

**LEBANON COMMUNITY SCHOOL DISTRICT  
SCHOOL BOARD MEETING  
June 14, 2018, 6:00 PM**

Santiam Travel Station

750 S. Third Street, Lebanon, OR 97355

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**MEETING AGENDA**

- 1. WELCOME**
  - A. Call to Order
  - B. Flag Salute
  
- 2. FISCAL YEAR 2018/19 BUDGET HEARING (Page 3)** **Action: Approval Requested**
  - A. Audience Comments Regarding the Budget
  - B. Resolution 1718-04 – Budget Adoption
  - C. Resolution 1718-05 – Appropriations
  - D. Resolution 1718-06 – Imposing and Categorizing the Tax
  
- 3. GOOD NEWS** **Action: Information**
  - A. School Gardens (Nutrition Director Angie Gorman) (Page 7)
  - B. LHS "A" Team Attendance Presentation (Brad Shreve) (Page 22)
  
- 4. CERTIFIED BARGAINING UPDATE** **Action: Informational**
  
- 5. 2018–2020 ADMINISTRATOR AND CONFIDENTIAL COMPENSATION AND WORKING CONDITIONS** **Action: Approval Requested**
  
- 6. POLICIES AND ADMINISTRATIVE RULES**
  - A. IKA-AR: Grading and Reporting (6-12) (Page 34) **Action: Informational**
  - B. JBB: Education Equity Policy  
Proposed Revisions, First Reading (Page 40) **Action: Informational**
  
- 7. FISCAL YEAR 2018/19 INTERGOVERNMENTAL AGREEMENT FOR OUTDOOR MAINTENANCE SERVICES (Page 48)** **Action: Approval Requested**
  
- 8. SCHOOL BOARD SUMMER MEETING SCHEDULE** **Action: Approval Requested**

July 24/August 16/September 13
  
- 9. CONSENT AGENDA** **Action: Approval Requested**
  - A. Principal Appointments (Page 53)
  - B. Phase 1 Certified Staff Hiring for 2018/19 School Year (Page 55)
  - C. May 10, 2018 Meeting Minutes (Page 57)
  
- 10. APPOINTMENT TO FILL ZONE 1 VACANCY (Page 64)** **Action: Approval Requested**

## 11. DEPARTMENT REPORTS

- A. Finance (Page 68)
- B. Operations
- C. Human Resources

## 12. COMMUNICATION

- A. Board
- B. Superintendent

## 13. AUDIENCE COMMENTS

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

## 14. ADJOURNMENT

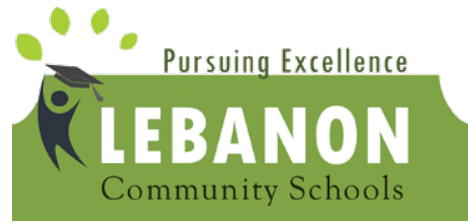
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The Lebanon Community School District Board of Directors welcomes you to our regular meeting. It is the Board's goal to hold an effective and efficient meeting to conduct the business of the District. In keeping with this goal, the Board provides a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

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

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

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



# **BOARD MEMORANDUM**

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

**From:** Linda Darling, Business Services Director

**Date:** June 8, 20-18

**Meeting Date:** June 14, 2018

**Re: Fiscal Year 2018/19 Budget Hearing**

## **Background**

1. On April 26, 2018, the Lebanon Community School District (LCSD) Budget Committee unanimously approved the Fiscal Year 2018/19 Budget in the amount of \$64,364,514 and recommended this Budget be presented to the Board of Directors for adoption.
2. On April 26, 2018, the LCSD Budget Committee unanimously approved imposing taxes for Fiscal Year 2018/19 as shown below and recommended these amounts be presented to the Board of Directors for adoption.
  - A. \$4.9925 per \$1,000 of assessed value for operating purposes in the General Fund;
  - B. \$3,886,775 for the General Obligation bond levy in the Debt Service Fund for principal and interest.

## **Recommendation**

I recommend the Board adopt the following resolutions (attached):

1. Resolution 1718-04: Adoption of Lebanon Community School District #9's Fiscal Year 2018/19 Budget in the total amount of \$64,364,514;
2. Resolution 1718-05: Making Appropriation for the Fiscal Year 2018/19 Budget;
3. Resolution 1718-06: Imposing and Categorizing the Tax.

LD/mk  
Attachments

**RESOLUTION #1718-04 ADOPTING THE 2018-2019 BUDGET**

BE IT RESOLVED that the Board of the Lebanon Community School District #9 hereby adopts the budget for fiscal year 2018-2019 in the total amount of \$64,364,514.

Date: June 14, 2018

\_\_\_\_\_  
Tom Oliver  
Chair, Board of Directors

\_\_\_\_\_  
Rob Hess  
Superintendent

**RESOLUTION #1718-05 MAKING APPROPRIATION FOR THE 2018-2019 BUDGET**

BE IT RESOLVED that the amounts for the fiscal year beginning July 1, 2018, and for the purposes shown below are hereby appropriated:

**General Fund (100)**

Instruction.....	\$ 25,505,350
Support Services.....	\$ 16,491,150
Enterprise & Community..	\$ -
Other:	
Interest.....	\$ 500
Transfers.....	\$ 2,621,000
Contingency.....	<u>\$ 1,000,000</u>
Total.....	\$ 45,618,000

**Debt Service (300's)**

Debt Service.....	\$ 4,326,770
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**Enterprise Fund (500's)**

Instruction.....	\$ 580,000
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**Internal Service (600's)**

Support Services.....	\$ 160,000
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**Special Revenue Funds (200's)**

Instruction.....	\$ 5,414,625
Support Services.....	\$ 3,539,525
Enterprise & Community..	\$ 2,477,594
Facilities Acquist./Const..	\$ -
Transfers.....	\$ 320,000
Contingency.....	<u>\$ 1,928,000</u>
Total.....	\$ 13,679,744

**Total Appropriations, All Funds** \$ 64,364,514

**Total Unappropriated and Reserve Amounts, All Funds** 0

**TOTAL ADOPTED BUDGET** \$ 64,364,514

Date: June 14, 2018

\_\_\_\_\_  
Tom Oliver  
Chair, Board of Directors

\_\_\_\_\_  
Rob Hess  
Superintendent

**RESOLUTION #1718-06 IMPOSING & CATEGORIZING THE TAX**

BE IT RESOLVED that the Board of the Lebanon Community School District #9 hereby imposes the taxes provided for in the adopted budget:

At the rate of 4.9925 per \$1,000 of assessed valued for operations;

In the amount of \$3,886,775 for bonds;

and that these taxes are hereby imposed and categorized for tax year 2018-2019 upon the assessed value of all taxable property within the district as follows:

<b>Education Limitations</b>	<b>Excluded from Limitations</b>
Permanent Rate Tax..... 4.9925 / \$1,000	
Debt Service Levy.....	\$ 3,886,775

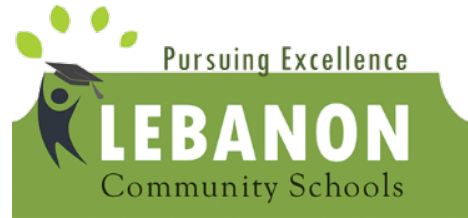
Date: June 14, 2018

\_\_\_\_\_  
Tom Oliver  
Chair, Board of Directors

\_\_\_\_\_  
Rob Hess  
Superintendent

# **BOARD MEMORANDUM**

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

**Date:** June 8, 2018

**Meeting Date:** June 14, 2018

**Re:** School Gardens

## **Background**

Lebanon Community School District's Nutrition Services Director, Angie Gorman, will provide the Board with a presentation of the district's school gardens program.

AG/mk

Attachments

# Oregon School Board Association News Center

## School gardens teach math, science and the delights of fresh fruit and vegetables

Monday, June 4, 2018

*Cascades School fifth-graders Bella Burbank and Malachi Harris expose pumpkin plant roots before transplanting them in early May. “If you’re gardening, eventually you get to eat something,” Harris said. (Photo by Jake Arnold, OSBA)*

The fifth-graders chattered excitedly as they headed to the Cascades School garden. The early May day was cloudy and a little cool, but the Lebanon students were thrilled to be outside.

They grabbed tools and gloves, asking questions about the day’s activities. They worked together in small groups, laughing as they planted a tree, cleared weeds or just dug holes. They made faces as they crumbled dirt between their fingers and found worms, daddy long legs and unidentified beetles.

“It’s disgusting in a good way,” Hailey Jefferson said.

These students love their garden classes for reasons ranging from hanging out with their friends to trying new foods to helping the environment. Cascades Principal Tami Volz loves the large school garden because it offers a life sciences lab as well as an opportunity to connect families with the school.

U.S. schools are increasingly embracing gardens to engage students with hands-on learning in a variety of subjects and to teach students about good nutrition and wellness. Gardens connect students to where their food comes from as well as providing fresh produce for school kitchens and area families.

Oregon school gardens have more than doubled since 2012, according to surveys by Rick Sherman, Oregon Department of Education Farm to School coordinator. Sherman has mapped 673 school gardens and fostered 12 regional hubs, with [contacts](#) for each one.

Garden-based education improves science, math and language arts learning, according to a [review of education research](#). School gardens also improved student food behavior, according to a [review of the scientific literature](#).



“I think folks disregard farm and garden-based education as a fad,” said Brooke Hieserich, Schoolyard Farms education director. “It turns out the benefits are really overwhelming.”

Schoolyard Farms partners with public K-12 schools to build farms on underused school property. Hieserich teaches “Leadership for Sustainability Education” at Portland State University. The class focuses on garden-based education.

*Fifth-graders Ava Soderholm and Nicky Brett work together in the Cascades School garden. “It’s good for the environment,” Brett said. (Photo by Jake Arnold, OSBA)*

Oregon Deputy Superintendent of Public Instruction Colt Gill has supported school gardens since his days as Bethel School District’s superintendent. He said school gardens have three major purposes: education, food production and support for a sustainable Oregon.

“School gardens are tremendous connection points for students in so many areas,” he said. “There’s a lot of learning that comes to life in the garden.”

Oregon school garden programs range from pots in courtyards to a working farm.

Mallory Marquet teaches garden classes at Memorial Middle School in Greater Albany Public Schools. The school’s garden program started in 2012 with six raised beds and a two-week elective class. Now Marquet teaches four semester-long classes to a mixture of sixth-, seventh- and eighth-graders.

The school has five garden areas, including a milkweed garden behind the cafeteria to attract monarch butterflies. The gardening has spread onto the front lawn with a 32-foot by 108-foot plot. The gardens started with food plants and have expanded into flowers and native Oregon plants.

Marquet has leaned heavily on her husband, William Drabkin, a farmer and avid gardener. The school has also cobbled together a variety of grants, partnerships and community donations.

Marquet says one of the lessons with their gardens is that people can have a garden anywhere, with all different kinds of materials. For instance, to create raised beds in one garden, they simply dug a trench and planted in the mounded dirt, filling the trench with leaves.

Students are learning science, nutrition and biology while developing marketable skills, Marquet said.

Lebanon Community Schools has one of the oldest programs in Oregon.

“They’ve been doing farm-to-school programming since before farm-to-school programming was cool,” Sherman said.

The district started formalizing its garden program in 2008 but teachers had been using gardens long before that, said Nutrition Services Director Angie Gorman.

Lebanon has gardens at five elementary schools, serving more than 1,400 students, according to Gorman. The produce goes into school cafeterias as much as possible, although a lot of it gets sampled right in the garden, Gorman said.

“If they know they grew it, they are much more likely to eat it,” she said.

Students do much of the work during the school year. They plant in the spring, harvest in the fall and mulch and prepare the ground in the winter, according to Rick George, a retired teacher who works part time coordinating Lebanon’s garden program. George and a full-time assistant, Tammy Arnold, take care of the garden through the summer as well as doing some of the more mundane garden work.

“You have to diversify what you’re trying to teach kids,” he said. “You can’t just go weeding all the time.”

Students have a gardening class every two weeks. George said students make physical connections with their food by watching plants grow, taking care of them and seeing responses to different environments.

Lebanon has incorporated school gardens into its Coordinated Approach to Child Health programs. The implementation of CATCH at Linn County schools has correlated with a significant drop in area child obesity rates, according to JoAnn Miller, Samaritan Health Services community health promotion director.

