



Greater Albany Public Schools

# AN INTRODUCTION TO THE GREATER ALBANY PUBLIC SCHOOL DISTRICT

**Greater Albany Public Schools**  
*Serving the Albany, Millersburg, Tangent Communities and  
Outlying Areas of Linn and Benton Counties*



*Includes 2011-12 Adopted Budget information*

► **History:** The Albany Union High School District was formed on December 3, 1951. On January 1, 1979, eighteen elementary feeder school districts merged with the District to become the Greater Albany School District No. 8J. The District is located in the middle of Oregon’s Willamette Valley approximately 60 miles south of Portland and 20 miles south of Salem, Oregon. The District’s boundaries include the cities of Albany, Millersburg and Tangent and outlying areas of Linn and Benton Counties. The District has an estimated population of 58,000 and encompasses over 133 square miles in northwestern Linn County and approximately 21 square miles in northeastern Benton County. Within an hour and a quarter drive are the Cascade and Coast mountain ranges, public ocean beaches, ten universities and colleges and the Portland metropolitan area.

The Greater Albany Public School District currently enrolls over 9,100 students and is the 14th largest school district in the state of Oregon.

► **Facilities:** The Greater Albany Public School District comprises thirteen elementary schools, one 3-8 elementary/middle school, three middle schools, two high schools, one alternative school, a transportation facility, maintenance facility, special programs offices and district office building.

### Elementary Schools

Central Oak Takena	Clover Ridge Oak Grove Tangent	Lafayette Periwinkle Timber Ridge	Liberty South Shore Waverly	North Albany Sunrise
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### Middle Schools

Calapooia	Memorial	North Albany	Timber Ridge	Albany Options
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### High Schools

South	West	Albany Options
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Core Purpose	Core Values
<p>Our core purpose is to educate and inspire all students to reach their full potential, equipped to be positive, contributing members of society.</p>	<p>We value:</p> <ul style="list-style-type: none"> <li>▪ <b>Students</b> – Commit ourselves to the success of every student.</li> <li>▪ <b>Character</b> – Develop and model good character.</li> <li>▪ <b>Collaboration</b> – Work and learn together – community, parents, staff and students.</li> <li>▪ <b>Responsibility</b> – Engage in responsible actions and decision-making.</li> </ul>

## Strategic Goals and Vision of Success

### **We provide every student with challenging and motivating learning experiences that lead to continuous growth.**

- Every student demonstrates a strong foundation of academic skills by exceeding state and district standards at every level and makes annual progress.
- Students have access to comprehensive opportunities to explore areas of interest and ability.
- When a student leaves our district, he or she has a plan for the next step.
- Students demonstrate necessary life skills for future employment and community engagement.
- Every student has opportunities to develop their creativity.
- Students demonstrate critical 21<sup>st</sup> Century skills (technology, ability to work in a diverse world).
- We awaken every student's love of life-long learning.

### **We instill in every student the character traits that enable them to understand and interact in the world, appreciating and valuing differences.**

- Student behavior reflects the district's character traits.
- Students feel safe, valued and respected and connected to their school.
- Students are able to adapt and be successful in a variety of environments and life roles.
- Our students are recognized statewide as positive role models.

### **Our students thrive because every community member is a stakeholder and takes responsibility for the success of every student.**

- Parents are empowered and encouraged to be partners in their children's education.
- Members of the community are empowered and encouraged to be partners in the school community.
- Students are contributors to their community.
- Every school bond passes the first time it is placed on the ballot.

► We are committed to a standard of excellence for our students and community.

- **Total Students: 9,160**
  - Increased 1,103 students (12%) in 8 years
  - Increased +1,920 students (+20%) since 1990

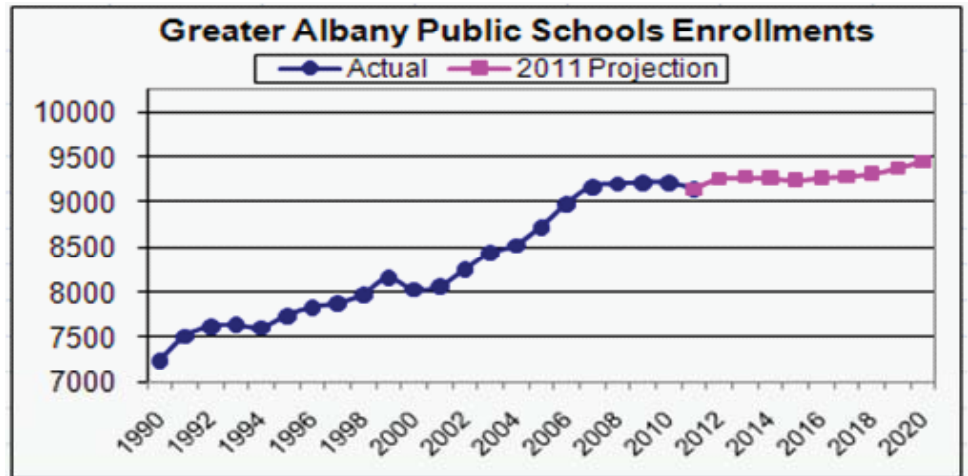
- **English Language Learners (ELL): 521**
  - 5.6% of all students
  - Increased by + 63% (+325 students) in 8 years
  - 25 foreign languages are spoken in students' homes

- **Migrant Education Students: 72** (as of June 15, 2011) this number can change monthly.
  - 1% of all students

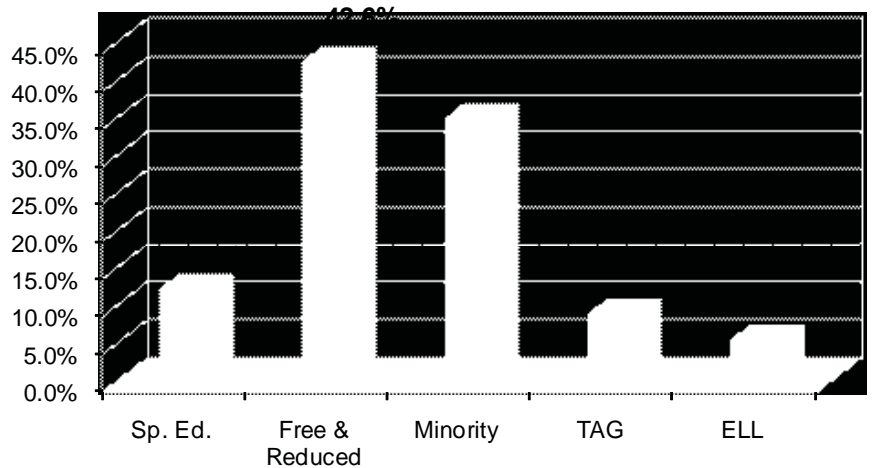
- **Special Education Students: 1,142**
  - 12.3% of all students

