Alsea School Board Meeting

Tuesday, April 8, 2025 7:00 PM
Alsea School Library, 301 S 3rd St, Alsea, OR 97324

1. **Call to Order**
   a. Flag Salute
   b. Approval of Agenda
2. **Move to Executive Session**
   a. Executive Session
      - **ORS 192.660(2)(f) - To consider information or records that are exempt by law from public inspection.**
   b. Executive Session
      - **ORS 192.660(2)(i) - To review and evaluate the employment-related performance of the chief executive officer of any public body, a public officer, employee or staff member who does not request an open hearing.**
3. **Return to regular session**
4. **Reminder of Board Responsibilities and Norms**
   a. Board Policy BBF

Alsea School District 7J

Code: BBF
Adopted: 10/11/22

Board Member Standards of Conduct

A Board member should:

1. Comply with ethics laws for public officials;

2. Understand that the Board sets the standards for the district through Board policy. Board members do not manage the district on a day-to-day basis;

3. Understand that the Board makes decisions by a quorum vote of the Board. Individual Board members may not commit the Board to any action;

4. Respect the right of other Board members to have opinions and ideas which differ;

5. Recognize that decisions made by a quorum vote are the final decisions of the Board. Such decisions should be supported by all Board members;

6. Make decisions only after the facts are presented and discussed;

7. Understand the chain of command and refer problems or complaints to the proper administrative office;

8. Recognize that the Board must comply with the Public Meetings Law and only has authority to make decisions at properly noticed Board meetings;

9. Insist that all Board and district business is ethical and honest;

10. Be open, fair and honest — no hidden agendas;

11. Understand that Board members will receive information that is confidential and cannot be shared;

12. Recognize that the superintendent is the Board's employee and designated as the chief executive officer of the district;

13. Take action only after hearing the superintendent's recommendations;

14. Refuse to bring personal or family problems into Board considerations;

15. Give district staff the respect and consideration due to skilled, professional employees;

16. Present personal criticism of district operations to the superintendent, when appropriate, not to district staff;

17. Respect the right of the public to attend and observe Board meetings;

18. Respect the right of the public to be informed about district decisions and school operations as allowed by law;

19. Remember that content discussed in executive session is confidential;

20. Use social media, websites, or other electronic communication judiciously, respectfully, and in a manner that does not violate Oregon's Public Meetings Laws;

21. When posting online or to social media, Board members will treat and refer to other Board members, staff, students and the public with respect, and will not post confidential information about students, staff or district business;

22. A Board member is a mandatory reporter of child abuse. A Board member having reasonable cause to believe that any child with whom the Board member comes in contact with has suffered abuse or that any person with whom the Board member comes in contact with has abused a child shall immediately make an oral report by telephone or otherwise to the local Department of Human Services (DHS), to the designee of the department or to a local law enforcement within the county where the person making the report is located at the time of contact.

END OF POLICY

Legal Reference(s):

ORS 162.015 - 162.035
ORS 162.405 - 162.425
ORS 192.610 - 192.710
ORS Chapter 244
ORS 332.055
ORS 419B.005
ORS 419B.010
ORS 419B.015

Cross Reference(s):

BBFC - Reporting of Suspected Abuse of a Child
GBI - Gifts and Solicitations
GBNAB\JHFE - Suspected Abuse of a Child Reporting Requirements
JHFE\GBNAB - Suspected Abuse of a Child Reporting Requirements

b. Policy BBA - Board Powers and Duties

Alsea School District 7J

Code: **BBA**
Adopted: 2/11/15
Revised/Readopted: 10/11/22
Orig. Code: BBA

Board Powers and Duties

The Legislature of the state of Oregon delegates to the Board responsibility for the conduct and governance of programs and services in the district. The general powers granted to the Board are:

1. Legislative or Rule-Making Authority

   In regular or special public meetings, after open discussion and after members' votes are recorded, the Board will establish rules or policy to govern the conduct of its members and the proceedings of the Board.

   The Board shall establish policies for governing the programs and services of the district consistent with State Board of Education rules and with local, state and federal laws.

   The Board is responsible for providing adequate and direct means for keeping informed about the needs and wishes of the public and for keeping local community patrons informed about the schools.

2. Judicial Authority

   As provided by law, policy or contract, the Board acts as a fact-finding body or a court of appeal for staff members, students and the public when issues involve Board policies or agreements and their implementation, and when the Board must determine the rights, duties or obligations of those who address the Board.

3. Executive/Administrative Authority

   The Board will appoint a superintendent delegated to establish administrative regulations to implement Board policy and goals. The Board will evaluate the superintendent's performance.

   The Board may establish academic and financial goals for the district and evaluate the superintendent's implementation of those goals.

   The Board will oversee the district's financial affairs by authorizing, appropriating and adopting budgets and by proposing local option or bond elections, when appropriate and as allowed by law, to provide for program operation and maintenance or acquisition of district property.

   The Board will authorize the superintendent to approve payment on all contracts and business transactions of the district in accordance with Board policies on purchasing and budget requirements. The Board will provide for an annual audit of the district's assets.

The Board will employ the staff necessary to carry out the educational program and will provide for regular evaluation of staff.

The Board will direct the collective bargaining process to establish collective bargaining agreements with the district's personnel. The Board will establish, through the collective bargaining process where appropriate, salaries and salary schedules, other terms and conditions of employment, and personnel policies for districtwide application.

The Board will establish the days of the year and the hours of the day when school will be in session.

END OF POLICY

Legal Reference(s):

ORS 192.630
ORS 243.656
ORS Chapters 279A, 279B and 279C
ORS 294.305 to -294.565
ORS 328.205 to -328.304
ORS 332.072
ORS 332.075
ORS 332.105
ORS 332.107
ORS Chapter 339
ORS 342.805 to -342.937
ORS Chapter 343

Cross Reference(s):

DJ - District Purchasing

c. Board Operating Agreement

5. **Consent Agenda**

a. Approval of Minutes - March 11, 2025

Alsea School Board Meeting
Tuesday, March 11, 2025
6:00 PM
Alsea School Library

Alsea School District 7J
301 South 3rd Street
Alsea, OR 97324
541.487.4305

Board Members Present: Risteen Follett, Soren Rounds, Jamie Olsen, Russ Ceperich
Board Members Absent: Deb Lindberg
Staff Present: Krista Nieraeth, Don Staehely, Nathan Roberts, Adam Sederlin Present online: Brynn Campbell, Heather Shunk, Holly Olsen, Joe Harris, Carol Pearson, Chelsey White
Patrons Present: Nancy and Chris Giggy

1. **Call to Order - 6:07 PM**
   a. Flag Salute
   b. Approval of Agenda

   Agenda approved as presented.

2. **Consent Agenda**
   a. Approval of Minutes - February 10, 2025
   b. Staff Recommendation
   c. Surplus

   Jamie Olsen motioned to approve the consent agenda as presented. Soren Rounds seconded. No discussion. Motion carried 4-0.

3. **Patron Comments - None**

4. **Reports**
   a. Superintendent and K-12 Principal Reports
      i. Regular Attenders and Enrollment

   Ms. Nieraeth presented her reports to the Board. The documents are available online.

   b. K-5 LaHO Principal Report

   Ms. Shunk presented her report to the Board. The document is available online.

   c. Athletics and Activities

   Mr. Harris presented his report to the Board. The document is available online.

   d. Business Manager Report
      i. Month End Reconciliations and Financial Review Report

   Mr. Staehely presented the February 2025 financial documents to the Board. The documents are available online. The Board approved the financial report as presented.

   e. Construction Report

   Nancy and Chris Giggy presented their report to the Board. The document is available online.

Recess at 7:15 PM
Convened at 7:27 PM

   f. Educational Spotlight - Adam Sederlin, LaHO

   Adam Sederlin, Learn at Home teacher, presented to the Board the communication model that LaHO is using for communication with students and parents. The document is available online.

g. Safety Committee Report

Ms. Nickle presented her report to the Board. The document is available online.

5. **New Business**

a. LaHO Presentation - Adding a Grade

Ms. Shunk presented her proposal to the Board requesting the addition of 6th grade to the Learn at Home program. The document is available online.

Russ Ceperich motioned to approve the addition of 6th grade to the Learn at Home program. Soren Rounds seconded the motion. The Board discussed. Motion carried 4-0.

b. Financials

Ms. Nieraeth presented to the Board the new Month End Reconciliation and Financial Review Report. The document is available online.

Jamie Olsen motioned to add the Month End Reconciliation and Financial Review to the consent agenda each month. Soren Rounds seconded the motion. The board did not have any questions. Motion carried 4-0.

c. Resolution 25-06 - Modify Special Revenue Appropriations

Mr. Staehely presented the Resolution to Modify Special Revenue Appropriations to the Board. The document is available online.

Soren Rounds motioned to accept the Resolution to Modify Special Revenue Appropriations. Jamie Olsen seconded the motion. The Board did not have any questions. Motion carried 4-0.

d. Oregon Government Ethics Commission - SEI - due April 15, 2025

Ms. Nieraeth reminded the Board that the reporting window will be opening soon. Board Members should be receiving an email soon.

6. **Old Business**

a. AI Policy Next Steps

Ms. Nieraeth let the Board know she spoke to her peers regarding a policy for AI. The response that she received was that they are waiting to create this. The board discussed.

7. **First Reading *(Shaded words are new/strikethroughs are deleted)**

a. GBNAA/JHFF - Suspected Sexual Conduct with Students and Reporting Requirements

Ms. Nieraeth directed the Board to page 2. Our district is a very small district, she would like to name the LBL ESD Superintendent to be the designee in situations where the Superintendent is the subject of investigation. Jamie Olsen commented that she would like to keep the statement on page 2-3"Any district employee, contractor, agent or volunteer who has reasonable cause to believe that a student has been subjected to sexual conduct by another district employee, contractor, agent or that another district employee, contractor, agent or volunteer has engaged in sexual conduct with a student shall immediately report such suspected sexual conduct". The Board requested on page 3-3 last paragraph "Texting or electronically communicating with a student through contact information gained as a contractor, agent or volunteer for the district is *strongly discouraged*"

b. GCAA - Standards for Competent and Ethical Performance of Oregon Educators

The Board did not have any questions or concerns.

c. JHFF/GBNAA - Suspected Sexual Conduct with Students and Reporting Requirements

Make the same changes as requested for policy GBNAA/JHFF.

8. **Second Reading**

9. **Board Comments**
10. **Future Agenda Items**
    April; Discuss the resolution for Bond dollars for the alarm system. Discussion and follow up to Russ and Deb's concerns. Add Budget committee application approval.
11. **Key Dates**
    Scholastic Book Fair - March 12-20
    Literacy on the Farm - March 18, 5:00-7:30 pm
    Executive Session - March 17, 7:00 pm
    Winter Sports Awards, March 19
    Grading Day - March 21
    Spring Break - March 24-28
    Strategic Planning Meeting, April 1, 4:15
    Parent-Teacher Conferences - April 2-3
    Early Release April 3, 12:35 pm dismissal
    Regular School Board meeting - April 8
    Red Cross Blood Drive - April 9
12. **Adjournment -** 8:24 PM

_____ _____

Risteen Follett, Board Chair Date Krista Nieraeth, Superintendent Date

b. Monthly Financial Checklist

MONTH END RECONCILIATIONS AND FINANCIAL REVIEW REPORT

Month: March 2025

1. Payroll Processing – Reviewed and approved by Human Resources
   - ☑ Payroll reconciliation reports reviewed prior to processing.
   - ☑ Federal and state deposits have been made, as well if quarterly, federal and state reports have been reviewed and submitted
   - ☑ OEBB invoice been reconciled to payroll
   - ☑ Workers Compensation reconciled to payroll
   - ☑ Deduction payment reconciliation reviewed to ensure all liabilities have been processed

RS — 04-01-2025

Roxie Smallwood, Human Resource — Date

2. Deposits, Checks, Vouchers
   - ☑ All transactions have been entered into the financial accounting system and processed for the month.
   - ☑ All vouchers for checks and direct deposits have been reviewed and approved by the Superintendent.

Brynn Campbell — 4/1/25

Brynn Campbell, Accounts Payable/Receivable — Date

3. Band Reconciliations – Completed and approved by Superintendent
   - ☑ Citizens bank account
   - ☑ Local Government Investment Pool

4. Federal and State reimbursement requests made during the month
   - ☑ Monthly claims made and approved by Superintendent
   - ☑ If applicable, quarterly claims and reports made and approved by Superintendent

5. Financial Statements
   - ☑ Prepared after all reconciliations have been completed
   - ☐ Any manipulation of general ledger transactions in preparing statements
     - ☐ None
     - ☑ Yes, list below:
       1. Accrued substitute payroll based on average cost per month by account code

6. Business Office Internal Controls - Any changes to current procedures?
   - ☐ Yes - submitted to Board for review
   - ☑ None

7. Deposits, Checks, Vouchers
   - ☑ Issued to Board of Directors after month-end reconciliations – created by Accounts Payable/Receivable and submitted to Superintendent for distribution
   - ☐ Has the Board of Directors responded to any items?
     - ☐ Yes, and were all Board Members provided with the response
     - ☐ None

8. Other
   - ☐ Business Office Internal Controls – Any changes to current procedures?
     - ☑ Yes – submitted to Board for review
     - ☑ None

   - ☐ Any new pronouncements that will impact financial statements or budget for 25-26 fiscal year.
     - ☐ Yes, list below:

None

Other items that may have an impact on the financial statements of the district?

- ☑ None
- ☐ Yes, list below:

D E Staehely — 4/2/25

Donald Staehely, Business Manager — Date

Krista Nieraeth — 4/2/25

Krista Nieraeth, Superintendent — Date

Revised 3/3/2025

c. Resignation - Anthony Padilla, Bus Driver
Miranda Treadway, 4th Grade Teacher

6. **Patron Comments:**

The Alsea School Board of Directors values the opinions and input of students, staff, parents, and community members. Although board meetings are held in public, they are not meetings of the public. Please keep your comments to 3 minutes or less. If you intend to speak to the board this evening, you will need to fill out one of the blue comment cards and hand it to the Board Secretary, Lora Nickle. Public comments may also be made via Zoom. If you intend to speak via Zoom, please put your name in the comments so that the board chair can call on you. Before you begin your comments, please state your name and if you are speaking for an organization, please state that organization. For more information about public comments at a board meeting, please see Alsea School District Policy BDDH.

7. **Reports**

a. Superintendent and K-12 Principal Reports

Alsea School District

April 2025 Board Meeting Board Report

Krista Nieraeth, Superintendent and Special Education Director

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1. **Transportation**

Mr. Elbers and I met with WLA representatives to discuss the ODE Audit and necessary improvements to our transportation programming. The district has set up secure Google Folders to help facilitate and organize all files between the two organizations, including driver files, vehicle maintenance, and daily inspection forms, that will ensure the district complies all state and federal regulations. Mrs. Smallwood is working with WLA to get these files completed by the end of school year, as well as set up the same system for Alsea transportation for ease of access and organization.

