker	Burnt River SD 3	Burnt River School						
1897	1897	Baker	Pine Eagle SD 61							
15	1897	Baker	Pine Eagle SD 61	Pine Eagle Charter School						
1898	1898	Benton	Monroe SD 1J							
1899	1899	Benton	Alsea SD 7J							
17	1899	Benton	Alsea SD 7J	Alsea Charter School						
1900	1900	Benton	Philomath SD 17J							
3440	1900	Benton	Philomath SD 17	Kings Valley Charter School						
1901	1901	Benton	Corvallis SD 509J							
4637	1901	Benton	Corvallis SD 509J	Inavale Community Partners dba Mud						
1922	1922	Clacka	West Linn-Wilsonville SD 3J							
3452	1922	Clacka	West Linn-Wilso	Three Rivers Charter School						
1923	1923	Clacka	Lake Oswego SD 7J							
1924	1924	Clacka	North Clackamas SD 12							
4223	1924	Clacka	North Clackamas	Clackamas Web Academy						
4226	1924	Clacka	North Clackamas	Clackamas Middle College	YES	4226	1924	304.90	$ -	$ 195,911.32
4369	1924	Clacka	North Clackamas	Milwaukie Academy of the Arts						
4475	1924	Clacka	North Clackamas	Cascade Heights Public Charter Schoo						
1925	1925	Clacka	Molalla River SD 35							
4745	1925	Clacka	Molalla River SD	Molalla River Academy						
4818	1925	Clacka	Molalla River SD	Renaissance Public Academy						
1926	1926	Clacka	Oregon Trail SD 46							
4820	1926	Clacka	Oregon Trail SD 4	Oregon Trail Academy						
1927	1927	Clacka	Colton SD 53							
1928	1928	Clacka	Oregon City SD 62							
2735	1928	Clacka	Oregon City SD 6	Oregon City Service Learning Academy						
4480	1928	Clacka	Oregon City SD 6	Springwater Environmental Sciences S						
4585	1928	Clacka	Oregon City SD 6	Alliance Charter Academy						
4802	1928	Clacka	Oregon City SD 6	Clackamas Academy of Industrial Scier						
1929	1929	Clacka	Canby SD 86							
1930	1930	Clacka	Estacada SD 108							
4670	1930	Clacka	Estacada SD 108	Summit Learning Charter						
4760	1930	Clacka	Estacada SD 108	Summit Community College High Scho						
1931	1931	Clacka	Gladstone SD 115							
1933	1933	Clatso	Astoria SD 1							
1934	1934	Clatso	Jewell SD 8							
1935	1935	Clatso	Seaside SD 10							
5385	1935	Clatso	Seaside SD 10	The Cannon Beach Academy						
1936	1936	Clatso	Warrenton-Hammond SD 30							
2262	2262	Clatso	Knappa SD 4							
1944	1944	Colum	Scappoose SD 1J							
4221	1944	Colum	Scappoose SD 1J	South Columbia Family School						

Row Labels	Sum of Charter ADMw
1924	304.9025
2182	577.935
2183	381.15
	0
Grand Total	**1263.9875**

1945	1945	Colum	Clatskanie SD 6J							
1946	1946	Colum	Rainier SD 13							
4234	1946	Colum	Rainier SD 13	North Columbia Academy						
1947	1947	Colum	Vernonia SD 47J							
1948	1948	Colum	St Helens SD 502							
4602	1948	Colum	St Helens SD 502	St Helens Arthur Academy						
1964	1964	Coos	Coquille SD 8							
1965	1965	Coos	Coos Bay SD 9							
3615	1965	Coos	Coos Bay SD 9	Lighthouse Charter School						
4079	1965	Coos	Coos Bay SD 9	Resource Link Charter School						
1966	1966	Coos	North Bend SD 13							
4690	1966	Coos	North Bend SD 1	Oregon Virtual Academy						
1967	1967	Coos	Powers SD 31							
1968	1968	Coos	Myrtle Point SD 41							
1969	1969	Coos	Bandon SD 54							
1970	1970	Crook	Crook County SD							
223	1970	Crook	Crook County SD	Powell Butte Community Charter Scho						
1972	1972	Curry	Central Curry SD 1							
1973	1973	Curry	Port Orford-Langlois SD 2CJ							
1974	1974	Curry	Brookings-Harbor SD 17C							
1976	1976	Deschu	Bend-LaPine Administrative SD 1							
5309	1976	Deschu	Bend-LaPine Adr	Bend International School						
5384	1976	Deschu	Bend-LaPine Adr	Desert Sky Montessori						
1977	1977	Deschu	Redmond SD 2J							
4729	1977	Deschu	Redmond SD 2J	Redmond Proficiency Academy						
1978	1978	Deschu	Sisters SD 6							
1990	1990	Dougla	Oakland SD 1							
1991	1991	Dougla	Douglas County SD 4							
4391	1991	Dougla	Douglas County S	Phoenix School						
1992	1992	Dougla	Glide SD 12							
1993	1993	Dougla	Douglas County SD 15							
3348	1993	Dougla	Douglas County S	Days Creek Charter School						
1994	1994	Dougla	South Umpqua SD 19							
1995	1995	Dougla	Camas Valley SD 21J							
3400	1995	Dougla	Camas Valley SD	Camas Valley School						
1996	1996	Dougla	North Douglas SD 22							
1997	1997	Dougla	Yoncalla SD 32							
1998	1998	Dougla	Elkton SD 34							
302	1998	Dougla	Elkton SD 34	Elkton Charter School						
1999	1999	Dougla	Riddle SD 70							
2000	2000	Dougla	Glendale SD 77							
307	2000	Dougla	Glendale SD 77	Glendale Community Charter School						
2001	2001	Dougla	Reedsport SD 105							
310	2001	Dougla	Reedsport SD 10	Reedsport Community Charter School						
2002	2002	Dougla	Winston-Dillard SD 116							
2003	2003	Dougla	Sutherlin SD 130							
2005	2005	Gilliam	Arlington SD 3							
323	2005	Gilliam	Arlington SD 3	Arlington Community Charter School						
2006	2006	Gilliam	Condon SD 25J							
2008	2008	Grant	John Day SD 3							
2009	2009	Grant	Prairie City SD 4							

2010	2010	Grant	Monument SD 8							
2011	2011	Grant	Dayville SD 16J							
2012	2012	Grant	Long Creek SD 17							
2014	2014	Harney	Harney County SD 3							
2015	2015	Harney	Harney County SD 4							
5446	2015	Harney	Harney County S	Oregon Family School						
2016	2016	Harney	Pine Creek SD 5							
2017	2017	Harney	Diamond SD 7							
2018	2018	Harney	Suntex SD 10							
2019	2019	Harney	Drewsey SD 13							
2020	2020	Harney	Frenchglen SD 16							
4702	2020	Harney	Frenchglen SD 16	Silvies River Charter School						
2021	2021	Harney	Double O SD 28							
2022	2022	Harney	South Harney SD 33							
2023	2023	Harney	Harney County Union High SD 1J							
2024	2024	Hood R	Hood River County SD							
2039	2039	Jackso	Phoenix-Talent SD 4							
3247	2039	Jackso	Phoenix-Talent S	Armadillo Technical Institute						
2041	2041	Jackso	Ashland SD 5							
2042	2042	Jackso	Central Point SD 6							
2043	2043	Jackso	Eagle Point SD 9							
5251	2043	Jackso	Eagle Point SD 9	Crater Lake Charter Academy						
2044	2044	Jackso	Rogue River SD 35							
4856	2044	Jackso	Rogue River SD 3	Rivers Edge Academy Charter School						
2045	2045	Jackso	Prospect SD 59							
3356	2045	Jackso	Prospect SD 59	Prospect Charter School						
2046	2046	Jackso	Butte Falls SD 91							
406	2046	Jackso	Butte Falls SD 91	Butte Falls Charter School						
2047	2047	Jackso	Pinehurst SD 94							
2048	2048	Jackso	Medford SD 549C							
4593	2048	Jackso	Medford SD 549	Madrone Trail Public Charter School						
4821	2048	Jackso	Medford SD 549	Logos Public Charter School						
5205	2048	Jackso	Medford SD 549	Kids Unlimited Academy						
5304	2048	Jackso	Medford SD 549	The Valley School of Southern Oregon						
2050	2050	Jeffers	Culver SD 4							
2051	2051	Jeffers	Ashwood SD 8							
2052	2052	Jeffers	Black Butte SD 41							
2053	2053	Jeffers	Jefferson County SD 509J							
2054	2054	Joseph	Grants Pass SD 7							
2055	2055	Joseph	Three Rivers/Josephine County SD							
4823	2055	Joseph	Three Rivers/Jos	Sunny Wolf Charter School						
5063	2055	Joseph	Three Rivers/Jos	Woodland Charter School						
2056	2056	Klamat	Klamath Falls City Schools							
4545	2056	Klamat	Klamath Falls Cit	EagleRidge High School						
2057	2057	Klamat	Klamath County SD							
4581	2057	Klamat	Klamath County	Sage Community School						
2059	2059	Lake	Lake County SD 7							
2060	2060	Lake	Paisley SD 11							
3360	2060	Lake	Paisley SD 11	Paisley School						
2061	2061	Lake	North Lake SD 14							
2062	2062	Lake	Plush SD 18							

2063	2063	Lake	Adel SD 21							
2081	2081	Lane	Pleasant Hill SD 1							
2082	2082	Lane	Eugene SD 4J							
507	2082	Lane	Eugene SD 4J	Coburg Community Charter School						
1861	2082	Lane	Eugene SD 4J	Twin Rivers Charter School						
3229	2082	Lane	Eugene SD 4J	Village School						
3233	2082	Lane	Eugene SD 4J	Ridgeline Montessori						
4041	2082	Lane	Eugene SD 4J	Network Charter School						
2083	2083	Lane	Springfield SD 19							
4058	2083	Lane	Springfield SD 19	Willamette Leadership Academy						
4440	2083	Lane	Springfield SD 19	Academy of Arts and Academics						
2084	2084	Lane	Fern Ridge SD 28J							
4045	2084	Lane	Fern Ridge SD 28	West Lane Technology Learning Cente						
2085	2085	Lane	Mapleton SD 32							
2086	2086	Lane	Creswell SD 40							
2087	2087	Lane	South Lane SD 45J3							
4395	2087	Lane	South Lane SD 45	Childs Way Charter School						
4555	2087	Lane	South Lane SD 45	Academy for Character Education						
2088	2088	Lane	Bethel SD 52							
2089	2089	Lane	Crow-Applegate-Lorane SD 66							
2090	2090	Lane	McKenzie SD 68							
594	2090	Lane	McKenzie SD 68	McKenzie River Community School						
2091	2091	Lane	Junction City SD 69							
2092	2092	Lane	Lowell SD 71							
5252	2092	Lane	Lowell SD 71	Mountain View Academy						
5349	2092	Lane	Lowell SD 71	Bridge Charter Academy						
2093	2093	Lane	Oakridge SD 76							
2094	2094	Lane	Marcola SD 79J							
5444	2094	Lane	Marcola SD 79J	TEACH-NW						
2095	2095	Lane	Blachly SD 90							
3401	2095	Lane	Blachly SD 90	Triangle Lake Charter School						
2096	2096	Lane	Siuslaw SD 97J							
2097	2097	Lincoln	Lincoln County SD							
3240	2097	Lincoln	Lincoln County S	Lincoln City Career Technical High Sch						
3361	2097	Lincoln	Lincoln County S	Eddyville Charter School						
4038	2097	Lincoln	Lincoln County S	Siletz Valley Schools						
4468	2097	Lincoln	Lincoln County S	Siletz Valley Early College Academy						
2099	2099	Linn	Harrisburg SD 7J							
2100	2100	Linn	Greater Albany Public SD 8J							
2101	2101	Linn	Lebanon Community SD 9							
3505	2101	Linn	Lebanon Commu	Sand Ridge Charter School						
2102	2102	Linn	Sweet Home SD 55							
4484	2102	Linn	Sweet Home SD	Sweet Home Charter School						
2103	2103	Linn	Scio SD 95							
2994	2103	Linn	Scio SD 95	Lourdes School						
2104	2104	Linn	Santiam Canyon SD 129J							
4399	2104	Linn	Santiam Canyon	Oregon Connections Academy						
2105	2105	Linn	Central Linn SD 552							
5437	2105	Linn	Central Linn SD 5	Bridges Community School						
2107	2107	Malhe	Jordan Valley SD 3							
2108	2108	Malhe	Ontario SD 8C							