- **Talented and Gifted Students (TAG): 826**
  - 9.0% of all students

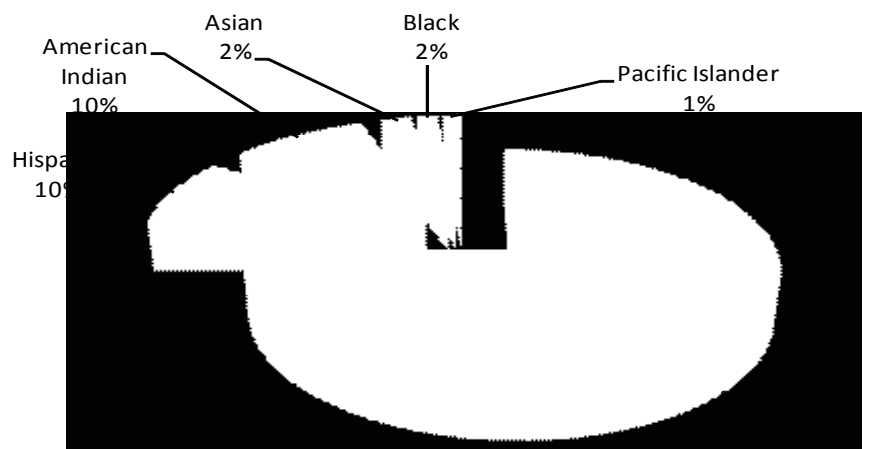
- **Free and Reduced Meal Program**
  - 4,284 students in program
  - 46% of the student population participates in the Free and Reduced Meal Program. A student may qualify for the program if the family income is below a certain federal level. For a family of four, the household income must be below \$2,422 per month to qualify for the free-meal program, and under \$3,446 for the reduced-meal program. Or, a student may qualify if the family is receiving Food Stamps, Temporary Assistance for Needy Families (TANF), or benefits from the Food Distribution Program on Indian Reservations (FDPIR).



District Populations



Demographics for 2011-12

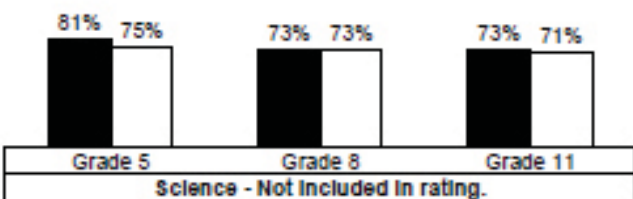
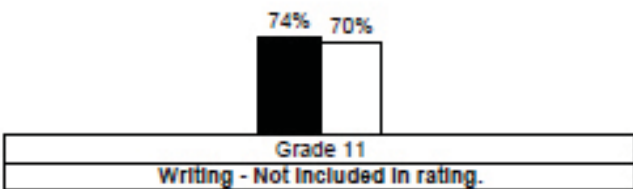
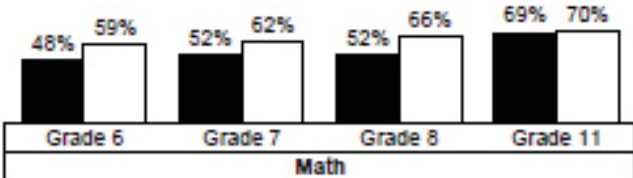
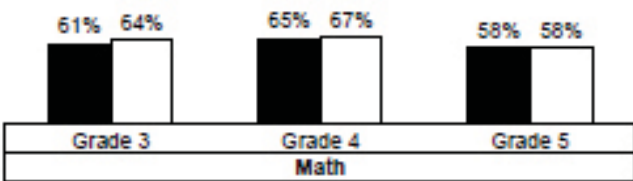
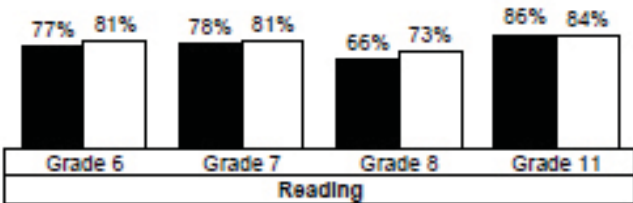
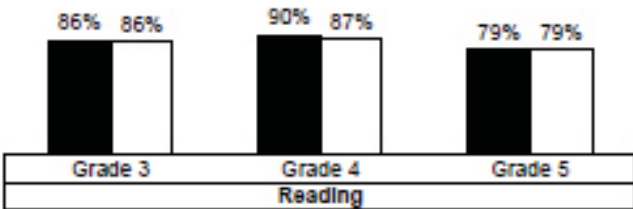


**Academic Achievement**

**Percentage of Students Meeting Standards**

The graphs below show the percentage of students in your district at the indicated grades that met or exceeded the state standards on Oregon Statewide Assessments during the 2010-2011 school year. State averages are also displayed.

■ District □ State

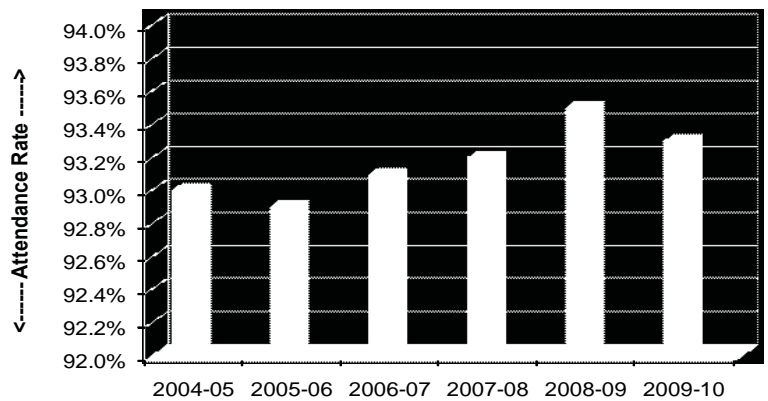


**General Fund Expenditures**

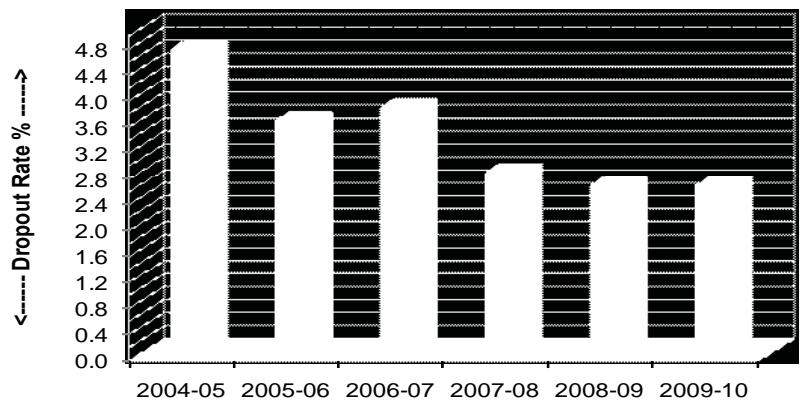
The table below shows dollars spent per student by your district for the 2009-2010 school year. For more information, visit the Database Initiative Project website: [www.ode.state.or.us/data/reports/toc.aspx](http://www.ode.state.or.us/data/reports/toc.aspx)