As I've said prior, as a charter school, transportation is hugely important for us to bring in not only students who live within our district boundaries, but also those other students who live outside, but chose to come to Alsea. If we want to increase our student enrollment, this is an issue that is a high priority. Our issue is not the routes, but the number of drivers. To grow and maintain our enrollment if we chose to continue to be a charter district, we need more drivers who can drive regularly. Regular driver positions have been posted throughout this year and last, and we have not received any applications to help fill our positions. If we cannot fill our positions, we may have to look at continuing to contract with First Student for a driver for the upcoming school year.

2. **Facilities – Football Field**

Mr. Elbers has been working with our insurance company to find a company to redo the football field based on the vandalism that happened. We found a company, approved by our insurance company, that will come in and complete regrade, recrown, reshape, and then replant our football field playing surface starting in May. We have received the settlement amount from the insurance company, minus the deductible of $1000, which will be paid out of a donation from Soderstrom Architects. The field should be ready in time for the upcoming fall football season. There has been no word on any arrest in this case from the Sheriff's Office.

3. **RTI Conference in Phoenix**

Over the spring break, Mrs. Shunk and I attended the RTI At Work Conference in Phoenix, AZ. At this conference, we learned about ways to implement different tiers of support for all students, using interim assessment data, staff strengths, schedules, and assessments in general, as well as examples of how other schools, both elementary and secondary, have implemented systems that fit their needs. I look forward to working with Mrs. Shunk in how our district can use our current system to continue to build a stronger and more robust tiered systems of supports for our students, and then how each school can implement these systems based on the schedules and needs.

Alsea School District

April 2025 School Board Report – K-12 B&M School

Krista Nieraeth, Principal

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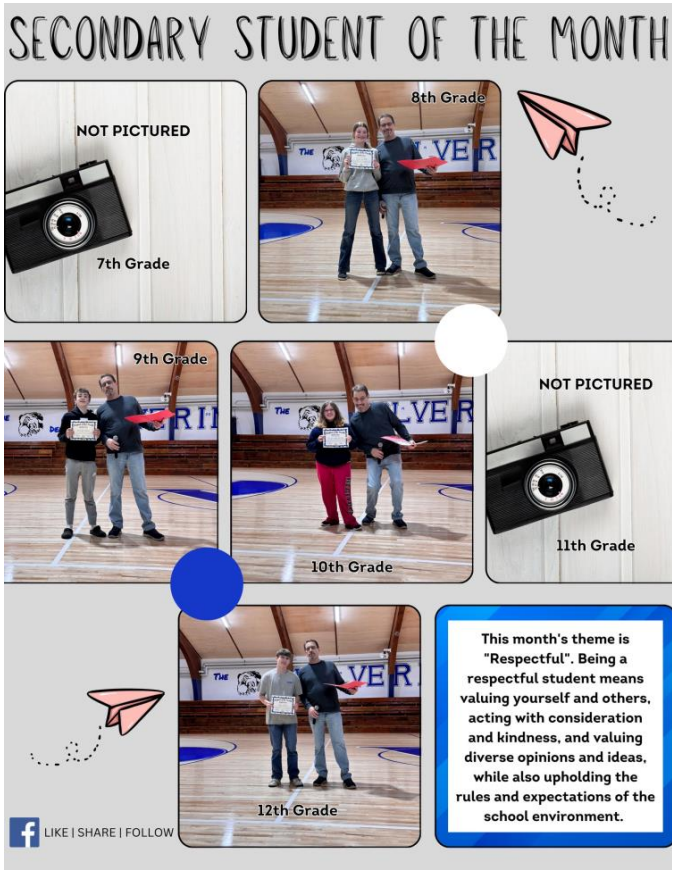
1. Students of the Month for February and March

The character theme of February was Respectful.

Congratulations to the following students for being voted as the Feb. Student of the Month:

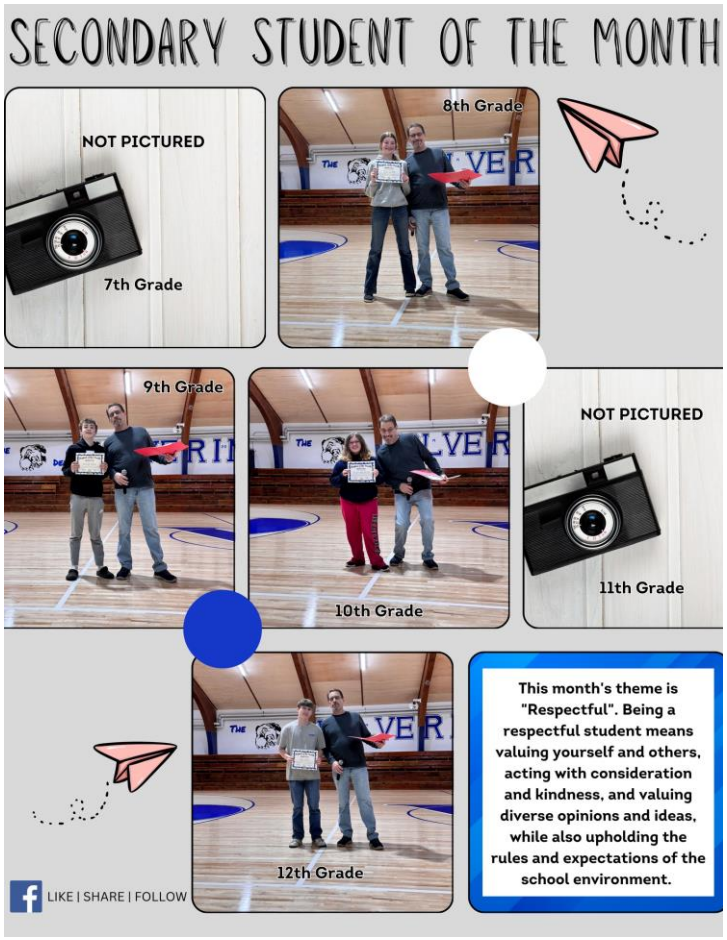
K - Autumn Winter
1 - Kaylin Kasper
2 - Easton Bauer
3 - Oly Olsen
4 - Kaylee Nelson
5 - Karmen Kasper
6 - Lisa Petersen
7 - Mia Viau
8 - Susie Sexton
9 - Dawson Elbers
10 - Shelby Darlington
11 - Stetson White
12 - Chris Foster



The character theme of March was Inquisitive.

Congratulations to the following students for being voted as the March Student of the Month:

K - Penny Treadway
1 - Brantley Tolleson
2 - Amelie Franciosi
3 - Jaxxon O'Brien
4 - Kami Easton
5 - Edwin McGee
6 - Lucius Smith
7 - Brayden Taylor
8 - Whitaker Gray
9 - Kyra Hinchberger
10 - Gavin Taylor
11 - Kylie McVay
12 - Gerald Peck - Cleveland



2. OSAS State Testing

We will be starting the major haul of state testing this week. In the month of April, students in grades 3 – 8 and 11 will be taking the OSAS ELA testing, and in May, will be taking the OSAS Math test. We have staff trained to administer the test, which will be done in the library and both resource rooms, and all accommodations will be in place for those students who require them. Thank you to the staff for their flexibility in moving rooms and helping us complete this state and federal requirement.

3. K – 4 OMSI Planetarium Visit

On Tuesday, April 1st, OMSI visited Alsea Elementary and did a presentation on the stars and galaxy in the mobile Planetarium that they brought. Students in grades K – 4 attended this presentation. This assembly was purchased through the SIA grant for STEM and enrichment activities. Thank you to Ms. Pinion for setting this activity up for our students.

4. Leadership Activity

For the month of March, our Leadership class did a fundraiser for their class. They sponsored a coin drive in the school, with all the grades putting coins in to either have Mr. Harris/Ms. Nieraeth or Mr. Schlechter/Mr. VanDerZwan to get slimed. Winning by $5, Mr. Harris and I were slimed! The class earned $200 that will help fund Leadership activities for the school.

5. 4th Grade to Clemens Park

This winter, Mrs. Treadway and her 4th grade class, working with ODFW, raised trout in a classroom tank. Right before Spring Break, the class then went to the Fish Hatchery to tour the facilities and see the growth of fish from eggs to adults, as well as released their fish that they had been raising in the classroom into the Alsea River. They were also able to dissect and discuss the anatomy of a trout as well!

i. Enrollment Report

Grade Level	2024-2025 SY									
	9/1	10/1	11/1	12/1	1/1	2/1	3/1	4/1	5/1	6/1
KG	13	14	12	13	13	14	13	14		
1st	13	13	13	12	12	13	12	12		
2nd	32	33	33	33	33	32	30	30		
3rd	32	32	31	31	31	31	31	31		
4th	24	24	22	23	22	23	24	25		
5th	25	26	26	28	27	30	29	28		
6th	17	17	17	16	16	17	17	18		
7th	17	17	17	17	17	16	16	16		
8th	15	15	15	15	16	16	16	15		
9th	11	11	10	10	10	10	10	9		
10th	16	13	16	16	16	16	16	17		
11th	11	10	10	10	10	10	10	10		
12th	11	11	11	11	11	11	11	11		
Total ADM	237	236	233	235	234	239	235	236	0	0

	2023-2024 SY									
	9/1	10/1	11/1	12/1	1/1	2/1	3/1	4/1	5/1	6/1
KG	19	18	18	16	16	16	17	17	16	16
1st	35	42	39	39	39	40	40	39	39	39
2nd	35	36	36	37	37	37	37	37	37	35
3rd	28	32	30	29	29	28	28	27	25	26
4th	24	25	26	25	25	25	24	24	24	24
5th	23	24	26	25	25	24	21	21	18	18
6th	13	13	12	12	12	12	13	13	15	15
7th	18	20	19	19	18	17	17	17	17	17
8th	13	13	13	13	13	13	13	13	13	12
9th	20	22	22	23	23	22	20	17	16	16
10th	12	12	12	12	12	12	12	12	11	11
11th	13	14	13	14	14	14	13	13	13	13
12th	13	11	10	10	10	10	10	8	8	8
Total ADM	266	282	276	274	273	270	265	258	252	250

	2022-2023 SY									
	9/1	10/1	11/1	12/1	1/1	2/1	3/1	4/1	5/1	6/1
KG	58	62	60	61	60	56	55	53	50	49
1st	56	66	64	66	64	60	60	58	54	53
2nd	42	41	41	45	43	38	36	35	32	30
3rd	43	50	54	53	51	46	46	46	45	44
4th	37	41	47	47	47	43	42	40	39	39
5th	29	32	36	36	36	29	29	26	24	23
6th	35	45	49	49	46	43	37	34	34	33
7th	44	59	59	61	59	56	56	52	48	41
8th	41	51	53	52	50	44	42	42	41	39
9th	14	14	13	13	12	12	12	12	13	12
10th	17	16	16	16	16	15	15	14	14	13
11th	21	21	21	22	20	20	20	19	17	17
12th	25	24	22	22	21	20	20	15	14	14
Total ADM	462	522	535	543	525	482	470	446	425	407

ENROLLMENT															
Grade	**In building/ LaHO**	**K**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**TOTAL**
As of 9/1/24	In building	5	8	13	11	15	19	17	17	15	11	16	11	11	**169**
As of 9/1/24	Learn at Home	8	5	19	21	9	6	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**68**
As of 9/1/24	**TOTAL**	**13**	**13**	**32**	**32**	**24**	**25**	**17**	**17**	**15**	**11**	**16**	**11**	**11**	**237**
As of 10/1/24	In building	5	8	14	11	15	20	17	17	15	11	16	9	11	**169**
As of 10/1/24	Learn at Home	9	5	18	20	9	6	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**67**
As of 10/1/24	**TOTAL**	**14**	**13**	**32**	**31**	**24**	**26**	**17**	**17**	**15**	**11**	**16**	**9**	**11**	**236**
As of 11/1/24	In building	5	8	14	11	14	20	17	17	15	10	16	10	11	**168**
As of 11/1/24	Learn at Home	7	5	19	20	8	6	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**65**
As of 11/1/24	**TOTAL**	**12**	**13**	**33**	**31**	**22**	**26**	**17**	**17**	**15**	**10**	**16**	**10**	**11**	**233**
As of 12/1/24	In building	6	7	14	11	14	21	16	17	15	10	16	10	11	**168**
As of 12/1/24	Learn at Home	7	5	19	20	9	7	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**67**
As of 12/1/24	**TOTAL**	**13**	**12**	**33**	**31**	**23**	**28**	**16**	**17**	**15**	**10**	**16**	**10**	**11**	**235**
As of 01/01/25	In building	6	7	14	11	14	21	16	17	16	10	16	10	11	**169**
As of 01/01/25	Learn at Home	7	5	19	20	8	6	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**65**
As of 01/01/25	**TOTAL**	**0**	**12**	**33**	**31**	**22**	**27**	**16**	**17**	**16**	**10**	**16**	**10**	**11**	**234**
As of 02/1/25	In building	7	7	13	12	14	22	17	16	16	10	16	10	11	**171**
As of 02/1/25	Learn at Home	7	6	19	19	9	8	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**68**
As of 02/1/25	**TOTAL**	**14**	**13**	**32**	**31**	**23**	**30**	**17**	**16**	**16**	**10**	**16**	**10**	**11**	**239**
As of 03/01/25	In building	6	7	12	12	14	21	17	16	16	10	16	10	11	**168**
As of 03/01/25	Learn at Home	7	5	18	19	10	8	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**67**
As of 03/01/25	**TOTAL**	**13**	**12**	**30**	**31**	**24**	**29**	**17**	**16**	**16**	**10**	**16**	**10**	**11**	**235**
As of 04/01/25	In building	7	7	12	12	14	20	18	16	15	9	17	10	11	**168**
As of 04/01/25	Learn at Home	7	5	18	19	11	8	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**68**
As of 04/01/25	**TOTAL**	**14**	**12**	**30**	**31**	**25**	**28**	**18**	**16**	**15**	**9**	**17**	**10**	**11**	**236**
As of 05/01/25	In building	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**
As of 05/01/25	Learn at Home	0	0	0	0	0	0	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**
As of 05/01/25	**TOTAL**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**
As of 06/01/25	In building	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**
As of 06/01/25	Learn at Home	0	0	0	0	0	0	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**
As of 06/01/25	**TOTAL**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**