4040	2108	Malhe	Ontario SD 8C	Four Rivers Community School						
2109	2109	Malhe	Juntura SD 12							
2110	2110	Malhe	Nyssa SD 26							
2111	2111	Malhe	Annex SD 29							
705	2111	Malhe	Annex SD 29	Annex Charter School						
2112	2112	Malhe	Malheur County SD 51							
2113	2113	Malhe	Adrian SD 61							
2114	2114	Malhe	Harper SD 66							
3362	2114	Malhe	Harper SD 66	Harper Charter School						
2115	2115	Malhe	Arock SD 81							
2116	2116	Malhe	Vale SD 84							
2137	2137	Mario	Gervais SD 1							
5392	2137	Mario	Gervais SD 1	Frontier Charter Academy						
2138	2138	Mario	Silver Falls SD 4J							
784	2138	Mario	Silver Falls SD 4J	Bethany Charter School						
4746	2138	Mario	Silver Falls SD 4J	The Community Roots School						
2139	2139	Mario	Cascade SD 5							
2140	2140	Mario	Jefferson SD 14J							
2141	2141	Mario	North Marion SD 15							
2142	2142	Mario	Salem-Keizer SD 24J							
1358	2142	Mario	Salem-Keizer SD	Howard Street Charter						
3528	2142	Mario	Salem-Keizer SD	Optimum Learning Environment Chart						
4210	2142	Mario	Salem-Keizer SD	Jane Goodall Environmental Middle Ch						
4390	2142	Mario	Salem-Keizer SD	Valley Inquiry Charter School						
4850	2142	Mario	Salem-Keizer SD	Eagle Charter School						
2143	2143	Mario	North Santiam SD 29J							
2144	2144	Mario	St Paul SD 45							
2145	2145	Mario	Mt Angel SD 91							
2146	2146	Mario	Woodburn SD 103							
4230	2146	Mario	Woodburn SD 10	Woodburn Arthur Academy						
2147	2147	Morro	Morrow SD 1							
3997	3997	Morro	Ione SD R2							
3363	3997	Morro	Ione SD R2	Ione Community Charter School						
958	1944	Multn	Scappoose SD 1J	Sauvie Island School						
2180	2180	Multn	Portland SD 1J							
3451	2180	Multn	Portland SD 1J	Opal School of the Portland Children's						
3616	2180	Multn	Portland SD 1J	Trillium						
3991	2180	Multn	Portland SD 1J	Emerson School						
4212	2180	Multn	Portland SD 1J	Self Enhancement, Inc/SEI Academy						
4400	2180	Multn	Portland SD 1J	Portland Arthur Academy Charter Scho						
4534	2180	Multn	Portland SD 1J	Portland Village School						
4604	2180	Multn	Portland SD 1J	The Cottonwood School of Civics and S						
4720	2180	Multn	Portland SD 1J	The Ivy School						
5060	2180	Multn	Portland SD 1J	Le Monde French Immersion Public Ch						
5218	2180	Multn	Portland SD 1J	Kairos PDX						
2181	2181	Multn	Parkrose SD 3							
2182	2182	Multn	Reynolds SD 7							
3490	2182	Multn	Reynolds SD 7	Multnomah Learning Acader	Yes	3490	2182	577.94	$ -	$ 371,344.97
4216	2182	Multn	Reynolds SD 7	Reynolds Arthur Academy						
4822	2182	Multn	Reynolds SD 7	Rockwood Preparatory Academy						
2183	2183	Multn	Gresham-Barlow SD 10J							

3553	2183	Multn	Gresham-Barlow	Center for Advanced Learning						
4601	2183	Multn	Gresham-Barlow	Gresham Arthur Academy						
4667	2183	Multn	Gresham-Barlow	Lewis and Clark Montessori (	Yes	4667	2183	381.15	$ -	$ 244,903.21
4740	2183	Multn	Gresham-Barlow	Metro East Web Academy						
2185	2185	Multn	Centennial SD 28J							
2186	2186	Multn	Corbett SD 39							
2187	2187	Multn	David Douglas SD 40							
3580	2187	Multn	David Douglas SD	Arthur Academy						
2188	2188	Multn	Riverdale SD 51J							
2190	2190	Polk	Dallas SD 2							
3461	2190	Polk	Dallas SD 2	Luckiamute Valley Charter School						
5298	2190	Polk	Dallas SD 2	Dallas Community Charter						
2191	2191	Polk	Central SD 13J							
2192	2192	Polk	Perrydale SD 21							
2193	2193	Polk	Falls City SD 57							
2195	2195	Sherm	Sherman County SD							
2197	2197	Tillam	Tillamook SD 9							
2198	2198	Tillam	Neah-Kah-Nie SD 56							
2199	2199	Tillam	Nestucca Valley SD 101J							
2201	2201	Umati	Helix SD 1							
2202	2202	Umati	Pilot Rock SD 2							
2203	2203	Umati	Echo SD 5							
2204	2204	Umati	Umatilla SD 6R							
2205	2205	Umati	Milton-Freewater Unified SD 7							
2206	2206	Umati	Hermiston SD 8							
2207	2207	Umati	Pendleton SD 16							
4202	2207	Umati	Pendleton SD 16	Nixyaawii Community School						
2208	2208	Umati	Athena-Weston SD 29RJ							
2209	2209	Umati	Stanfield SD 61							
2210	2210	Umati	Ukiah SD 80R							
2212	2212	Union	La Grande SD 1							
2213	2213	Union	Union SD 5							
2214	2214	Union	North Powder SD 8J							
3365	2214	Union	North Powder SD	North Powder Charter School						
2215	2215	Union	Imbler SD 11							
1079	2215	Union	Imbler SD 11	Imbler Charter School						
2216	2216	Union	Cove SD 15							
3434	2216	Union	Cove SD 15	Cove Charter School						
2217	2217	Union	Elgin SD 23							
2219	2219	Wallov	Joseph SD 6							
1087	2219	Wallov	Joseph SD 6	Joseph Charter School						
2220	2220	Wallov	Wallowa SD 12							
2221	2221	Wallov	Enterprise SD 21							
2222	2222	Wallov	Troy SD 54							
2225	2225	Wasco	South Wasco County SD 1							
2229	2229	Wasco	Dufur SD 29							
4131	4131	Wasco	North Wasco County SD 21							
1095	4131	Wasco	North Wasco Co	Mosier Community School						
5250	4131	Wasco	North Wasco Co	Wahtonka Community School						
5061	2103	Washi	Scio SD 95	Oregon Virtual Education						
2239	2239	Washi	Hillsboro SD 1J							

4206	2239	Washi	Hillsboro SD 1J	City View Charter School						
2240	2240	Washi	Banks SD 13							
2241	2241	Washi	Forest Grove SD 15							
4595	2241	Washi	Forest Grove SD	Forest Grove Community School						
2242	2242	Washi	Tigard-Tualatin SD 23J							
3579	2242	Washi	Tigard-Tualatin S	Multi-sensory Instruction Teaching Ch						
2243	2243	Washi	Beaverton SD 48J							
4805	2243	Washi	Beaverton SD 48	Arco Iris Spanish Immersion School						
4867	2243	Washi	Beaverton SD 48	Hope Chinese Charter School						
2244	2244	Washi	Sherwood SD 88J							
4220	2244	Washi	Sherwood SD 88	Sherwood Charter School						
2245	2245	Washi	Gaston SD 511J							
2247	2247	Wheel	Spray SD 1							
2248	2248	Wheel	Fossil SD 21J							
1205	2248	Wheel	Fossil SD 21J	Fossil Charter School						
2249	2249	Wheel	Mitchell SD 55							
5150	2249	Wheel	Mitchell SD 55	Insight School of Oregon Painted Hills						
5440	2249	Wheel	Mitchell SD 55	Cascade Virtual Academy						
5441	2249	Wheel	Mitchell SD 55	Destinations Career Academy of Oreg						
2251	2251	Yamhi	Yamhill Carlton SD 1							
2252	2252	Yamhi	Amity SD 4J							
4505	2252	Yamhi	Amity SD 4J	Eola Hills Charter School						
2253	2253	Yamhi	Dayton SD 8							
2254	2254	Yamhi	Newberg SD 29J							
2255	2255	Yamhi	Willamina SD 30J							
2256	2256	Yamhi	McMinnville SD 40							
2257	2257	Yamhi	Sheridan SD 48J							
2728	2257	Yamhi	Sheridan SD 48J	Sheridan Japanese School						
4833	2257	Yamhi	Sheridan SD 48J	Sheridan AllPrep Academy						
2336	2336	State o	Oregon Department of Education							
3476	3476	State o	ODE JDEP District							
3477	3477	State o	ODE YCEP District							
1902	1902	Clacka	Clackamas ESD							
1949	1949	Coos	South Coast ESD							
1975	1975	Deschu	High Desert ESD							
1980	1980	Dougla	Douglas ESD							
2004	2004	Gilliam	North Central ESD							
2007	2007	Grant	Grant ESD							
2013	2013	Harney	Harney ESD Region XVII							
2025	2025	Jackso	Southern Oregon ESD							
2049	2049	Jeffers	Jefferson ESD							
2058	2058	Lake	Lake ESD							
2064	2064	Lane	Lane ESD							
2098	2098	Linn	Linn Benton Lincoln ESD							
2106	2106	Malhe	Malheur ESD Region 14							
2117	2117	Marion	Willamette ESD							
2148	2148	Multno	Multnomah ESD							
2200	2200	Umatil	InterMountain ESD							
2218	2218	Wallov	Region 18 ESD							
2223	2223	Wasco	Columbia Gorge ESD							
2230	2230	Washi	Northwest Regional ESD							