General Fund	District	State
Direct Classroom	\$4,638	\$4,911
Classroom Support	\$1,137	\$1,368
Building Support	\$1,133	\$1,570
Central Support	\$326	\$449
Total	\$7,234	\$8,297

**Albany School District Attendance Rates**

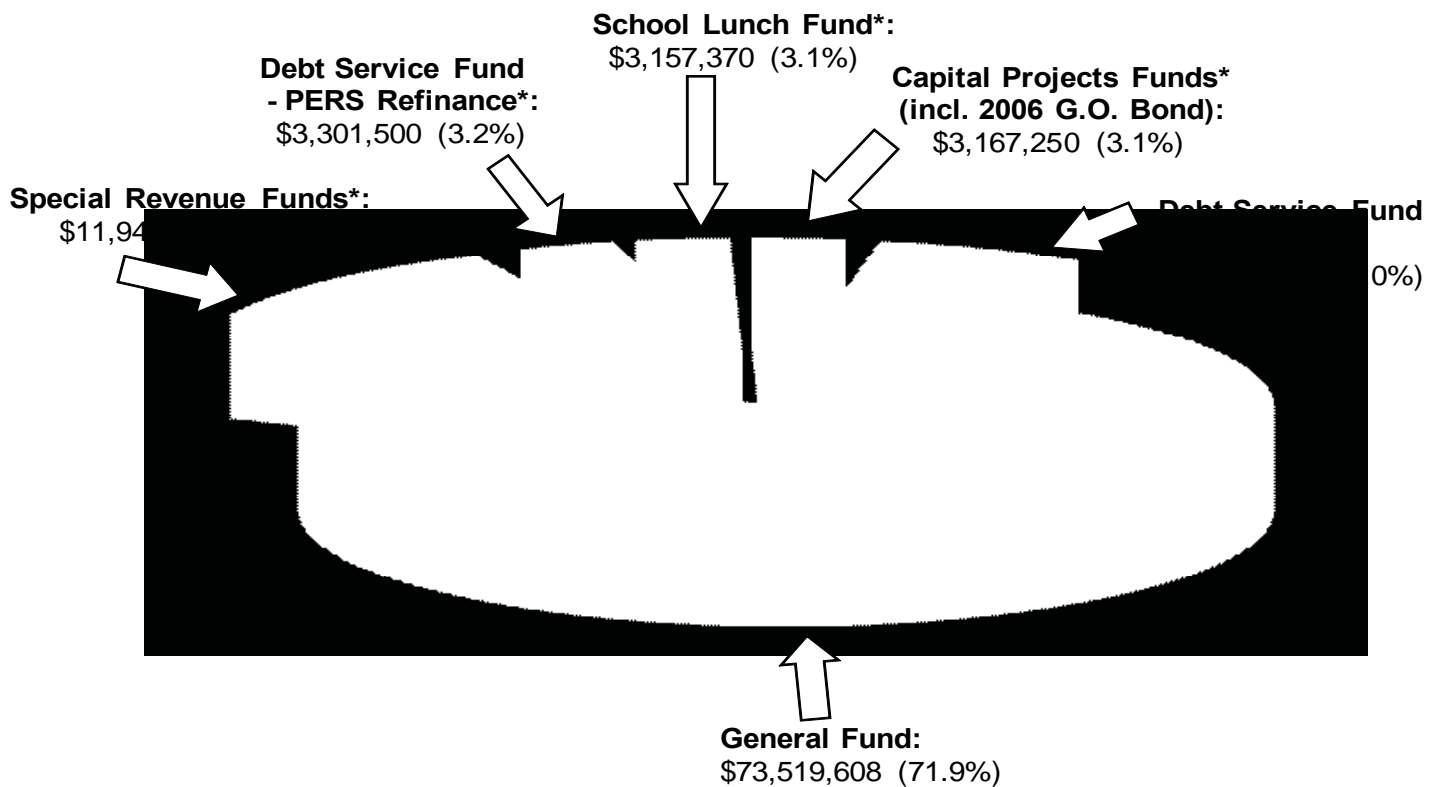


**Albany School District Dropout Rates**



► **Our Adopted Budget** Each fall the Budget Committee meets to discuss guidelines to be used as a financial plan (blueprint) in the preparation of the proposed budget for the coming school year. The criteria used by the superintendent in making recommendations for the 2011-12 budget were lease impact on student learning, maintaining functional programs, actual savings versus level of disruption and long-term consequences, and vision for our School District when funding levels improve.

Below is the Adopted Budget (all accounts) for the 2011-12 school year.

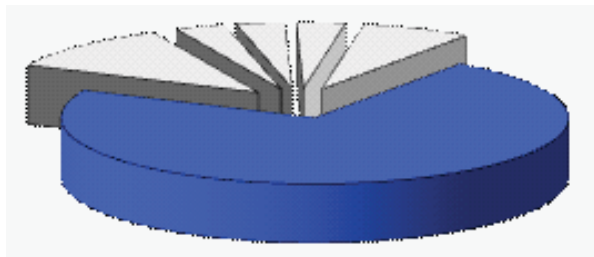


\* Restricted Funds: These accounts have specific restrictions on the money. They may only be spent as specified by either the state, federal law, or by the source of the funds, such as grants and donations. Please note: Oregon follows open accounting practices so public agencies must list all fund accounts they manage as part of their budget—even if they have no say over how the money in a particular account is spent.

**General Fund**

Total in fund accounts for 2011-12: \$73,519,608

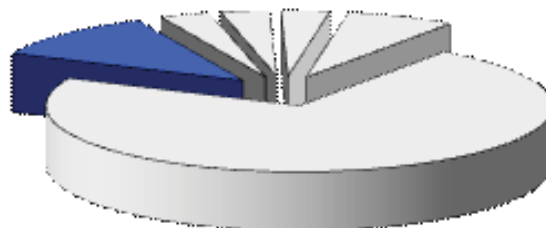
Our main operating budget. This fund pays for the instructional programs, daily operations of our schools and general functions of our school district. More in-depth information on this fund is provided in the following pages of this publication.



**RESTRICTED – Special Revenue Funds**

Total in Special Revenue Funds for 2011-12: \$11,940,231

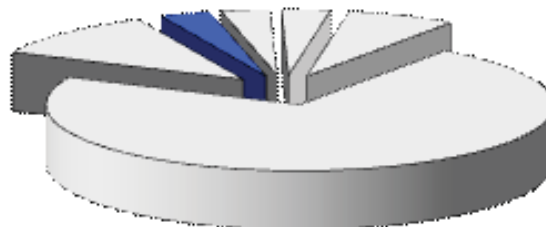
Special Revenue includes accounts that are self-supporting programs, grant funds we have received for specific projects, or fee-based programs. Included under these accounts are funds received from the federal government for Title programs, such as those targeted at low-income students. Money in Special Revenue accounts may only be used for targeted programs and services as specified by the source of the money.