ii. Regular Attenders

REGULAR ATTENDERS

>90% Positive Attendance

Grade Level	Enrollment #	01-Oct	Enrollment #	01-Nov	Enrollment #	01-Dec	Enrollment #	01-Jan	Enrollment #	01-Feb	Enrollment #	01-Mar	Enrollment #	01-Apr	Enrollment #	01-May	Enrollment #	01-Jun
KG	14	64.29%	12	83.33%	13	61.53%	13	61.53%	14	64.28%	13	53.84%	14	50.00%				
1st	13	92.31%	13	61.53%	12	50.00%	12	41.66%	13	38.46%	12	41.67%	12	41.67%				
2nd	33	78.78%	33	78.78%	33	69.69%	33	69.69%	32	75.00%	30	83.33%	30	70.00%				
3rd	32	81.25%	31	80.64%	31	74.19%	31	74.19%	31	70.97%	31	74.19%	31	77.42%				
4th	24	62.50%	22	63.63%	23	60.86%	22	50.00%	23	69.57%	24	58.33%	25	60.00%				
5th	26	73.07%	26	80.76%	28	67.85%	27	62.96%	30	60.00%	29	51.72%	28	57.14%				
6th	17	70.59%	17	58.82%	16	43.75%	16	37.50%	17	35.29%	17	41.18%	18	44.44%				
7th	17	82.35%	17	76.47%	17	70.58%	17	64.71%	16	62.50%	16	62.50%	16	62.50%				
8th	15	80.00%	15	80.00%	15	80.00%	16	62.50%	16	81.25%	16	68.75%	15	80.00%				
9th	11	54.54%	10	50.00%	10	50.00%	10	50.00%	10	60.00%	10	50.00%	9	55.55%				
10th	16	93.75%	16	81.25%	16	81.25%	16	75.00%	16	68.75%	16	68.75%	17	70.59%				
11th	10	70.00%	10	70.00%	10	60.00%	10	60.00%	10	60.00%	10	60.00%	10	50.00%				
12th	11	36.36%	11	45.45%	11	36.36%	11	36.36%	11	36.36%	11	45.45%	11	36.36%				
Schoolwide	**239**	**72.29%**	**233**	**70.05%**	**235**	**62.00%**	**234**	**57.39%**	**239**	**60.19%**	**235**	**58.44%**	**236**	**58.13%**	**0**	**#DIV/0!**	**0**	**#DIV/0!**

b. K-5 LaHO Principal Report

ALSEA SCHOOL DISTRICT BOARD REPORT

Name: Heather Shunk **Position:** Principal

BOARD MEETING DATE: April 8, 2025

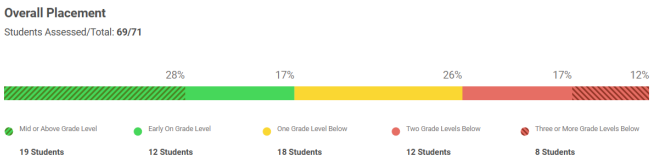
Link for March 2025 Assembly Slide Deck - Attendance, Birthdays, Students of the Month, Superhero Appreciation, Happenings in Each Class, and Exploratory Class, March character trait "Super".

*Attendance Superstars 90% or Higher - 78% of students

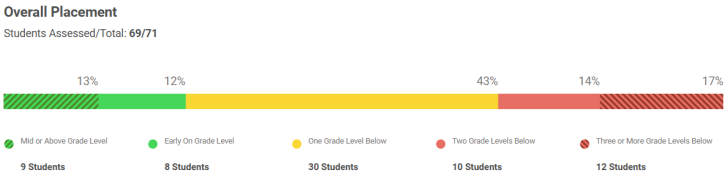
Link for March LaHO Community Newsletter: https://secure.smore.com/n/r4naq

I-Ready Current Placement

Reading :



Math:



PLC Work B&M and LaHO - A Focus on Priority/ Essential Standards

Focusing on priority standards is a commitment we make to our families to ensure all students are prepared for the next grade with a strong academic foundation. Teachers will work collaboratively to dive deep into the identified priority standards as well as the most essential parts of the curriculum and the assignments that reflect proficiency in these vital skills. Through powerful grade-level PLC collaboration, teachers become experts in the priority standards—sharing ideas, analyzing student data, and holding each other accountable for student learning. This process allows us to teach with purpose, support each other professionally, and stay focused on what matters most for student success.

Student-Led Conferences - April 2 & 3

At Learn at Home Oregon, we're excited to bring Student-Led Conferences to our school community—a newer concept, but one with a powerful impact. These conferences shift the spotlight to students, giving them the opportunity to reflect on their growth and share their learning journey with pride.

Students have carefully selected work they want to showcase, including passion projects, writing samples, math tasks, and SEL reflections. This approach increases student ownership, builds confidence, and strengthens the partnership between home and school. When students lead the conversation, both they and their families become more deeply invested in the learning process.

c. Athletics and Activities

Board Report – 4//25

Summary:

Track is in full swing. Our MS team is representing well with numbers and their effort and commitment to their team. The MS will be competing at McKenzie on the 10th of April. They have a few other meets coming up and will keep updated on those.

Baseball is going well. All our Alsea players are an integral part of the teams. Currently Monroe/Alsea baseball is 2-3.

3rd grade solar system gallery walk was a big hit this last Tuesday. Ms. Pinions class work very hard on their projects, and they all turned out so good! Solar system gallery walk is always a big hit, all of our students get to go in to support.

We are ordering our new uniforms for Football and Volleyball for next season.

FB and VB schedules are coming together, and we are looking forward to some of our match ups for next season.

Due to the damage to the FB field this last year, we will not be hosting the Jamboree this year. We want to give the grass as much time to get established before putting all those teams on the surface. This also means that we will have at least the first four games of the season away, but those teams agree to come to us the following year.

It is my understanding that the work on the field will begin sometime in May, once the field dries out some.

If you have any questions or concerns, please contact me directly.

d. Business Manager Report

Financial Summary – March 31, 2025

General Fund Resources

- State School Support – Changes in State School Support Formula Estimates (Page 5) provide the new projections for 23-24 that were sent out on 4/1/25. The district's SSF allocation changed significantly due to the reduction in teacher's experience compared to the state teacher average. The state average for teacher experience is 12.07 years compared to the district's average experience of 6.95, or a reduction of 5.12 years times $25. The prior estimate had the district's average experience below the state average by 2.30 years. This change represents a $70.50 reduction per ADMw. The update reduction compared to the prior month's figures is $116,906 more, for a total reduction of $122,772. The Change in State School Support Formula Estimates page also shows the current 24-25 SSF estimate compared to the budget, which was shared in the February Board Meeting. Please keep in mind, these are estimates and not final figures for 23-24 or 24-25. The final figures for 23-24 will not be available until May, with the 24-25 still an estimate with both changing again.
- Property taxes – the statements reflect tax turnover through February 28, which represent a 97% collection of the current levy.
- 1312 – Tuition from Other Districts – payment for students attending the Learn at Home Online that are residents of another district and reported by that district to the ODE for funding purposes.
- 1510 - Earnings on investments – The earnings rate with the Local Government Investment Pool (LGIP) is 4.64%, down from 4.70% for the prior month. The district is earning approximately $35,000 per month. The interest earned is allocated to various funds based on that fund's cash balance as of the end of the month and the investment pool interest rate.
- 5300 – Insurance Reimbursement – the district received $31,980 for the field repair, with the other reimbursement for the van repair.
- No changes in the other revenues.

General Fund Expenditures

- All salaries and benefits have been encumbered, as well as projections for substitutes and additional salaries are included in the financial statements. The substitute and additional salaries are based on the average for September through January and annualized through June.
- As shared prior months, all non-payroll items have also been encumbered. In other requirements, a transfer to the Special Revenue Fund for Special Education Stipends has been projected. The grant covers only the stipend amount, not associated payroll costs. The district is required to pay all payroll costs associated with the grant.

Special Revenue

Changes

- The district has been awarded the Menstrual Dignity Grant (265), for $910.40. The funds are for supplies and will be spent by June 30.
- No other changes to the existing grants and programs compared to last month.

Food Service Program

- Included are the student participation, financial statements and per meal breakdown through 3/31/25. The attached statement reflects the participation by month, with the annual participation at 66.8% for the breakfast program; 65.4%, lunch program.
- The projected transfer from the General Fund will be approximately $54,342.67. The average cost per meal is $5.82 while reimbursement is $4.24, or a transfer from the General Fund of $1.58 per meal.

Debt Service

- No change in the Debt Service, with the ending projected fund balance is estimated at approximately $31,000.

Capital Projects

- 400 – Capital Projects - reflects interest received on monies at the LGIP. Expenditures are the replacement of the windows, architectural services for the kitchen, and the upgrade to the fire alarm system. The fund has $19,097 available for additional projects.
- 410 - Bond 2021 and OSCIM Grant –The fund has $50,546, with all projects either paid or encumbered.
- As shared last month, the additional costs for the fire alarm system this summer is $58,207. This cost will be paid from the remaining funds in 400-Capital Projects and 410 – Bond/OSCIM Fund.
- 430 – Seismic Rehabilitation – represents approved service contracts. The district has received three payments from the Oregon Business Development Department. Per the grant, claims will be made after each month's end.

Internal Service Funds

Unemployment Reserve

- Currently the district is charging all salaries approximately 4% on each payroll and transferring the funds into the Unemployment Reserve Fund to cover quarterly unemployment claims. The $6,800 represents claims for the first two quarters of 24-25. However, it is still unknown what the costs will be for Spring and Summer breaks.
- The current balance to cover future claims is $149,893.
- However, it is still unknown what the costs will be for Spring and Summer breaks. Once the district receives the claims for the summer break period, the district will have a year's claim figures and can adjust payroll accordingly to ensure the minimum reserve is maintained.

PERS Reserve

- A new fund has been created dedicated to cover increases in PERS costs. A payroll liability account for prior PERS expenses has been in the books. These funds have been transferred to the new fund to properly reflect the dollars. Interest earned in these funds is also being recorded, as with other funds that have available funds in the investment pool. The average PERS increase to the district is approximately $35,000. These dollars can be used to flatten the increase over the next biennium.

GENERAL FUND
STATEMENT OF RESOURCES
FOR THE FISCAL YEAR 2024-25
As of March 31, 2025

LINE		SOURCE	BUDGET	Y-T-D 3/31/2025	PROJECTED	TOTAL 3/31/2025	BALANCE OVER/(UNDER)
		STATE SCHOOL SUPPORT FORMULA					
1	1111	CURRENT YEAR'S TAXES	**$ 528,200.00**	$ 513,313.98	14,874.47	**$ 528,188.45**	**$ (11.55)**
2	1112	PRIOR YEAR'S TAXES	**1,000.00**	(445.84)	1,445.84	**1,000.00**	**-**
3	1114	OTHER TAXES	**-**	11.55	-	**11.55**	**11.55**
4	1190	INTEREST ON TAX COLLECTIONS	**800.00**	400.53	399.47	**800.00**	**-**
5	2101	COUNTY SCHOOL FUND	**-**	-		**-**	**-**
6	3103	COMMON SCHOOL FUND	**41,205.00**	20,026.41	20,026.41	**40,052.82**	**(1,152.18)**
7	3101	STATE SCHOOL SUPPORT FUND	**4,527,702.00**	3,923,655.00	704,622.18	**4,628,277.18**	**100,575.18**
8	4801	FEDERAL FOREST FEES	**-**	-	-	**-**	**-**
9		**TOTAL 2024-25 SSSF SOURCES (Line 1 - Line 8)**	**5,098,907.00**	**4,456,961.63**	**741,368.37**	**5,198,330.00**	**99,423.00**
		STATE SCHOOL SUPPORT FORMULA (Prior Yr Adjustments)					
10		STATE SCHOOL SUPPORT FUND 23-24		**-**	**(122,772.00)**	**(122,772.00)**	**(122,772.00)**
11		HIGH COST GRANT				**-**	**-**
12		**TOTAL SSSF PRIOR YR ADJ (Line 10 - Line 11)**	**-**	**-**	**(122,772.00)**	**(122,772.00)**	**(122,772.00)**
13		**TOTAL SSSF SOURCES (Line 9 + Line 12)**	**5,098,907.00**	**4,456,961.63**	**618,596.37**	**5,075,558.00**	**(23,349.00)**
		NON STATE SCHOOL SUPPORT FORMULA SOURCES					
		LOCAL SOURCES					
14	1312	TUITION FROM OTHER DISTRICTS	**-**	5,771.46	-	**5,771.46**	**5,771.46**
15	1510	EARNINGS ON INVESTMENTS	**50,000.00**	295,537.81	79,999.19	**375,537.00**	**325,537.00**
16	1710	ADMISSIONS - GATE FEES	**7,500.00**	3,271.75	4,228.25	**7,500.00**	**-**
17	1760	FUND RAISING	**-**	-	-	**-**	**-**
18	1910	RENTAL INCOME	**3,600.00**	3,456.00	144.00	**3,600.00**	**-**
19	1943	SERVICES PROVIDED CHARTER SCHOOLS	**72,198.00**	36,430.36	35,767.64	**72,198.00**	**-**
20	1960	RECOVER PRIOR YEAR'S EXPENDITURES	**-**	-	-	**-**	**-**
21	1920	DONATIONS	**-**	2,000.00	-	**2,000.00**	**2,000.00**
22	1980	FEES CHARGED OTHER GRANTS	**-**	-	-	**-**	**-**
23	1990	MISCELLANEOUS REVENUE	**24,800.00**	13,597.60		**13,597.60**	**(11,202.40)**
24		**TOTAL LOCAL SOURCES (Line 14 - Line 23)**	**158,098.00**	**360,064.98**	**120,139.08**	**480,204.06**	**322,106.06**
		OTHER SOURCES					
25	2102	REVENUE THROUGH ESD	**7,600.00**	3,513.52	3,513.52	**7,027.04**	**(572.96)**
26	2199	OTHER INTERMEDIATE SOURCES	**-**	-	-	**-**	**-**
27	3203	SPECIAL EDUCATION PROGRAMS	**-**	-	-	**-**	**-**
28	5300	INSURANCE REIMBURSEMENT	**-**	38,581.73	-	**38,581.73**	**38,581.73**
29	5400	BEGINNING CASH	**6,700,000.00**	6,716,065.45		**6,716,065.45**	**16,065.45**
30		**TOTAL OTHER SOURCES (Line 25 - Line 29)**	**6,707,600.00**	**6,758,160.70**	**3,513.52**	**6,761,674.22**	**54,074.22**
31		**TOTAL NON SSSF SOURCES (Line 24 + Line 30)**	**6,865,698.00**	**7,118,225.68**	**123,652.60**	**7,241,878.28**	**376,180.28**
32		**TOTAL RESOURCES (Line 13 + Line 31)**	**$ 11,964,605.00**	**$ 11,575,187.31**	**$ 742,248.97**	**$ 12,317,436.28**	**$ 352,831.28**