Total										

esh All

Institutions_Id	County	District	ESD_ID	ADMw
1894	Baker	Baker SD 5J	2200	15
1895	Baker	Huntington	2106	206.66
1896	Baker	Burnt River	2200	
1897	Baker	Pine Eagle S	2200	
1898	Benton	Monroe SD	2098	
1899	Benton	Alsea SD 7J	2098	
1900	Benton	Philomath S	2098	
1901	Benton	Corvallis SD	2098	
1922	Clackamas	West Linn-W	1902	
1923	Clackamas	Lake Oswego	1902	
1924	Clackamas	North Clack	1902	
1925	Clackamas	Molalla Riv	1902	
1926	Clackamas	Oregon Tra	1902	
1927	Clackamas	Colton SD 5	1902	
1928	Clackamas	Oregon City	1902	
1929	Clackamas	Canby SD 8	1902	
1930	Clackamas	Estacada SD	1902	
1931	Clackamas	Gladstone S	1902	
1933	Clatsop	Astoria SD	2230	
1934	Clatsop	Jewell SD 8	2230	
1935	Clatsop	Seaside SD	2230	
1936	Clatsop	Warrenton-	2230	
2262	Clatsop	Knappa SD	2230	
1944	Columbia	Scappoose	2230	
1945	Columbia	Clatskanie S	2230	
1946	Columbia	Rainier SD 1	2230	
1947	Columbia	Vernonia SD	2230	
1948	Columbia	St Helens S	2230	
1964	Coos	Coquille SD	1949	
1965	Coos	Coos Bay SD	1949	
1966	Coos	North Bend	1949	
1967	Coos	Powers SD	1949	
1968	Coos	Myrtle Poin	1949	
1969	Coos	Bandon SD	1949	
1970	Crook	Crook Coun	1975	
1972	Curry	Central Cur	1949	
1973	Curry	Port Orford	1949	
1974	Curry	Brookings-H	1949	
1976	Deschutes	Bend-LaPin	1975	
1977	Deschutes	Redmond S	1975	
1978	Deschutes	Sisters SD 6	1975	
1990	Douglas	Oakland SD	1980	
1991	Douglas	Douglas Co	1980	
1992	Douglas	Glide SD 12	1980	
1993	Douglas	Douglas Co	1980	
1994	Douglas	South Umpq	1980	

1995	Douglas	Camas Vall	1980	
1996	Douglas	North Doug	1980	
1997	Douglas	Yoncalla SD	1980	
1998	Douglas	Elkton SD 3	1980	
1999	Douglas	Riddle SD 7	1980	
2000	Douglas	Glendale SD	1980	
2001	Douglas	Reedsport S	1949	
2002	Douglas	Winston-Di	1980	
2003	Douglas	Sutherlin SD	1980	
2005	Gilliam	Arlington S	2004	
2006	Gilliam	Condon SD	2004	
2008	Grant	John Day SD	2007	
2009	Grant	Prairie City	2007	
2010	Grant	Monument	2007	
2011	Grant	Dayville SD	2007	
2012	Grant	Long Creek	2007	
2014	Harney	Harney Cou	2013	
2015	Harney	Harney Cou	2013	
2016	Harney	Pine Creek	2013	
2017	Harney	Diamond SD	2013	
2018	Harney	Suntex SD 1	2013	
2019	Harney	Drewsey SD	2013	
2020	Harney	Frenchglen	2013	
2021	Harney	Double O S	2013	
2022	Harney	South Harn	2013	
2023	Harney	Harney Cou	2013	
2024	Hood Rive	Hood River	2223	
2039	Jackson	Phoenix-Ta	2025	
2041	Jackson	Ashland SD	2025	
2042	Jackson	Central Poi	2025	
2043	Jackson	Eagle Point	2025	
2044	Jackson	Rogue Rive	2025	
2045	Jackson	Prospect SD	2025	
2046	Jackson	Butte Falls	2025	
2047	Jackson	Pinehurst S	2025	
2048	Jackson	Medford SD	2025	
2050	Jefferson	Culver SD 4	2049	
2051	Jefferson	Ashwood S	2049	
2052	Jefferson	Black Butte	2049	
2053	Jefferson	Jefferson C	2049	
2054	Josephine	Grants Pass	2025	
2055	Josephine	Three River	2025	
2056	Klamath	Klamath Fa	2025	
2057	Klamath	Klamath Co	2025	
2059	Lake	Lake Count	2058	
2060	Lake	Paisley SD 1	2058	
2061	Lake	North Lake	2058	
2062	Lake	Plush SD 18	2058	

2063	Lake	Adel SD 21	2058	
2081	Lane	Pleasant Hi	2064	
2082	Lane	Eugene SD	2064	
2083	Lane	Springfield	2064	
2084	Lane	Fern Ridge	2064	
2085	Lane	Mapleton S	2064	
2086	Lane	Creswell SD	2064	
2087	Lane	South Lane	2064	
2088	Lane	Bethel SD 5	2064	
2089	Lane	Crow-Apple	2064	
2090	Lane	McKenzie S	2064	
2091	Lane	Junction Cit	2064	
2092	Lane	Lowell SD 7	2064	
2093	Lane	Oakridge SI	2064	
2094	Lane	Marcola SD	2064	
2095	Lane	Blachly SD	2064	
2096	Lane	Siuslaw SD	2064	
2097	Lincoln	Lincoln Cou	2098	
2099	Linn	Harrisburg	2098	
2100	Linn	Greater Alb	2098	
2101	Linn	Lebanon Co	2098	
2102	Linn	Sweet Hom	2098	
2103	Linn	Scio SD 95	2098	
2104	Linn	Santiam Ca	2098	
2105	Linn	Central Linn	2098	
2107	Malheur	Jordan Vall	2106	
2108	Malheur	Ontario SD	2106	
2109	Malheur	Juntura SD	2106	
2110	Malheur	Nyssa SD 2(	2106	
2111	Malheur	Annex SD 2	2106	
2112	Malheur	Malheur Co	2106	3.5
2113	Malheur	Adrian SD 6	2106	
2114	Malheur	Harper SD 6	2106	
2115	Malheur	Arock SD 81	2106	
2116	Malheur	Vale SD 84	2106	
2137	Marion	Gervais SD	2117	
2138	Marion	Silver Falls	2117	
2139	Marion	Cascade SD	2117	
2140	Marion	Jefferson SI	2117	
2141	Marion	North Mari	2117	
2142	Marion	Salem-Keiz	2117	
2143	Marion	North Santi	2117	
2144	Marion	St Paul SD 4	2117	
2145	Marion	Mt Angel SI	2117	
2146	Marion	Woodburn	2117	
2147	Morrow	Morrow SD	2200	
3997	Morrow	Ione SD R2	2200	
2180	Multnoma	Portland SD	2148	

2181	Multnoma	Parkrose SD	2148	
2182	Multnoma	Reynolds SI	2148	
2183	Multnoma	Gresham-B	2148	
2185	Multnoma	Centennial	2148	
2186	Multnoma	Corbett SD	2148	
2187	Multnoma	David Doug	2148	
2188	Multnoma	Riverdale S	2148	
2190	Polk	Dallas SD 2	2117	
2191	Polk	Central SD	2117	
2192	Polk	Perrydale S	2117	
2193	Polk	Falls City SI	2117	
2195	Sherman	Sherman C	2004	
2197	Tillamook	Tillamook S	2230	
2198	Tillamook	Neah-Kah-N	2230	
2199	Tillamook	Nestucca V	2230	
2201	Umatilla	Helix SD 1	2200	
2202	Umatilla	Pilot Rock S	2200	
2203	Umatilla	Echo SD 5	2200	
2204	Umatilla	Umatilla SD	2200	
2205	Umatilla	Milton-Free	2200	
2206	Umatilla	Hermiston	2200	
2207	Umatilla	Pendleton S	2200	
2208	Umatilla	Athena-We	2200	
2209	Umatilla	Stanfield SI	2200	
2210	Umatilla	Ukiah SD 8(	2200	
2212	Union	La Grande S	2200	
2213	Union	Union SD 5	2200	
2214	Union	North Powd	2200	
2215	Union	Imbler SD 1	2200	
2216	Union	Cove SD 15	2200	
2217	Union	Elgin SD 23	2200	
2219	Wallowa	Joseph SD 6	2218	
2220	Wallowa	Wallowa SD	2218	
2221	Wallowa	Enterprise S	2218	
2222	Wallowa	Troy SD 54	2218	
2225	Wasco	South Wasc	2223	
2229	Wasco	Dufur SD 29	2223	
4131	Wasco	North Wasc	2223	
2239	Washingto	Hillsboro SI	2230	
2240	Washingto	Banks SD 1	2230	
2241	Washingto	Forest Grov	2230	
2242	Washingto	Tigard-Tual	2230	
2243	Washingto	Beaverton S	2230	
2244	Washingto	Sherwood S	2230	
2245	Washingto	Gaston SD S	2230	
2247	Wheeler	Spray SD 1	2004	
2248	Wheeler	Fossil SD 21	2004	
2249	Wheeler	Mitchell SD	2004	

2251	Yamhill	Yamhill Car	2117	
2252	Yamhill	Amity SD 4.	2117	
2253	Yamhill	Dayton SD	2117	
2254	Yamhill	Newberg SI	2117	
2255	Yamhill	Willamina S	2117	
2256	Yamhill	McMinnvill	2117	
2257	Yamhill	Sheridan SI	2117	
3476	State of Or	ODE JDEP D		
3477	State of Or	ODE YCEP D		

Oregon Department of Education
Office for Education Inovation and Improvement
Report: Student Improvement Acount Allocations
Date: 8/28/19

	AY 2021		
	$ 472,740,000.00		
	2019-20	2020-21	
Split:	0%	100%	
$ available:	$ -	$ 472,740,000.00	
Reserve:	$ -	$ 20,000,000.00	4.23%
To be distributed:	$ -	$ 452,740,000.00	
Statewide ADMw:	703,156.41	703,156.41	
Rate per ADMw:	$ -	$ 643.87	

There are 197 School Districts below
1st tier Min. Grant Floor: $ 25,000.00

And there are 0 School Districts less than:
2nd tier Min. Grant Floor: $ 32,500.00 $32K
Independent charter ADMw: 1,263.99
Min. Grant adj. $ total: $ -
Min. Grant adj. ADMw: -
Adj. Funds available: $ -
Adj. state ADMw: 704,420.40
Adj. Rate per ADMw: $ -