Miller credits the garden programs for helping instill good eating habits.

“It is interesting to see the kids pick carrots, wipe the dirt off them and eat them right there,” she said.

*Lebanon fifth-grader Hailee Busse used to think worms were creepy, but now she thinks they are cute. (Photo by Jake Arnold, OSBA)*

Bethel School District has gardens connected to in-class programs at almost every school, but its farm is the program’s rock star.

Bethel transformed a 3-acre property into an organic farm, growing vegetables for school cafeterias and donations to food programs.

Students from next-door Kalapuya High School work on the farm weekly, and students from third to fifth grade visit the farm to help with tasks and learn about food production. The 3-year-old farm offers internships and camps, and the district is expanding its farm-related education programs.

Even in winter, the farm stays connected with schools. Students grow storage crops such as dry beans and milling corn that require post-harvest production, and plants and trees require pruning and other care. District cafeterias serve foods in winter that were processed in summer.

“This hands-on experience brings the classroom into a setting where students are engaged physically with the landscape,” said Kyle Ryan, Bethel farm

manager. “Concepts become embodied in the work, which we’ve found generates a deeper understanding of key science and social lessons.”

School gardens can be labor intensive, especially in the summer months when students aren’t around to help. School garden experts say a successful program requires school board support and an on-site advocate.

The U.S. Department of Agriculture offers resources, funding and advice through its [Farm to School program](#).

The 2017-19 Oregon budget included \$4.5 million for the statewide Farm to School and School Garden grant program, which provides money for all schools to buy fresh produce and competitive grants for educational activities. [Oregon has Farm to School programs](#) in both the Agriculture and Education departments.

Garden advocacy groups, especially in larger metro areas, also offer expertise. Schools get help through businesses, churches and local volunteer organizations.

Gorman, of Lebanon, suggests starting slow.

“Start with something small outside your classroom window,” she said. “Then build on the program.”

- Jake Arnold, OSBA  
[jarnold@osba.org](mailto:jarnold@osba.org)

















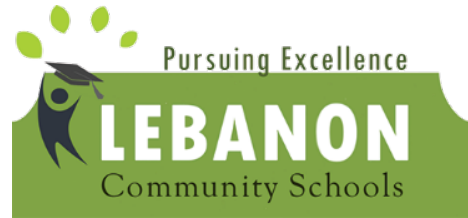






# **BOARD MEMORANDUM**

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

**From:** Brad Shreve, Principal, Lebanon High School

**Date:** June 8, 2018

**Meeting Date:** June 14, 2018

**Re:** 2017/18 Attendance Team Presentation

## **Background**

Attached are slides that will form the basis of my presentation to the Board at their June 14, 2018 meeting.

## **Recommendation**

Not applicable. This is an information only agenda item.

BS/mk

Attachments

# 17'-18' Attendance Team Data

## Our Mission:

1. Improve attendance rate.
2. Improve graduation rate.
3. Improve school culture.
4. Improve academic grades.



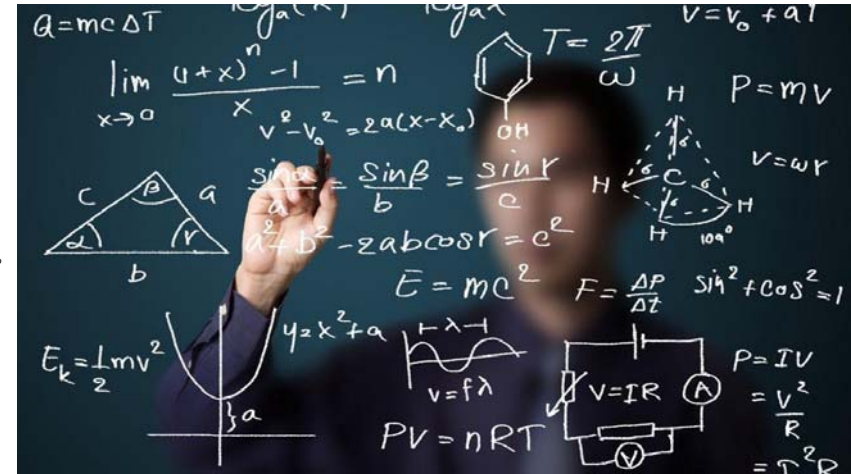
Some items are measurable and some are difficult to quantify as of right now.





# Attendance Rate

- ❖ Difficult to report on right now.
- ❖ Several ways to calculate attendance rate.
- ❖ Official score from the state in a few weeks.
- ❖ We do not have an “easy button” to get #.
- ❖ Waiting for state’s results.



# Our Best Effort Calculation

- ❖ Attendance rate this year is the same or 1% increase from last year
- ❖ Total=66.45%
- ❖ Not the 70% we were looking for.
- ❖ Important to calculate numbers consistently so we can make objective decisions about our practices.


$$1 + 1 = 3$$

# Tardy Data

February	99 tardies/day	<b>Began the new tardy policy</b>
March	80 tardies/day	
April	74 tardies/day	
May	75 tardies/day	<b>We began our big senior graduation push</b>

## Graduation Rate Data:

As calculated by the state and including all students assigned to LHS since this class enrolled as freshmen:

Will be between **80%** and **86%**.

The number varies because some students will graduate by the end of June

Last year's rate: **73%**

# In-Building Rate

Since our team has only been together for one school year, we wanted to look at the grad rate for the kids the state holds us responsible for this year.

Total diplomas 272

Students responsible for 297

$$272 / 297 = \mathbf{91.58\%}$$



## In-building rate=91.58%

**Each** of the **19** students who did not graduate came into senior year with at least a **two credit deficit**.

There were over **30** seniors who started the year with at least a two credit deficit and they graduated by doing credit recovery.



# Academics

As of this time, we do not have data for grades this year to compare to last year.



*\*Data will be added by June 14th\**

# School Culture

This is very difficult to quantify so we will share anecdotal comments we have heard from some:

*“The hallways during class are the clearest we have seen for years”*

*“The kids are really placing importance on getting to class on time”*



# School Culture

*"I would not have graduated if it wasn't for the A-Team".*

*"Students are positively impacted by the care offered by the attendance task force."*

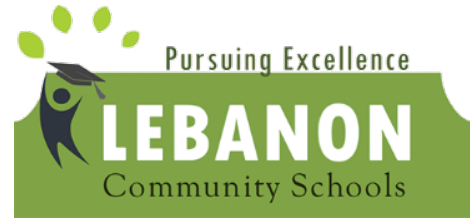
-Oregon Student Voice

*"In 30 years of education, this is the best graduation program I've seen."*

-Counselor, Mark Wolfe

*"You helped so many of my friends graduate, who would've given up"*

# **BOARD MEMORANDUM**



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

**From:** Dr. Rob Hess, Superintendent

**Date:** June 8, 2018

**Meeting Date:** June 14, 2018

**Re:** IKA-AR – Grading and Reporting, Grades 6 through 12

## **Background**

Beginning in February 2018, a group of staff worked to develop a common set of secondary grading practices (Grades 6-12) known as IKA-AR. Staff members involved included Amanda Sasaki-Skoop, Anne Williams, Ashley daSilva, Dawn Baker, Jordon Ford, Laura Munoz, Tim Geoghegan, Ty Tomlin, Michael Cox, and Whitney Connolly.

After developing the administrative rule, it was presented to staff around the district for additional feedback. This feedback was incorporated, and the final version of IKA-AR is attached for the Board's information. This AR will be communicated to families via student handbooks and will be incorporated into the Pinnacle grading system. It will be supported through staff PLC (professional learning communities) work.

The purpose of this AR is to increase consistency across the district with grading practices and communication to families so students will be more successful in their coursework. Staff will be present at the June 14 Board meeting to discuss this AR and answer any questions the Board may have regarding its development and implementation.

## **Recommendation**

Not applicable. This is an informational item only.

RH/mk  
Attachment

## GRADING AND REPORTING: GRADES 6 – 12

### I. Grading Guidelines

- A. Grades will reflect student achievement toward mastery of course content standards, which shall be based on applicable state and national standards.
- B. Grades shall be reported each grading period.
- C. District/school content area/grade level teams will have agreed upon weighting and categories for determining student grades. Content areas will determine course-specific guidelines for weighting summative standards-based assessments and formative standards-based assignments.
- D. Clear learning objectives for each content unit and general grading criteria shall be explicitly communicated to students and parents at the beginning of the course. Course-alike teachers will have common syllabus expectations.
- E. To ensure consistency, content area teams will establish a common standards-based curriculum to include required common formative and summative assessments, as well as similar gradebook practices.
- F. Grades shall be available and kept current (every two weeks) for parent and student monitoring through the district-approved electronic grading system.
- G. Buildings will set the deadlines for when final grades are posted to the gradebook.
- H. Teachers will provide feedback to students prior to the summative assessment.

### II. Types of Assessments

- A. Teachers shall classify all assignments that affect a student's course grade into one of two categories: 1) **summative assessments/assignments** or 2) **formative assessments/assignments**. They should do so in accordance with district, building, and departmental guidelines.
  - 1. **Summative assessments/assignments** are those that reflect a student's completed learning toward a learning target or performance standard.
    - a. The frequency of summative assessments will depend on the nature of the curriculum that has been adopted by each content area professional learning community (PLC). Summative assessments are typically end-of-unit assessments.
    - b. Summative assignments should be individual in nature to discern what each student has achieved. If students have worked together on a project, the teacher shall have a method to fairly assign individual grades for each student's contribution.
    - c. Summative assessments are designed to assess a student's overall grasp of

essential questions, learning targets, and standards. Summative assessments may include: state or district level assessments, comprehensive assessments (tests), written papers, performance-based work samples, projects, tests, or demonstrations of a student’s overall knowledge/mastery of the learning target(s).

2. **Formative assessments/assignments** are those that reflect a student’s progress with respect to a learning target or performance standard.

- a. Formative assessments should be administered at frequent intervals in a student’s learning so the teacher, student, and parents have feedback about the student’s progress in learning the standard(s).
- b. The number of formative assessment scores will depend on the class and teacher, but it should exceed the number of summative assessment scores.
- c. Formative assessments may include both scores based on the accuracy of a student’s learning and participation scores. Participation scores include those based on a student’s demonstrated skills, such as homework completion, class discussions, note taking, goal setting, quizzes, and classwork that is assessed on completeness rather than accuracy, and periodic teacher assessments, such as exit or entrance slips. The teacher shall clearly define, in advance, academic criteria for scores based on accuracy and performance indicators for scores based on participation.

B. The relative weight of summative assessment and formative assessment scores in the calculation of a student’s grade shall be decided by grade level or content area teams. This information shall be made publicly available and shall be provided to students and parents.

### III. Definitions

A. Based on school or department guidelines, the teacher will provide a summative grade upon the conclusion of the course. Definitions/descriptors of letter grades and level of performance are listed below.

#### 1. Regular Grading Codes

<b>Letter Grade</b>	<b>%</b>	<b>Descriptor</b>
A	90-100	An “A” means mastery through extensive evidence. The student consistently surpasses the proficient level and demonstrates an <b>in-depth understanding</b> of the standard.
B	80-89	A “B” means proficient. The student regularly meets the standard and demonstrates a <b>working knowledge</b> of essential skills. While there are still some weaknesses or inconsistencies, the strengths are dominant.

C	70-79	A “C” means approaching proficiency. Though the student is <b>sometimes demonstrating a working knowledge</b> of the essential skills that encompass the standard, there are still inconsistencies.
D	60-69	A “D” means the student is showing partial understanding and some skill demonstrated with <b>significant omissions or errors</b> evident. A grade of D may not be sufficient for a pre-requisite course.
F	Below 60	An “F” means the student shows <b>insufficient understanding</b> or that insufficient skill has been demonstrated. No credit is earned for an F.

## 2. Special Grading Codes

Code	Descriptor
G	A “G” means “No Grade.” This is assigned to a student when a student leaves a class so early or joins a class so late that no grade can be assigned. The grade does not count toward the grade point average (GPA).
P	A “P” means “Pass.” A student is given a Passing grade when they complete the minimum expectations for a course. This grade counts for course credit but does not count toward the GPA.
N	An “N” means “No Pass.” A student is given a No Pass grade when they do not complete the minimum expectation for a course. This grade does not count for course credit and does not count toward the GPA.
I	An “I” means “Incomplete.” A student can be given an Incomplete grade when a teacher feels the student needs additional time to complete required coursework and administrative approval is granted. After two weeks, any unresolved Incomplete grades will revert to an F.