Alsea School District 7J

Change in State School Support Formula Estimates

	ODE	23-24 2/21/2025		4/1/2025		24-25 Budget		3/5/2025	
	Weight	**Total**	**ADMw**	**ADMw**	**Change**	**Total**	**ADMw**	**ODE**	**Change**
ADMr	1.00	265.48	265.48	265.48		295.00	295.00	222.13	
ESL	0.50	6.84	3.42	3.42		8.00	4.00	1.69	
Pregnant and Parenting	1.00	-	-	-			-		
IEP	1.00	29.20	29.20	29.20		42.00	32.45	24.43	
IEPs above 11%	1.00	25.40	25.40	25.40		2.30	2.30	25.40	
Students in Poverty	0.25	29.00	7.25	7.25		29.00	7.25	7.26	
Foster Care	0.25	1.00	0.25	0.25		1.00	0.25		
Remote Elementary	1.00	38.82	38.82	38.82			-	38.82	
Small High School	1.00	50.46	50.46	50.46		53.86	53.86	50.46	
Total ADMw		446.20	420.28	420.28		431.16	395.11	370.19	
Prior Yrs ADMw			613.44	613.44				420.28	
Greater ADMw Amt between Yrs			**613.44**	**613.44**	**-**		**395.11**	**420.28**	**25.17**
Base Amount			$ 4,500.00	$ 4,500.00			$ 4,500.00	$ 4,500.00	
Teacher Experience Base Amount			$ 25.00	$ 25.00			$ 25.00	$ 25.00	
Experience			(2.30)	(5.14)			(2.30)	(5.14)	
Teacher Experience Amount			(57.50)	(128.00)			(57.50)	(128.50)	
Total Base Amount			$ 4,442.50	$ 4,372.00	**$ (70.50)**		$ 4,442.50	$ 4,371.50	**$ (71.00)**
Ratio			2.24088649993	2.23342560164			2.34088952892	2.33952483015	
State School Funding Per ADMw			**$ 9,955.14**	**$ 9,764.54**	**$ (190.60)**		**$ 10,399.40**	**$ 10,227.23**	**$ (172.17)**
General Purpose Grant			**$ 6,106,831**	**$ 5,989,925**	**$ (116,906)**		**$ 4,108,907**	**$ 4,298,360**	**$ 189,453**
Transportaiton			946,676.00	946,676.00			1,100,000.00	1,000,000.00	
Percent			90%	90%			90%	90%	
Transportation Grant			**852,008**	**852,008**	**$ -**		**$ 990,000.00**	**$ 900,000.00**	**$ (90,000)**
Rounding									
Total Formula Revenue			**$ 6,958,839**	**$ 6,841,933**	**$ (116,906)**		**$ 5,098,907**	**$ 5,198,330**	**$ 99,423**
Less Local Collections									
Property Taxes			511,796	511,796	**$ -**		530,000	530,000	**$ -**
Common School			51,631	51,631	**$ -** -		41,205	40,053	**$ (1,152)**
County School			-	-			-	-	
Federal Forest Fees			-	-			-	-	
Total Local Offsets			**563,427**	**563,427**	**$ -**		**571,205**	**570,053**	**$ (1,152)**
State School Support Formula			**$ 6,395,412**	**$ 6,278,506**	**$ (116,906)**		**$ 4,527,702**	**$ 4,628,277**	**$ 100,575**

GENERAL FUND
STATEMENT OF EXPENDITURES COMPARED TO BUDGET
FOR THE FISCAL YEAR 2024-25
As of March 31, 2025

		BUDGET	ACTUAL Y-T-D 3/31/2025	ENCUMBERED	TOTAL 3/31/2025	BALANCE FAVORABLE/ (UNFAVORABLE)	--%-- COMMITTED
INSTRUCTION							
1111	Elementary, K-5	$ 1,336,914.00	$ 655,696.74	$ 411,030.71	$ 1,066,727.45	$ 270,186.55	
1113	Elementary Extra-curricular	3,864.00	2,178.41	1,428.22	3,606.63	257.37	
1121	Middle/Junior High Programs	271,397.00	150,970.49	105,865.11	256,835.60	14,561.40	
1122	Middle/Junior High School Extra-curricular	36,686.00	33,082.75	3,839.41	36,922.16	(236.16)	
1131	High School Programs	390,968.00	219,998.48	146,214.33	366,212.81	24,755.19	
1132	High School Extra-curricular	149,995.00	90,971.39	16,222.10	107,193.49	42,801.51	
1250	Less Restrictive Programs: Students w/ Disability	636,673.00	230,624.67	150,697.89	381,322.56	255,350.44	
1291	English Second Language Programs	8,359.00	1,001.96	428.51	1,430.47	6,928.53	
	TOTAL INSTRUCTION	2,834,856.00	1,384,524.89	835,726.28	2,220,251.17	614,604.83	78.32%
SUPPORT SERVICES							
2113	Social Work Services	-	3,043.06	2,225.91	5,268.97	(5,268.97)	
2114	Student Accounting Services	28,801.00	22,134.31	7,451.50	29,585.81	(784.81)	
2134	Nurse Services	12,000.00	8,325.24	-	8,325.24	3,674.76	
2142	Psychological Testing Services	50,200.00	-	13,425.00	13,425.00	36,775.00	
2152	Speech Pathology Services	65,900.00	-	22,327.00	22,327.00	43,573.00	
2160	Other Student Treatment Services	39,500.00	-	26,850.00	26,850.00	12,650.00	
2190	Service Direction, Student Support Services	82,526.00	41,487.54	20,330.09	61,817.63	20,708.37	
2210	Improvement of Instruction Services	-	154.96	47.55	202.51	(202.51)	
2222	Library/Media Center	1,250.00	-	-	-	1,250.00	
2230	Assessment and Testing	4,368.00	2,864.26	1,428.17	4,292.43	75.57	
2240	Instructional Staff Development	26,000.00	273.60	-	273.60	25,726.40	
2310	Board of Education Services	161,200.00	48,244.89	9,685.83	57,930.72	103,269.28	

GENERAL FUND
STATEMENT OF EXPENDITUES COMPARED TO BUDGET
FOR THE FISCAL YEAR 2024-25
As of March 31, 2025

			BUDGET	ACTUAL Y-T-D 3/31/2025	ENCUMBERED	TOTAL 3/31/2025	BALANCE FAVORABLE/ (UNFAVORABLE)	--%-- COMMITTED
2321		Office of the Superintendent Services	266,441.00	175,357.88	55,192.20	230,550.08	35,890.92	
2410		Office of the Principal Services	502,660.00	308,555.53	152,204.70	460,760.23	41,899.77	
2520		Fiscal Services	355,450.00	181,276.80	69,271.52	250,548.32	104,901.68	
2540		Operation and Maintenance of Plant Services	609,241.00	329,114.63	106,582.63	435,697.26	173,543.74	
2550		Student Transportation Services	1,009,576.00	576,179.42	222,884.06	799,063.48	210,512.52	
2660		Technology Services	117,316.00	43,069.46	12,851.47	55,920.93	61,395.07	
2700		Supplemental Retirement Program	-	-	-	-	-	
		TOTAL SUPPORT SERVICES	3,332,429.00	1,740,081.58	722,757.63	2,462,839.21	869,589.79	73.91%
OTHER REQUIREMENTS								
5200		Transfers of Funds						
5200	790	Food Service	123,405.00	-	54,342.67	54,342.67	69,062.33	
5200	792	Bus Fund	140,002.00	140,002.00		140,002.00	-	
5200	793	Special Revenue	-	-	1,524.84	1,524.84	(1,524.84)	
5200	794	Capital Projects	700,000.00	-		-	700,000.00	
6110		Operating Contingency	500,000.00	-		-	500,000.00	
7000		Unappropriated Ending Fund Balance	4,333,913.00	-		-	4,333,913.00	
		TOTAL OTHER REQUIREMENTS	5,797,320.00	140,002.00	55,867.51	195,869.51	5,601,450.49	3.38%
		TOTAL EXPENDITURES	$ 11,964,605.00	$ 3,264,608.47	$ 1,614,351.42	$ 4,878,959.89	$ 7,085,645.11	40.78%
PROJECTED ENDING FUND BALANCE			$ -			$ 7,438,476.39	$ 7,438,476.39	

SPECIAL REVENUE FUNDS

STATEMENT OF GRANTS AND OTHER SPECIAL REVENUE FUNDS

					REVENUE				EXPENDITURES			
#	Fund Title	End Date	Grant Amount	Beginning Cash	Y-T-D	PROJECTED	Transfer from General Fund	TOTAL	Y-T-D	Encumbered	TOTAL	Balance
200	Donations			$ 3,132.95	$ -	-		$ 3,132.95	$ 402.80	$ 500.00	$ 902.80	$ 2,230.15
203	Title I-A	9/30/2024	10,797.33	-	6,784.74	4,012.59		10,797.33	10,797.33		10,797.33	
203	Title I-A	9/30/2025	50,857.00		24,737.32	26,119.68		50,857.00	29,167.69	15,710.06	44,877.75	
203	**Total Title I**		61,654.33		31,522.06	30,132.27		61,654.33	39,965.02	15,710.06	55,675.08	5,979.25
205	Small Rural School Achievement (SRSA)	9/30/2025	54,607.00	-	44,354.58	10,252.42		54,607.00	44,354.58	-	44,354.58	10,252.42
207	Youth Transition Program	9/15/2024	4,972.97	-	4,972.97	-		4,972.97	4,972.97	-	4,972.97	-
207	Preemployment Transition Program	6/30/2025	45,000.00		10,488.30	34,511.70		45,000.00	3,442.14	-	3,442.14	41,557.86
206	Title III-A Immigrant Grant	9/30/2025	224.00	-	-	224.00		224.00	215.97	-	215.97	8.03
208	E-Rate Funds			26,354.88	-	-		26,354.88	26,204.57	-	26,204.57	150.31
210	IDEA Part B 611	9/30/2024	18,267.60	-		18,267.60		18,267.60	18,267.60	-	18,267.60	-
210	IDEA Part B 611	9/30/2026	60,260.33		31,746.99	28,513.34		60,260.33	25,876.09	32,715.71	58,591.80	
210	**Total IDEA Part B 611**		78,527.93		31,746.99	46,780.94		78,527.93	44,143.69	32,715.71	76,859.40	1,668.53
213	Special Education Stipend	6/30/2025	3,566.88		-	3,566.88	1,524.84	5,091.72	-	5,091.72	5,091.72	-
216	IDEA Part B 619 FFY24	9/30/2026	401.15		-	401.15		401.15	-	-	-	401.15
220	Title II-A - Teacher Quality 23-24	9/30/2024	5,305.66	-	5,305.66	-		5,305.66	5,305.66	-	5,305.66	-
220	Title II-A - Teacher Quality 23-24	9/30/2025	7,236.00	-		7,236.00		7,236.00	1,153.11		1,153.11	6,082.89
220	Title IV-A - Student Support and Academic Enrichment 23-24	9/30/2024	10,000.00	-	10,000.00	-		10,000.00	10,000.00		10,000.00	-
220	Title IV-A - Student Support and Academic Enrichment 23-24	9/30/2025	10,981.00		1,153.11	9,827.89		10,981.00		-	-	10,981.00
220	**Title V- B REAP**		33,522.66		16,458.77	17,063.89		33,522.66	16,458.77	-	16,458.77	17,063.89
227	Early Literacy Grant	6/30/2025	59,749.82	-	44,812.37	14,937.45		59,749.82	33,802.44	22,363.37	56,165.81	3,584.01
228	After School Programs	6/30/2025	3,000.00	-	3,000.00	-		3,000.00	1,666.26	-	1,666.26	1,333.74
	ESSER											
232	ESSER III	9/30/2024	91,992.21	-	91,992.21	-		91,992.21	91,992.21	-	91,992.21	-
	Integrated Guidance											
226	Early Indicator Intervention	6/30/2025	$ 806.31	$ -	$ 107.33	$ 698.98		$ 806.31	$ 107.33	$ -	$ 107.33	698.98
248	Federal School Improvement Funds to CSI & TSI Schools 22-23	9/30/2025	51,290.93	-	21,808.97	29,481.96		51,290.93	29,804.40	19,507.74	49,312.14	1,978.79
251	Student Investment Account - Y1	9/30/2024	152,036.58	-	152,036.58	-		152,036.58	152,036.58	-	152,036.58	-
251	Student Investment Account - Y2	6/30/2025	518,906.68	-	389,180.01	129,726.67		518,906.68	278,246.45	188,309.42	466,555.87	52,350.81
252	High School Success M98 - Y1	8/31/2025	581.94		581.94	0.00		581.94	581.94			
252	High School Success M98 - Y2	6/30/2025	98,065.21	-	20,101.05	77,964.16		98,065.21	39,660.50	28,504.55	68,165.05	29,900.16
	Total Integrated Guidance		821,687.65		583,815.88	237,871.77	-	821,687.65	500,437.20	236,321.71	736,758.91	84,928.74
257	Baseball/Softball Program		-	3,706.92	-			3,706.92	-	-	-	3,706.92
256	Carl Perkins		5,369.73	-	4,415.53	954.20		5,369.73	5,065.53	304.20	5,369.73	-

SPECIAL REVENUE FUNDS

STATEMENT OF GRANTS AND OTHER SPECIAL REVENUE FUNDS

					REVENUE				EXPENDITURES			
#	Fund Title	End Date	Grant Amount	Beginning Cash	Y-T-D	PROJECTED	Transfer from General Fund	TOTAL	Y-T-D	Encumbered	TOTAL	Balance
259	Student Activity Funds		-	46,945.70	21,415.76			68,361.46	11,086.03	15.00	11,101.03	57,260.43
263	Outdoor School	6/30/2025	11,700.87	-	-	11,700.87		11,700.87	6,423.88	5,276.99	11,700.87	-
265	Menstrual Dignity Act	6/30/2025	910.40	-	-	910.40		910.40	-	-	-	910.40
272	TAP Sesimic Grant	12/31/2025	14,000.00	-	-	14,000.00		14,000.00	14,000.00	-	14,000.00	-
290	Bus Replacement Fund		-	87,316.04	345,932.74		140,002.00	573,250.78	416,146.00	24,453.00	440,599.00	132,651.78
298	Nutrition Services Grants											
126	CNP Equipment Grant	6/30/2025	176.82		-	176.82		176.82			-	176.82
127	Fresh Fruit and Vegetable Program 24-25	9/30/2025	15,096.00	-	485.25	14,610.75		15,096.00	485.25	14,610.75	15,096.00	-
299	Nutrition Services		-	-	94,577.75	50,735.60	54,342.67	199,656.02	115,789.91	83,866.11	199,656.02	-
	TOTAL			167,456.49	1,329,991.16	488,831.11	195,869.51	2,182,148.27	1,377,055.22	441,228.62	1,818,283.84	363,864.43