There are 13 School districts less than 50

First year of biennium

Inst_Id	County	District	ESD_ID	ADMw	Additional Poverty Weighting	ADMw Subtotal	Subtract for Virtual Public Charter School ADMw	Subtract for Independent Charter School Grant	Subtract for Non-participating Public Charter School	ADMw Total	(A) Allocation w/out Min. Grant	ADMw Min. Threshold	Min. Grant Amount	Min. Grant ADMw	Min. Grant Adj.	(B) Adj. Allocation w/ floor
1894	Baker	Baker SD 5J	2200	4,384.34	126.00	4,510.34	(1,817.32)	0.00	(15.00)	2,678.02	$ -				$ -	$ -
1895	Baker	Huntington SD 16J	2106	202.91	3.75	206.66	0.00	0.00	(206.66)	-	$ -				$ -	$ -
1896	Baker	Burnt River SD 30J	2200	143.75	1.25	145.00	0.00	0.00	0.00	145.00	$ -				$ -	$ -
1897	Baker	Pine Eagle SD 61	2200	361.69	10.00	371.69	0.00	0.00	0.00	371.69	$ -				$ -	$ -
1898	Benton	Monroe SD 1J	2098	525.66	19.49	545.14	0.00	0.00	0.00	545.14	$ -				$ -	$ -
1899	Benton	Alsea SD 7J	2098	388.13	5.50	393.63	0.00	0.00	0.00	393.63	$ -				$ -	$ -
1900	Benton	Philomath SD 17J	2098	1,925.27	36.00	1,961.27	0.00	0.00	0.00	1,961.27	$ -				$ -	$ -
1901	Benton	Corvallis SD 509J	2098	7,882.70	177.32	8,060.02	0.00	0.00	0.00	8,060.02	$ -				$ -	$ -
1922	Clackama	West Linn-Wilsonville SD 3	1902	11,298.24	128.75	11,426.99	0.00	0.00	0.00	11,426.99	$ -				$ -	$ -
1923	Clackama	Lake Oswego SD 7J	1902	7,796.31	69.63	7,865.94	0.00	0.00	0.00	7,865.94	$ -				$ -	$ -
1924	Clackama	North Clackamas SD 12	1902	20,431.53	433.19	20,864.71	(451.01)	(304.90)	0.00	20,108.81	$ -				$ -	$ -
1925	Clackama	Molalla River SD 35	1902	3,211.71	66.03	3,277.74	0.00	0.00	0.00	3,277.74	$ -				$ -	$ -
1926	Clackama	Oregon Trail SD 46	1902	5,126.74	110.44	5,237.18	0.00	0.00	0.00	5,237.18	$ -				$ -	$ -
1927	Clackama	Colton SD 53	1902	788.09	14.60	802.69	0.00	0.00	0.00	802.69	$ -				$ -	$ -
1928	Clackama	Oregon City SD 62	1902	9,304.40	176.03	9,480.42	0.00	0.00	0.00	9,480.42	$ -				$ -	$ -
1929	Clackama	Canby SD 86	1902	5,608.65	122.40	5,731.05	0.00	0.00	0.00	5,731.05	$ -				$ -	$ -
1930	Clackama	Estacada SD 108	1902	3,409.42	57.25	3,466.67	(1,106.85)	0.00	0.00	2,359.82	$ -				$ -	$ -
1931	Clackama	Gladstone SD 115	1902	2,339.35	62.25	2,401.60	0.00	0.00	0.00	2,401.60	$ -				$ -	$ -
1933	Clatsop	Astoria SD 1	2230	2,190.95	66.52	2,257.47	0.00	0.00	0.00	2,257.47	$ -				$ -	$ -
1934	Clatsop	Jewell SD 8	2230	286.97	11.91	298.88	0.00	0.00	0.00	298.88	$ -				$ -	$ -
1935	Clatsop	Seaside SD 10	2230	2,001.42	67.00	2,068.42	0.00	0.00	0.00	2,068.42	$ -				$ -	$ -
1936	Clatsop	Warrenton-Hammond SD 3	2230	1,264.90	39.50	1,304.40	0.00	0.00	0.00	1,304.40	$ -				$ -	$ -
2262	Clatsop	Knappa SD 4	2230	655.35	13.44	668.78	0.00	0.00	0.00	668.78	$ -				$ -	$ -
1944	Columbia	Scappoose SD 1J	2230	2,795.33	54.25	2,849.58	0.00	0.00	0.00	2,849.58	$ -				$ -	$ -
1945	Columbia	Clatskanie SD 6J	2230	932.32	29.06	961.37	0.00	0.00	0.00	961.37	$ -				$ -	$ -
1946	Columbia	Rainier SD 13	2230	1,043.98	39.97	1,083.95	0.00	0.00	0.00	1,083.95	$ -				$ -	$ -
1947	Columbia	Vernonia SD 47J	2230	746.47	24.54	771.01	0.00	0.00	0.00	771.01	$ -				$ -	$ -
1948	Columbia	St Helens SD 502	2230	3,325.99	102.96	3,428.94	0.00	0.00	0.00	3,428.94	$ -				$ -	$ -
1964	Coos	Coquille SD 8	1949	1,492.45	49.75	1,542.20	0.00	0.00	0.00	1,542.20	$ -				$ -	$ -
1965	Coos	Coos Bay SD 9	1949	3,844.39	216.92	4,061.31	0.00	0.00	0.00	4,061.31	$ -				$ -	$ -
1966	Coos	North Bend SD 13	1949	4,790.34	104.25	4,894.59	(1,863.88)	0.00	0.00	3,030.71	$ -				$ -	$ -
1967	Coos	Powers SD 31	1949	229.05	10.47	239.52	0.00	0.00	0.00	239.52	$ -				$ -	$ -

Inst_Id	County	District	ESD_ID	ADMw	Additional Poverty Weighting	ADMw Subtotal	Subtract for Virtual Public Charter School ADMw	Subtract for Independent Charter School Grant	Subtract for Non-participating Public Charter School	ADMw Total	(A) Allocation w/out Min. Grant	ADMw Min. Threshold	Min. Grant Amount	Min. Grant ADMw	Min. Grant Adj.	(B) Adj. Allocation w/ floor
1968	Coos	Myrtle Point SD 41	1949	686.31	27.00	713.31	0.00	0.00	0.00	713.31	$ -				$ -	$ -
1969	Coos	Bandon SD 54	1949	902.22	35.03	937.25	0.00	0.00	0.00	937.25	$ -				$ -	$ -
1970	Crook	Crook County SD	1975	3,457.66	134.14	3,591.80	0.00	0.00	0.00	3,591.80	$ -				$ -	$ -
1972	Curry	Central Curry SD 1	1949	625.29	16.02	641.31	0.00	0.00	0.00	641.31	$ -				$ -	$ -
1973	Curry	Port Orford-Langlois SD 2C	1949	370.00	23.77	393.77	0.00	0.00	0.00	393.77	$ -				$ -	$ -
1974	Curry	Brookings-Harbor SD 17C	1949	1,809.98	81.26	1,891.23	0.00	0.00	0.00	1,891.23	$ -				$ -	$ -
1976	Deschute	Bend-LaPine Administrative	1975	20,905.70	465.68	21,371.38	0.00	0.00	0.00	21,371.38	$ -				$ -	$ -
1977	Deschute	Redmond SD 2J	1975	8,665.72	258.09	8,923.81	0.00	0.00	0.00	8,923.81	$ -				$ -	$ -
1978	Deschute	Sisters SD 6	1975	1,210.15	19.20	1,229.36	0.00	0.00	0.00	1,229.36	$ -				$ -	$ -
1990	Douglas	Oakland SD 1	1980	788.83	28.50	817.33	0.00	0.00	0.00	817.33	$ -				$ -	$ -
1991	Douglas	Douglas County SD 4	1980	6,927.69	249.98	7,177.68	0.00	0.00	0.00	7,177.68	$ -				$ -	$ -
1992	Douglas	Glide SD 12	1980	950.58	41.75	992.33	0.00	0.00	0.00	992.33	$ -				$ -	$ -
1993	Douglas	Douglas County SD 15	1980	351.18	8.50	359.68	0.00	0.00	0.00	359.68	$ -				$ -	$ -
1994	Douglas	South Umpqua SD 19	1980	1,772.01	88.61	1,860.62	0.00	0.00	0.00	1,860.62	$ -				$ -	$ -
1995	Douglas	Camas Valley SD 21J	1980	362.09	7.00	369.09	0.00	0.00	0.00	369.09	$ -				$ -	$ -
1996	Douglas	North Douglas SD 22	1980	450.65	14.70	465.35	0.00	0.00	0.00	465.35	$ -				$ -	$ -
1997	Douglas	Yoncalla SD 32	1980	427.24	13.55	440.80	0.00	0.00	0.00	440.80	$ -				$ -	$ -
1998	Douglas	Elkton SD 34	1980	407.95	5.75	413.70	0.00	0.00	0.00	413.70	$ -				$ -	$ -
1999	Douglas	Riddle SD 70	1980	535.02	26.00	561.02	0.00	0.00	0.00	561.02	$ -				$ -	$ -
2000	Douglas	Glendale SD 77	1980	468.75	11.24	479.99	0.00	0.00	0.00	479.99	$ -				$ -	$ -
2001	Douglas	Reedsport SD 105	1949	896.02	43.15	939.17	0.00	0.00	0.00	939.17	$ -				$ -	$ -
2002	Douglas	Winston-Dillard SD 116	1980	1,607.69	67.07	1,674.76	0.00	0.00	0.00	1,674.76	$ -				$ -	$ -
2003	Douglas	Sutherlin SD 130	1980	1,590.76	61.11	1,651.87	0.00	0.00	0.00	1,651.87	$ -				$ -	$ -
2005	Gilliam	Arlington SD 3	2004	303.95	7.75	311.70	0.00	0.00	0.00	311.70	$ -				$ -	$ -
2006	Gilliam	Condon SD 25J	2004	274.49	3.20	277.68	0.00	0.00	0.00	277.68	$ -				$ -	$ -
2008	Grant	John Day SD 3	2007	796.49	27.98	824.47	0.00	0.00	0.00	824.47	$ -				$ -	$ -
2009	Grant	Prairie City SD 4	2007	302.20	12.25	314.45	0.00	0.00	0.00	314.45	$ -				$ -	$ -
2010	Grant	Monument SD 8	2007	141.13	2.36	143.49	0.00	0.00	0.00	143.49	$ -				$ -	$ -
2011	Grant	Dayville SD 16J	2007	131.86	2.60	134.45	0.00	0.00	0.00	134.45	$ -				$ -	$ -
2012	Grant	Long Creek SD 17	2007	115.28	2.52	117.80	0.00	0.00	0.00	117.80	$ -				$ -	$ -
2014	Harney	Harney County SD 3	2013	1,076.95	47.08	1,124.03	0.00	0.00	0.00	1,124.03	$ -				$ -	$ -
2015	Harney	Harney County SD 4	2013	465.08	2.50	467.58	(261.11)	0.00	0.00	206.47	$ -				$ -	$ -
2016	Harney	Pine Creek SD 5	2013	33.06	0.53	33.59	0.00	0.00	0.00	33.59	$ -	Yes			$ -	$ -
2017	Harney	Diamond SD 7	2013	31.09	0.50	31.59	0.00	0.00	0.00	31.59	$ -	Yes			$ -	$ -
2018	Harney	Suntex SD 10	2013	31.28	0.53	31.81	0.00	0.00	0.00	31.81	$ -	Yes			$ -	$ -
2019	Harney	Drewsey SD 13	2013	33.26	0.26	33.52	0.00	0.00	0.00	33.52	$ -	Yes			$ -	$ -
2020	Harney	Frenchglen SD 16	2013	486.46	1.00	487.46	(432.53)	0.00	0.00	54.94	$ -				$ -	$ -
2021	Harney	Double O SD 28	2013	29.39	0.25	29.64	0.00	0.00	0.00	29.64	$ -	Yes			$ -	$ -
2022	Harney	South Harney SD 33	2013	42.03	0.45	42.48	0.00	0.00	0.00	42.48	$ -	Yes			$ -	$ -
2023	Harney	Harney County Union High	2013	136.35	3.16	139.50	0.00	0.00	0.00	139.50	$ -				$ -	$ -
2024	Hood Riv	Hood River County SD	2223	4,988.71	132.49	5,121.20	0.00	0.00	0.00	5,121.20	$ -				$ -	$ -
2039	Jackson	Phoenix-Talent SD 4	2025	3,181.58	156.46	3,338.04	0.00	0.00	0.00	3,338.04	$ -				$ -	$ -
2041	Jackson	Ashland SD 5	2025	3,312.62	120.94	3,433.56	0.00	0.00	0.00	3,433.56	$ -				$ -	$ -
2042	Jackson	Central Point SD 6	2025	5,575.05	156.66	5,731.71	0.00	0.00	0.00	5,731.71	$ -				$ -	$ -
2043	Jackson	Eagle Point SD 9	2025	4,938.65	161.18	5,099.83	(289.83)	0.00	0.00	4,810.00	$ -				$ -	$ -
2044	Jackson	Rogue River SD 35	2025	1,243.68	44.73	1,288.42	0.00	0.00	0.00	1,288.42	$ -				$ -	$ -
2045	Jackson	Prospect SD 59	2025	367.23	6.25	373.48	0.00	0.00	0.00	373.48	$ -				$ -	$ -
2046	Jackson	Butte Falls SD 91	2025	391.33	9.50	400.83	0.00	0.00	0.00	400.83	$ -				$ -	$ -
2047	Jackson	Pinehurst SD 94	2025	48.14	0.87	49.00	0.00	0.00	0.00	49.00	$ -	Yes			$ -	$ -