**RESTRICTED – Debt Service Fund: PERS Bonds**

Total in fund account for 2011-12: \$3,301,500

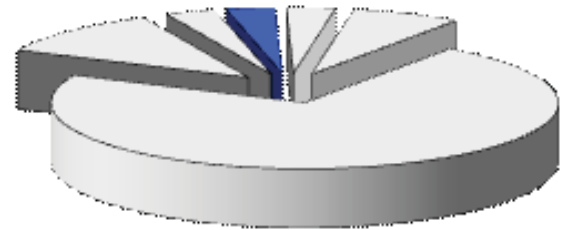
This fund tracks our district’s refinancing of the accrued Public Employee Retirement System (PERS) liability. The District refinanced the debt through the issuance of pension bonds in 2004. This generates savings for the district of approximately one million dollars per year. The money for the repayment of the bonds is tracked in this fund account.



**Nutrition Services Fund**

Total in fund accounts for 2011-12: \$3,157,370

The Nutrition Services Fund is a self-supporting Enterprise Fund accounting for all Nutrition Services programs such as breakfast, lunch and catering. The district contracts with Sodexo to provide management of these programs. The District serves an average of 4,808 lunches and 1,761 breakfasts daily. The school lunch participation rates are 71% for elementary students, 61% for middle school and 44% for high school students. Just over 37 percent of the revenue recorded in this fund is received from the sale of meals to students and faculty. The balance of the revenue in this fund is from the Federal and State governments and is based upon a subsidy per meal served.



**Capital Projects Fund:**

Total in fund account for 2011-12: \$3,167,250

These funds pay for improvements to our facilities.



**RESTRICTED – Debt Service Fund: General Obligation Bonds**

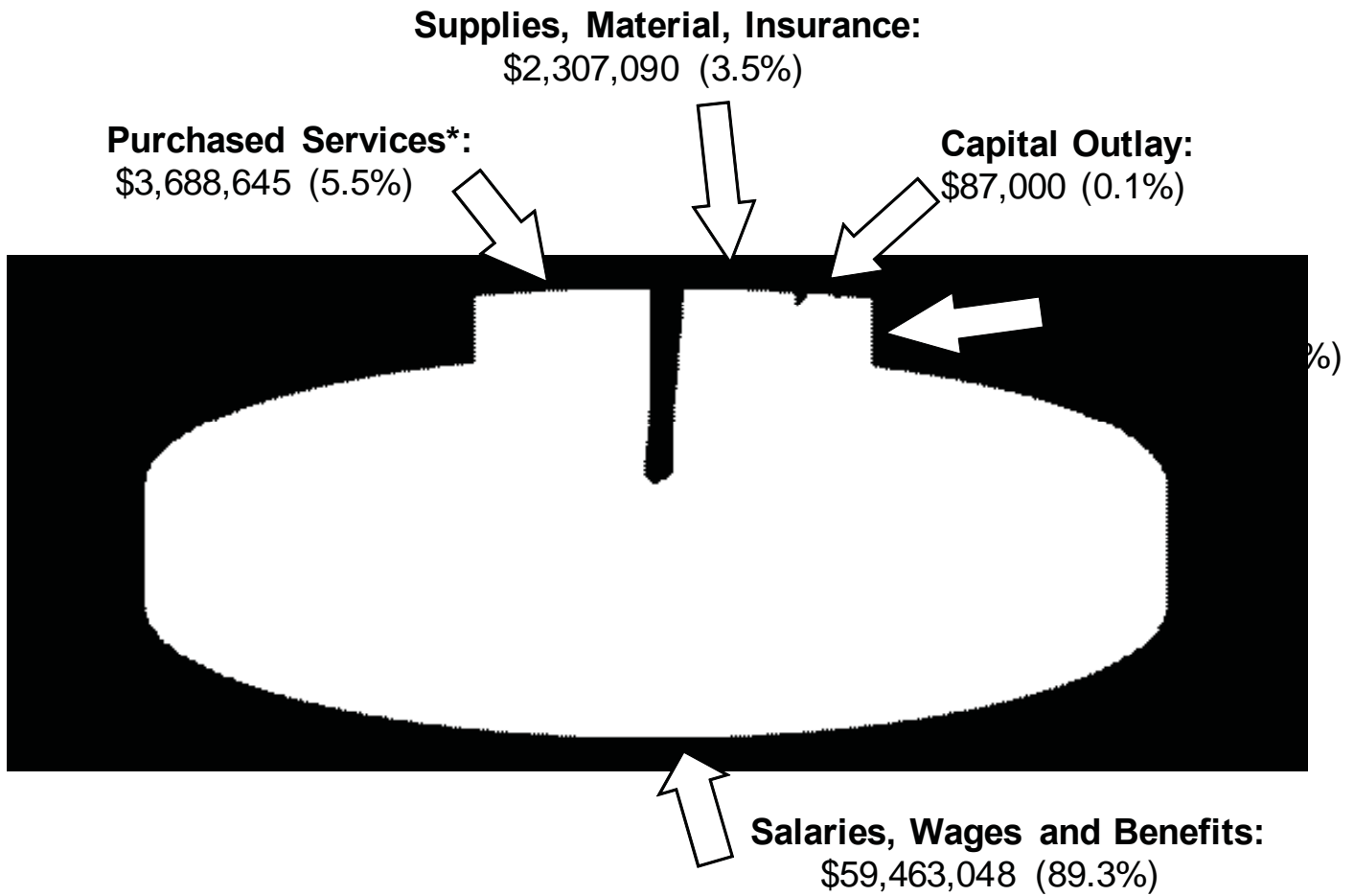
Total in fund account for 2011-12: \$7,199,124

When our district sells bonds to finance voter-approved construction, an account is set up to repay the debt associated with the sale. This fund receives the money that is collected from our taxpayers to repay the debt. We are currently repaying bond issues from 2006.





► **General Fund by Category:** The graph below shows how the 2011-12 General Fund was budgeted by specific categories, such as salaries, wages, benefits, supplies and materials, etc. As the graph shows, 89 percent of our General Fund budget pays for people (salaries and benefits), and the majority of those people are school staff such as teachers.