Participation

Month	Days Service	Eligible Students	Participation		Avg per Day		Participation Percentage	
			Breakfast	Lunch	Breakfast	Lunch	Breakfast	Lunch
Aug	4	168	445	401	111.25	100.25	66.2%	59.7%
Sept	17	170	1995	1866	117.35	109.76	69.0%	64.6%
Oct	19	170	2136	2135	112.42	112.37	66.1%	66.1%
Nov	15	170	1706	1617	113.73	107.80	66.9%	63.4%
Dec	12	169	1322	1320	110.17	110.00	65.2%	65.1%
Jan	14	172	1668	1623	119.14	115.93	69.3%	67.4%
Feb	14	171	1531	1,563	109.36	111.64	64.0%	65.3%
Mar	13	169	1454	1,482	111.85	114.00	66.2%	67.5%
April	18							
May	17							
June	8							
Total/Average	108	169.875	12,257	12,007	113.49	111.18	66.8%	65.4%

24-25 Financial Projection - Food Service Program
As of March 31, 2025

Account	Description	Budget	YTD	Projected	Total
Revenue					
299.0000.1610.000.000.000	Daily Sales -Adult Sales	$ 4,500.00	$ 1,130.75	$ 450.21	$ 1,580.96
299.0000.3102.000.000.000	State School Fund - School Lunch Match	-	-	1,099.63	$ 1,099.63
299.0000.3299.000.000.121	State: Breakfast	4,500.00	357.70	2,152.85	2,510.55
299.0000.3299.000.000.122	State: Lunch	7,300.00	545.36	3,033.72	3,579.08
299.0000.4500.000.000.000	NSLP USDA Entitlement	-	-		$ -
299.0000.4500.000.000.123	SNP: Breakfast	58,000.00	29,095.37	17,060.01	46,155.38
299.0000.4500.000.000.124	SNP: Lunch	68,201.00	45,257.20	26,939.18	72,196.38
299.0000.4500.000.000.124	Supply Chain		9,632.37		9,632.37
299.0000.4910.000.000.000	Federal Commodities	1,000.00	8,559.00		8,559.00
	Total Revenue	$ 143,501.00	$ 94,577.75	$ 50,735.60	$ 145,313.35
Expenditures		**Budget**	**YTD**	**Encumbered**	**Total**
299.3100.0112.000.000.000	Classified Salaries	$ 50,105.00	$ 27,838.96	$ 20,635.55	$ 48,474.51
299.3100.0122.000.000.000	Substitutes - Classified	-	1,774.64	-	1,774.64
299.3100.0132.000.000.000	Additional Salary - Classified	1,200.00	68.28	-	68.28
299.3100.0211.000.000.000	Employer Contrib PERS	12,841.00	7,429.37	5,165.06	12,594.43
299.3100.0212.000.000.000	Employee Contribution Pick-Up	3,078.00	1,780.91	1,238.15	3,019.06
299.3100.0220.000.000.000	Social Sec/Medicare	3,925.00	2,270.71	1,578.65	3,849.36
299.3100.0231.000.000.000	Worker's Compensation	1,183.00	739.68	509.38	1,249.06
299.3100.0232.000.000.000	Unemployment Compensation	8,627.00	1,089.99	693.61	1,783.60
299.3100.0233.000.000.000	PFMLI	205.00	118.71	82.55	201.26
299.3100.0242.000.000.000	Group Health Insurance	32,400.00	12,595.43	9,010.76	21,606.19
299.3100.0342.000.000.000	Travel, Out of District	-	747.10	237.86	984.96
299.3100.0380.000.000.000	Non-instructional Professional and Technical Servi	2,000.00	917.00	-	917.00
299.3100.0410.000.000.000	Consumable Supplies and Materials	1,000.00	645.05	-	645.05
299.3100.0413.000.000.000	Freight for Commodities	-	514.81	-	514.81
299.3100.0450.000.000.000	FOOD	96,342.00	24,664.85	28,711.97	53,376.82
299.3100.0451.000.000.000	Federal Commodities	10,000.00	8,559.00	-	8,559.00
299.3100.0460.000.000.000	Non-consumable Items	1,000.00	52.99	-	52.99
299.3100.0470.000.000.000	Computer Software (Meal Time)	-	1,135.00	-	1,135.00
299.3100.0541.000.000.000	Initial and Additional Equipment Purchase	5,000.00	-	-	-
299.3100.0640.000.000.000	Dues and Fees (Corvallis/MealTime)	38,000.00	19,425.00	19,425.00	38,850.00
	Total Expenses	266,906.00	112,367.48	87,288.54	199,656.02
	Net Profit/Loss	(123,405.00)	(17,789.73)	(36,552.94)	(54,342.67)
Other Income					
299.0000.5200.000.000.000	Interfund Transfers	123,405.00	-	54,342.67	54,342.67
299.0000.5400.000.000.000	Resources - Beginning Fund Balance	-	-	-	-
	Total Other Uses	123,405.00	-	54,342.67	54,342.67
	Ending Fund Balance	**$ -**	**$ (17,789.73)**	**$ 17,789.73**	**$ 0.00**

299 - Food Service Program

Analysis per Meal

	Meals Served	Total	Costs per Meal	%
State Reimb per meal				
Adult Sales	372	$ 1,580.96	$ 4.25	
Breakfast	17,137	48,665.93	$ 2.84	
Lunch	16,788	75,775.46	4.51	
Other Sources		$ 10,732.00		
Federal Commodities		8,559.00		
Total Revenue	34,297	$ 145,313.35	$ 4.24	
Payroll Costs		$ 94,620.39	$ 2.76	47.4%
Food Costs		53,376.82	1.56	26.8%
Federal Commodities		8,559.00	0.25	4.3%
Fees		38,850.00	1.13	19.4%
Other		4,249.81	0.12	2.1%
Total Costs		$ 199,656.02	$ 5.82	100%
Net Loss		**$ (54,342.67)**	**$ (1.58)**	

DEBT SERVICE
STATEMENT OF EXPENDITUES COMPARED TO BUDGET
FOR THE FISCAL YEAR 2024-25
As of March 31, 2025

			BUDGET	ACTUAL Y-T-D 3/31/2025	ENCUMBERED	TOTAL 3/31/2025	BALANCE FAVORABLE/ (UNFAVORABLE)	--%-- COMMITTED
RESOURCES								
1111		CURRENT YEAR'S TAXES	**$ 94,940.00**	$ 95,204.13	**-**	**95,204.13**	**264.13**	
1112		PRIOR YEAR'S TAXES	**500.00**	(170.89)		**(170.89)**	**(670.89)**	
1190		OTHER TAXES	**100.00**	94.06		**94.06**	**(5.94)**	
1510		INTEREST EARNINGS	**-**	2,758.60		**2,758.60**	**2,758.60**	
5400		BEGINNING FUND BALANCE	**22,392.00**	29,106.43		**29,106.43**	**6,714.43**	
		TOTAL INSTRUCTION	**117,932.00**	**126,992.33**	**-**	**126,992.33**	**9,060.33**	
EXPENDITURES								
5110		Long-Term Debt Service						
5110	610	Redemption of Principal	**35,000.00**	**-**	**35,000.00**	**35,000.00**	**-**	
5110	621	Regular Interest	**61,050.00**	**30,525.00**	**30,525.00**	**61,050.00**	**-**	
7000		Unappropriated Ending Fund Balance	**21,882.00**	**-**	**-**	**-**	**21,882.00**	
		TOTAL EXPENDITURES	**117,932.00**	**30,525.00**	**65,525.00**	**96,050.00**	**21,882.00**	**81.45%**
PROJECTED ENDING FUND BALANCE			**$ -**	**$ 96,467.33**	**$ (65,525.00)**	**$ 30,942.33**	**$ 30,942.33**	

CAPITAL PROJECTS (400)
STATEMENT OF EXPENDITUES COMPARED TO BUDGET
FOR THE FISCAL YEAR 2024-25
As of March 31, 2025

		BUDGET	ACTUAL Y-T-D 3/31/2025	ENCUMBERED	TOTAL 3/31/2025	BALANCE FAVORABLE/ (UNFAVORABLE)	--%-- COMMITTED
RESOURCES							
1510	Interest Earnings	**$ -**	$ 10,383.95		**10,383.95**	**(10,383.95)**	
5200	Transfer from General Fund	**700,000.00**	-		**-**	**700,000.00**	
5400	Beginning Fund Balance	**274,748.00**	282,454.52		**282,454.52**	**(7,706.52)**	
	TOTAL INSTRUCTION	**974,748.00**	**292,838.47**	**-**	**292,838.47**	**681,909.53**	
EXPENDITURES							
4150	Building Improvement	**974,748.00**	**51,206.99**	**222,534.00**	**273,740.99**	**701,007.01**	
7000	Unappropriated Ending Fund Balance	**-**	**-**	**-**	**-**	**-**	
	TOTAL EXPENDITURES	**974,748.00**	**51,206.99**	**222,534.00**	**273,740.99**	**701,007.01**	**28.08%**
PROJECTED ENDING FUND BALANCE		**$ -**	**$ 241,631.48**	**$ (222,534.00)**	**$ 19,097.48**	**$ 19,097.48**	

BOND 2021 AND OSCIM GRANT (410)
STATEMENT OF EXPENDITUES COMPARED TO BUDGET
FOR THE FISCAL YEAR 2024-25
As of March 31, 2025

		BUDGET	ACTUAL Y-T-D 3/31/2025	ENCUMBERED	TOTAL 3/31/2025	BALANCE FAVORABLE/ (UNFAVORABLE)	--%-- COMMITTED
RESOURCES							
1510	Interest Earnings	**$ 12,000.00**	$ 9,447.99		**9,447.99**	**(2,552.01)**	
3299	State Grant	**500,000.00**	365,780.04	**-**	**365,780.04**	**(134,219.96)**	
5400	Beginning Fund Balance	**888,000.00**	1,194,155.91		**1,194,155.91**	**306,155.91**	
	TOTAL INSTRUCTION	**1,400,000.00**	**1,569,383.94**	**-**	**1,569,383.94**	**169,383.94**	
EXPENDITURES							
4150	Building Improvement	**1,400,000.00**	**1,516,872.80**	**1,964.86**	**1,518,837.66**	**(118,837.66)**	
7000	Unappropriated Ending Fund Balance	**-**	**-**	**-**	**-**	**-**	
	TOTAL EXPENDITURES	**1,400,000.00**	**1,516,872.80**	**1,964.86**	**1,518,837.66**	**(118,837.66)**	**108.49%**
PROJECTED ENDING FUND BALANCE		**$ -**	**$ 52,511.14**	**$ (1,964.86)**	**$ 50,546.28**	**$ 50,546.28**	

SEISMIC REHABILITATION GRANT (430)
STATEMENT OF EXPENDITUES COMPARED TO BUDGET
FOR THE FISCAL YEAR 2024-25
As of March 31, 2025

		BUDGET	ACTUAL Y-T-D 3/31/2025	ENCUMBERED	TOTAL 3/31/2025	BALANCE FAVORABLE/ (UNFAVORABLE)	--%-- COMMITTED
RESOURCES							
1510	Interest Earnings	$ -	$ -		-	-	
3299	State Grant	2,480,080.00	266,668.00	2,213,412.00	2,480,080.00	-	
5400	Beginning Fund Balance	-	-		-	-	
	TOTAL INSTRUCTION	2,480,080.00	266,668.00	2,213,412.00	2,480,080.00	-	
EXPENDITURES							
4150	Building Improvement	2,480,080.00	304,202.13	208,910.65	513,112.78	1,966,967.22	
7000	Unappropriated Ending Fund Balance	-	-	-	-	-	
	TOTAL EXPENDITURES	2,480,080.00	304,202.13	208,910.65	513,112.78	1,966,967.22	20.69%
PROJECTED ENDING FUND BALANCE		$ -	$ (37,534.13)	$ 2,004,501.35	$ 1,966,967.22	$ 1,966,967.22	

INTERNAL SERVICES
STATEMENT OF EXPENDITUES COMPARED TO BUDGET
FOR THE FISCAL YEAR 2024-25
As of March 31, 2025

UNEMPLOYMENT RESERVE

UNEMPLOYMENT RESERVE		BUDGET	ACTUAL 3/31/2025	ENCUMBERED	TOTAL	FAVORABLE/ (UNFAVORABLE)	--%-- COMMITTED
RESOURCES							
1510	Interest Earnings	**$ -**	$ 3,201.87		**3,201.87**	**3,201.87**	
1970	Services Provided Other Funds	**183,679.00**	153,491.28		**153,491.28**	**(30,187.72)**	
5400	Beginning Fund Balance	**-**	-		**-**	**-**	
	TOTAL INSTRUCTION	**183,679.00**	**156,693.15**	**-**	**156,693.15**	**(26,985.85)**	
EXPENDITURES							
2640	Unemployment	**183,679.00**	**6,800.54**	**-**	**6,800.54**	**176,878.46**	
7000	Unappropriated Ending Fund Balance	**-**	**-**	**-**	**-**	**-**	
	TOTAL EXPENDITURES	**183,679.00**	**6,800.54**	**-**	**6,800.54**	**176,878.46**	**3.70%**
PROJECTED ENDING FUND BALANCE		**$ -**	**$ 149,892.61**	**$ -**	**$ 149,892.61**	**$ 149,892.61**	

PERS RESERVE

		BUDGET	ACTUAL 3/31/2025	ENCUMBERED	TOTAL	FAVORABLE/ (UNFAVORABLE)	--%-- COMMITTED
RESOURCES							
1510	Interest Earnings	**$ -**	$ 234.72		**234.72**	**234.72**	
1970	Services Provided Other Funds	**-**	31,045.75		**31,045.75**	**31,045.75**	
5400	Beginning Fund Balance	**-**	-		**-**	**-**	
	TOTAL INSTRUCTION	**-**	**31,280.47**	**-**	**31,280.47**	**31,280.47**	
EXPENDITURES							
2640	PERS	**-**	**-**	**-**	**-**	**-**	
7000	Unappropriated Ending Fund Balance	**-**	**-**	**-**	**-**	**-**	
	TOTAL EXPENDITURES	**-**	**-**	**-**	**-**	**-**	
PROJECTED ENDING FUND BALANCE		**$ -**	**$ 31,280.47**	**$ -**	**$ 31,280.47**	**$ 31,280.47**	

e. Construction

Alsea School District
Construction Manager's Report

Report Date: April 1, 2025

GENERAL OVERVIEW

Construction permits for the Seismic Retrofit have been issued by the County. Todd Construction is completing the bid process this week and we expect to have project costs for the April Board meeting next week. Construction is scheduled to begin May 12 in the locker rooms and then in the rest of the work area on June 16 when school is out.

A second Seismic Grant application for the High School Classroom Wing was submitted to the State in January. Award notice is expected by May 2025.

The Fire Alarm Replacement project has been designed and submitted for permits. The electrical cost associated with this work, which was discussed at last month's Board meeting, has been added to the updated budget included in this report. Construction is scheduled to begin on June 16, after school is out, and will be coordinated with the Gym Seismic project.