### B. Reporting Modified Grades

Students pursuing a modified diploma may receive modified grades against identified learning targets for each unit of study. The district will develop an identified process for a student to pursue a modified diploma.

### C. Special Education Students

Grading for special education students is determined by the student’s performance in the core curriculum. Grades are driven by the student’s level of proficiency for each subject based on the academic standards and the district adopted curriculum. Grades should take into account accommodations and modifications as they relate to the components of the grading policies.

Each student’s accommodations and modifications are identified in the student’s Individualized Education Program (IEP).

Special Education students who are in general education classes will be graded using the adopted district grading policy weights and percentages, with appropriate accommodations and modifications per their IEP.

At the same time the site report cards are distributed, the special education case manager is required to send a parent progress report or annotated goals based on the student's IEP.

The IEP team for a student meets to determine accommodations that allow the student to access the content, curriculum, and the modifications needed to demonstrate their knowledge and skill at a level appropriate to their ability. An accommodation is a change in the course, standard, test preparation, location, timing, scheduling, student response and/or other attribute that provides access for a student with a disability to participate in the course, standard, or test, which **does not fundamentally alter or lower** the standard or expectation of the course, standard, or test. A modification is a change in the course, standard, or test preparation, location, timing, scheduling, expectations, student response, and/or attribute that provides access for a student with a disability to participate in a course, standard, or test, **and which does fundamentally alter or lower** the standard or expectation of the course, standard, or test.

The accommodations/modifications outlined in a student's IEP must be provided in order to ensure appropriate access to the curriculum.

#### **IV. Work Completion (Missing Work, Retakes, Makeup, and Extra Credit)**

- A. End of course assessments are not included in retakes, since they coincide with the end of the grading period.
- B. Teachers may assign an Incomplete grade for students who are unable to complete end of grading term assignments or assessments. Teacher, student, and, if necessary, counselor will work together to develop a plan to complete end of term work within two weeks of the end of the grading period. Ultimately, the student is responsible for ensuring this gets completed. Unresolved Incomplete grades will revert to an F at the end of the two-week period.
- C. Content area teams will decide whether students will be allowed to retake assessments, and this expectation will be clear in course syllabi.
- D. Students with excused absences are given the same number of days as their absence and an additional day to make up their missing work without penalty.
- E. Teachers will assign makeup work as necessary to ensure academic progress.
- F. Students who habitually do not turn in work on time should be referred to possible interventions through the Response to Intervention (RTI) process.
- G. Extra credit may be awarded for students who go above and beyond expectations according to course standards and should be limited to no more than 3% of a student's grade.

#### **V. Employability Score (Attendance, Behavior, Effort, and Cooperation)**

An employability score is given on a scale of 1 to 5 once each semester to all students in grades 6 through

12. The employability score is based on a combination of a student’s attendance, behavior, effort, and cooperation according to the percentages shown in the tables below.

Attendance, behavior, and timeliness account for 70% of the employability score and are all taken directly from the Student Information System. The balance of the score (30% for professional skills of **cooperation** and **work ethic**) is based on input from each of the student’s teachers on a scale of 1 to 5. The professional skills rubrics are to be included in the student handbook.

<b>Percentage of All School Days Attended (40% of total score)<sup>1</sup></b>	<b>Score</b>	<b>Days Absent Per Year</b>
97% to 100% of all school days	5	5
93% to 96.99%	4	12
90% to 92.99%	3	17
85% to 89.99%	2	25
84.99% and below		26

<sup>1</sup>Includes all absences other than school-related events.

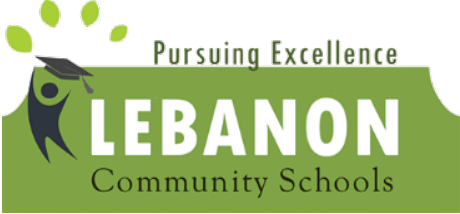
<b>Timeliness (Tardies Per Semester) (20% of total score)</b>	<b>Score</b>
0 to 4	5
5 to 8	4
9 to 12	3
13 to 16	2
17 or more	1

<b>Behavior (Number of Major Referrals Per Semester) (10% of Total Score)</b>	<b>Score</b>
0	5
1	4
2-3	3
4	2
5 or more	1

Though the employability score does not appear on a student’s transcript, parents and students will receive an employability score report twice a year. Staff can use these scores as a tool in the RTI process to assist with providing interventions, goal setting, motivation, and helping prepare students for college and career. Major employers in our region are using these scores in their hiring process.

END OF POLICY

# **BOARD MEMORANDUM**



**To:** The Honorable Chair and Members  
Lebanon Community School District (LCSD) Board of Directors

**From:** LCSD Racial Equity Group

**Date:** June 8, 2018 **Meeting Date:** June 14, 2018

**Re:** Proposed Policy JBB – Educational Equity (First Reading)

**Introduction**

The district’s Racial Equity Group (REG) is pleased to present the attached Educational Equity Policy JBB to outline the district’s vision to pursue excellence for every student, every day. The district is committed to the success of every student in each of our schools. However, for that success to occur, the district must be committed to equity by recognizing institutional barriers and creating access and opportunities that benefit each student. Policy JBB would complement existing policy JB – Equal Education Opportunity and policy AC – Nondiscrimination by providing clear mechanisms for working toward equity. In this context, equity means that students’ identities will not predict or predetermine their success in school.

**What is the Racial Equity Group (REG)?**

REG is a group of teachers, counselors, school social workers, administrators and classified staff who are committed to improving school climate and education outcomes through an equity lens. <sup>1</sup> REG has existed formally for the last two years and has built upon ongoing momentum and involvement in equity issues within the district, including student voice, parent engagement, student discipline and professional development. Our vision is to provide leadership for LCSD by empowering staff, students and parents to acknowledge and address systemic racial inequity in

<sup>1</sup> REG consists of the following members: from LHS- Brad Shreve, Administrator; Patricia Martinez, School Social Worker; Jessica Rist, Counselor; Moria Golub, Counselor; Emmet Whitaker, Teacher/AVID Coordinator; Maureen Twomey, Teacher; Matt Lacombe, Teacher; Lilia Pulido Plata, Bilingual Instructional Assistant; from Seven Oak- Martha Calderon, School Social Worker; from Green Acres- Amanda Plummer, Administrator; Desiree Stainbrook, Teacher; from District Office- Dr. Rob Hess, Superintendent; Dawn Baker, Federal Programs Director; Yesenia Salinas, Community Liaison; Kela Lynn, Behavior Support Specialist; Amanda Sasaki-Skopp, Behavior Support Specialist



our community. REG proposes an equity policy to help guide leadership efforts and considers the need for this framework document as essential for equity efforts to progress.

### **Development of Policy Proposal JBB**

The Oregon School Board Association (OSBA) developed the sample policy JBB to address the need for districts to develop a more robust commitment to equity. This transformational policy was reviewed by the Oregon Department of Education's Equity Unit and the Oregon Leadership Network Steering Committee and has been adopted by many districts across Oregon. A policy committee within REG met and reviewed existing equity policies across the state and noted the widespread occurrence of the JBB policy. The committee then used the JBB sample policy as a baseline document and compared JBB and other existing policies to the mission and vision of REG, to existing school board policies and the district vision. The policy draft then went through multiple iterations after soliciting input first from the full REG team. (See Attachment 7B-1, revisions to the OSBA sample policy shown in legislative format.)

### **Context**

REG acknowledges the board did not adopt the JBB policy at the August 18, 2016 meeting with the first reading. Board minutes reflect that the policy provided by OSBA was optional, that a discussion occurred, and that the board at that time decided not to accept this policy. REG was not then formally established to be able to advocate for this policy adoption, but the group is now better able to provide context and explain the impact of adopting the policy and to highlight specific steps taken by the district to work toward equity. Since the August 18, 2016 meeting, the district has created a Latino Family outreach group, and REG leadership hosted numerous Latino Parent Night sessions; the board adopted Resolution 1617-3, which documents the Board's support for rights of undocumented students (February 9, 2017); the district developed a Welcome Center to support families and better connect to the community; the district has worked to translate documents and other communication into Spanish; LHS held a student voice forum and provided listening sessions for teachers and staff to better understand how students are experiencing their education; Seven Oak Middle School had student leaders from the high school connect and provide a space for middle school students to be heard; and the district has explored restorative practices and trauma informed practices to identify student barriers and work to keep students engaged in school. The adoption of JBB would build on the work that is currently happening and formalize the district's commitment to equity.

### **Why Policy JBB is Appropriate**

There are currently two district policies that are related to policy JBB. Policy AC, Nondiscrimination, prohibits discrimination and harassment; and policy JB, Equal Education Opportunity, commits to providing opportunity to all students regardless of race, ethnicity, sex,

and disability; but neither policy provides a roadmap for how the district will achieve this goal. The addition of the JBB policy would clarify how the district's commitment to equity would be reflected in several key areas:

- Builds on previous commitments and action steps taken to support equity and improve the educational experience for students.
- Provides guidelines to inform the district's process by identifying data points and a process for remedy when disparity occurs.
- Formally recognizes that equity is a dynamic issue and solidifies the district's commitment to use an equity lens to inform practice.
- Articulates the need for the district to specifically address identifying and interrupting bias.
- Scales up the work the district has already engaged in through REG and in other contexts and provides more visibility across the district.
- Prioritizes professional development and ongoing learning on closing the achievement and opportunity gap, as well as raising achievement for all students.
- Embraces the expertise and experiences of students, families, community members, businesses, and partnering agencies in the decision making process.

We recognize the Board may have some concerns regarding this transformational policy, given that historically these types of policies are more difficult to track and enforce. However, REG has been working to develop an equity data toolkit to support the process of collection and analysis of data and to guide the development of action steps when disparities are identified. These action steps can then be included in the district's strategic plan and school-level plans to effect change. Additionally, REG will be expanding support and engagement through the development of elementary and secondary teams and will continue collaboration and cross-over with other existing committees within the district, including PBIS (behavior support), and AVID (rigor and achievement).

The JBB policy outlines and guides the district's commitment to teaching, supporting and advocating for all students to have opportunity and access to their education. This policy would communicate this commitment to our stakeholders and recognize the work currently being done to improve educational outcomes for all students.

### **Next Steps**

The LCSD REG plans to present Policy JBB, Educational Equity, to the Board for adoption at the July 2018 meeting. (See Attachment 7B-2, proposed final policy.)

Attachments

# Lebanon Community School District

Code: **JBB**  
Adopted:

## Educational Equity

The district is ~~committed~~ dedicated to the success of every student in each of our schools. For that success to occur, the district is committed to equity by recognizing institutional barriers and creating access and opportunities that benefit each student. ~~“Achieving equity” means students’ identities will not predict or predetermine their success in school. Equity at Lebanon Community School District will not be confused with equality, where all students are treated the same. Equity will be an enduring commitment where race will no longer be a predictor of student achievement; when historically underserved groups<sup>1</sup> increase in capacity and power; and when barriers to student success have been mitigated or eliminated.~~

Educational equity is based on the principles of fairness and justice in allocating resources, opportunity, treatment and creating a successful path to graduation for each student.

Educational equity ~~promotes~~ furthers the real possibility of equality of educational results for ~~each student and between~~ diverse groups of students and students of color. Equity strategies are intentional, individually based, systemic and focused on the core of the teaching and learning process.

To achieve educational equity the district will commit to:

1. Systematically using districtwide and individual school level data, disaggregated by race/ethnicity, national origin, language, special education, sex, socioeconomic status and mobility<sup>2</sup> to inform district decision making.
2. Raising the achievement of all students while narrowing the gap between the lowest and the highest performing students.
3. Eliminating the predictability and disparity in all aspects of education and its administration; including but not limited to, the disproportionate representation of students by race, poverty, sex, sexual orientation<sup>3</sup> and national origin in discipline, special education, and in various advanced learning.

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<sup>1</sup> Refers to students who are underrepresented racial minorities, low-income, and/or have low academic achievement.

<sup>2</sup> These are data categories collected by the Oregon Department of Education.