Inst_Id	County	District	ESD_ID	ADMw	Additional Poverty Weighting	ADMw Subtotal	Subtract for Virtual Public Charter School ADMw	Subtract for Independent Charter School Grant	Subtract for Non-participating Public Charter School	ADMw Total	(A) Allocation w/out Min. Grant	ADMw Min. Threshold	Min. Grant Amount	Min. Grant ADMw	Min. Grant Adj.	(B) Adj. Allocation w/ floor
2048	Jackson	Medford SD 549C	2025	17,055.12	666.83	17,721.95	0.00	0.00	0.00	17,721.95	$ -				$ -	$ -
2050	Jefferson	Culver SD 4	2049	908.76	38.00	946.76	0.00	0.00	0.00	946.76	$ -				$ -	$ -
2051	Jefferson	Ashwood SD 8	2049	32.40	0.36	32.76	0.00	0.00	0.00	32.76	$ -	Yes			$ -	$ -
2052	Jefferson	Black Butte SD 41	2049	59.76	1.00	60.76	0.00	0.00	0.00	60.76	$ -				$ -	$ -
2053	Jefferson	Jefferson County SD 509J	2049	3,836.75	186.46	4,023.22	0.00	0.00	0.00	4,023.22	$ -				$ -	$ -
2054	Josephine	Grants Pass SD 7	2025	7,131.89	297.15	7,429.04	0.00	0.00	0.00	7,429.04	$ -				$ -	$ -
2055	Josephine	Three Rivers/Josephine Cou	2025	5,644.31	270.77	5,915.09	0.00	0.00	0.00	5,915.09	$ -				$ -	$ -
2056	Klamath	Klamath Falls City Schools	2025	3,564.16	216.24	3,780.40	0.00	0.00	0.00	3,780.40	$ -				$ -	$ -
2057	Klamath	Klamath County SD	2025	8,310.66	336.76	8,647.42	0.00	0.00	0.00	8,647.42	$ -				$ -	$ -
2059	Lake	Lake County SD 7	2058	989.48	40.75	1,030.23	0.00	0.00	0.00	1,030.23	$ -				$ -	$ -
2060	Lake	Paisley SD 11	2058	339.60	4.00	343.60	(207.84)	0.00	0.00	135.76	$ -				$ -	$ -
2061	Lake	North Lake SD 14	2058	389.66	9.90	399.56	0.00	0.00	0.00	399.56	$ -				$ -	$ -
2062	Lake	Plush SD 18	2058	34.93	0.48	35.41	0.00	0.00	0.00	35.41	$ -	Yes			$ -	$ -
2063	Lake	Adel SD 21	2058	34.24	0.36	34.60	0.00	0.00	0.00	34.60	$ -	Yes			$ -	$ -
2081	Lane	Pleasant Hill SD 1	2064	1,196.45	22.75	1,219.20	0.00	0.00	0.00	1,219.20	$ -				$ -	$ -
2082	Lane	Eugene SD 4J	2064	19,746.84	562.64	20,309.48	0.00	0.00	0.00	20,309.48	$ -				$ -	$ -
2083	Lane	Springfield SD 19	2064	12,697.67	476.63	13,174.30	0.00	0.00	0.00	13,174.30	$ -				$ -	$ -
2084	Lane	Fern Ridge SD 28J	2064	1,752.08	59.61	1,811.69	(74.49)	0.00	0.00	1,737.20	$ -				$ -	$ -
2085	Lane	Mapleton SD 32	2064	300.36	7.72	308.08	0.00	0.00	0.00	308.08	$ -				$ -	$ -
2086	Lane	Creswell SD 40	2064	1,552.41	44.68	1,597.10	0.00	0.00	0.00	1,597.10	$ -				$ -	$ -
2087	Lane	South Lane SD 45J3	2064	3,385.23	114.10	3,499.33	0.00	0.00	0.00	3,499.33	$ -				$ -	$ -
2088	Lane	Bethel SD 52	2064	6,722.13	220.55	6,942.68	0.00	0.00	0.00	6,942.68	$ -				$ -	$ -
2089	Lane	Crow-Applegate-Lorane SD	2064	410.29	11.01	421.30	0.00	0.00	0.00	421.30	$ -				$ -	$ -
2090	Lane	McKenzie SD 68	2064	354.76	10.21	364.97	0.00	0.00	0.00	364.97	$ -				$ -	$ -
2091	Lane	Junction City SD 69	2064	1,968.04	56.82	2,024.86	0.00	0.00	0.00	2,024.86	$ -				$ -	$ -
2092	Lane	Lowell SD 71	2064	1,063.23	9.25	1,072.48	0.00	0.00	0.00	1,072.48	$ -				$ -	$ -
2093	Lane	Oakridge SD 76	2064	797.35	61.86	859.21	0.00	0.00	0.00	859.21	$ -				$ -	$ -
2094	Lane	Marcola SD 79J	2064	737.90	6.75	744.65	(301.69)	0.00	0.00	442.96	$ -				$ -	$ -
2095	Lane	Blachly SD 90	2064	382.30	5.00	387.30	0.00	0.00	0.00	387.30	$ -				$ -	$ -
2096	Lane	Siuslaw SD 97J	2064	1,618.94	103.79	1,722.73	0.00	0.00	0.00	1,722.73	$ -				$ -	$ -
2097	Lincoln	Lincoln County SD	2098	7,010.10	303.84	7,313.94	0.00	0.00	0.00	7,313.94	$ -				$ -	$ -
2099	Linn	Harrisburg SD 7J	2098	1,008.90	35.14	1,044.03	0.00	0.00	0.00	1,044.03	$ -				$ -	$ -
2100	Linn	Greater Albany Public SD 8	2098	10,993.37	323.27	11,316.64	0.00	0.00	0.00	11,316.64	$ -				$ -	$ -
2101	Linn	Lebanon Community SD 9	2098	4,927.95	179.79	5,107.74	0.00	0.00	0.00	5,107.74	$ -				$ -	$ -
2102	Linn	Sweet Home SD 55	2098	2,717.05	91.95	2,809.00	0.00	0.00	0.00	2,809.00	$ -				$ -	$ -
2103	Linn	Scio SD 95	2098	959.08	21.00	980.08	(29.83)	0.00	0.00	950.26	$ -				$ -	$ -
2104	Linn	Santiam Canyon SD 129J	2098	5,136.23	25.00	5,161.23	(3,907.41)	0.00	0.00	1,253.81	$ -				$ -	$ -
2105	Linn	Central Linn SD 552	2098	850.16	23.76	873.92	0.00	0.00	0.00	873.92	$ -				$ -	$ -
2107	Malheur	Jordan Valley SD 3	2106	167.65	3.35	171.00	0.00	0.00	0.00	171.00	$ -				$ -	$ -
2108	Malheur	Ontario SD 8C	2106	3,373.43	194.07	3,567.49	0.00	0.00	0.00	3,567.49	$ -				$ -	$ -
2109	Malheur	Juntura SD 12	2106	28.79	0.25	29.04	0.00	0.00	0.00	29.04	$ -	Yes			$ -	$ -
2110	Malheur	Nyssa SD 26	2106	1,648.71	75.23	1,723.93	0.00	0.00	0.00	1,723.93	$ -				$ -	$ -
2111	Malheur	Annex SD 29	2106	183.44	3.25	186.69	0.00	0.00	0.00	186.69	$ -				$ -	$ -
2112	Malheur	Malheur County SD 51	2106	3.25	0.25	3.50	0.00	0.00	(3.50)	-	$ -				$ -	$ -
2113	Malheur	Adrian SD 61	2106	464.14	11.50	475.64	0.00	0.00	0.00	475.64	$ -				$ -	$ -
2114	Malheur	Harper SD 66	2106	223.78	4.25	228.03	0.00	0.00	0.00	228.03	$ -				$ -	$ -
2115	Malheur	Arock SD 81	2106	46.53	1.37	47.91	0.00	0.00	0.00	47.91	$ -	Yes			$ -	$ -
2116	Malheur	Vale SD 84	2106	1,206.64	59.00	1,265.64	0.00	0.00	0.00	1,265.64	$ -				$ -	$ -
2137	Marion	Gervais SD 1	2117	1,631.86	49.50	1,681.36	(301.95)	0.00	0.00	1,379.40	$ -				$ -	$ -