PROJECT TEAM

No changes.

BUDGET

The updated budget summaries for the various projects are provided below with comments for each.

Gym Seismic

The updated budget summary for the gym seismic project is provided below. There were no significant changes to committed costs last month.

To date, 14% of the project budget has been spent. The actual construction cost will be established next week after the final bids are received.

INTEGRITY MANAGEMENT SOLUTIONS LLC
18525 Van Horn Road, Alsea, Oregon 97324
(541) 452-1919 (541) 760-5885

Alsea School Gym Seismic Project Budget Summary - Updated April 1, 2025

Income

	Original Budget	Current Budget	Actual Income To-Date	Notes
Seismic Grant	$ 2,480,000.00	$ 2,480,000.00	$ 2,480,000.00	Grant awarded June 2024
Non-Grant Funds	$ -	$ 8,808.47	$ 8,808.47	Initial effort by structural engineer before grant fund contract executed. Required to keep project on schedule.
Totals	**$ 2,480,000.00**	**$ 2,488,808.47**	**$ 2,488,808.47**	

Expenses

	Original Budget	Current Budget	Committed Costs	Paid To-Date	Notes
Construction Cost	$ 1,800,000.00	$ 1,800,000.00	$ 26,500.00	$ 26,500.00	Costs for construction contractors
Design Fees	$ 300,000.00	$ 322,025.00	$ 322,025.00	$ 209,885.55	Fees for architect & engineer
Consultant Fees	$ 60,000.00	$ 71,890.93	$ 71,890.93	$ 46,482.93	Fees for geotech, matl testing and special inspections
Project Management	$ 111,600.00	$ 111,600.00	$ 111,600.00	$ 55,338.00	IMS not-to-exceed fee
Permits & Fees	$ 20,000.00	$ 20,000.00	$ 17,029.68	$ 17,029.68	Jurisdiction fees
Other Project Costs	$ 1,000.00	$ 1,272.26	$ 1,272.26	$ 1,272.26	Advertsing & other miscellaneous
Owner's Contingency	$ 187,400.00	$ 162,020.28	NA	NA	For unforeseen costs based on available funds
Totals	**$ 2,480,000.00**	**$ 2,488,808.47**	**$ 550,317.87**	**$ 356,508.42**	

Fire Alarm Replacement

The budget summary for the Fire Alarm Replacement project is provided below. The Construction Cost budget increased by $66k from the original budget to include the substantial cost for electrical scope plus additional costs for routing fire alarm underground to the play shed. To date, 18% of the project budget has been spent. Note that the budget contains no contingency for unforeseen issues encountered during construction.

Alsea School Fire Alarm Project Budget Summary - Updated April 1, 2025

Income

	Original Budget	Current Budget	Actual Income To-Date	Notes
General Funds	$ 200,000.00	$ 200,000.00	$ 200,000.00	Funds approved by Board 11/24.
Remaining Bond Project Funds		$ 58,206.66	$ 58,206.66	Fund allocation proposed to Board 4/25.
Totals	**$ 200,000.00**	**$ 258,206.66**	**$ 258,206.66**	

Expenses

	Original Budget	Current Budget	Committed Costs	Paid To-Date	Notes
Construction Cost	$ 200,000.00	$ 237,956.66	$ 237,956.66	$ 41,560.00	Costs for construction contractors
Design Fees			$ -	$ -	Design included in SFA contract.
Consultant Fees			$ -	$ -	None expected
Project Management		$ 20,000.00	$ 20,000.00	$ 6,051.00	IMS not-to-exceed fee
Permits & Fees		$ 250.00	$ 250.00	$ -	Jurisdiction fees in construction contracts
Other Project Costs			$ -	$ -	None expected.
Owner's Contingency			NA	NA	
Totals	**$ 200,000.00**	**$ 258,206.66**	**$ 258,206.66**	**$ 47,611.00**	

SCHEDULE

Gym Seismic

Todd Construction issued bid invitations on March 4 and pre-bid tours of the school were offered on March 14. Bids are due on April 2. We expect to review the bid results with Todd on Monday, April 7 and share the results at the April 8 Board meeting.

The District is making the locker rooms available for construction starting May 12. They will be isolated from the rest of the school at that time. The rest of the construction areas will be turned over to the contractor on June 16 after school is out.

Fire Alarm Replacement

Salem Fire Alarm is scheduled to begin construction June 16 when school is out.

PROJECT-SPECIFIC ACTIVITY

Gym Seismic

No new activity pending construction start in mid-May.

Fire Alarm Replacement

No new activity pending construction starting in mid-June.

COMMUNICATIONS

A project update article was created for the next issue of the Alsea Valley Voice. IMS monthly reports are being provided to the School Board.

8. **New Business**

a. Action to be taken based on discussion in Executive Session

b. Budget Committee Applications

301 S 3rd St
PO BOX B
Alsea, OR 97324
Office: (541) 487-5645
Fax: (541) 929-5555

Budget Committee Openings

Alsea School District announces two openings on its Budget Committee for a three year term expiring 6/30/2028.

The Budget Committee is an advisory group that provides budget advice and direction and examines the District's entire budget for the upcoming year. The Budget Committee also approves the Budget Document and forwards it to the School Board for adoption by the end of June. The Committee conducts business in evening public meetings held in April, May, and June.

Interested community members who are registered voters living within the district boundary may apply.

If you are interested in being on the Budget Committee, please email Lora Nickle, Executive Assistant, at lora.nickle@alsea.kl2.or.us. Applications are due by March 5th, 2025, to Ms. Nickle.

*updated 2/3/25

ALSEA SCHOOL DISTRICT 7J

PO Box B * Alsea, Oregon 97324 * 541-487-4305 * Fax 541-487-4089
wv.w.alsea.k 12.or.us

2024 - 2025 BUDGET CALENDAR

Wednesday, January 10, 2024	Approval of 2024 - 2025 Budget Calendar Announce Budget Committee Vacancies-Advertise on Website, facebook, and Email
Wednesday, January 17, 2024	School Board Budget Workshop
Thursday March 14, 2024	School Board fills all Budgel Commillee Vacancies by Appointment
Friday, March 29, 2024	Publish Notice of Budget Committee Meeting
Tuesday, April 16, 2024	Proposed Budget Document Due
Tuesday, April 23, 2024	Budget Committee Training (5pm) Budget Committee Meeting #1 (6pm)
Friday, April 26, 2024	Second Publish Notice of Budget Committee Meeting
Tuesday, May 21, 2024	Budget Committee Meeting #2 / Budget Approval (6pm)
Tuesday, May 28, 2024	Budget Committee Meeting #3 (only if needed)/ Budget Approval (6pm)
Friday, June 7, 2024	Publish Budget Financial Summary and Notice of Budget Hearing (ORS 294.441 (2))
Thursday, June 13, 2024	Public Hearing on Budget before Regular School Board Meeting (6:30pm) • Consider public testimony from budget hearing • Adopt Budget • Levy Taxes • Make Appropriations for the FY 2024 - 2025 Budget Regular School Board Meeting (7pm)
Monday. July 15. 2024	Submit Notice of Property Tax Levy to County Assessors

Alsea School District 7J

"Every Student Can Succeed"

Application for Appointment to Budget Committee
(3•year term)

The School Board genuinely appreciates your interest in serving on our School District Budget Committee. To be considered for appointment to this Committee, please complete this form and return it to the Alsea School District at 301 S 3rd St or mail it to Alsea School District PO Bo>< B, Alsea OR 97324.

The deadline for receipt of completed application forms for the present vacancy on the Budget Committee is March 5, 2025. The Board will consider applications for appointments at the upcoming March 11, 2025 Alsea School Board Meeting.

By state law and district policy, School District Budget Committee members must meet three criteria:

1) Live within the geographic boundaries of Alsea School District 7J
2) Be a registered voter in the State of Oregon
3) NOT be an employee or agent of Alsea School District 7J

Name Tracy Foster

Physical Address 19311 S Mountain Rd, Alsea OR 97324

Phone 541-760-8211

Please list any relevant school committees or business/community activities which you have been involved with in the past two years:

Owner Alsea Quarries

Office Manager/EMS Coordinator Alsea Fire

Board Member Alsea Cemetary

Alsea School District Budget Committee Member 2024-25

c. Superintendent Evaluation Summary
d. Integrated Guidance Presentation

Alsea School District 7J

2025-27 Integrated Application Presentation to Governing Board

Meet our Planning Team Members

- Alsea Administration
- Alsea Staff
- Alsea Students
- Alsea Charter School parents
- Alsea Community members
- Alex Nalivaiko, LBL ESD IG Liaison

Required Planning Processes

- Use of an Equity Lens
- Community Engagement
- Comprehensive Needs Assessment
- Potential Impact on Focal Students
- Development of a four-year plan with clear Outcomes, Strategies, and Activities
- The existing plan to review and revise
- Recommendations from the Quality Education Model (QEM)
- Recommendations from Statewide Student Success Act Plans
- Reviewing and Using Regional CTE Consortia Inputs

Equity Lens, Tool(s) & Decision Making

Focus: Prioritizing historically underserved students in planning and budgeting.

Decision Making:
•Data-informed strategies addressing disparities in academic outcomes.
•Community-wide surveys and student/staff engagement guiding priorities.

Key Outcomes: Professional development in culturally responsive teaching, targeted interventions, expansion of CTE access for underrepresented groups.

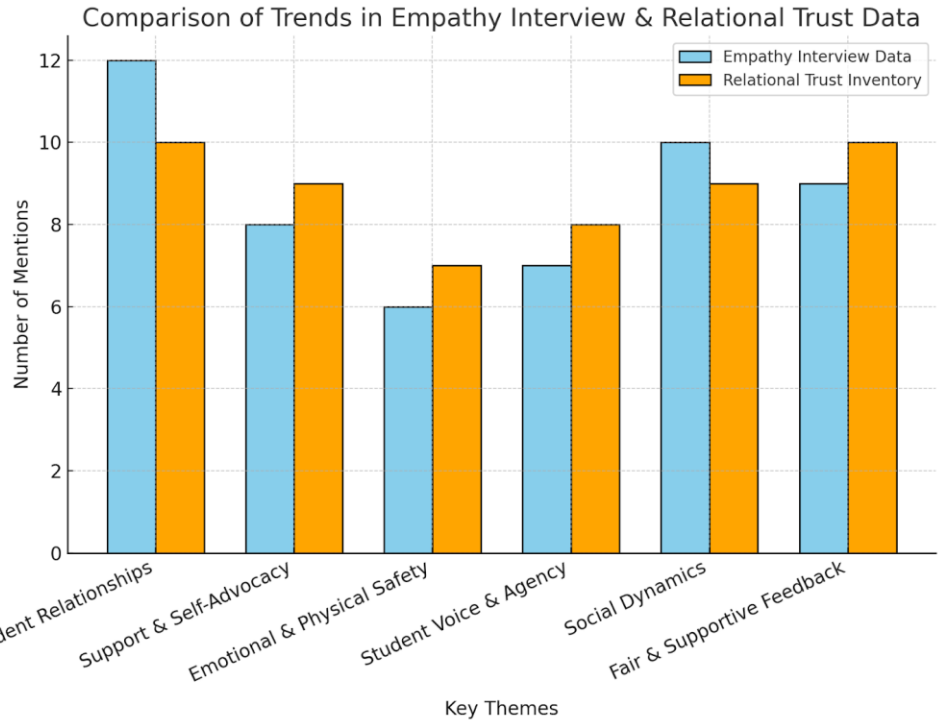
Equity Lens Used: ODE Equity Lens, Relational Trust Inventory, Empathy Interviews, Oregon Student Health Survey.

Community Engagement Highlights

•**Comprehensive engagement process**:
•**Surveys** across students (grades 4 – 12), families, staff, and community members.
•**Empathy interviews** with focal group students
•**Relational trust inventories** with grades 7 - 12

•**Key learnings**:
•Students seek **hands-on and career-oriented learning**.
•Families want **stronger communication and higher academic rigor**.
•Staff prioritize **higher academic rigor, attendance**.
•**Direct result**: Continued support of CTE and enrichment courses, academic supports and resources, family engagement prioritized in budget.

Student Data Trends



Needs Assessment Highlights

Key findings:

Academic gaps in ELA and Math. We are making positive gains, however, still want to grow our students' skills.

Chronic absenteeism reduced but still a focus

9th Grade On-Track & Graduation rates: We continually want to focus and support all our students graduate on time and be able to succeed in their post-secondary lives.

Family Engagement: Families and students want more opportunities for engaging with the school.

CTE and Enrichment demand: Student and family desire for continued CTE and enrichment offerings

These priorities emerged:

Academic Interventions:
•Targeted supports for academic growth and achievement.
•Literacy focus aligned with Oregon's Early Literacy Framework.
•Robust PD for staff around academic rigor

Career & Technical Education (CTE) and Enrichment:
•Expand offerings (Robotics, Welding, Culinary, Forestry, Ag/Science).
•Focus on equity in access and non-traditional pathways.

Student Engagement & Attendance:
•Programs to increase belonging, trust, and regular attendance.

Community & Family Partnerships:
•Ongoing engagement, communication improvements.

Our intended outcomes are:

Increase academic proficiency in ELA and Math for all students, especially focal groups.

Continue to improve graduation and on-track rates for all student groups.

Boost regular attendance to above state benchmarks & where all students attend as often as possible.

Expand career readiness through CTE and enrichment courses, as well as hands-on learning.

Enhance student well-being via supportive environments.

Continue to strengthen family and community partnerships to support student learning and well-being.

These key strategies will help us achieve our intended outcomes:

Academic:
•Academic Advisor for grades 7 - 12
•K - 6 PLC times, and Teacher PD for research-based teaching practices.
•High Dosage Tutoring for Early Literacy
•Instructional Coach
•Summer Credit Recovery and Acceleration Classes for 9 – 12

Social – Emotional Learning and Support Environment:
•Trauma-informed training for staff.
•PBIS system implementation for K – 12.
•Developing partnerships with regional agencies

CTE and Enrichment:
•Continue to support CTE POS and elective courses (Yearbook, Culinary, Art, Digital Design)
•Work-based learning, partnerships with local businesses.
•Pre – ETS services

Attendance & Engagement:
•Family Outreach Liaison
•Annual relational trust surveys and practices to improve school climate.
•Attendance incentives

Key Investments:

- **Academic Rigor for all Tiers,** including interventions that are data - driven
- **Academic and Trauma – Informed PD** for staff
- **CTE and enrichment** course supports
- **Community and Family engagement** initiatives.
- **Attendance** Emphasis

Questions & Comments

Alsea School District 7J
Board Recommendation Form

To:	The Board of Directors of Alsea School District
Prepared By:	Krista Nieraeth, Superintendent
Date:	April 8, 2025

Background:
Oregon Department of Education provides school districts throughout the state with grants for SIA, HSS, EIIS, EL, and CSI/TSI. There are statute requirements for how the grants are distributed and the requirements for each grant. In order to lessen the burden of application and reporting, ODE created the Integrated Guidance application, which is the one application for all the grants.