<sup>3</sup> “Sexual orientation” is defined by Oregon Revised Statute (ORS) 174.100(7) as an individual’s actual or perceived heterosexuality, homosexuality, bisexuality or gender identity, regardless of whether the individual’s gender identity, appearance, expression or behavior differs from that traditionally associated with the individual’s sex at birth.

4. Graduating all students ready to succeed in a diverse local, national and global community.

In order to achieve educational equity for each and every student:

1. The district shall provide every student with equitable access to high quality curriculum, support, facilities and other educational resources, even when this means differentiating resource allocation.
2. The district shall review existing policies, programs, professional development and procedures for the promotion of educational equity, and all applicable new policies, programs and procedures will be developed with educational equity as a priority.
3. The district shall actively work toward a balanced teacher, classified staff, and administrator workforce to reflect the diversity of the student body. The district seeks to recruit, employ, support and retain a workforce within each building that includes racial, sex and linguistic diversity, as well as culturally responsive administrative, instructional and support personnel.
4. The district shall provide professional development to strengthen employees' knowledge and skills for eliminating opportunity gaps, addressing racial inequities, and other disparities in achievement.
5. The district shall create schools with a welcoming, inclusive culture and environment that reflects and supports diversity of the student population, their families and their community.
6. The district shall include partners who have demonstrated culturally specific expertise, including but not limited to, families, government agencies, institutions of higher learning, early childhood education organizations, community-based organizations, local businesses and the community in general, in meeting our high goals for educational outcomes. The district shall seek to involve students, staff, families and community members that reflect district demographics to inform decisions regarding the narrowing of the achievement and other opportunity gaps.
7. The district shall provide multiple pathways to success in order to meet the needs of the diverse student body and shall actively encourage, support and expect high academic achievement for each student.
8. The district shall provide materials and assessments that reflect the diversity of students and staff and are geared toward the understanding and appreciation of culture, race, class, language, ethnicity, poverty, ability and other differences that contribute to the uniqueness of each student and staff member.

The superintendent shall include equity practices in the district's strategic plan to implement this policy. The superintendent will annually report to the Board the progress of the strategic plan.

END OF POLICY

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**Legal Reference(s):**

ORS 174.100(7)  
ORS 332.107

ORS 332.075

ORS 342.437 to 342.449

## **Educational Equity**

The district is dedicated to the success of every student in each of our schools. For that success to occur, the district is committed to equity by recognizing institutional barriers and creating access and opportunities that benefit each student. Equity at Lebanon Community School District will not be confused with equality, where all students are treated the same. Equity will be an enduring commitment where race will no longer be a predictor of student achievement; when historically underserved groups<sup>1</sup> increase in capacity and power; and when barriers to student success have been mitigated or eliminated.

Educational equity is based on the principles of fairness and justice in allocating resources, opportunity, treatment and creating a successful path to graduation for each student.

Educational equity furthers the real possibility of equality of educational results for diverse groups of students and students of color. Equity strategies are intentional, individually based, systemic and focused on the core of the teaching and learning process.

To achieve educational equity the district will commit to:

1. Systematically using districtwide and individual school level data, disaggregated by race/ethnicity, national origin, language, special education, sex, socioeconomic status and mobility<sup>2</sup> to inform district decision making.
2. Raising the achievement of all students while narrowing the gap between the lowest and the highest performing students.
3. Eliminating the predictability and disparity in all aspects of education and its administration; including but not limited to, the disproportionate representation of students by race, poverty, sex, sexual orientation<sup>3</sup> and national origin in discipline, special education, and in various advanced learning.
4. Graduating all students ready to succeed in a diverse local, national and global community.

In order to achieve educational equity for each and every student:

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<sup>1</sup> Refers to students who are underrepresented racial minorities, low-income, and/or have low academic achievement

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4. The district shall provide professional development to strengthen employees' knowledge and skills for eliminating opportunity gaps, addressing racial inequities, and other disparities in achievement.
5. The district shall create schools with a welcoming, inclusive culture and environment that reflects and supports diversity of the student population, their families and their community.
6. The district shall include partners who have demonstrated culturally specific expertise, including but not limited to, families, government agencies, institutions of higher learning, early childhood education organizations, community-based organizations, local businesses and the community in general, in meeting our high goals for educational outcomes. The district shall seek to involve students, staff, families and community members that reflect district demographics to inform decisions regarding the narrowing of the achievement and other opportunity gaps.
7. The district shall provide multiple pathways to success in order to meet the needs of the diverse student body and shall actively encourage, support and expect high academic achievement for each student.
8. The district shall provide materials and assessments that reflect the diversity of students and staff and are geared toward the understanding and appreciation of culture, race, class, language, ethnicity, poverty, ability and other differences that contribute to the uniqueness of each student and staff member.

The superintendent shall include equity practices in the district's strategic plan to implement this policy. The superintendent will annually report to the Board the progress of the strategic plan.

END OF POLICY

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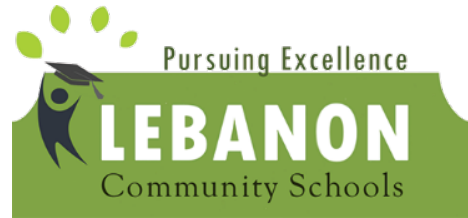
**Legal Reference(s):**

ORS 174.100(7)  
ORS 332.107

ORS 332.075

ORS 342.437 to 342.449

# **BOARD MEMORANDUM**



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

**From:** Bo Yates, Assistant Superintendent

**Date:** June 8, 2018

**Meeting Date:** June 14, 2018

**Re:** Fiscal Year 2018/19 Intergovernmental Agreement for Outdoor  
Maintenance Services

## **Background**

In fall 2017, Lebanon Community School District entered into an Intergovernmental Agreement (IGA) with the City of Lebanon for outdoor maintenance services (mowing, weeding and general aesthetic upkeep) at various district properties. The current IGA expires on June 30, 2018.

The proposed IGA for Fiscal Year 2018/19, in the amount of \$150,000, provides for outdoor maintenance services at the following district properties:

Cascades Elementary  
Green Acres Elementary  
Hamilton Creek K-8 School  
Lacomb K-8 School

Lebanon High School  
Pioneer Elementary  
Riverview Elementary  
Seven Oak Middle School

The IGA also provides for periodic mowing services at the district's property in Waterloo.

## **Recommendation**

Given the City of Lebanon is able to provide outdoor maintenance services in a more cost effective manner than the district, I recommend the Board approve the attached Intergovernmental Agreement with the City of Lebanon in the amount of \$150,000 for the period July 1, 2018 through June 30, 2019.

BY/mk  
Attachment



**OUTDOOR MAINTENANCE  
INTERGOVERNMENTAL AGREEMENT  
City of Lebanon and Lebanon School District**

July 1, 2018-June 30, 2019

This agreement is entered into between the City of Lebanon (City) and the Lebanon Community School district (District) for the purpose of establishing an Intergovernmental Agreement pursuant to Oregon Revised Statutes Chapter 190 concerning the maintenance of certain District outdoor facilities.

**WHEREAS:**

- A. Oregon Revised Statutes Chapter 190 authorizes units of local government to enter into written agreements with any other units of local government for the performance of any or all functions and activities that a party to the agreement, its officers or agencies, have authority to perform. The agreement may provide for the performance of a function or activity by means of facilities or equipment jointly constructed, owned, leased, or operated, or by one of the parties for any other party, or by a combination of any methods described in ORS 190.010.
- B. In order to improve economy and efficiency, the parties desire to enter into an agreement whereby the City will provide certain maintenance responsibilities for District Property.

**NOW, THEREFORE, THE PARTIES AGREE AS FOLLOWS:**

**A. CITY RESPONSIBILITIES**

- 1. The City will provide mowing, weeding and general aesthetic upkeep for the following District properties: Cascade Elementary; Green Acres Elementary; Pioneer Elementary; Riverview Elementary; Hamilton Creek Elementary School; Lcomb Elementary School; Seven Oak Middle School; and Lebanon High School.
- 2. The City shall provide periodic mowing for District property in Waterloo. Periodic shall mean as necessary for minimal upkeep.
- 3. The City shall make reasonable efforts to maintain the areas identified above on a regular basis as needed in the discretion of the City in consultation with the District.
- 4. Except as otherwise provided in this agreement, the City Maintenance Operations Manager, or his designee, will be solely responsible for the supervision, control and performance of the requirements contained herein. The City Maintenance Operations Manager shall work cooperatively with the

District Assistant Superintendent of Operations, or designee, to coordinate the responsibilities contained herein and to address the specific requirements and obligations for each of the District properties identified above.

5. It is agreed between the parties that the City employees working on the District Maintenance Responsibilities are, and will remain employees of the City. The City will be responsible for all workers' compensation coverage, payroll, state and federal taxes.

## **B. DISTRICT RESPONSIBILITIES**

1. The District will pay **\$150,000** annually for maintenance services provided by the City of Lebanon during the period of **July 1, 2018 through June 30, 2019**.
2. The annual contract fee will be paid in full to the City no later than July 1, 2018.
3. All materials will be provided by the District at the District's costs, including but not limited to bark, mulch, fertilizer, and chemicals, as needed at the City's discretion.
4. The anticipated goal of this Agreement is for the District to reimburse the City the actual costs of providing the services contained herein. As a result, the City and the District shall meet periodically to review the actual costs associated with the work envisioned herein. Any extension or renewal of this Agreement shall be based on negotiations based on the actual costs of providing the services contained herein. In the event the City determines it is not being reimbursed the actual cost of providing the services, and the parties cannot reach a mutually agreed modification to this Agreement, the City can terminate this agreement on thirty (30) days' notice.

## **C. TERMS OF AGREEMENT**

The term of this Agreement will commence on July 1, 2018 and continue through June 30, 2019. Subject to Section B(4) above, this Agreement may be terminated prior to that date by mutual consent of both parties or by one party notifying the other of their intent to discontinue participation no later than 90 days prior to the end of the City's fiscal year. This Agreement can be terminated without cause by either party with 60 days' notice. At the time this Agreement was entered into, both parties have sufficient funding. In the event either party terminates this Agreement, under this section, the annual contract amount will be prorated per month based upon the time remaining on this Agreement for that given school year.

- D. **Personnel/Workers' Compensation.** Employees or volunteers of each party shall remain employees/volunteers of that agency, and are subject to the personnel policies, rules, and regulations solely of that party. Each party to this Agreement agrees to provide workers' compensation insurance coverage to its employees and volunteers, and; each party shall supervise their individual employees while working under this Agreement. The intent of this provision is to prevent the creation of any "special employer" relationships under Oregon workers' compensation law, PERS regulations, or other state or federal laws.
- E. **Hold Harmless/Indemnity.** Subject to the limitations and conditions of the Oregon Tort Claims Act ORS 30.260 through ORS 30.300, the parties agree to hold the other harmless, to indemnify and to defend the other, its officers, agents and employees from any and all liability, actions, claims, losses, damages or other costs including attorney's fees and witness costs that may be asserted by any person or entity arising from, during or in connection with the performance of the work described in this Agreement. Nothing in this hold harmless shall be deemed to create a liability in excess of the Oregon Tort Claims limits for either party.
- F. **Amendment.** The terms of this Agreement may not be waived, altered, modified, supplemented or amended, in any manner whatsoever, except by written agreement signed by both parties.
- G. **Non-Discrimination.** The parties agree not to discriminate on the basis of race, religion, sex, sexual orientation, color, age, family status, marital status, source of income, national origin or mental or physical disability in the performance of this Agreement.
- H. **Public Contracting.** Both parties agree to comply with the Oregon Public Contracting Code, ORS 279A-ORS 279C, as applicable, particularly with regard to contracts with third-party vendors entered in the performance of the parties' respective obligations under this Agreement.
- I. **Attorney's Fees.** If any action is instituted by either party in connection with any claim or controversy arising out of this Agreement, attorney's fees may not be awarded by a court of competent jurisdiction and each party shall bear its own expense of such action.
- J. **Severability.** If any part, paragraph, section, or provision of the Agreement is adjudged to be invalid by any court of competent jurisdiction, such adjudication shall not affect the validity of any remaining section, part, paragraph, or provision of this Agreement.
- K. **Waiver.** The failure of either party to insist upon the strict performance of any of the terms, covenants or conditions of this Agreement shall not be deemed a waiver of any right or remedy that either party may have, and shall not be deemed a waiver of

either party's rights to require the strict performance of all terms, covenants and conditions thereafter, nor a waiver of any remedy for the subsequent breach of any of the terms, covenants or conditions.