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2138	Marion	Silver Falls SD 4J	2117	4,589.74	95.90	4,685.64	0.00	0.00	0.00	4,685.64	$ -				$ -	$ -
2139	Marion	Cascade SD 5	2117	2,760.81	110.32	2,871.13	0.00	0.00	0.00	2,871.13	$ -				$ -	$ -
2140	Marion	Jefferson SD 14J	2117	1,093.95	30.21	1,124.15	0.00	0.00	0.00	1,124.15	$ -				$ -	$ -
2141	Marion	North Marion SD 15	2117	2,309.73	58.97	2,368.70	0.00	0.00	0.00	2,368.70	$ -				$ -	$ -
2142	Marion	Salem-Keizer SD 24J	2117	52,472.81	1,787.93	54,260.74	0.00	0.00	0.00	54,260.74	$ -				$ -	$ -
2143	Marion	North Santiam SD 29J	2117	2,645.24	65.07	2,710.31	0.00	0.00	0.00	2,710.31	$ -				$ -	$ -
2144	Marion	St Paul SD 45	2117	386.54	7.24	393.78	0.00	0.00	0.00	393.78	$ -				$ -	$ -
2145	Marion	Mt Angel SD 91	2117	950.15	17.24	967.40	0.00	0.00	0.00	967.40	$ -				$ -	$ -
2146	Marion	Woodburn SD 103	2117	7,488.90	413.15	7,902.05	0.00	0.00	0.00	7,902.05	$ -				$ -	$ -
2147	Morrow	Morrow SD 1	2200	3,103.53	87.50	3,191.03	0.00	0.00	0.00	3,191.03	$ -				$ -	$ -
3997	Morrow	Ione SD R2	2200	334.39	2.00	336.39	0.00	0.00	0.00	336.39	$ -				$ -	$ -
2180	Multnom	Portland SD 1J	2148	57,644.12	1,359.59	59,003.71	0.00	0.00	0.00	59,003.71	$ -				$ -	$ -
2181	Multnom	Parkrose SD 3	2148	3,889.55	140.94	4,030.49	0.00	0.00	0.00	4,030.49	$ -				$ -	$ -
2182	Multnom	Reynolds SD 7	2148	14,396.92	609.81	15,006.74	0.00	(577.94)	0.00	14,428.80	$ -				$ -	$ -
2183	Multnom	Gresham-Barlow SD 10J	2148	14,210.78	420.98	14,631.76	(519.93)	(381.15)	0.00	13,730.68	$ -				$ -	$ -
2185	Multnom	Centennial SD 28J	2148	7,720.17	325.90	8,046.07	0.00	0.00	0.00	8,046.07	$ -				$ -	$ -
2186	Multnom	Corbett SD 39	2148	1,373.35	13.00	1,386.35	0.00	0.00	0.00	1,386.35	$ -				$ -	$ -
2187	Multnom	David Douglas SD 40	2148	12,736.10	609.06	13,345.16	0.00	0.00	0.00	13,345.16	$ -				$ -	$ -
2188	Multnom	Riverdale SD 51J	2148	719.21	6.75	725.96	0.00	0.00	0.00	725.96	$ -				$ -	$ -
2190	Polk	Dallas SD 2	2117	3,840.41	125.82	3,966.22	(191.90)	0.00	0.00	3,774.33	$ -				$ -	$ -
2191	Polk	Central SD 13J	2117	3,866.14	147.06	4,013.20	0.00	0.00	0.00	4,013.20	$ -				$ -	$ -
2192	Polk	Perrydale SD 21	2117	446.25	4.00	450.25	0.00	0.00	0.00	450.25	$ -				$ -	$ -
2193	Polk	Falls City SD 57	2117	382.50	18.12	400.62	0.00	0.00	0.00	400.62	$ -				$ -	$ -
2195	Sherman	Sherman County SD	2004	428.70	10.00	438.70	0.00	0.00	0.00	438.70	$ -				$ -	$ -
2197	Tillamook	Tillamook SD 9	2230	2,650.03	97.40	2,747.43	0.00	0.00	0.00	2,747.43	$ -				$ -	$ -
2198	Tillamook	Neah-Kah-Nie SD 56	2230	1,034.99	32.72	1,067.71	0.00	0.00	0.00	1,067.71	$ -				$ -	$ -
2199	Tillamook	Nestucca Valley SD 101J	2230	681.46	19.26	700.72	0.00	0.00	0.00	700.72	$ -				$ -	$ -
2201	Umatilla	Helix SD 1	2200	330.84	2.25	333.09	0.00	0.00	0.00	333.09	$ -				$ -	$ -
2202	Umatilla	Pilot Rock SD 2	2200	469.66	9.67	479.33	0.00	0.00	0.00	479.33	$ -				$ -	$ -
2203	Umatilla	Echo SD 5	2200	429.57	9.25	438.82	0.00	0.00	0.00	438.82	$ -				$ -	$ -
2204	Umatilla	Umatilla SD 6R	2200	1,744.10	68.78	1,812.88	0.00	0.00	0.00	1,812.88	$ -				$ -	$ -
2205	Umatilla	Milton-Freewater Unified S	2200	2,189.79	99.25	2,289.04	0.00	0.00	0.00	2,289.04	$ -				$ -	$ -
2206	Umatilla	Hermiston SD 8	2200	7,060.03	217.50	7,277.53	0.00	0.00	0.00	7,277.53	$ -				$ -	$ -
2207	Umatilla	Pendleton SD 16	2200	3,601.93	114.48	3,716.41	0.00	0.00	0.00	3,716.41	$ -				$ -	$ -
2208	Umatilla	Athena-Weston SD 29RJ	2200	755.36	18.25	773.61	0.00	0.00	0.00	773.61	$ -				$ -	$ -
2209	Umatilla	Stanfield SD 61	2200	634.86	10.29	645.14	0.00	0.00	0.00	645.14	$ -				$ -	$ -
2210	Umatilla	Ukiah SD 80R	2200	111.60	1.26	112.86	0.00	0.00	0.00	112.86	$ -				$ -	$ -
2212	Union	La Grande SD 1	2200	2,682.45	96.89	2,779.33	0.00	0.00	0.00	2,779.33	$ -				$ -	$ -
2213	Union	Union SD 5	2200	464.17	10.78	474.95	0.00	0.00	0.00	474.95	$ -				$ -	$ -
2214	Union	North Powder SD 8J	2200	438.67	11.50	450.17	0.00	0.00	0.00	450.17	$ -				$ -	$ -
2215	Union	Imbler SD 11	2200	427.97	5.00	432.97	0.00	0.00	0.00	432.97	$ -				$ -	$ -
2216	Union	Cove SD 15	2200	450.92	9.87	460.78	0.00	0.00	0.00	460.78	$ -				$ -	$ -
2217	Union	Elgin SD 23	2200	507.09	10.95	518.04	0.00	0.00	0.00	518.04	$ -				$ -	$ -
2219	Wallowa	Joseph SD 6	2218	430.54	8.75	439.29	0.00	0.00	0.00	439.29	$ -				$ -	$ -
2220	Wallowa	Wallowa SD 12	2218	318.35	11.07	329.42	0.00	0.00	0.00	329.42	$ -				$ -	$ -
2221	Wallowa	Enterprise SD 21	2218	571.94	14.85	586.78	0.00	0.00	0.00	586.78	$ -				$ -	$ -
2222	Wallowa	Troy SD 54	2218	26.58	-	26.58	0.00	0.00	0.00	26.58	$ -	Yes			$ -	$ -
2225	Wasco	South Wasco County SD 1	2223	406.21	10.76	416.97	0.00	0.00	0.00	416.97	$ -				$ -	$ -
2229	Wasco	Dufur SD 29	2223	495.86	14.50	510.36	0.00	0.00	0.00	510.36	$ -				$ -	$ -

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4131	Wasco	North Wasco County SD 21	2223	3,637.87	139.56	3,777.43	0.00	0.00	0.00	3,777.43	$ -				$ -	$ -
2239	Washingt	Hillsboro SD 1J	2230	24,805.84	435.90	25,241.74	0.00	0.00	0.00	25,241.74	$ -				$ -	$ -
2240	Washingt	Banks SD 13	2230	1,278.99	16.80	1,295.79	0.00	0.00	0.00	1,295.79	$ -				$ -	$ -
2241	Washingt	Forest Grove SD 15	2230	7,446.73	172.07	7,618.80	0.00	0.00	0.00	7,618.80	$ -				$ -	$ -
2242	Washingt	Tigard-Tualatin SD 23J	2230	14,698.13	289.02	14,987.15	0.00	0.00	0.00	14,987.15	$ -				$ -	$ -
2243	Washingt	Beaverton SD 48J	2230	48,359.58	815.01	49,174.59	0.00	0.00	0.00	49,174.59	$ -				$ -	$ -
2244	Washingt	Sherwood SD 88J	2230	5,990.85	44.36	6,035.21	0.00	0.00	0.00	6,035.21	$ -				$ -	$ -
2245	Washingt	Gaston SD 511J	2230	745.23	17.25	762.48	0.00	0.00	0.00	762.48	$ -				$ -	$ -
2247	Wheeler	Spray SD 1	2004	148.51	3.50	152.01	0.00	0.00	0.00	152.01	$ -				$ -	$ -
2248	Wheeler	Fossil SD 21J	2004	855.52	6.75	862.27	(752.31)	0.00	0.00	109.96	$ -				$ -	$ -
2249	Wheeler	Mitchell SD 55	2004	617.77	3.00	620.77	(438.01)	0.00	0.00	182.76	$ -				$ -	$ -
2251	Yamhill	Yamhill Carlton SD 1	2117	1,142.32	18.79	1,161.11	0.00	0.00	0.00	1,161.11	$ -				$ -	$ -
2252	Yamhill	Amity SD 4J	2117	1,024.88	25.46	1,050.34	0.00	0.00	0.00	1,050.34	$ -				$ -	$ -
2253	Yamhill	Dayton SD 8	2117	1,243.98	25.09	1,269.06	0.00	0.00	0.00	1,269.06	$ -				$ -	$ -
2254	Yamhill	Newberg SD 29J	2117	5,721.32	129.37	5,850.68	0.00	0.00	0.00	5,850.68	$ -				$ -	$ -
2255	Yamhill	Willamina SD 30J	2117	1,007.39	28.49	1,035.88	0.00	0.00	0.00	1,035.88	$ -				$ -	$ -
2256	Yamhill	McMinnville SD 40	2117	7,902.03	186.50	8,088.53	0.00	0.00	0.00	8,088.53	$ -				$ -	$ -
2257	Yamhill	Sheridan SD 48J	2117	1,191.13	37.67	1,228.79	0.00	0.00	0.00	1,228.79	$ -				$ -	$ -
		Independent Charter														$ -
197				697,497.45	20,095.98	717,593.43	(12,947.87)	(1,263.99)	(225.16)	703,156.41	$ -		$ -	-	$ -	$ -

Assumptions:
Biennial amount: $ 472,740,000.00
Virtual charter schools include both full virtual and focus virtual, but does not include supplemental virtual status
ADMw is from the reconcilaiton of the 2018-19 State School Fund in May 2019

Notes:
A $17,260,000 reserve equals $472,740,000 when subtracted from $490,000,00
A $37,260,000 reserve equals $472,740,000 when subtracted from $510,000,00

There are
15
School Districts receiving $0.00, less than, or equal to:
Min. Grant Floor: $ 32,126.88
Independent charter ADMw: 1,263.99
Min. Grant adj. ADMw: 192.07
Adj. state ADMw: 704,612.46
SIA funds available: $ 452,740,000.00
Adj. Rate per ADMw: $ 642.54

There are
13
School districts less than
50

StdDev w/ floor
#DIV/0!