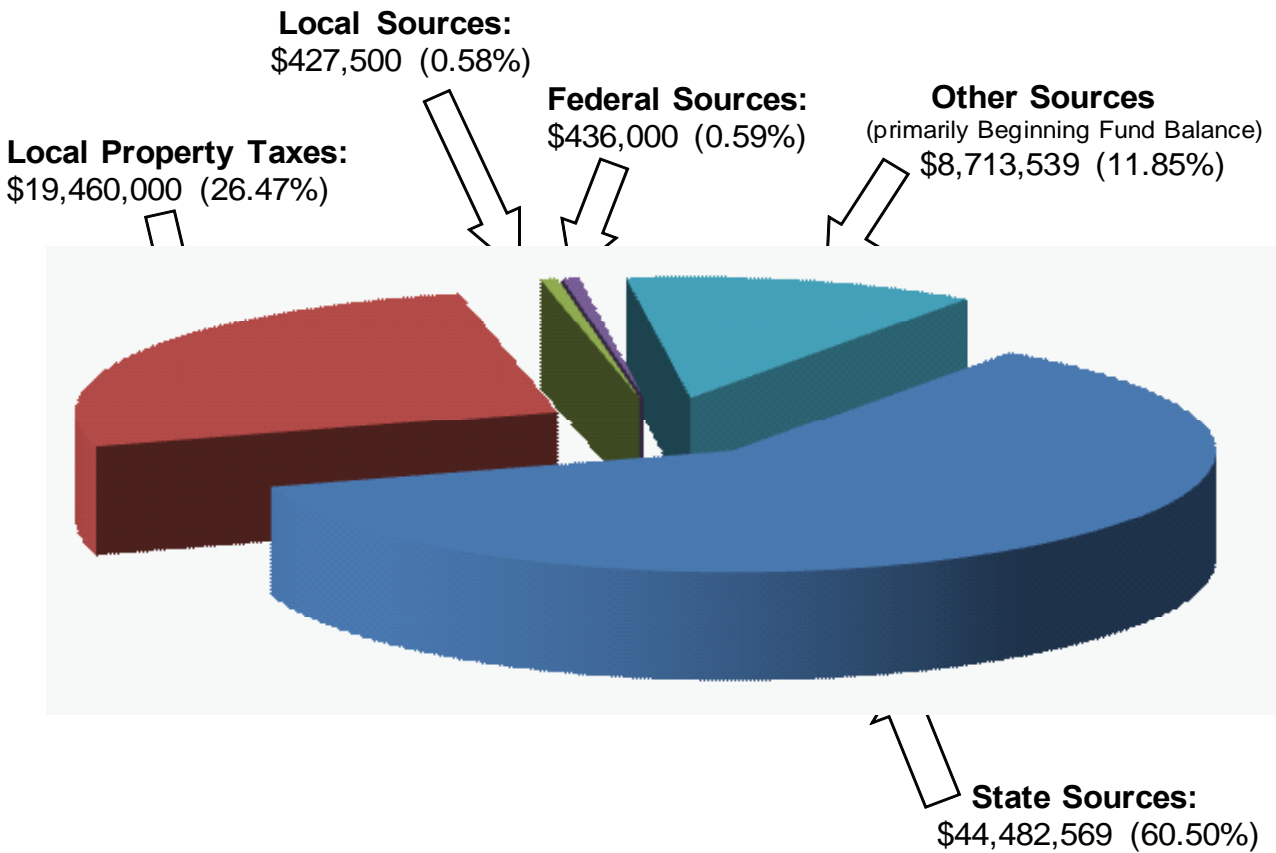


\* Purchased Services: Includes utilities, legal services, contracted work, and other services we do not provide for ourselves and must purchase from outside agencies.

\*\* Other: This category includes insurance, fees, and transfers from the general fund to other district funds such as Bus Replacement and SB 1149 (energy related capital improvements).

► **Where does your money come from?** This page illustrates where General Fund (operating budget) money comes from. The majority of our revenue is from state sources. These primarily come from income taxes and lottery proceeds—the state’s main sources of revenue.

State Sources	\$44,482,569	60.50%
Property Taxes	\$19,460,000	26.47%
Local Sources	\$427,500	0.58%
Federal Sources	\$436,000	0.59%
Other	\$8,713,539	11.85%

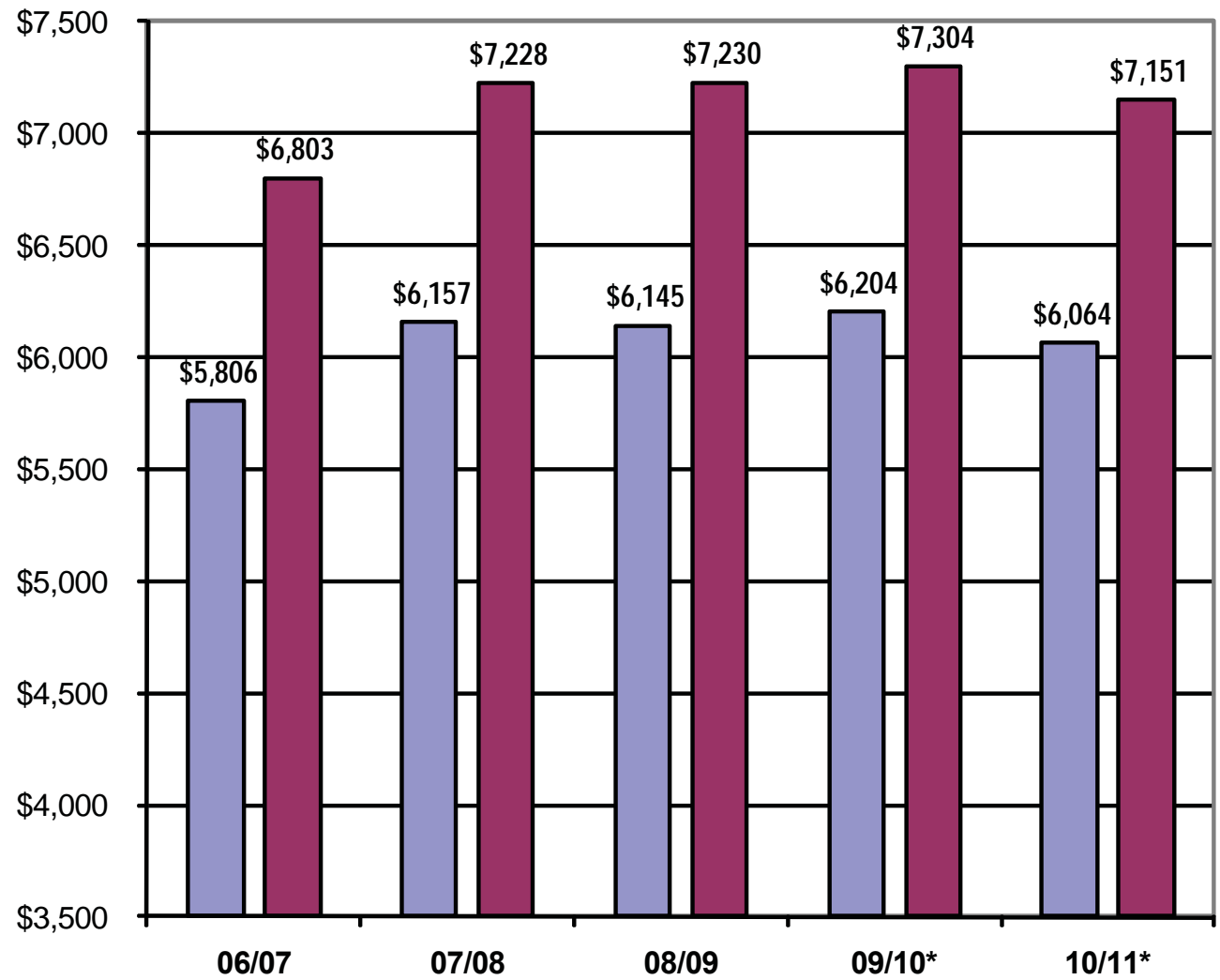


Because the state school fund formula takes into account local property taxes and federal forest fees, over 95% of new revenues received each year are controlled by the state legislature.