L. **Assignment.** This Agreement may not be assigned to either party without the written consent of the other party.

M. **Governing Law.** This Agreement and the parties' rights under it shall be construed and regulated by the laws of the State of Oregon and venue for any dispute hereunder shall lie in Albany, Linn County, Oregon.

N. **Written Notice.** All notices regarding this agreement should be sent to:

Jason Williams  
Parks & Maintenance Director  
925 South Main Street  
Lebanon, OR 97355

Bo Yates  
Assistant Superintendent  
485 South Fifth Street  
Lebanon, OR 97355

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CITY OF LEBANON:

LEBANON SCHOOL DISTRICT

\_\_\_\_\_  
Paul R. Aziz, Mayor

\_\_\_\_\_  
Tom Oliver, School Board Chair

Date: \_\_\_\_\_

Date: \_\_\_\_\_

Approved as to Form:

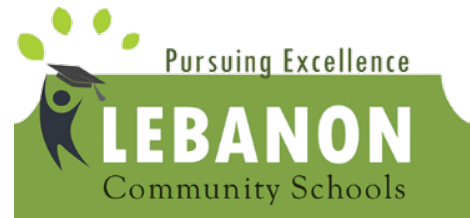
Approved as to Form:

\_\_\_\_\_  
John Kennedy, City Attorney

\_\_\_\_\_  
Lebanon School District Attorney

Date: \_\_\_\_\_

Date: \_\_\_\_\_



# **BOARD MEMORANDUM**

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

**From:** Rob Hess, Superintendent

**Date:** June 8, 2018

**Meeting Date:** June 14, 2018

**Re:** Ratification of Appointment of Three New Principals

## **Background**

Over the past several months, the Lebanon Community School District conducted rigorous recruitment processes to find the best possible principal candidates for Hamilton Creek K-8 School and Seven Oak Middle School. The components of these processes, following the position postings, is summarized below.

Thought Exchanges. Online Thought Exchanges were promoted and conducted for both Hamilton Creek (for parents/staff) and Seven Oak (parents/staff and students). These exchanges provided stakeholders the opportunity to share and rank the qualities and characteristics most important to them in their new principal.

Application Screening. Screening teams comprised of parents and staff members carefully reviewed and rated each applicant. Upon completion of the teams' individual ratings, each group achieved consensus on those candidates who would move forward as finalists.

Multi-activity, Full-day Visit. The finalists participated in a full-day process that included 1) an in-school interview with a parent/staff panel, 2) a school tour, 3) an interview with a panel comprised of licensed administrators and District Leadership Team members, 4) a Superintendent interview, 5) a writing exercise, and 6) a community forum. Feedback was collected throughout this multi-step process, and a variety of references were contacted.

I am pleased to announce the appointment of Michael Hillman and Kevin Van Zee as Co-principals of Seven Oak Middle School and Jordon Ford as the Principal of Hamilton Creek School. Mr. Hillman, Mr. Van Zee, and Mr. Ford have all accepted these appointments, which are effective July 1, 2018.

Jordon Ford is a former social studies teacher and has been the Assistant Principal at Seven Oak for the past three years.

Mike Hillman is a former physical education teacher with a history of building effective alternative learning programs. He is currently the Interim Principal at Seven Oak. In addition to his role as Co-principal next year, Mr. Hillman will oversee the district's alternative education programs.

Mr. Van Zee is a former social studies teacher and counselor. During his career, he spent time overseas and recently served as the Assistant Principal at Siletz Valley Schools. Mr. Van Zee is an instructional leader deeply familiar with AVID, PBIS, trauma-informed practices, and has experience with the Oregon Department of Education's OFAST (Oregon Formative Assessment for Students and Teachers) grant program.

It is my great pleasure to welcome these high-quality educators to their new leadership roles.

### **Recommendation**

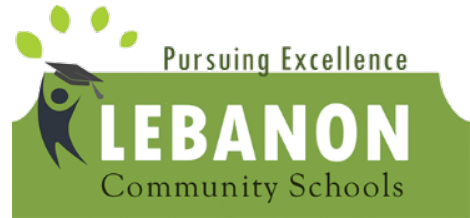
I recommend the Board ratify the following appointments effective July 1, 2018:

1. Jordon Ford, Principal, Hamilton Creek School
2. Michael Hillman, Co-principal, Seven Oak Middle School
3. Kevin Van Zee, Co-principal, Seven Oak Middle School

RH/mk

# **BOARD MEMORANDUM**

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

**From:** Rob Hess, Superintendent

**Date:** June 8, 2018

**Meeting Date:** June 14, 2018

**Re:** Hiring of Certified Staff for the 2018/19 School Year – Phase 1

## **Background**

Attached is the Phase 1 list of Certified Staff recommended for hire for the 2018/19 School Year (new hires and temporary-to-regular hires). Two additional phases of hiring are anticipated this summer – one in July and one in August.

## **Recommendation**

I recommend the Board approve the hiring of the Certified Staff shown in the attached list.

RH/mk

Attachment

## PHASE 1 HIRING FOR THE 2018/19 SCHOOL YEAR

### NEW HIRES -- CERTIFIED

<b>Name</b>	<b>Position</b>	<b>FTE</b>	<b>Start Date</b>
Kathryn Collins	Math Teacher	1	8/22/2018
Summer Crawford	Elementary Teacher	1	8/22/2018
Nicholas Cupparo	Language Arts Teacher	1	8/22/2018
Eletah Elash	Speech-Language Pathologist	1	8/22/2018
Helen Emory	Elementary Teacher	1	8/22/2018
Aubrey Dutra	Band/Choir Teacher	1	8/22/2018
Kate Hagner	Elementary Counselor	1	8/22/2018
Sarah Hamlin-Alexander	K-8 Counselor	1	8/22/2018
Elizabeth Heidrich	Elementary Teacher	1	8/22/2018
Sarah Hudson	K-8 Counselor	1	8/22/2018
Andrea Iacopino	Elementary Teacher	1	8/22/2018
Rachel Jetton	Elementary Teacher	1	8/22/2018
Miguel Ortiz	Spanish Teacher	1	8/22/2018
Maureen Pappin	Elementary Teacher	1	8/22/2018
Brenda Phearson	Agriculture/Horticulture Teacher	1	8/22/2018
Christine Redfern	Physical Education Teacher	1	8/22/2018
Hannah Rhyno	Elementary Teacher	1	8/22/2018
Kylie Riches	Elementary Teacher	1	8/22/2018
Katelyn Riegle Steiner	Physical Education/Health Teacher	1	8/22/2018
Roxanne Savedra	Special Education Teacher	1	8/22/2018
Erik Selzer	Elementary Teacher	1	8/22/2018
Chelsea Wooten	Language Arts Teacher	1	8/22/2018
Morgan Wyatt	Elementary Teacher	1	8/22/2018

### TEMPORARY TO REGULAR HIRES -- CERTIFIED

<b>Name</b>	<b>Position</b>	<b>FTE</b>	<b>Start Date</b>
Susan Craig	Elementary Teacher	1	8/22/2018
Evan Brammer	Science Teacher	1	8/22/2018
Roxanna Dorn	Language Arts Teacher	1	8/22/2018
Celia Formiller	Elementary Teacher	1	8/22/2018
Katherine Harkins	Elementary Teacher	1	8/22/2018
Lindsay Hehn	Language Arts Teacher	1	8/22/2018
Michael Hood	Physical Education/Health Teacher	1	8/22/2018
Madeline Lemerande	Elementary Teacher	1	8/22/2018
Patrick McGovern	Social Studies Teacher	1	8/22/2018
Mitchell Robison	Special Education Teacher	1	8/22/2018
Timothy Rowley	Math Teacher	1	8/22/2018
Aaron Smith	Band Teacher	1	8/22/2018



**LEBANON COMMUNITY SCHOOL DISTRICT  
SCHOOL BOARD MEETING  
May 10, 2018, 6:00 PM**

Santiam Travel Station

750 S. Third Street, Lebanon, OR 97355

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## **MEETING MINUTES**

### **1. WELCOME**

Chair Tom Oliver called the meeting to order at 6:07 PM.

### **2. AUDIENCE COMMENTS**

Yesenia Salinas addressed the Board regarding the school supply fee. She indicated the district has 489 students classified as in need, and the district's Welcome Center would need \$22,000 to assist these students with the supplies fee. If the Welcome Center had such funding, they would prioritize spending on critical needs such as shelter. The Welcome Center's goal is to "reduce stress for staff and students by creating a system that eases the entrance of new and returning students." Families are already paying other fees and cannot afford to pay the supplies fee.

Chris Meek addressed the Board regarding school fees and the planned elimination of a CTE (Career and Technical Education) program at the high school. He believes the supplies fee is too high, and he could purchase the supplies less expensively. Meek expressed interest in learning more about how the fee was calculated. Regarding the CTE program, he indicated the CTE electronics teacher is retiring this year. He overheard a comment that the district is only losing 15 to 20 students by eliminating the program. He found this comment disappointing, since future jobs are in trades and require our focus.

Julie Miller addressed the Board regarding the school supplies fee. She indicated this idea has been coming for a while but believes this is not the right time to implement. The Welcome Center's service numbers are higher than ever, and the Center cannot meet basic needs.

### **3. GOOD NEWS, RIVERVIEW SCHOOL**

An update regarding Riverview School was presented by Principal Joe Vore. Enrollment is currently 413 students, with 17 classroom teachers. PE is staffed fulltime, and there are 2.5 days of music. This is Riverview's first year of AVID, and the AVID visits show excellent progress. RTI is providing differentiated academic and behavioral support for all, and PBIS is providing differential behavior support for all. Riverview's attendance daily average is currently at 93.9 percent. Vore noted that attendance decreases significantly in the winter

months, but the school works with parents and students to resolve issues affecting attendance.

Vore discussed SBAC score trends and reported that students are taking tests now. Historical scores indicate students are generally making good progress in English/Language Arts from Grade 3 through Grade 5. Trends in math for the same grade progression show mixed results.

Vore also highlighted the various Elementary opportunities available at Riverview, including counseling, music and PE. Grades 2 through 5 are seeing increased access to technology. The SMART Readers program is conducted twice each week with volunteer readers and volunteer listeners, and Riverview's Battle of the Books: team went to state. There is fulltime behavior support, outdoor garden instruction once weekly and a greenhouse. Young Rembrandts art is a paid after school program housed at Riverview, and the program has scholarships available. Walk to school day was held on May 9 at Cheadle Lake Park, and the students enjoyed the activity. Vore would like to repeat Walk to School Day again this fall.

Nick Brooks asked what the district does with the SBAC numbers. Vore indicated sometimes it is a conversation about we are not doing that is reflecting on testing. SBAC Grade 3 numbers are low; skills are not transferring to test scores. Brooks asked whether we try to determine the root cause. Vore indicated high turnover makes it difficult to determine cause. Last year, each teacher's scores were reviewed to see how growth occurred. One teacher stood out. Brooks noted he hoped we are getting groups together across the various teams to improve the scores.

Oliver asked about the percentage of students who have been at school all the way through. Vore indicated he did not have the information right now. Oliver noted that it would be important to form a picture of scores for students who begin at kindergarten and remain all the way through versus students coming into the district at some midpoint.

#### **4. 2018-2020 ADMINISTRATOR WORKING CONDITIONS**

Chair Oliver indicated this item would be tabled until the June 14, 2018 meeting.

#### **5. CERTIFIED BARGAINING**

Oliver reported that a request had been received from the Lebanon Education Association to reopen the certified contract for renegotiation. Upon motion, duly seconded, the Board voted unanimously to reopen negotiations.

#### **6. FORMATION OF LEBANON ACADEMY**

Dr. Rob Hess presented more information regarding the proposed Lebanon Academy. At the April 26, 2018 meeting, the board approved applying for a school number from the

Oregon Department of Education (ODE) and requested more information regarding the need for a formalized alternative education school. Hess shared quotes regarding the need from Lebanon High School (LHS) Principal Brad Shreve, LHS Associate Principal Kraig Hoene, and Seven Oak Interim Principal Mike Hillman.