StdDev w/ floor
$ 85.15

Second year of biennium

$ Funding Variance (B minus A)	% change	Rate per ADMw	ADMw Total	(A) Allocation w/out Min. Grant	ADMw Min. Threshold	Adj. Min. Grant ADMw	Min. Grant Amount	Min. Grant ADMw	(B) Allcoation with Min. Grant Adj.	$ Funding Variance (B minus A)	% change	Rate per ADMw
			2,678.02	$ 1,724,291.22					$ 1,720,728.04	($3,563.18)	-0.21%	$ 642.54
			-	$ -					$ -			
			145.00	$ 93,361.39					$ 93,168.47	($192.93)	-0.21%	$ 642.54
			371.69	$ 239,318.31					$ 238,823.77	($494.54)	-0.21%	$ 642.54
			545.14	$ 351,000.97					$ 350,275.64	($725.33)	-0.21%	$ 642.54
			393.63	$ 253,445.10					$ 252,921.37	($523.73)	-0.21%	$ 642.54
			1,961.27	$ 1,262,799.24					$ 1,260,189.71	($2,609.53)	-0.21%	$ 642.54
			8,060.02	$ 5,189,586.75					$ 5,178,862.67	($10,724.08)	-0.21%	$ 642.54
			11,426.99	$ 7,357,476.69					$ 7,342,272.75	($15,203.94)	-0.21%	$ 642.54
			7,865.94	$ 5,064,628.04					$ 5,054,162.19	($10,465.86)	-0.21%	$ 642.54
			20,108.81	$ 12,947,419.36					$ 12,920,664.02	($26,755.34)	-0.21%	$ 642.54
			3,277.74	$ 2,110,435.01					$ 2,106,073.88	($4,361.13)	-0.21%	$ 642.54
			5,237.18	$ 3,372,050.44					$ 3,365,082.22	($6,968.21)	-0.21%	$ 642.54
			802.69	$ 516,829.15					$ 515,761.14	($1,068.01)	-0.21%	$ 642.54
			9,480.42	$ 6,104,140.64					$ 6,091,526.67	($12,613.97)	-0.21%	$ 642.54
			5,731.05	$ 3,690,041.84					$ 3,682,416.51	($7,625.33)	-0.21%	$ 642.54
			2,359.82	$ 1,519,409.69					$ 1,516,269.89	($3,139.80)	-0.21%	$ 642.54
			2,401.60	$ 1,546,315.82					$ 1,543,120.41	($3,195.40)	-0.21%	$ 642.54
			2,257.47	$ 1,453,511.75					$ 1,450,508.13	($3,003.63)	-0.21%	$ 642.54
			298.88	$ 192,438.60					$ 192,040.93	($397.67)	-0.21%	$ 642.54
			2,068.42	$ 1,331,789.90					$ 1,329,037.81	($2,752.09)	-0.21%	$ 642.54
			1,304.40	$ 839,862.36					$ 838,126.81	($1,735.54)	-0.21%	$ 642.54
			668.78	$ 430,607.16					$ 429,717.32	($889.83)	-0.21%	$ 642.54
			2,849.58	$ 1,834,754.31					$ 1,830,962.86	($3,791.45)	-0.21%	$ 642.54
			961.37	$ 618,997.88					$ 617,718.75	($1,279.14)	-0.21%	$ 642.54
			1,083.95	$ 697,922.79					$ 696,480.56	($1,442.23)	-0.21%	$ 642.54
			771.01	$ 496,431.34					$ 495,405.48	($1,025.86)	-0.21%	$ 642.54
			3,428.94	$ 2,207,785.56					$ 2,203,223.25	($4,562.30)	-0.21%	$ 642.54
			1,542.20	$ 992,975.10					$ 990,923.15	($2,051.94)	-0.21%	$ 642.54
			4,061.31	$ 2,614,950.38					$ 2,609,546.68	($5,403.69)	-0.21%	$ 642.54
			3,030.71	$ 1,951,377.00					$ 1,947,344.55	($4,032.45)	-0.21%	$ 642.54
			239.52	$ 154,218.07					$ 153,899.38	($318.69)	-0.21%	$ 642.54

$ Funding Variance (B minus A)	% change	Rate per ADMw	ADMw Total	(A) Allocation w/out Min. Grant	ADMw Min. Threshold	Adj. Min. Grant ADMw	Min. Grant Amount	Min. Grant ADMw	(B) Allcoation with Min. Grant Adj.	$ Funding Variance (B minus A)	% change	Rate per ADMw
			713.31	$ 459,280.21					$ 458,331.13	($949.08)	-0.21%	$ 642.54
			937.25	$ 603,463.47					$ 602,216.44	($1,247.03)	-0.21%	$ 642.54
			3,591.80	$ 2,312,645.34					$ 2,307,866.35	($4,778.99)	-0.21%	$ 642.54
			641.31	$ 412,920.87					$ 412,067.59	($853.29)	-0.21%	$ 642.54
			393.77	$ 253,535.95					$ 253,012.03	($523.92)	-0.21%	$ 642.54
			1,891.23	$ 1,217,704.20					$ 1,215,187.86	($2,516.34)	-0.21%	$ 642.54
			21,371.38	$ 13,760,350.38					$ 13,731,915.15	($28,435.23)	-0.21%	$ 642.54
			8,923.81	$ 5,745,755.14					$ 5,733,881.76	($11,873.38)	-0.21%	$ 642.54
			1,229.36	$ 791,542.50					$ 789,906.81	($1,635.69)	-0.21%	$ 642.54
			817.33	$ 526,255.89					$ 525,168.40	($1,087.49)	-0.21%	$ 642.54
			7,177.68	$ 4,621,477.31					$ 4,611,927.20	($9,550.10)	-0.21%	$ 642.54
			992.33	$ 638,930.69					$ 637,610.36	($1,320.33)	-0.21%	$ 642.54
			359.68	$ 231,584.56					$ 231,106.00	($478.56)	-0.21%	$ 642.54
			1,860.62	$ 1,197,995.65					$ 1,195,520.04	($2,475.61)	-0.21%	$ 642.54
			369.09	$ 237,643.10					$ 237,152.02	($491.08)	-0.21%	$ 642.54
			465.35	$ 299,622.04					$ 299,002.88	($619.16)	-0.21%	$ 642.54
			440.80	$ 283,815.01					$ 283,228.52	($586.49)	-0.21%	$ 642.54
			413.70	$ 266,368.24					$ 265,817.80	($550.44)	-0.21%	$ 642.54
			561.02	$ 361,223.67					$ 360,477.21	($746.45)	-0.21%	$ 642.54
			479.99	$ 309,053.22					$ 308,414.58	($638.65)	-0.21%	$ 642.54
			939.17	$ 604,701.69					$ 603,452.10	($1,249.59)	-0.21%	$ 642.54
			1,674.76	$ 1,078,324.52					$ 1,076,096.20	($2,228.32)	-0.21%	$ 642.54
			1,651.87	$ 1,063,589.40					$ 1,061,391.54	($2,197.87)	-0.21%	$ 642.54
			311.70	$ 200,690.48					$ 200,275.76	($414.72)	-0.21%	$ 642.54
			277.68	$ 178,791.75					$ 178,422.28	($369.47)	-0.21%	$ 642.54
			824.47	$ 530,849.63					$ 529,752.65	($1,096.98)	-0.21%	$ 642.54
			314.45	$ 202,466.59					$ 202,048.20	($418.39)	-0.21%	$ 642.54
			143.49	$ 92,388.57					$ 92,197.66	($190.92)	-0.21%	$ 642.54
			134.45	$ 86,568.84					$ 86,389.95	($178.89)	-0.21%	$ 642.54
			117.80	$ 75,847.15					$ 75,690.41	($156.74)	-0.21%	$ 642.54
			1,124.03	$ 723,725.42					$ 722,229.86	($1,495.55)	-0.21%	$ 642.54
			206.47	$ 132,941.94					$ 132,667.22	($274.72)	-0.21%	$ 642.54
			33.59	$ 21,627.53	Yes	16.41	$ 32,126.88	50	$ 32,126.88	$10,499.35	48.55%	$ 956.44
			31.59	$ 20,339.79	Yes	18.41	$ 32,126.88	50	$ 32,126.88	$11,787.09	57.95%	$ 1,017.00
			31.81	$ 20,478.23	Yes	18.20	$ 32,126.88	50	$ 32,126.88	$11,648.65	56.88%	$ 1,010.12
			33.52	$ 21,582.46	Yes	16.48	$ 32,126.88	50	$ 32,126.88	$10,544.42	48.86%	$ 958.44
			54.94	$ 35,370.90					$ 35,297.80	($73.09)	-0.21%	$ 642.54
			29.64	$ 19,084.25	Yes	20.36	$ 32,126.88	50	$ 32,126.88	$13,042.63	68.34%	$ 1,083.90
			42.48	$ 27,352.03	Yes	7.52	$ 32,126.88	50	$ 32,126.88	$4,774.85	17.46%	$ 756.27
			139.50	$ 89,819.60					$ 89,633.99	($185.61)	-0.21%	$ 642.54
			5,121.20	$ 3,297,374.48					$ 3,290,560.59	($6,813.90)	-0.21%	$ 642.54
			3,338.04	$ 2,149,259.10					$ 2,144,817.74	($4,441.36)	-0.21%	$ 642.54
			3,433.56	$ 2,210,759.78					$ 2,206,191.33	($4,568.45)	-0.21%	$ 642.54
			5,731.71	$ 3,690,466.08					$ 3,682,839.88	($7,626.21)	-0.21%	$ 642.54
			4,810.00	$ 3,097,006.28					$ 3,090,606.43	($6,399.84)	-0.21%	$ 642.54
			1,288.42	$ 829,569.87					$ 827,855.59	($1,714.27)	-0.21%	$ 642.54
			373.48	$ 240,471.87					$ 239,974.94	($496.93)	-0.21%	$ 642.54
			400.83	$ 258,080.76					$ 257,547.45	($533.31)	-0.21%	$ 642.54
			49.00	$ 31,552.11	Yes	1.00	$ 32,126.88	50	$ 32,126.88	$574.77	1.82%	$ 655.60

$ Funding Variance (B minus A)	% change	Rate per ADMw	ADMw Total	(A) Allocation w/out Min. Grant	ADMw Min. Threshold	Adj. Min. Grant ADMw	Min. Grant Amount	Min. Grant ADMw	(B) Allcoation with Min. Grant Adj.	$ Funding Variance (B minus A)	% change	Rate per ADMw
			17,721.95	$ 11,410,595.70					$ 11,387,016.15	($23,579.56)	-0.21%	$ 642.54
			946.76	$ 609,590.00					$ 608,330.31	($1,259.69)	-0.21%	$ 642.54
			32.76	$ 21,093.12	Yes	17.24	$ 32,126.88	50	$ 32,126.88	$11,033.76	52.31%	$ 980.67
			60.76	$ 39,121.43					$ 39,040.58	($80.84)	-0.21%	$ 642.54
			4,023.22	$ 2,590,420.29					$ 2,585,067.28	($5,353.00)	-0.21%	$ 642.54
			7,429.04	$ 4,783,324.51					$ 4,773,439.95	($9,884.56)	-0.21%	$ 642.54
			5,915.09	$ 3,808,535.66					$ 3,800,665.47	($7,870.19)	-0.21%	$ 642.54
			3,780.40	$ 2,434,078.74					$ 2,429,048.81	($5,029.93)	-0.21%	$ 642.54
			8,647.42	$ 5,567,796.05					$ 5,556,290.41	($11,505.64)	-0.21%	$ 642.54
			1,030.23	$ 663,333.48					$ 661,962.73	($1,370.75)	-0.21%	$ 642.54
			135.76	$ 87,412.64					$ 87,232.01	($180.63)	-0.21%	$ 642.54
			399.56	$ 257,265.24					$ 256,733.61	($531.63)	-0.21%	$ 642.54
			35.41	$ 22,801.75	Yes	14.59	$ 32,126.88	50	$ 32,126.88	$9,325.13	40.90%	$ 907.19
			34.60	$ 22,280.73	Yes	15.40	$ 32,126.88	50	$ 32,126.88	$9,846.15	44.19%	$ 928.40
			1,219.20	$ 785,001.96					$ 783,379.78	($1,622.18)	-0.21%	$ 642.54
			20,309.48	$ 13,076,623.92					$ 13,049,601.58	($27,022.34)	-0.21%	$ 642.54
			13,174.30	$ 8,482,511.27					$ 8,464,982.48	($17,528.78)	-0.21%	$ 642.54
			1,737.20	$ 1,118,528.86					$ 1,116,217.46	($2,311.40)	-0.21%	$ 642.54
			308.08	$ 198,360.96					$ 197,951.06	($409.91)	-0.21%	$ 642.54
			1,597.10	$ 1,028,320.04					$ 1,026,195.06	($2,124.98)	-0.21%	$ 642.54
			3,499.33	$ 2,253,109.37					$ 2,248,453.40	($4,655.96)	-0.21%	$ 642.54
			6,942.68	$ 4,470,169.78					$ 4,460,932.35	($9,237.43)	-0.21%	$ 642.54
			421.30	$ 271,262.61					$ 270,702.05	($560.55)	-0.21%	$ 642.54
			364.97	$ 234,994.22					$ 234,508.62	($485.61)	-0.21%	$ 642.54
			2,024.86	$ 1,303,743.71					$ 1,301,049.58	($2,694.14)	-0.21%	$ 642.54
			1,072.48	$ 690,536.91					$ 689,109.94	($1,426.97)	-0.21%	$ 642.54
			859.21	$ 553,215.03					$ 552,071.84	($1,143.20)	-0.21%	$ 642.54
			442.96	$ 285,205.54					$ 284,616.17	($589.37)	-0.21%	$ 642.54
			387.30	$ 249,368.19					$ 248,852.88	($515.31)	-0.21%	$ 642.54
			1,722.73	$ 1,109,212.09					$ 1,106,919.95	($2,292.14)	-0.21%	$ 642.54
			7,313.94	$ 4,709,212.71					$ 4,699,481.30	($9,731.41)	-0.21%	$ 642.54
			1,044.03	$ 672,219.96					$ 670,830.84	($1,389.12)	-0.21%	$ 642.54
			11,316.64	$ 7,286,424.69					$ 7,271,367.57	($15,057.12)	-0.21%	$ 642.54
			5,107.74	$ 3,288,710.40					$ 3,281,914.41	($6,795.99)	-0.21%	$ 642.54
			2,809.00	$ 1,808,628.14					$ 1,804,890.68	($3,737.46)	-0.21%	$ 642.54
			950.26	$ 611,840.00					$ 610,575.65	($1,264.34)	-0.21%	$ 642.54
			1,253.81	$ 807,290.62					$ 805,622.38	($1,668.23)	-0.21%	$ 642.54
			873.92	$ 562,690.07					$ 561,527.29	($1,162.78)	-0.21%	$ 642.54
			171.00	$ 110,101.45					$ 109,873.93	($227.52)	-0.21%	$ 642.54
			3,567.49	$ 2,296,996.06					$ 2,292,249.41	($4,746.65)	-0.21%	$ 642.54
			29.04	$ 18,697.93	Yes	20.96	$ 32,126.88	50	$ 32,126.88	$13,428.95	71.82%	$ 1,106.30
			1,723.93	$ 1,109,986.22					$ 1,107,692.47	($2,293.74)	-0.21%	$ 642.54
			186.69	$ 120,203.74					$ 119,955.34	($248.40)	-0.21%	$ 642.54
			-	$ -					$ -			
			475.64	$ 306,248.28					$ 305,615.43	($632.85)	-0.21%	$ 642.54
			228.03	$ 146,824.34					$ 146,520.93	($303.41)	-0.21%	$ 642.54
			47.91	$ 30,844.50	Yes	2.10	$ 32,126.88	50	$ 32,126.88	$1,282.38	4.16%	$ 670.64
			1,265.64	$ 814,902.23					$ 813,218.26	($1,683.96)	-0.21%	$ 642.54
			1,379.40	$ 888,154.62					$ 886,319.28	($1,835.34)	-0.21%	$ 642.54