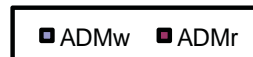
## ► SCHOOL FINANCE

- **K-12 School Districts:** Oregon has 198 school districts serving about 555,000 students in kindergarten through high school. These districts operate with relative autonomy within guidelines specified by both the Legislature and the State Department of Education. The federal government also requires certain mandated programs.
- **Local Revenue:** School districts receive general operating revenue from various sources. Property taxes are the primary source. Other sources include federal forest payments, county school funds, the state Common School Fund and state timber sales. Local revenues are included in the school distribution formula and are about 33% of state and local formula operating revenue.
- **State Support:** The Legislature, through the State School Fund (SSF), provides about 67% of school formula operating revenue. This revenue is mostly from state income taxes and lottery revenue. The state's share of education funding increased from about 30% before Measure 5 (1990) to about 70% after Measure 50 (1997). State revenue replaced reduced local revenue because of these property tax limitations. Along with increased state aid, the school finance distribution method for state support changed dramatically.
- **Equalization Formula:** The 1991 Legislature adopted the SSF formula and phased in its implementation. The SSF equalization formula allocates an amount to each school district based primarily on number of students. The state grant is this formula amount reduced by local revenues. The formula equalizes revenues per student by removing past differentials caused by widely varying local tax rates and property wealth per student. To recognize that some students need more school services and their schools may face higher costs, the formula assigns weights to certain students. For example, special education students count as 2.0 students to recognize their need for special programs. Additional student weights are for English Language Learner programs, students from families in poverty, remote small schools and others. A general purpose grant per weighted student is adjusted for the experience level of teachers and set at a level that allocates available funding. The formula also funds 70-90% of transportation costs, costs above \$30,000 per high cost disability student (limited to \$12 million per year statewide) and up to 8% of classroom construction costs (limited to \$25 million per biennium).
- **Local Option:** School districts may ask voters to approve temporary local option levies. Local option revenue is limited to the lesser of (1) the district Measures 5 and 50 tax gap, (2) 15% of formula revenue or (3) \$750 per weighted student. The levies may be approved for up to 5 years for operations and up to 10 years for capital projects. Local option revenue is in addition to equalization formula revenue.

# 8J Per Student State Funding



\*ODE Estimates



The student measure most often used in Oregon for planning and financial purposes is Average Daily Membership (ADM). ADM is the measure that indicates the average number of students in membership on any given day during a reporting period. Resident Average Daily Membership (ADMr) differs from ADM in that kindergarten students are counted as one-half a student. Weighted Average Daily Membership (ADMw) adds to ADMr by including additional weights (counts) for certain students (e.g. special education, ELL) and for such factors as district poverty and students in foster care.





Open Book\$ is funded by the Chalkboard Project, a non-partisan, non-profit initiative of Foundations For A Better Oregon. Launched in early 2004, Chalkboard exists to inspire Oregonians to do what it takes to make the state's K-12 public schools among the nation's best, while restoring a sense of involvement and ownership back to taxpayers. Chalkboard aims to help create a more informed and engaged public who understand and address the tough choices and trade-offs required to build strong schools.

When the Chalkboard Project conducted the most extensive statewide polling ever of Oregonians on education issues and priorities, 65% said they would have greater confidence in K-12 schools if they could easily find standardized budget information they could compare and contrast.

People want to know where their money is going, and they want that information in a straightforward manner that is easy to understand. The Open Book\$ Project aims to provide ordinary Oregonians with an open, simple look at where K-12 dollars really go. Audited data is supplied by the Oregon Department of Education in cooperation with Oregon's 198 school districts. The website is [www.openbooksproject.org](http://www.openbooksproject.org).

## Open Book\$ Icons & Definitions

### Teaching and Student Resources



Teachers, instructional assistants, special education, speech pathologists, attendance officers, school nurses, library services, counseling, community services, supplies, textbooks and equipment.

### Principal's Office



Principals, vice-principals, secretaries, and the supplies and equipment they use to perform their jobs.

### Buses, Buildings and Food



Student transportation, building maintenance, heat, light, custodians, cafeteria.

### Business Services and Technology



Information technology, personnel, curriculum research and evaluation, printing educational materials.