Hess noted that, this year, the district has served 200 students in the alternative education (AltEd) program. He also pointed out the significant increase in students being served over the last two years. Six AltEd students received their diplomas, and 16 received GEDs this year. Brooks asked about the reason for AltEd growth during the year. Hess reported that expulsion hearings and an inability to be successful in a regular school setting are among the reasons students enter AltEd. Mike Martin asked about a grade level breakdown for the 131 students shown as enrolled in May. Hess estimated 50 students are in GED/credit recovery, primarily 10 through 12 grade; there are 15 to 20 in behavioral (social and emotional) at the elementary level; and approximately 20 7<sup>th</sup> and 8<sup>th</sup> graders in small group tutoring or one-on-one tutoring.

Brooks asked about the reasons for expulsions at the high school level. Hess noted that since marijuana was legalized, the district has seen a significant increase in hearings resulting from drug possession. We have not necessarily seen increases in weapons or violence. Hess indicated he would provide this data, as well as the grade level breakdown, at the June 14 meeting.

Hess presented a chart showing enrollment by program and how funding is calculated in these situations. With a formal AltEd school that would operate from 8:00 AM to 2:00 PM, the district would collect the full ADM (average daily membership). Now that the AltEd program has grown so significantly, the school is needed. Martin noted that we went from an AltEd enrollment of 50 to 131 over the year. Hess noted that the numbers are always lower at the beginning of the school year. Hess believes we would see more than 50 at a regular AltEd school because of the diploma earning option.

Martin asked about the criteria used to move a student from regular school to AltEd. Hess indicated that no student is placed in an alternative setting until an RTI (Response to Intervention) has been conducted. The student will not necessarily have an IAP (Individual Accommodation Plan), but all students will have a personalized plan. Martin asked about what happens if a parent says no to an AltEd school. Hess indicated that expulsion does not offer a choice, and most parents are receptive to AltEd when the student has not been successful in the regular setting.

Hess also noted that under the current model, students enrolled in Credit Recovery are shown as enrolled at the high school. Credit recovery attendance is included in the high school data, which distorts the actual numbers of the high school.

Brooks asked what enrollment number is necessary to make an AltEd school cost neutral. Hess indicated that with funding of \$8,000 per student and 200 students, the funding level is \$1.6 million. This number would then decrease by 32 percent to account for

existing funding. Oliver would like to see information regarding the “seed money” that would be required to implement the AltEd school, as well as a comparison of the staff expense for current AltEd programming versus what is projected for the formal school.

Brooks noted that the formal school would be located across multiple sites. What would be the role of the administrator, and what are the desired skills? Hess indicated the administrator would have the authority to discipline students, conduct intake meetings, and work directly with parents. The role would also require operational oversight experience, current training on alternative education programs, and credentials for multiple areas.

Richard Borden asked why the Board had not heard about this school at an earlier time. Hess pointed out that in fall 2017, the district was discussing formation of a CTE (Career and Technical Education) charter school. In addition, based on the number of AltEd students we are serving, we have been exploring the advantages of a formal school. Hess pointed out that the advantages of school status include better data, more accountability, and more resources from the state.

Brooks asked about the collaborators on the AltEd school proposal. Hess reported he had worked with the district principals, AltEd program staff, the leadership team, and the school board chair. Martin commented on the school’s advantages slide, which indicates we will increase the graduation rate and diplomas issued. The use of “will” makes a concrete statement. What evidence do we have that AltEd schools produce results? Hess advised that the purpose of the school is to serve more students who need more time. Oliver noted that the statements are the things we want. We need to establish some benchmarks. Being cost neutral is one benchmark. The more important benchmark is setting expectations regarding an increase in GEDs and/or diplomas at a rate greater than what we have today. What does success look like? Oliver is not sure how we determine what numbers are reasonable. Hess indicated the first year of the school’s operation would help develop appropriate benchmarks. Brooks indicated we would want to see specific things in place in first year. What are the core expectations? He wants to be sure that if we proceed, we have a solid plan and process in place with a definition of success. Hess reiterated that he brought the school plan forward because the students need more time to be successful. We cannot get there under the program model. Martin stated it seems we would need to begin the school over-staffed. Brooks pointed out it seems to make sense to be overstaffed with fewer tutors. Hess referred to the current AltEd staffing slide. Staffing is much less than in a regular school setting. Jennifer Meckley noted that a large portion of the students are elementary and middle school, and we need a strategy to get them to high school.

Oliver asked the board if, in concept, this is the direction the district should go. He believes it is, but he wants to understand the benefits received and how we will measure success. Martin is also in favor in concept, but he would like more clarity and definition. Hess indicated the direction he is hearing from the board is that we will continue to offer AltEd as a program for next year and continue building toward a formal AltEd school,

perhaps for the 2019/20 school year. The board expressed interest in visiting other visit alternative schools, talk with staff members, and talk with parents.

Hess noted that district staff visited the Corvallis, Albany, and Bend alternative schools. Brooks indicated he would like to review the charters and handbooks of these schools.

## **7. PROCESS AND TIMELINE TO FILL ZONE 1 VACANCY**

Upon motion, duly seconded, the Board voted unanimously to accept the proposed timeline to fill the Zone 1 vacancy.

## **8. FORMATION OF SCHOOL SAFETY AD HOC COMMITTEE**

Brooks, Martin and several district staff held the Committee's kickoff meeting today and reviewed existing safety protocols. Brooks indicated he is very pleased with the information received from staff today, and there are some good safety strategies already in place. The Board generally agreed including a standing agenda item for updates from the School Safety Ad Hoc Committee.

## **9. COOPERATIVE PROCUREMENT AGREEMENT, ROOFING PROJECTS**

Bo Yates and Linda Darling presented the Cooperative Procurement Agreement. All of the school buildings were walked with outside vendors to get recommendations. The most expensive is the total reroof of Lacombe School, followed by the work at Seven Oak. Other roofs would be repaired adequately to at least get the district to a bond issue. Oliver: noted that we received grant money for seismic assessments. The assessments are not expensive, but we would have to peel back the roof. Should we forego the Lacombe reroof if we do the seismic assessment? Oliver indicated he would be inclined to move forward with the recommended materials purchase of \$139,000. Yates indicated the Lacombe roof repairs would cost \$150,000 to \$160,000 to get through another several years. Brook moved, and Martin seconded, that we proceed with other repairs and not reroof Lacombe. Yates noted the Seven Oak cost does not include the old gym. Brooks indicated we should do the full repair at Seven Oak, including the old gym. If we do not do that work, we risk further damage to the roof.

Brooks then offered a replacement motion to perform roof repairs at Cascades, Green Acres, the high school, Seven Oak, and Lacombe. Martin seconded the motion, and the board voted unanimously to approve the motion.

## **10. SCHOOL SUPPLIES FEE**

Darling presented the school supplies fee proposal, which originated with the elementary principals. The goal was for all students to have the same quality level of supplies to meet their educational needs. The group asked Darling to work with them on streamlining supplies. Staff reviewed the items common to all grades, and Business staff bulk priced

these supplies with three different vendors. Darling noted the school fees would not be mandatory. If a parent indicates they cannot afford the fee, the fee would be waived. Some parents would be able to pay a portion, and the district would offer payment plans. The proposed fee schedule is designed to help families, and the Welcome Center would not be burdened if families are unable to pay. Oliver asked about the total dollar amount to be spent under this proposal. Darling indicated the total cost would be \$110,000 without Seven Oak or the high school. Brooks asked if there is any estimate of how many parents might actually pay the fee. Darling noted that Cascades did a pilot last year with the AVID kit; and some families could not afford it, some made partial payments, and some families paid in full. At the end of the year, it was a break-even situation.

The schools have expressed a willingness to use their carryover funds to cover any supply costs not covered by parents. Brooks asked how the schools get items now when there are insufficient supplies. Darling indicated from the Welcome Center and various donations. Oliver noted that under the current model, there are resources for supplies.

Principal Joe Vore advised that he raised the supply issue with parents at the PTC and in informal conversations; and the response to the fee was generally positive, although the cost had not been determined at that time. He noted that supply quality is an issue.

Oliver asked if we could we do a combination of a school fee and have parents purchase specific items. Darling noted that, with the school fee, the only item students would bring would be backpack. She also suggested earbuds to eliminate sharing, and a graphing calculator might be needed in the higher grades. Principal Amanda Plummer noted that some purchasing might be done quarterly or monthly for those items with a short shelf life, such as glue sticks.

Brooks noted that the quality consistency is appealing, as is the fact there would be no burden on the Welcome Center is also appealing. However, do we have a strategy to continue to receive community donations? Vore indicated we would offer supply scholarships and ask for community donations to support. He believes supply costs will actually decrease, since we will not need to buy scissors, rulers, and other longer life items every year.

Brooks made a motion to pilot the supplies fee for one school year and review the results. The motion died for lack of a second.

## **11. SEISMIC NEEDS ASSESSMENT**

Darling presented data from the Oregon Department of Geology and Mineral Industries regarding the collapse potential for the district's school building. She indicated the \$25,000 grant received from the state would likely pay assessments for three buildings. Darling is requesting board direction as to which assessments to conduct. Oliver suggested that Lcomb, Seven Oak and the high school would be the priorities based on the dates and nature of construction. Brooks noted the reason to do an assessment is to

determine safety; should we not investigate the most at-risk buildings? Martin inquired as to the thoroughness and accuracy of the state's rapid visual screening. Oliver indicated the considerations are the soil type, the nature and type of construction, time period, and the building's overall condition. Darling noted that the ratings were based on inspections conducted in July 2006.

Brooks indicated he would select the high school, Lacombe and Green Acres – those with the highest collapse potential. Oliver noted that the high school remodel was done in 2004, which means the newer parts of the structure are likely not as at-risk as the older buildings.

Darling indicated we can submit an application to the state to address all schools. She further advised vendors are able to respond to the RFP with or without the seismic assessment component, since it is broken down by component (facility assessment, facility long-range plan, and seismic assessment), as well by individual building. In the worst case, we assess three sites instead of eight. Regardless of the number of sites, the maximum reimbursement from the grant is \$25,000.

Darling confirmed she would post the version of the RFP that includes the seismic assessment, but which provides for the assessment pricing to be separate so the costs can be evaluated.

## **12. GENERAL BUSINESS**

Darling advised the board that DJFA-AR, Authorization for Payroll Deduction, will be deleted, as it is no longer being used.

## **13. CONSENT AGENDA**

Upon motion, duly seconded, the Board unanimously approved the Consent Agenda.

## **14. DEPARTMENT REPORTS**

### **A. Finance**

Darling reported that the fund balance is where budgeted, but she had projected a negative revenue adjustment of \$29,822. However, the state as a whole had more local revenue, which increased the amount of funding distributed to schools. Our district will actually have a \$236,000 positive adjustment.

### **B. Operations**

Yates noted the transportation difficulty of finding bus drivers for field trips, and other activities. All staff able to drive is currently driving. The district only receives reimbursement for 70 percent of the cost for drivers.

## C. Human Resources

Meckley reported on the request for proposals issued for outside firms to address staffing solutions for substitute certified and classified staff. In this scenario, the vendors do the hiring, training, payroll, and other associated activities. There would be no PERS cost to the district, as substitutes would not be district employees. The Corvallis district is currently using this model successfully. Currently, district staff does all the work associates with managing substitutes, and they are district employees. Under the new model, district retirees could substitute more and the additional time would not be counted against their PERS benefit. Another benefit to substitutes is that the companies pay twice per month, as opposed to the district's monthly payment. Meckley noted that our substitute employee relationships are very important, and we would still have control over which substitutes we use.

## 15. COMMUNICATION

### A. Board

Brooks reflected on his board service to date; it has been different experience than he anticipated. He indicated he was not aware of a high level of collaboration from administration to teachers to staff and noted that high performance teams have a great deal of collaboration. He would like to see the district get in front of an issue; and if the issue will affect a group, we need to get their input. He will continue to advocate for collaboration in the district.

### B. Superintendent

1. Hess reported on the upcoming end-of-year events, including the JOYA Awards that honor high school students; the annual Gift of Literacy first graders event on May 29 at the medical school, the May 29 dessert party for district retirees, and the various graduation and promotion ceremonies. Board members will receive invitations to all events.

2. 2018/19 School Year Recruiting. Hess indicated that hiring is progressing well, and upcoming events will be held as part of the recruitment process for the new principals at Hamilton Creek and Seven Oak.