$ Funding Variance (B minus A)	% change	Rate per ADMw	ADMw Total	(A) Allocation w/out Min. Grant	ADMw Min. Threshold	Adj. Min. Grant ADMw	Min. Grant Amount	Min. Grant ADMw	(B) Allcoation with Min. Grant Adj.	$ Funding Variance (B minus A)	% change	Rate per ADMw
			4,685.64	$ 3,016,933.41					$ 3,010,699.03	($6,234.38)	-0.21%	$ 642.54
			2,871.13	$ 1,848,631.99					$ 1,844,811.86	($3,820.13)	-0.21%	$ 642.54
			1,124.15	$ 723,805.96					$ 722,310.25	($1,495.72)	-0.21%	$ 642.54
			2,368.70	$ 1,525,131.78					$ 1,521,980.16	($3,151.63)	-0.21%	$ 642.54
			54,260.74	$ 34,936,759.73					$ 34,864,564.27	($72,195.47)	-0.21%	$ 642.54
			2,710.31	$ 1,745,082.48					$ 1,741,476.33	($3,606.15)	-0.21%	$ 642.54
			393.78	$ 253,539.17					$ 253,015.24	($523.93)	-0.21%	$ 642.54
			967.40	$ 622,875.45					$ 621,588.30	($1,287.15)	-0.21%	$ 642.54
			7,902.05	$ 5,087,876.71					$ 5,077,362.80	($10,513.90)	-0.21%	$ 642.54
			3,191.03	$ 2,054,604.57					$ 2,050,358.80	($4,245.76)	-0.21%	$ 642.54
			336.39	$ 216,591.19					$ 216,143.61	($447.58)	-0.21%	$ 642.54
			59,003.71	$ 37,990,606.61					$ 37,912,100.49	($78,506.12)	-0.21%	$ 642.54
			4,030.49	$ 2,595,103.46					$ 2,589,740.78	($5,362.68)	-0.21%	$ 642.54
			14,428.80	$ 9,290,244.41					$ 9,271,046.48	($19,197.93)	-0.21%	$ 642.54
			13,730.68	$ 8,840,744.76					$ 8,822,475.70	($18,269.06)	-0.21%	$ 642.54
			8,046.07	$ 5,180,607.75					$ 5,169,902.23	($10,705.53)	-0.21%	$ 642.54
			1,386.35	$ 892,628.64					$ 890,784.05	($1,844.58)	-0.21%	$ 642.54
			13,345.16	$ 8,592,520.19					$ 8,574,764.08	($17,756.11)	-0.21%	$ 642.54
			725.96	$ 467,422.50					$ 466,456.59	($965.91)	-0.21%	$ 642.54
			3,774.33	$ 2,430,169.01					$ 2,425,147.15	($5,021.85)	-0.21%	$ 642.54
			4,013.20	$ 2,583,970.34					$ 2,578,630.66	($5,339.68)	-0.21%	$ 642.54
			450.25	$ 289,901.62					$ 289,302.55	($599.07)	-0.21%	$ 642.54
			400.62	$ 257,947.41					$ 257,414.38	($533.04)	-0.21%	$ 642.54
			438.70	$ 282,463.59					$ 281,879.89	($583.70)	-0.21%	$ 642.54
			2,747.43	$ 1,768,985.44					$ 1,765,329.90	($3,655.54)	-0.21%	$ 642.54
			1,067.71	$ 687,465.08					$ 686,044.46	($1,420.62)	-0.21%	$ 642.54
			700.72	$ 451,171.21					$ 450,238.88	($932.33)	-0.21%	$ 642.54
			333.09	$ 214,467.84					$ 214,024.65	($443.19)	-0.21%	$ 642.54
			479.33	$ 308,624.79					$ 307,987.03	($637.76)	-0.21%	$ 642.54
			438.82	$ 282,540.60					$ 281,956.74	($583.86)	-0.21%	$ 642.54
			1,812.88	$ 1,167,252.43					$ 1,164,840.35	($2,412.08)	-0.21%	$ 642.54
			2,289.04	$ 1,473,839.19					$ 1,470,793.55	($3,045.63)	-0.21%	$ 642.54
			7,277.53	$ 4,685,769.66					$ 4,676,086.70	($9,682.96)	-0.21%	$ 642.54
			3,716.41	$ 2,392,877.88					$ 2,387,933.09	($4,944.79)	-0.21%	$ 642.54
			773.61	$ 498,105.01					$ 497,075.69	($1,029.31)	-0.21%	$ 642.54
			645.14	$ 415,387.01					$ 414,528.63	($858.38)	-0.21%	$ 642.54
			112.86	$ 72,669.15					$ 72,518.98	($150.17)	-0.21%	$ 642.54
			2,779.33	$ 1,789,524.12					$ 1,785,826.14	($3,697.98)	-0.21%	$ 642.54
			474.95	$ 305,803.30					$ 305,171.37	($631.93)	-0.21%	$ 642.54
			450.17	$ 289,849.08					$ 289,250.12	($598.96)	-0.21%	$ 642.54
			432.97	$ 278,774.17					$ 278,198.09	($576.08)	-0.21%	$ 642.54
			460.78	$ 296,684.45					$ 296,071.37	($613.09)	-0.21%	$ 642.54
			518.04	$ 333,548.61					$ 332,859.34	($689.27)	-0.21%	$ 642.54
			439.29	$ 282,844.83					$ 282,260.34	($584.49)	-0.21%	$ 642.54
			329.42	$ 212,101.62					$ 211,663.32	($438.30)	-0.21%	$ 642.54
			586.78	$ 377,810.93					$ 377,030.20	($780.73)	-0.21%	$ 642.54
			26.58	$ 17,114.01	Yes	23.42	$ 32,126.88	50	$ 32,126.88	$15,012.87	87.72%	$ 1,208.69
			416.97	$ 268,473.95					$ 267,919.16	($554.79)	-0.21%	$ 642.54
			510.36	$ 328,602.03					$ 327,922.98	($679.04)	-0.21%	$ 642.54

$ Funding Variance (B minus A)	% change	Rate per ADMw	ADMw Total	(A) Allocation w/out Min. Grant	ADMw Min. Threshold	Adj. Min. Grant ADMw	Min. Grant Amount	Min. Grant ADMw	(B) Allcoation with Min. Grant Adj.	$ Funding Variance (B minus A)	% change	Rate per ADMw
			3,777.43	$ 2,432,164.07					$ 2,427,138.10	($5,025.97)	-0.21%	$ 642.54
			25,241.74	$ 16,252,349.12					$ 16,218,764.26	($33,584.85)	-0.21%	$ 642.54
			1,295.79	$ 834,316.14					$ 832,592.06	($1,724.08)	-0.21%	$ 642.54
			7,618.80	$ 4,905,499.32					$ 4,895,362.29	($10,137.03)	-0.21%	$ 642.54
			14,987.15	$ 9,649,748.18					$ 9,629,807.35	($19,940.83)	-0.21%	$ 642.54
			49,174.59	$ 31,661,950.90					$ 31,596,522.70	($65,428.20)	-0.21%	$ 642.54
			6,035.21	$ 3,885,876.13					$ 3,877,846.12	($8,030.01)	-0.21%	$ 642.54
			762.48	$ 490,936.83					$ 489,922.32	($1,014.50)	-0.21%	$ 642.54
			152.01	$ 97,874.39					$ 97,672.14	($202.25)	-0.21%	$ 642.54
			109.96	$ 70,802.62					$ 70,656.31	($146.31)	-0.21%	$ 642.54
			182.76	$ 117,671.38					$ 117,428.21	($243.16)	-0.21%	$ 642.54
			1,161.11	$ 747,602.30					$ 746,057.41	($1,544.89)	-0.21%	$ 642.54
			1,050.34	$ 676,277.42					$ 674,879.92	($1,397.50)	-0.21%	$ 642.54
			1,269.06	$ 817,109.67					$ 815,421.14	($1,688.53)	-0.21%	$ 642.54
			5,850.68	$ 3,767,067.14					$ 3,759,282.64	($7,784.50)	-0.21%	$ 642.54
			1,035.88	$ 666,967.02					$ 665,588.76	($1,378.26)	-0.21%	$ 642.54
			8,088.53	$ 5,207,946.26					$ 5,197,184.24	($10,762.02)	-0.21%	$ 642.54
			1,228.79	$ 791,181.87					$ 789,546.92	($1,634.95)	-0.21%	$ 642.54
									$ 812,159.49	$812,159.49	Inde charter total:	$ 812,159.49
$0.00			703,156.41	$ 452,740,000.00		192.07	$ 417,649.44	650.00	$ 452,740,000.00	($0.00)		