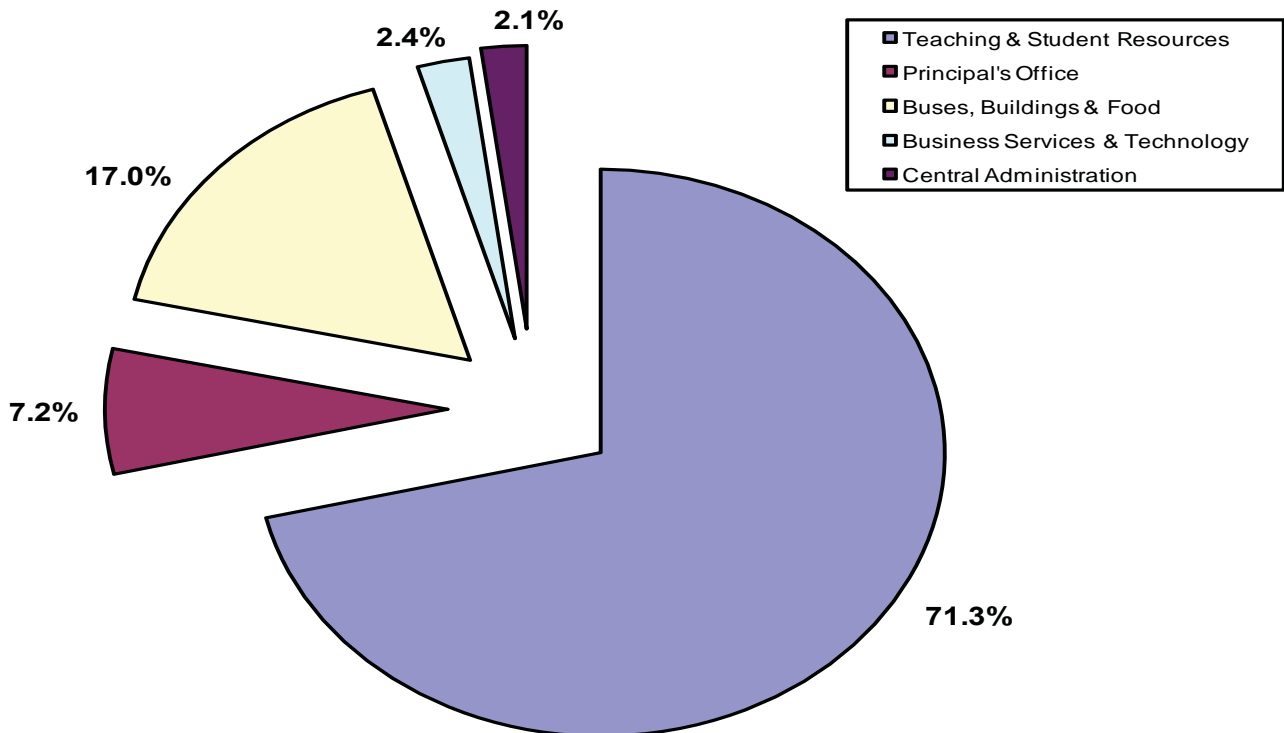
### Central Administration



Staff salaries, benefits and supplies in the superintendent's office, or for other education leaders not located at specific schools.



District and statewide information for the 2009-2010 school year are available at the Open Book\$ website. The website will be updated with state-wide audited 2010-2011 figures early in 2012. The following chart depicts the breakout of all Greater Albany Public School District General Fund and Special Revenue Fund expenditures utilizing the formula calculations published by the ChalkBoard Project.



Category	Actual	Per Student	%	State %
Teaching & Student Resources	\$ 52,704,569	\$ 5,714	71.3%	69.8%
Principal's Office	\$ 5,285,170	\$ 573	7.2%	6.5%
Buses, Buildings & Food	\$ 12,545,137	\$ 1,360	17.0%	16.9%
Business Services & Technology	\$ 1,804,456	\$ 196	2.4%	4.4%
Central Administration	\$ 1,574,557	\$ 171	2.1%	2.5%
<b>TOTAL</b>	<b>\$ 73,913,889</b>			

\*Statewide average expenditure per student is \$9,088.  
 Open Book\$ categories do not include amounts budgeted for debt service, capital construction, or contingency accounts.



## ► Expanded Learning Options of Albany Students:

Greater Albany Public School District continues to expand ways students can earn credit. Listed below are many of the alternatives available to students:

- |  |                          |  |
|--|--------------------------|--|
| ► <b>Albany Options School Middle School Program</b> | Grades 6 – 8             | Medium group (15 students to 1 teacher ratio) instruction.<br>Focus on behavioral & social skills.<br>Phased-in return to resident school.   |
| ► <b>Albany Options School High School Program</b>   | Grades 9 – 12            | High school diploma program.<br>Intermediate size (15 students to 1 teacher ratio) instruction.<br>General Education Development (GED) prep.<br>Phased-in return to resident school. |
| ► <b>PLATO</b>                                       | Grades 9 – 12            | On-line instruction.<br>Credit recovery.   |
| ► <b>P.A.S.S.</b>                                    | Grades 11 – 12           | Proficiency-based instruction using packet format.   |
| ► <b>LBCC GED Program</b>                            | 16 years of age or older | General Education Development (GED) prep.<br>Minimum 12 hours per week on LBCC campus  |
| ► <b>LBCC</b>  | 16 years of age or older | Maintain credit acquisition.<br>Access expanded courses offerings.   |
| ► <b>On-Line Instruction</b>                         | Grades 6 – 12            | Individualized on-line instruction.<br>Credit recovery.  |
| ► <b>Tutor Instruction</b>                           | Grades 6 – 12            | Available for student who cannot attend school for medical, behavioral, expulsion related reasons.<br>Daily one-hour tutor contact.  |
| ► <b>Oregon Connection Academy</b>                   | Grades K – 11            | Individualized instruction.<br>Credit recovery.  |

## ► FREQUENTLY ASKED QUESTIONS

### ► **QUESTION: To save money, why can't we eliminate or reduce funds spent on Special Education and/or the Bilingual Program?**

We, like all other public schools in the nation, serve the needs of many kinds of students. Special Education is a required service by both federal and state law and cannot be eliminated. However, our staff works hard to provide the necessary services in a cost-effective manner while still meeting the needs of our Special Education students.

For our English Language Learner (ELL) population we are also required to provide services as specified by Oregon law. We currently have 23 languages spoken by families in our community, and our ELL Program serves about 5% of our students. As detailed in Oregon law, we must provide services to those students who are unable to benefit from classes taught in English. Our programs focus on transitioning students from learning in their native language to learning in English.

While we receive additional funding from the state for both Special Education and English Language Learner students, it is important to know that the additional funding for these students does not always cover the cost of the services provided.

### ► **QUESTION: Why do we need a contingency fund and what is it used for?**

The Operating Contingency fund is a specific amount of money that is budgeted and set aside to provide for unforeseen costs of an unusual or extraordinary nature that could not be planned for when the budget was developed. Examples would include a major equipment failure (like a school's furnace) or a significant increase in fuel prices resulting from some external event. These funds are under the direct control of the School Board and cannot be used without their approval.

### ► **QUESTION: What is an ending fund balance?**

An ending fund balance is money left at the end of the school year in our General Fund. There are two main reasons for this:

- 1. Payments from the Oregon Department of Education (DOE) fluctuate based on the economy.** We receive payments from ODE from the State School Fund to pay for our operations and services. ODE provides us with estimates of how much these payments will be for the coming year. However, as the payments are made, ODE adjusts them based on changes in factors that make up the funding. The payments might be less or more than estimated. For example, in the Spring of 2004, ODE's payment to us was much more than estimated during the development of the budget because the economy improved. This additional money came too late for us to spend on programs or services so it went directly into the ending fund balance to be used in the next school year.



2. **Assumptions used to build a budget turn out differently.** For example, the 2009-10 budget was developed with the assumption that our district would grow by 35 students, and appropriate funding has been dedicated to accommodate this growth. If the enrollment this year does not grow by 35 students, there will be a difference between what was budgeted and actual spending.

► **QUESTION: How is the ending fund balance used?**

Funds left at the end of a school year can be rolled forward into the next school year as a revenue source. This is the carryover money, which in a time of unstable school funding has helped to stabilize our programs and services – preventing a roller coaster ride of cuts and add backs.

► **QUESTION: How does the state distribute the State School Fund to public schools?**

To make the distribution of funds equitable between Oregon school districts, the State developed a formula that is based on a district's student population. For each student, a district receives 1 point that equals a certain amount of money. For high-needs students a district might receive an additional 0.25 or 0.5 points. This is the State's way of distributing funds with the understanding that some districts have populations with greater needs.