## 16. AUDIENCE COMMENTS

Jason Pottorf commented on the AltEd school proposal. He believes a slower approach is best while more details are provided. He also noted the need for AltEd it appears to be a growing problem. What are the root causes? Why are more students going into AltEd? The goal should be to keep AltEd as lean as possible to address the problem and invest funds in determining and resolving the root cause.



Patty Allydice said the AltEd proposal reminded her of the sister schools model wherein the Board received questions and concerns from constituents and later in the year, there was a rush to implementation. She indicated more communication would be helpful. Regarding the supplies fee, she noted it would be positive for all students to have the same supplies. However, she has four students and would like to know what the \$45 fee would purchase.

Riverview Kindergarten Teacher Sarah Haley indicated she supports the AltEd school. She advised we have some of the most challenging students she has ever seen coming in to the district. Some are nonverbal, and getting these students without support is a significant concern. The discussions need to take place in the kindergarten through grade 2 timeframe. If students are behind at that level, it follows them through the rest of their school years. Focus at the beginning is where we can have the most positive impact.

## **17. ADJOURNMENT**

There being no further business before the Board, the meeting was adjourned at 8:40 PM.

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Tom Oliver, Board Chair

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Rob Hess, Superintendent

# BOARD MEMORANDUM



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

**From:** Maura J. Kwiatkowski, Executive Secretary

**Date:** June 8, 2018

**Meeting Date:** June 14, 2018

**Re:** **Zone 1 Vacancy**

## **Background**

Pursuant to the Board's direction at its May 10, 2018 meeting and following a 20-day advertisement period, applications were accepted through June 4, 2018 to fill the Zone 1 vacancy. Three applications to fill this vacancy were received: Zone 1 resident Tammy Schilling, Zone 2 resident Keith Kutch, and Zone 3 resident Jacquelyn Bladen.

Board Policy BBE, Vacancies on the Board, provides the criteria under which the Board shall fill a vacancy through appointment:

*"The Board appointee must be a legally registered voter and a resident within the district for one year immediately preceding the appointment and a resident of the zone from which the vacancy has occurred. If the vacancy occurs in a zone, the Board shall advertise for a 20-day period to find an eligible resident from the same zone. [emphasis added] If an eligible zone resident cannot be found, the Board shall appoint one of the eligible residents from the district."*

Ms. Schilling is the only applicant who meets all of the criteria, including Zone 1 residency, and she has been invited to attend the June 14 meeting to participate in a public interview with the Board. A copy of Ms. Schilling's application is attached for the Board's review.

Attachment



APPLICATION FOR APPOINTMENT TO THE LEBANON COMMUNITY SCHOOL DISTRICT BOARD OF DIRECTORS – ZONE 1 SEAT

TERM: THROUGH 06/30/2019, WITH RE-ELECTION ELIGIBILITY

Name Tammy Schilling Telephone [REDACTED]

Address 35847 Providence School Rd Email [REDACTED]  
Lebanon, OR

Eligibility Information

- 1. Are you a registered voter in the School District (required)? Yes  No
- 2. Have you resided in the School District for one year (required)? Yes  No
- 3. Are you a resident of Zone 1? (Preference must be given to Zone 1 residents) Yes  No
- 4. Are you an officer or employee of the School District? (If yes, not eligible for appointment) Yes  No

5. Do you currently, or have you had in the past, students enrolled in the School District?

Yes  No  If yes, school(s) Lacombe

6. Have you reviewed the School District policies that govern Board Roles and Responsibilities, Standards of Conduct, Powers and Duties, Authority and Responsibilities, and Ethics and Conflicts of Interest (posted at [www.lebanon.k12.or.us/board/policies](http://www.lebanon.k12.or.us/board/policies))? Yes  No

7. Please list your current and/or previous community service or volunteer roles and activities.

Rotary; Short term volunteer for daughter's activities (Lacombe School, Swim Club, Softball).

8. Please briefly discuss why you are interested in serving on the School Board and what you would like to accomplish as a member of the Board (attach additional sheet, if needed).

For me, schooling is such an important part of the life course for Lebanon kids. I want to support ideas, policies, practice what works and work to improve or resolve what can be made better.

Signature [Signature] Date 5/29/18

PLEASE RETURN THIS FORM NO LATER THAN JUNE 4, 2018 TO THE LEBANON COMMUNITY SCHOOL DISTRICT SUPERINTENDENT'S OFFICE, 485 S. FIFTH STREET, LEBANON, OR VIA EMAIL TO [maura.kwiatkowski@lebanon.k12.or.us](mailto:maura.kwiatkowski@lebanon.k12.or.us)

# BOARD MEMORANDUM



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

**From:** Linda Darling, Business Director

**Date:** June 6, 2018

**Meeting Date:** June 14, 2018

**Re:** Financial Report

## **Financial Report**

The 2017-2018 Financial Board report included in this packet reflects all revenues and expenditures for 2014-2018, along with the budgeted and spent or encumbered amounts for 2017-2018. The Ending Fund Balance (EFB) for 2016-2017 is \$3,310,041.

The projected EFB for 2017-2018 is \$4,885,300, which is a decrease of \$130,250 from the May Report. This change is primarily due to supplies for large projects that will be starting in June (ie: roofing).

The higher EFB in 2017-2018 will help cover increased costs, since we have the same funding in 2018-2019, a result of 50/50 funding for the biennium. There are many factors that impact this projected EFB, including staffing changes, contract conditions, and items required for district operations.

## **Oregon Economic and Revenue Forecast**

On May 23<sup>rd</sup>, the DAS (Department of Administrative Services) Office of Economic Analysis released the June Oregon Economic and Revenue Forecast. The following summary is provided by Morgan Allen from COSA (Confederation of Oregon School Administrators).

Oregon's economy is strong, unemployment is low and all indications are state revenue will continue to grow. For example, there is a combined additional \$1.5 Billion in state revenues projected for the 2021-23 and 2023-25 bienniums since the last forecast was released in March. That is significant growth.

Oregon's projected revenue from personal and corporate income taxes and lottery proceeds has grown by almost \$1.1 Billion since the Legislature adjourned in 2017. Based on current projections and Oregon's kicker law, approximately \$555 million of that revenue growth will be returned to individual taxpayers in the form of a kicker credit on their personal income taxes. An additional \$197 million corporate kicker is also forecast, but that money must be dedicated to K-12 spending in the 2019-21 biennium due to a voter approved constitutional change. It is important to note that there is no guarantee that this will be a "net" addition to the State School Fund as the Legislature can fund schools at any level they choose; the only requirement is that the corporate kicker money go to K-12.

## 2017-2018 General Fund Summary Report

	14/15 Actual	15/16 Actual	16/17 Actual	17/18 Budget	6-6-18 YTD & Enc	6-6-18 Balance	17/18 Project 6/5/2018
<b>General Fund - Revenue</b>							
SSF Formula	34,892,810	36,036,233	37,131,855	37,574,000	39,026,048	(1,452,048)	39,683,200
SSF Adjustment	81,421	(254,069)	390,697	-	-	-	280,700
State Fiscal Stabilization Fu	-	-	-	-	-	-	-
Federal Ed Jobs	-	-	-	-	-	-	-
School Year SubAccount	-	-	-	-	-	-	-
Loan Receipts	-	-	-	-	-	-	-
Interest	62,596	91,245	156,492	70,000	214,912	(144,912)	230,000
Third Party Billing	25,179	45,178	102,447	80,000	71,545	8,455	95,000
TMR	154,930	149,514	208,252	175,000	210,894	(35,894)	210,900
JROTC	64,220	66,034	73,726	65,000	57,997	7,003	69,900
Other	379,017	297,128	299,398	420,000	326,003	93,997	370,200
Interfund Transfer	60,000	60,000	60,000	645,000	74,695	570,305	65,000
BFB	3,162,455	3,932,387	3,024,733	3,100,000	3,310,041	(210,041)	3,310,000
<b>Total</b>	<b>38,882,628</b>	<b>40,423,650</b>	<b>41,447,600</b>	<b>42,129,000</b>	<b>43,292,137</b>	<b>(1,163,137)</b>	<b>44,314,900</b>
	=====	=====	=====	=====	=====	=====	=====
<b>General Fund - Expenses</b>							
Salaries	16,263,399	17,884,343	18,826,313	19,519,650	18,989,726	19,519,650	19,269,000
Benefits	10,020,660	10,645,144	10,952,659	13,242,597	11,873,494	13,242,597	11,987,500
P. Services	5,112,768	5,027,111	4,332,849	4,819,956	4,049,609	4,819,956	4,455,800
Supplies	1,477,643	1,380,753	1,337,164	1,652,163	1,584,634	1,652,163	1,633,000
Capital Outlay	6,779	20,047	65,034	52,900	351,737	52,900	451,500
Other Objects	308,993	286,294	442,882	421,734	307,838	421,734	322,800
Transfers	1,760,000	2,155,225	2,180,656	1,335,000	1,299,820	1,335,000	1,310,000
Contingency	-	-	-	1,085,000	-	1,085,000	-
<b>Total</b>	<b>34,950,241</b>	<b>37,398,917</b>	<b>38,137,559</b>	<b>42,129,000</b>	<b>38,456,858</b>	<b>42,129,000</b>	<b>39,429,600</b>
	=====	=====	=====	=====	=====	=====	=====
					<i>Projected Ending Fund Balance</i>		4,885,300

## 2017-2018 General Fund Revenue Report

	14/15 Actual	15/16 Actual	16/17 Actual	17/18 Budget	6-6-18 YTD	6-6-18 Balance	17/18 Project <i>6/5/2018</i>
SSF Formula							
Taxes	8,234,812	8,533,160	9,048,901	8,750,000	9,289,468	(539,468)	9,681,000
Federal Forest Fees	264,679	205,708	23,160	150,000	-	150,000	-
Common School	409,884	492,013	502,314	500,000	205,424	294,576	410,000
State Timber	405,152	181,382	137,286	150,000	89,354	60,646	180,000
School Support Fund	25,578,283	26,623,971	27,420,195	28,024,000	29,412,167	(1,388,167)	29,412,200
Adjustments to SSF Payments							
Adj for Prior Year payments	48,134	(330,463)	261,223	-	250,598	(250,598)	251,000
Adj for HC Disability Grant	33,286	76,394	129,474	-	29,635	(29,635)	29,700
Total SSF Formula	34,974,231	35,782,164	37,522,552	37,574,000	39,276,646	(1,702,646)	39,963,900
						-	
Interest of Investments	62,596	91,245	156,492	70,000	214,912	(144,912)	230,000
Third Party billing - Medicaid	25,179	45,178	102,447	80,000	71,545	8,455	95,000
TMR	154,930	149,514	208,252	175,000	210,894	(35,894)	210,900
JROTC reimbursement	64,220	66,034	73,726	65,000	57,997	7,003	69,900
Other							
Rental Fees	27,828	10,474	9,114	10,000	6,800	3,201	7,800
Fees Charged to Grants	-	800	-	30,000	-	30,000	-
Miscellaneous	282,468	202,944	213,437	300,000	251,197	48,803	294,400
E-Rate reimbursement	68,721	82,910	76,847	80,000	68,007	11,993	68,000
Interfund Transfer - Athletics	60,000	60,000	60,000	645,000	74,695	570,305	65,000
Beginning Fund Balance	3,162,455	3,932,387	3,024,733	3,100,000	3,310,041	(210,041)	3,310,000
<b>Total</b>	<b><u>38,882,628</u></b>	<b><u>40,423,650</u></b>	<b><u>41,447,600</u></b>	<b><u>42,129,000</u></b>	<b><u>43,542,735</u></b>	<b><u>(1,413,735)</u></b>	<b><u>44,314,900</u></b>