One of the requirements of the IG application is that the application and plan is presented to the board, with an opportunity for public comment, and there be formal approval by the board of the plan.

Please note that for the 25 – 27 biennium, Mr. Staehely and I are estimating that Alsea SD will be losing approximately the following percentages for HSS and SIA from the previous biennium: HSS: 20% SIA: 32% CSI/TSI: 18% This reduction is due to the reduction of ADMw.

We will receive the same amount of money for EL and EIIS for the 25 – 27 biennium as we did for the 23 – 25 biennium.

Action Requested:

ODE requires that the board approves, after presentation and opportunity for public comment, the Integrated Guidance plan.

Motion Requested:

"I motion that we approve the 25 – 27 biennium Integrated Guidance plan as presented."

e. Discussion of Policy DJ - District Purchasing

Alsea School District 7J

Code: **DJ**
Adopted: 10/21/15
Revised/Readopted: 2/09/23
Orig. Code: DJ

District Purchasing

The function of district purchasing is to serve the educational program by providing the necessary supplies, equipment and services. Items commonly used in the various schools and their subdivisions will be standardized and be consistent with educational goals and in the interest of efficiency or economy.

The business manager is appointed by the Board to serve as purchasing agent. They will be responsible for developing and administering the district's purchasing program.

No obligation may be incurred by any officer or employee of the Board unless that expenditure has been authorized in the budget, by Board action and/or Board policy. In all cases calling for the expenditure of district money, except payroll, a requisition and purchase order system must be used.

No purchase with the exception of a petty cash purchase will be authorized unless covered by an approved purchase order. No bills will be approved for payment unless purchases were made with an approved purchase order.

The superintendent or designee is authorized to enter into and approve payment on contracts obligating district funds not to exceed $75,000 for products, materials, supplies, capital outlay and services that are within current budget appropriations. The Board shall approve all contracts that are collective bargaining agreements or service contracts that include the provision of labor performed by district employees, such as custodial, food service and transportation services.

The business manager will review bills due and payable for the purchase of supplies and services to determine if they are within current budget appropriations. After review, the business manager will direct payment of the just claims against the district. The superintendent and business manager are responsible for the accuracy of all bills and vouchers.

No Board member, officer, employee or agent of this district shall use or attempt to use their official position to obtain financial gain or for avoidance of financial detriment for themself, a relative or a member of their household, or for any business with which the Board member, relative or member of household is associated. Acceptance of any gratuities, financial or otherwise, from any supplier of materials or services to the district by any Board member, officer or employee of the district is prohibited.

END OF POLICY

Legal Reference(s):

ORS 244.040
ORS Chapters 279, 279A, 279B, 279C
ORS 294.311
ORS 328.441 to -328.470
ORS 332.075
OAR 125-055-0040

Cross Reference(s):

BBA - Board Powers and Duties
BBFA - Board Member Ethics and Conflicts of Interest
DJC - Bidding Requirements
DJFA - Credit Cards
EH - Electronic Data Management

f. Consideration of Board Officers
g. Policy IIGBA - Electronic Communications Discussion

Alsea School District 7J

Code: **IIBGA**
Adopted: 12/09/21
Revised/Readopted: 3/14/23
Orig. Code(s): IIBGA

Electronic Communications System

The district's electronic communications system will be used to provide statewide, national and global communications opportunities for staff and students and for the advancement and promotion of teaching and learning.

The superintendent will establish administrative regulations for the use of the district's electronic communications system including compliance with the following provisions of the Children's Internet Protection Act:

1. Technology protection measures, installed and in continuous operation, that protect against Internet access by both adults and minors to visual depictions that are obscene, child pornography or, with respect to the use of the computers by minors, harmful to minors;

2. Educating minors about appropriate online behavior, including cyberbullying awareness and response, and how to interact with other individuals on social networking sites and in chat rooms;

3. Monitoring the online activities of minors;

4. Denying access by minors to inappropriate matter on the Internet and World Wide Web;

5. Ensuring the safety and security of minors when using e-mail, social media, chat rooms and other forms of direct electronic communication;

6. Prohibiting unauthorized access, including so-called "hacking" and other unlawful activities by minors online;

7. Prohibiting unauthorized disclosure, use and dissemination of personal information regarding minors; and

8. Installing measures designed to restrict minors' access to materials harmful to minors.

Administrative regulations developed shall ensure compliance with privacy rights under applicable federal and state laws and regulations, including but not limited to the Age Discrimination in Employment Act of 1967 (ADEA), the Americans with Disabilities Act (ADA), the Genetic Information Nondiscrimination Act of 2008 (GINA) and the Health Insurance Portability and Accountability Act of 1996 (HIPPA).

Administrative regulations will be consistent with sound guidelines as may be provided by the education service district, the Oregon Department of Education and/or the Oregon Government Ethics Commission , copyright law, and will include a complaint procedure for reporting violations.

Failure to abide by district policy and administrative regulations governing use of the district's electronic communications system may result in the suspension and/or revocation of system access. Additionally,

student violations may result in discipline up to and including expulsion. Staff violations may result in discipline up to and including dismissal. Violations of law may be reported to law enforcement officials and may result in criminal or civil sanctions. Fees, fines or other charges may also be imposed.

END OF POLICY

Legal Reference(s):

ORS 167.060 - 167.100
ORS Chapter 192
ORS 260.432
ORS 332.107
ORS 339.250
ORS 339.270
OAR 581-021-0050
OAR 581-021-0055
OAR 584-020-0040
OAR 584-020-0041

Children's Internet Protection Act, 47 U.S.C.§§ 254(h) and (l) (2018); 47 C.F.R. Section 54.520 (2019).
Copyrights, 17, U.S.C. §§ 101-1332 (2018); 19 C.F.R. Part 133 (2020).
Safe and Drug-Free Schools and Communities Act, 20 U.S.C.§§ 7101-7117 (2018).
Drug-Free Workplace Act of 1988, 41 U.S.C.§§ 8101-8107 (2018); 34 C.F.R. Part 84, Subpart F (2020).
Controlled Substances Act, 21 U.S.C.§ 812, Schedules I through V (2018); 21 C.F.R. §§ 1308.11-1308.15 (2020).
Americans with Disabilities Act of 1990, 42 U.S.C.§§ 12101-12213 (2018); 29 C.F.R. Part 1630 (2020); 28 C.F.R. Part 35 (2020).
Family Educational Rights and Privacy Act, 20 U.S.C.§ 1232g (2018); 34 C.F.R. Part 99 (2020).
Every Student Succeeds Act, 20 U.S.C. § 7131 (2018).
Americans with Disabilities Act Amendments Act of 2008, 42 U.S.C. §§ 12101-12133 (2018).

Cross Reference(s):

GBN/JBA - Sexual Harassment
GBNA - Hazing/Harassment/Intimidation/Bullying/Cyberbullying/Menacing – Staff
GBNAA/JHFF - Suspected Sexual Conduct with Students and Reporting Requirements
GBNAB/JHFE - Suspected Abuse of a Child Reporting Requirements
JBA/GBN - Sexual Harassment
JHFE/GBNAB - Suspected Abuse of a Child Reporting Requirements
JHFF/GBNAA - Suspected Sexual Conduct with Students and Reporting Requirements

9. **Old Business**
10. **First Reading *(Shaded words are new/strikethroughs are deleted)**
11. **Second Reading**

a. GBNAA/JHFF - Suspected Sexual Conduct with Students and Reporting Requirements

OSBA Model Sample Policy

Code: GBNAA/JHFF
Adopted:

Suspected Sexual Conduct with Students and Reporting Requirements *

Sexual conduct by district employees, contractors[1], agents[2], and volunteers[3] is prohibited and will not be tolerated. All district employees, contractors, agents, volunteers, and students[4] are subject to this policy.

[5]"Sexual conduct," means verbal or physical conduct or verbal, written or electronic communications by a school employee, a contractor, an agent or a volunteer that involve a student and that are sexual advances or requests for sexual favors directed toward the student, or of a sexual nature that are directed toward the student or that have the effect of unreasonably interfering with a student's educational performance, or of creating an intimidating or hostile educational environment. "Sexual conduct" does not include touching or other physical contact that is necessitated by the nature of the school employee's job duties or by the services required to be provided by the contractor, agent or volunteer, and for which there is no sexual intent; verbal, written or electronic communications that are provided as part of an education program that meets state educational standards or a policy approved by the Board; or conduct or communications described in the definition of sexual conduct herein if the school employee, contractor, agent or volunteer is also a student and the conduct or communications arise out of a consensual relationship between students, do not create an intimidating or hostile educational environment and are not prohibited by law, any policies of the district or any applicable employment agreements.

"Student" means any person who is in any grade from prekindergarten through grade 12 or 21 years of age or younger and receiving educational or related services from the district that is not a post-secondary institution of education, or who was previously known as a student by the person engaging in sexual conduct and who left school or graduated from high school within one calendar year prior to the sexual conduct.

The district will post in each school building the names and contact information of the employees designated for the respective school buildings to receive reports of suspected sexual conduct and the procedures the designee will follow upon receipt of the report.

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[1] "Contractor" means a person providing services to the district under a contract in a manner that requires the person to have direct, unsupervised contact with students.

[2] "Agent" means a person acting as an agent for the district in a manner that requires the person to have direct, unsupervised contact with students.

[3] "Volunteer" means a person acting as a volunteer for the district in a manner that requires the person to have direct, unsupervised contact with students.

[4] Student conduct may only be sexual conduct if the student is also an employee, contractor, agent, or volunteer.

[5] This definition of "sexual conduct" affects all conduct that occurs before, on or after June 23, 2021, for purposes of reports that are made, investigations that are initiated, or a collective bargaining agreement, an employment contract, an agreement for resignation or termination, a severance agreement or any similar contract or agreement entered into, on or after June 23, 2021.

Any district employee {[6]}, contractor, agent or volunteer-who has reasonable cause to believe that a student has been subjected to sexual conduct by another district employee, contractor, agent or volunteer, or that another district employee, contractor, agent or volunteer has engaged in sexual conduct with a student shall immediately report such suspected sexual conduct to the school principal or the school vice principal, in the event the designated administrator is the suspected perpetrator, for their school building. If the conduct also constitutes child abuse, the employee must make mandatory reports in accordance with Board policy JHFE/GBNAB – Suspected Abuse of a Child Reporting Requirements.

If the superintendent is the alleged perpetrator the report shall be submitted to the Linn Benton Lincoln ESD Superintendent who shall report the suspected sexual conduct to the Board chair.

If an employee fails to report suspected sexual conduct or fails to maintain confidentiality of records, the employee will be disciplined up to and including dismissal.

When a designated licensed administrator receives a report of suspected sexual conduct by a district employee, contractor, agent or volunteer, the administrator will follow procedures established by the district and set forth in the district's administrative regulation JHFF/GBNAA-AR - Suspected Sexual Conduct Report Procedures and Form. All such reports will be reported to the Oregon Department of Education (ODE) or Teacher Standards and Practices Commission (TSPC) in accordance with such administrative regulation. The agency receiving a report will complete an investigation regardless of any changes in the relationship or duties of the person who is the alleged perpetrator.

When there is reasonable cause to support the report, a district employee suspected of sexual conduct shall be placed on paid administrative leave pending an investigation and the district will take necessary actions to ensure the student's safety.

When there is reasonable cause to support the report, a district contractor, agent or volunteer suspected of sexual conduct shall be removed from providing services to the district and the district will take necessary actions to ensure the student's safety.

The district will notify, as allowed by state and federal law, the person who was subjected to the suspected sexual conduct about any actions taken by the district as a result of the report.

A district employee, contractor or agent will not assist another district employee, contractor or agent in obtaining a new job if the individual knows, or has reasonable cause to believe the district employee, contractor or agent engaged in sexual conduct. Nothing in this policy prevents the district from disclosing information required by law or providing the routine transmission of administrative and personnel files pursuant to law.

The initiation of a report in good faith about suspected sexual conduct may not adversely affect any terms or conditions of employment or the work environment of the person who initiated the report or who may have been subject to sexual conduct. If a student initiates a report of suspected sexual conduct by a district employee, contractor, agent or volunteer in good faith, the student will not be disciplined by the district or any district employee, contractor, agent or volunteer.

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[6] The district must make these groups aware of the policy and its administrative regulation and their responsibilities under both. This may also be included in contracts with agents and contractors and include reference to this policy.

The district will provide to employees at the time of hire, or to a contractor, agent or volunteer at the time of beginning service for the district, the following:

1. A description of conduct that may constitute sexual conduct;

2. A description of the investigatory process and possible consequences if a report of suspected sexual conduct is substantiated; and

3. A description of the prohibitions imposed on district employees, contractors and agents when they attempt to obtain a new job, pursuant to ORS 339.378(2).

All district employees are subject to Board policy GCAB - Personal Electronic Devices and Social Media - Staff regarding appropriate electronic communications with students.

Any electronic communications with students by a contractor, agent or volunteer for the district will be appropriate and only when directed by district administration. When communicating with students electronically regarding school-related matters, contractors, agents or volunteers shall use district e-mail using mailing lists and/or other internet messaging approved by the district to a group of students rather than individual students or as directed by district administration. Texting or electronically communicating with a student through contact information gained as a contractor, agent or volunteer for the district is strongly discouraged.

The superintendent shall develop administrative regulations to implement this policy and to comply with state law.

END OF POLICY

Legal Reference(s):

ORS 332.107 ORS 339.370 - 339.400 ORS 419B.005 - 419B.045

Every Student Succeeds Act, 20 U.S.C. § 7926 (2018).

House Bill 4160 (2024).

b. GCAA - Standards for Competent and Ethical Performance of Oregon Educators

OSBA Model Sample Policy

Code: GCAA
Adopted:

Standards for Competent and Ethical Performance of Oregon Educators

[Application of Rules

1. Oregon Administrative Rules were adopted by the Teacher Standards and Practices Commission (TSPC) in accordance with Oregon Revised Statutes (ORS).

2. Oregon Administrative Rules (OAR) may be used as criteria by the TSPC in matters pertaining to the revocation or suspension of licenses issued by TSPC under Oregon law or the discipline of any license holder or any person who has held a license at any time within five years prior to issuance of the notice of charges under ORS.

3. The TSPC determines whether an educator's performance is ethical or competent in light of all the facts and circumstances surrounding the educator's performance as a whole.