Once State funds are distributed, it is up to each School Board and Citizen Budget Committee to determine how best to spend the funds within their own districts. There is no State mandate on how the State School Fund should be spent by individual school districts.

► **QUESTION: Why are school district budgets so dependent on the state's economy?**

Over the last two decades several citizen initiatives have changed how Oregon funds public education. Starting in 1990, after Oregon citizens approved Ballot Measure 5, the responsibility of funding schools shifted from local property taxes and state levies to state income taxes and lottery proceeds. This shift affected how funds are provided to public schools, making them more dependent on the overall economy of Oregon. One of the state's primary sources of revenue is income taxes. When the economy goes down and there is a high unemployment rate, public programs and services, such as schools, are directly impacted.

► **QUESTION: What is the "average per student" spending? How is it computed?**

While there is no agreed upon definition of per student spending, one reasonable approach is to divide the non-construction related expenditures (including debt service) by the number of students. The figures below are 2009/10 actual expenditures.

\$ 64,839,325	General Fund Expenditures (non-construction related)
<u>9,260</u>	Number of Students (ADM)
\$ 7,002	General Fund per Student Spending
\$ 87,622,532	All Non-Construction Related Expenditures
<u>9,260</u>	Number of Students (ADM)
\$ 9,462	All Non-Construction per Student Spending

## ► Glossary

### **Bond**

Money borrowed to pay for a school district expenditure. Typically, the money is used for capital expenditures, such as the purchase of buses or remodeling a building. The goal in borrowing is to spread the cost out over a period of years and lessen the cost to taxpayers in any one year. By definition, a bond is a written promise to pay a specified sum of money, called the face value or principal amount, at a specified date in the future (the maturity date), together with periodic interest at a specified rate.

### **Budget**

A financial plan that outlines estimates of proposed expenditures for a fiscal year, along with the proposed means to pay for them.

### **Budget Committee**

Fiscal planning body of a local government, consisting of the governing body (board) plus an equal number of qualified voters from the district.

### **Buses, Buildings & Food**

Student transportation, building maintenance, heat, light, custodians, cafeteria.

### **Business Services & Technology**

Information technology, personnel, curriculum research and evaluation, printing educational materials.

### **Central Administration**

Staff salaries, benefits and supplies in the superintendent's office, or for other education leaders not located at specific schools.

### **Chalkboard Project**

An initiative of Foundations For A Better Oregon, Chalkboard is sponsored by a growing list of independent Oregon foundations working to improve K-12 public schools. The founding five foundations include: The Collins Foundation, The Ford Family Foundation, Jeld-Wen Foundation, Meyer Memorial Trust, and The Oregon Community Foundation.

### **Classified Staff**

Employees in positions that are classified according to the duties and responsibilities involved in the work, and do not require teacher licensing. This category would include instructional assistants, secretaries, custodians, bus drivers, etc.

### **Contingency**

Money allocated for use in cases of emergency or to cover unforeseen expenditures. Boards must take action to approve expenditures of these funds in specific budget areas.

### **Debt Service Fund**

Established to account for the income and the payment of general long-term debt principle and interest.

### **Employee Benefits**

Amounts paid by the district on behalf of employees. These amounts are not included in the gross salary. They are fringe benefits, and while not paid directly to employees, are part of the cost of operating the school district. Employee benefits include the district cost for health insurance premiums, dental insurance, life and disability insurance, Medicare, retirement (PERS), social security, and tuition reimbursement.

### **Fiscal Year**

A fiscal year is the accounting period on which a budget is based. The fiscal year for K-12 public schools in Oregon runs from July 1 through June 30.

**Fund**

A division in a budget segregating independent fiscal and accounting requirements. An entity within a government's financial plan designated to carry on specific activities or to reach certain objectives.

**Licensed Staff**

All licensed teachers, counselors, media specialists and other support staff under contract with a school district. Other positions in this category include child development specialists, student resource specialists, physical therapists, and occupational therapists.

**ODE**

Led by Superintendent of Public Instruction Susan Castillo, the Oregon Department of Education (ODE) provides leadership for the state's K-12 public schools. ODE is responsible for statewide curriculum and instruction programs, school improvement efforts, and Oregon's statewide testing system. Other areas of responsibility include: public preschool programs, Schools for the Blind and the Deaf, regional programs for children with disabilities, and education programs in Oregon youth corrections facilities. ODE also oversees implementation of federal programs, including the No Child Left Behind Act.

**PERS**

Public Employees Retirement System, the state pension system for most Oregon public employees.

**Principal's Office**

Principals, vice-principals, secretaries, and the supplies and equipment they use to perform their jobs.

**Revenue**

Sources of income that pay for running and operating a school district.

**Salaries**

The total amount paid to an individual, before deductions, for services rendered while on a district's payroll.

**School Board**

The governing body of a school district. Members are elected by voters for a four-year term, and can seek re-election. Elections are held in May of odd-numbered years.

**State School Fund**

The major appropriation of state support for public elementary and secondary schools. This fund consists of state funds appropriated for distribution to school-districts according to a legislature adopted formula.

**Supplies**

Materials used to operate a school district. These include textbooks, paper, pencils, office supplies, custodial supplies, material used in maintenance activities, computer software, etc.

**Support Services**

The personnel, activities, and programs that enhance instruction. These include attendance, guidance, and health programs; library personnel and services; special education services; professional development programs; buildings and ground operations; and security.

**Teaching & Student Resources**

Teachers, instructional assistants, special education, speech pathologists, attendance officers, school nurses, library services, counseling, community services, supplies, textbooks and equipment.

**Title 1**

This federal program provides financial assistance to public schools with high numbers or percentages of poor children to ensure these students meet academic achievement standards. Title 1 services primarily benefit children from all grade levels who are failing, or most at risk of failing, Oregon achievement tests.

## ► CONTACT US:

### DISTRICT ADMINISTRATION

Superintendent	Ms. Maria Delapoer	541/967-4511
Assistant Superintendent	Mr. Steve Kunke	541/967-4525
Director of Human Resources	Mr. Randy Lary	541/967-4503
Director of Business and Operations	Mr. Russell Allen	541/967-4505
Controller	Ms. Nancy Hall	541/967-4505
Curriculum Director - Elementary	Ms. Michael Ann McIlvenny	541/967-4519
Curriculum Director - Secondary	Ms. Peggy Blair	541/967-4517
Nutrition Services	Ms. Sharon Short	541/967-4622
Physical Plant Supervisor	Mr. Doug Pigman	541/967-4513
Special Programs Director	Mr. Ryan Mattingly	541/967-4518
Technology Supervisor	Mr. Richard Thomas	541/917-3495
Transportation Supervisor	Mr. Chris Ellison	541/967-4626



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