4. The TSPC will promptly investigate complaints:

    a. The TSPC may at its discretion defer action to charge an educator against whom a complaint has been filed under law when the investigation report indicates that disciplinary action against the educator is pending at the local district level or when criminal charges are pending or are likely to be filed against the educator. In considering whether to defer action to charge an educator, the TSPC shall consider all relevant circumstances including the nature and seriousness of the allegations and whether the educator is currently employed as a teacher or school administrator;
    b. The executive secretary shall regularly inform the TSPC of the status of any complaints on which the TSPC has deferred action.]

Definitions

The following definitions apply to Oregon Administrative Rules unless otherwise indicated by context:

1. "Administrator": any educator who holds a valid Oregon administrative license or registration and who works in a position requiring an administrative license;

2. "Competent": discharging required duties as set forth in these rules;

3. "Educator": any licensed or registered or certified person who is authorized to be engaged in the instructional program including teaching, counseling, school psychology, administering and supervising;

4. "Ethical": conforming to the professional standards of conduct set forth in these rules;

5. "Sexual conduct": means verbal or physical conduct or verbal, written or electronic communications by a school employee, a contractor, an agent or a volunteer that involve a student that are:

a. Sexual advances or requests for sexual favors directed toward the student; or
b. Of a sexual nature that are directed toward the student or that have the effect of unreasonably interfering with the student's educational performance, or of creating an intimidating or hostile educational environment.

"Sexual conduct" does not include:

a. Touching or other physical contact:

(1) That is necessitated by the nature of the district employee's job duties or by the services required to be provided by the contractor, agent, or volunteer; and
(2) For which there is no sexual intent.

b. Verbal, written or electronic communications that are provided as part of an education program that meets the state educational standards or a policy approved by the Board
c. Conduct or communications described in above if the district employee, contractor, agent or volunteer is also a student and the conduct or communications:

(1) Arise out of a consensual relationship between students;
(2) Do not create an intimidating or hostile educational environment; and
(3) Are not prohibited by law, any policies of the district or any applicable employment agreements.

6. "Sexual harassment": any unwelcome conduct with an individual which includes but is not limited to sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature when:

a. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment;
b. Submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual; or
c. Such conduct unreasonably interferes with an individual's work performance or creates an intimidating, hostile or offensive working environment.

7. "Teacher": any person who holds a teacher's license as provided in ORS 342.125.

8. "Student": means any person who is:

a. In any grade from kindergarten through grade 12; or
b. Twenty-one years of age or younger and receiving educational or related services from an education provider that is not a post-secondary institution of education; or
c. Who was previously known as a student by the person engaging in sexual conduct and who left school or graduated from high school within one calendar year prior to the sexual conduct.

The Competent Educator

The teacher or administrator demonstrates a commitment to:

1. Recognize the worth and dignity of all persons and respect for each individual;

2. Encourage scholarship;

3. Promote democratic and inclusive citizenship;

4. Raise educational standards;

5. Use professional judgment; and

6. Promote equitable learning opportunities.

Curriculum and Instruction

The competent educator measures success by the progress of each student toward realization of personal potential as a worthy and effective citizen. The competent educator stimulates the spirit of inquiry, the acquisition of knowledge and understanding and the thoughtful formulation of goals as they are appropriate for each individual.

The competent teacher demonstrates:

1. Use of state- and district-adopted curriculum and goals;

2. Skill in setting instructional goals and objectives expressed as learning outcomes;

3. Use of current subject matter appropriate to the individual needs of students;

4. Use of students' growth and development patterns to adjust instruction to individual needs consistent with number of students and amount of time available; and

5. Skill in the selection and use of teaching techniques conducive to student learning.

The competent administrator demonstrates:

1. Skill in assisting individual staff members to become more competent educator by complying with federal, state and local law, rules and lawful and reasonable district policy and contracts;

2. Knowledge of curriculum and instruction appropriate to assignment;

3. Skill in implementing instructional programs through adequate communication with staff; and

4. Skill in identifying and initiating any needed change which helps each student toward realization of personal learning potential.

Supervision and Evaluation

The competent educator is a student of human behavior and uses this knowledge to provide a climate that is conducive to learning and that respects the rights of all persons without discrimination. The competent educator assumes responsibility for the activities planned and conducted through the district's program and assists colleagues to do the same. The competent educator gathers relevant information and uses it in the planning and evaluation of instructional activities.

The competent teacher demonstrates:

1. Multiple ways to assess the academic progress of individual students;

2. Skill in the application of assessment data to assist individual student growth;

3. Procedures for evaluating curriculum and instructional goals and practices;

4. Skill in the supervision of students; and

5. Skill in differentiating instruction.

The competent administrator demonstrates:

1. Skill in the use of assessment data to provide effective instructional programs;

2. Skill in the implementation of the district's student evaluation program;

3. Skill in providing equal opportunity for all students and staff; and

4. Skill in the use of employee and leadership techniques appropriate to the assignment and according to well-established standards which ensure due process for the staff for which the administrator is responsible for evaluating.

Management Skills

The competent educator is a person who understands students and is able to relate to them in constructive and culturally competent ways. The competent educator establishes and maintains good rapport. The competent educator maintains and uses records as required and as needed to assist the growth of students.

The competent teacher demonstrates skills in:

1. Establishing and maintaining classroom management that is conducive to learning;

2. Using and maintaining district property, equipment and materials appropriately;

3. Using and maintaining student records as required by federal and state law and district policies and procedures;

4. Using district and school business and financial procedures; and

5. Using district lawful and reasonable rules and regulations.

The competent administrator demonstrates:

1. Leadership skills in managing the school, its students, staff and programs as required by lawful and reasonable district policies, rules and regulations, state and federal laws and regulations and other programs as assigned and assures that staff is informed of these requirements; and

2. Skills in planning and staff assignment.

Human Relations and Communications

The competent educator works effectively with others — students, staff, parents and patrons. The competent educator is aware of the ways the community identifies with the school, as well as community needs and ways the school program is designed to meet these needs. The competent educator can

communicate with knowledge, clarity and judgment about educational matters, the school and the needs of students.

The competent teacher demonstrates:

1. Willingness to be flexible in cooperatively working with others; and

2. Skill in communicating with students, staff, parents and other patrons.

The competent administrator demonstrates:

1. Skill in helping students, staff, parents and other patrons to learn about the school, the district and its program;

2. Skill in communicating district and school goals to staff and the public;

3. Willingness to be flexible in cooperatively working with others; and

4. Skill in reconciling conflict.

The Ethical Educator

The ethical educator is a person who accepts the requirements of membership in the teaching profession and acts at all times in ethical ways. In so doing the ethical educator considers the needs of the students, the district and the profession.

The ethical educator, in fulfilling obligations to the student, will:

1. Keep the confidence entrusted in the profession as it relates to confidential information concerning a student and the student's family;

2. Refrain from exploiting professional relationships with any student for personal gain or in support of persons or issues; and

3. Maintain an appropriate professional student-educator relationship by:

    a. Not demonstrating or expressing professionally inappropriate interest in a student's personal life;
    b. Not accepting or giving or exchanging romantic or overly personal gifts or notes with a student;
    c. Reporting to the educator's supervisor if the educator has reason to believe a student is or may be becoming romantically attached to the educator; and
    d. Honoring appropriate adult boundaries with students in conduct and conversations at all times.

The ethical educator, in fulfilling obligations to the district, will:

1. Apply for, accept, offer or assign a position of responsibility only on the basis of professional qualifications and will adhere to the conditions of a contract or the terms of the appointment;

2. Conduct professional business, including grievances, through established lawful and reasonable procedures;

3. Strive for continued improvement and professional growth;

4. Accept no gratuities or gifts of significance that could influence judgment in the exercise of professional duties; and

5. Not use the district's or school's name, property or resources for noneducational benefit without approval of the educator's supervisor or the appointing authority.

The ethical educator, in fulfilling obligations to the profession, will:

1. Maintain the dignity of the profession by respecting and obeying the law, exemplifying personal integrity and honesty;

2. Extend equal treatment to all members of the profession in the exercise of their professional rights and responsibilities;

3. Respond to requests for evaluation of colleagues and to keep such information confidential as appropriate; and

4. Respond to requests from a TSPC representative for information, furnish documents to TSPC, and participate in interviews with a TSPC representative relating to a TSPC investigation, except subject to the exercise of any legal right or privilege.

END OF POLICY

Legal Reference(s):

OAR 584-020-0000 - 0035

House Bill 4160 (2024).

c. JHFF/GBNAA - Suspected Sexual Conduct with Students and Reporting Requirements

OSBA Model Sample Policy

Code: JHFF/GBNAA
Adopted:

Suspected Sexual Conduct with Students and Reporting Requirements *

Sexual conduct by district employees, contractors[1], agents[2], and volunteers[3] is prohibited and will not be tolerated. All district employees, contractors, agents, volunteers, and students[4] are subject to this policy.

[5]"Sexual conduct," means verbal or physical conduct or verbal, written or electronic communications by a school employee, a contractor, an agent or a volunteer that involve a student and that are sexual advances or requests for sexual favors directed toward the student, or of a sexual nature that are directed toward the student or that have the effect of unreasonably interfering with a student's educational performance, or of creating an intimidating or hostile educational environment. "Sexual conduct" does not include touching or other physical contact that is necessitated by the nature of the school employee's job duties or by the services required to be provided by the contractor, agent or volunteer, and for which there is no sexual intent; verbal, written or electronic communications that are provided as part of an education program that meets state educational standards or a policy approved by the Board; or conduct or communications described in the definition of sexual conduct herein if the school employee, contractor, agent or volunteer is also a student and the conduct or communications arise out of a consensual relationship between students, do not create an intimidating or hostile educational environment and are not prohibited by law, any policies of the district or any applicable employment agreements.

"Student" means any person who is in any grade from prekindergarten through grade 12 or 21 years of age or younger and receiving educational or related services from the district that is not a post-secondary institution of education, or who was previously known as a student by the person engaging in sexual conduct and who left school or graduated from high school within one calendar year prior to the sexual conduct.

The district will post in each school building the names and contact information of the employees designated for the respective school buildings to receive reports of suspected sexual conduct and the procedures the designee will follow upon receipt of the report.

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[1] "Contractor" means a person providing services to the district under a contract in a manner that requires the person to have direct, unsupervised contact with students.

[2] "Agent" means a person acting as an agent for the district in a manner that requires the person to have direct, unsupervised contact with students.

[3] "Volunteer" means a person acting as a volunteer for the district in a manner that requires the person to have direct, unsupervised contact with students.

[4] Student conduct may only be sexual conduct if the student is also an employee, contractor, agent, or volunteer.

[5] This definition of "sexual conduct" affects all conduct that occurs before, on or after June 23, 2021, for purposes of reports that are made, investigations that are initiated, or a collective bargaining agreement, an employment contract, an agreement for resignation or termination, a severance agreement or any similar contract or agreement entered into, on or after June 23, 2021.

Any district employee {[6]}, contractor, agent or volunteer-who has reasonable cause to believe that a student has been subjected to sexual conduct by another district employee, contractor, agent or volunteer, or that another district employee, contractor, agent or volunteer has engaged in sexual conduct with a student shall immediately report such suspected sexual conduct to the school principal or the school vice principal, in the event the designated administrator is the suspected perpetrator, for their school building. If the conduct also constitutes child abuse, the employee must make mandatory reports in accordance with Board policy JHFE/GBNAB – Suspected Abuse of a Child Reporting Requirements.

If the superintendent is the alleged perpetrator the report shall be submitted to the Linn Benton Lincoln ESD Superintendent who shall report the suspected sexual conduct to the Board chair.

If an employee fails to report suspected sexual conduct or fails to maintain confidentiality of records, the employee will be disciplined up to and including dismissal.

When a designated licensed administrator receives a report of suspected sexual conduct by a district employee, contractor, agent or volunteer, the administrator will follow procedures established by the district and set forth in the district's administrative regulation JHFF/GBNAA-AR - Suspected Sexual Conduct Report Procedures and Form. All such reports will be reported to the Oregon Department of Education (ODE) or Teacher Standards and Practices Commission (TSPC) in accordance with such administrative regulation. The agency receiving a report will complete an investigation regardless of any changes in the relationship or duties of the person who is the alleged perpetrator.

When there is reasonable cause to support the report, a district employee suspected of sexual conduct shall be placed on paid administrative leave pending an investigation and the district will take necessary actions to ensure the student's safety.

When there is reasonable cause to support the report, a district contractor, agent or volunteer suspected of sexual conduct shall be removed from providing services to the district and the district will take necessary actions to ensure the student's safety.

The district will notify, as allowed by state and federal law, the person who was subjected to the suspected sexual conduct about any actions taken by the district as a result of the report.

A district employee, contractor or agent will not assist another district employee, contractor or agent in obtaining a new job if the individual knows, or has reasonable cause to believe the district employee, contractor or agent engaged in sexual conduct. Nothing in this policy prevents the district from disclosing information required by law or providing the routine transmission of administrative and personnel files pursuant to law.

The initiation of a report in good faith about suspected sexual conduct may not adversely affect any terms or conditions of employment or the work environment of the person who initiated the report or who may have been subject to sexual conduct. If a student initiates a report of suspected sexual conduct by a district employee, contractor, agent or volunteer in good faith, the student will not be disciplined by the district or any district employee, contractor, agent or volunteer.

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[6] The district must make these groups aware of the policy and its administrative regulation and their responsibilities under both. This may also be included in contracts with agents and contractors and include reference to this policy.

The district will provide to employees at the time of hire, or to a contractor, agent or volunteer at the time of beginning service for the district, the following:

1. A description of conduct that may constitute sexual conduct;

2. A description of the investigatory process and possible consequences if a report of suspected sexual conduct is substantiated; and

3. A description of the prohibitions imposed on district employees, contractors and agents when they attempt to obtain a new job, pursuant to ORS 339.378(2).

All district employees are subject to Board policy GCAB - Personal Electronic Devices and Social Media - Staff regarding appropriate electronic communications with students.

Any electronic communications with students by a contractor, agent or volunteer for the district will be appropriate and only when directed by district administration. When communicating with students electronically regarding school-related matters, contractors, agents or volunteers shall use district e-mail using mailing lists and/or other internet messaging approved by the district to a group of students rather than individual students or as directed by district administration. Texting or electronically communicating with a student through contact information gained as a contractor, agent or volunteer for the district is strongly discouraged.

The superintendent shall develop administrative regulations to implement this policy and to comply with state law.

END OF POLICY

Legal Reference(s):

ORS 332.107 ORS 339.370 - 339.400 ORS 419B.005 - 419B.045

Every Student Succeeds Act, 20 U.S.C. § 7926 (2018).

House Bill 4160 (2024).

12. **Board Comments**
13. **Future Agenda Items**
14. **Key Dates**

Red Cross Blood Drive, April 9
Budget Committee Training, April 22 at 6:00 PM
1st Budget Committee Meeting, April 22 @ 6:30 PM
Teacher Work Day, May 2
School Board meeting, May 13
2nd Budget Committee Meeting, May 20