## 2017-2018 General Fund Expenditure Report

6/5/2018

Obj	Description	14/15 Actual	15/16 Actual	16/17 Actual	17/18 Budget	6-6-18 YTD	6-6-18 Encumb	6-6-18 Balance	17/18 Project
111	Certified salaries	9,311,147	10,161,648	10,831,007	11,132,090	8,217,371	2,665,050	249,670	10,913,000
112	Classified salaries	4,164,521	4,545,055	4,757,666	5,127,319	4,095,439	922,484	109,396	4,998,000
113	Administrative salaries	1,464,907	1,648,330	1,614,127	1,513,354	1,449,919	144,487	(81,052)	1,594,000
114	Managerial - classified	94,714	178,755	187,797	187,797	172,147	15,650	-	188,000
116	Retirement stipends	76,123	51,134	35,621	27,364	16,520	892	9,952	17,500
119	Confidential salaries	125,785	84,504	131,698	150,061	144,289	15,731	(9,959)	160,000
121	Certified subs	373,350	432,293	446,157	438,935	354,679	-	84,256	428,000
122	Classified subs	148,818	155,004	150,074	166,100	141,142	-	24,958	171,000
123	Temp certified	62,030	73,949	133,971	83,000	155,862	-	(72,862)	175,000
124	Temp classified	982	-	-	500	13,018	-	(12,518)	13,000
127	Student helpers salaries	11,768	7,895	6,544	7,000	17,554	-	(10,554)	19,000
132	Compensation time	23,861	25,767	37,764	34,600	21,099	-	13,501	51,000
133	Extra duty	254,381	324,897	286,017	422,268	204,449	49,145	168,674	328,000
134	Classified extra hrs	142,975	185,048	192,566	207,662	157,974	-	49,688	186,000
135	Vacation Payoff	4,377	6,938	12,246	16,200	11,992	-	4,208	24,000
136	Mentor teacher pay	990	609	-	-	749	-	(749)	1,000
137	Personal Leave Payout	75	-	-	-	-	-	-	-
138	Department Head Extra Duty	2,159	1,613	1,556	4,000	763	-	3,238	1,000
142	Taxable Meal Reimbursement	436	903	1,503	1,400	1,321	-	79	1,500
	<b>Total Salaries</b>	<b>16,263,399</b>	<b>17,884,343</b>	<b>18,826,313</b>	<b>19,519,650</b>	<b>15,176,286</b>	<b>3,813,439</b>	<b>529,924</b>	<b>19,269,000</b>
210	PERS	3,976,407	4,187,401	4,442,519	5,744,620	4,111,641	1,022,661	610,318	5,182,900
220	Social Security	1,207,537	1,328,140	1,385,595	1,497,051	1,119,748	274,871	102,432	1,416,000
231	Worker's Comp	136,822	173,370	196,943	232,028	194,300	36,475	1,253	232,700
241	Employee Ins - Admin	177,948	212,862	208,912	232,321	194,031	21,177	17,113	215,200
242	Employee Ins - Certified	2,307,416	2,328,554	2,370,817	2,779,702	1,921,217	626,882	231,603	2,549,000
243	Employee Ins - Classified	1,874,827	2,137,321	2,102,847	2,516,049	1,735,318	419,232	361,499	2,142,000
244	Employee Ins - Other	20,700	7,731	27,124	38,826	37,084	2,987	(1,244)	40,000
245	Employee Ins - Retired	276,090	228,774	195,821	190,000	134,170	-	55,830	188,000
247	TSA	42,912	40,991	22,082	12,000	19,600	2,100	(9,700)	21,700
	<b>Total Benefits</b>	<b>10,020,660</b>	<b>10,645,144</b>	<b>10,952,659</b>	<b>13,242,597</b>	<b>9,467,109</b>	<b>2,406,385</b>	<b>1,369,104</b>	<b>11,987,500</b>

## 2017-2018 General Fund Expenditure Report

6/5/2018

Obj	Description	14/15 Actual	15/16 Actual	16/17 Actual	17/18 Budget	6-6-18 YTD	6-6-18 Encumb	6-6-18 Balance	17/18 Project
311	Instructional Services	152,856	157,581	110,051	164,000	80,235	-	83,765	90,000
312	Instr Prog Improve Service	43,468	36,748	39,424	52,000	40,341	-	11,659	45,000
319	Other Instr-Prof-Tech SVCS	21,870	9,745	23,110	15,000	15,196	-	(196)	25,000
322	Repairs & Maintenance	163,270	168,482	173,295	146,050	173,029	24,447	(51,427)	219,000
323	Radio Service	-	7,767	38,310	10,900	7,728	1,572	1,600	9,000
324	Rentals	135,308	104,777	102,560	132,975	109,613	419	22,943	120,000
325	Electricity	467,896	473,758	466,093	518,000	427,145	-	90,855	469,000
326	Fuel	177,759	187,899	223,740	231,500	183,566	-	47,934	200,000
327	Water & Sewer	139,255	121,239	150,725	156,800	113,352	-	43,448	145,000
328	Garbage	86,324	96,811	95,095	99,700	72,608	-	27,092	97,000
329	Other Property Services	13,001	19,246	34,726	20,000	11,869	2,357	5,774	16,000
330	Reimb. Student Transportation	6,950	-	1,589	5,200	-	-	5,200	5,000
340	Travel	114,592	140,225	178,985	177,976	103,932	4,089	69,955	130,000
343	Travel - Student - Out of Dist.	-	-	2,916	8,255	5,892	2,000	363	11,000
346	Meals/Transportation	104	48	99	200	-	-	200	200
348	Staff Tuition	49,577	44,768	71,830	55,000	82,185	326	(27,510)	95,000
351	Telephone	82,642	70,529	39,486	80,200	44,982	2,150	33,068	53,000
353	Postage	23,607	21,909	14,712	26,650	19,038	315	7,297	23,000
354	Advertising	4,416	3,551	1,087	4,300	879	-	3,421	1,500
355	Printing & Binding	68,861	48,223	51,996	46,050	11,354	-	34,696	13,000
360	Charter School Payments	2,064,403	1,961,788	1,866,943	2,005,000	1,973,801	-	31,199	1,976,800
371	Tuitions Payments to Other Dist.	40,570	29,701	29,536	85,000	-	-	85,000	-
373	Tuition Pay Private School	-	-	-	5,000	-	-	5,000	-
374	Other Tuition	605,954	625,503	162,192	203,000	45,708	-	157,292	180,000
381	Audit Services	27,650	25,150	27,700	30,000	20,150	-	9,850	20,200
382	Legal Services	2,028	5,288	11,261	35,000	34,397	-	603	50,000
384	Negotiation Services	5,934	13,784	8,590	15,000	510	-	14,490	2,000
386	Data Processing SVCS	59,787	76,794	75,380	89,500	73,369	120	16,011	83,000
388	Election Services	4,565	-	1,573	-	-	-	-	-
389	Other Non_instr Pro/Tech	515,889	539,114	292,488	358,100	287,576	39,963	30,561	350,000
391	Physical Exams - Drivers	2,380	3,168	4,193	3,700	3,065	1,625	(990)	4,000
392	Drug Tests Drivers	1,110	635	1,255	3,000	1,165	835	1,000	1,200
393	Child Care Services	22,000	22,000	22,000	25,000	8,293	8,122	8,585	11,000
394	Sub calling service	5,559	7,489	6,464	8,000	6,764	-	1,236	6,800
396	Criminal History checks	2,546	2,928	3,179	2,900	3,528	59	(686)	3,600
398	Fingerprinting	639	462	266	1,000	(59)	-	1,059	500
	<b>Total P. Services</b>	<b>5,112,768</b>	<b>5,027,111</b>	<b>4,332,849</b>	<b>4,819,956</b>	<b>3,961,211</b>	<b>88,398</b>	<b>770,347</b>	<b>4,455,800</b>



## 2017-2018 General Fund Expenditure Report

6/5/2018

Obj	Description	14/15 Actual	15/16 Actual	16/17 Actual	17/18 Budget	6-6-18 YTD	6-6-18 Encumb	6-6-18 Balance	17/18 Project
406	Gas Oil & Lubricants	152,805	103,868	115,426	193,700	134,155	47,226	12,319	155,000
410	Supplies & Materials	457,671	419,096	486,014	555,341	415,735	25,260	114,346	450,000
413	Vehicle repair parts	50,201	48,980	44,746	55,500	43,182	15,090	(2,772)	50,000
414	Transportation operations	5,674	6,060	8,776	6,000	8,427	1,393	(3,819)	9,000
420	Textbooks	240,685	131,379	83,687	193,800	49,838	40,737	103,225	104,000
430	Library Books	9,934	8,588	5,880	12,794	5,150	-	7,644	8,000
440	Periodicals	6,012	1,937	5,354	3,640	6,174	-	(2,534)	7,000
460	Equipment under 5K	125,632	212,514	184,119	205,618	185,042	14,977	5,599	230,000
470	Computer software	173,513	195,888	181,289	229,850	209,863	88,812	(68,825)	305,000
480	Computer hardware	255,516	252,444	221,873	195,920	113,973	179,600	(97,653)	315,000
	<b>Total Supplies &amp; Materials</b>	<b>1,477,643</b>	<b>1,380,753</b>	<b>1,337,164</b>	<b>1,652,163</b>	<b>1,171,539</b>	<b>413,096</b>	<b>67,529</b>	<b>1,633,000</b>
540	Equipment	6,779	20,047	65,034	52,900	54,623	245,614	(247,337)	400,000
564	Bus Replacement	-	-	-	-	51,500	-	(51,500)	51,500
	<b>Total Capital Outlay</b>	<b>6,779</b>	<b>20,047</b>	<b>65,034</b>	<b>52,900</b>	<b>106,123</b>	<b>245,614</b>	<b>(298,837)</b>	<b>451,500</b>
621	Regular Interest	-	-	-	500	-	-	500	-
640	Dues & Fees	92,488	67,655	178,632	172,034	71,346	1,125	99,563	87,300
650	Insurance & Judgments	216,456	218,639	230,250	249,000	235,367	-	13,633	235,400
659	Settlements	-	-	34,000	-	-	-	-	-
670	Taxes & Licenses	49	-	-	200	-	-	200	100
	<b>Total Other Objects</b>	<b>308,993</b>	<b>286,294</b>	<b>442,882</b>	<b>421,734</b>	<b>306,713</b>	<b>1,125</b>	<b>113,896</b>	<b>322,800</b>
707	Transfer - Vocational House Fund	-	-	-	80,000	80,000	-	-	80,000
710	Transfer - Technology	175,000	200,000	225,000	-	-	-	-	-
711	Transfer - Classroom Furniture	50,000	50,000	25,000	-	-	-	-	-
712	Transfer - Textbook Adoption	350,000	350,000	300,000	50,000	50,000	-	-	50,000
713	Transfer - Capital Improvement	225,000	250,000	250,000	250,000	250,000	-	-	250,000
714	Transfer - Track and Turf Fund	110,000	110,000	10,000	10,000	10,000	-	-	10,000
715	Transfer - Athletic Fund	365,000	365,000	405,000	415,000	415,000	-	-	415,000
716	Transfer - Bus Replacement	250,000	250,000	250,000	250,000	250,000	-	-	250,000
717	Transfer - Unemploy Ins	25,000	15,000	25,000	95,000	95,000	-	-	95,000
718	PERS Reserve	150,000	500,000	500,000	-	-	-	-	-
719	Transfer - Food Service	50,000	65,225	90,656	50,000	14,820	-	35,180	25,000
730	Transfer - Debt Service	-	-	100,000	135,000	135,000	-	-	135,000
731	Transfer - Academic Achievemer	10,000	-	-	-	-	-	-	-
	<b>Total Transfers</b>	<b>1,760,000</b>	<b>2,155,225</b>	<b>2,180,656</b>	<b>1,335,000</b>	<b>1,299,820</b>	<b>-</b>	<b>35,180</b>	<b>1,310,000</b>
810	Reserve/Contingency	-	-	-	1,085,000	-	-	1,085,000	-
	<b>Grand Total</b>	<b>34,950,241</b>	<b>37,398,917</b>	<b>38,137,559</b>	<b>42,129,000</b>	<b>31,488,800</b>	<b>6,968,057</b>	<b>3,672,142</b>	<b>39,429,600</b>

## 2017-2018 All Funds Summary Report

### All Funds

Fund	Description	14/15	15/16	16/17	16/17	17/18	6-6-18	6-6-18	6-6-18	6/5/2018	
		Actual	Actual	Actual	EFB	Adopted Budget	Y-T-D	Encumb	Balance	Proj. Actual	Proj. EFB
100	General Fund	34,950,241	37,398,917	38,137,559	3,310,041	42,129,000	31,488,800	6,968,057	3,672,143	39,429,600	4,885,300
200	Grant Funds	2,591,884	2,353,551	2,861,683	2,002	5,200,500	2,452,924	583,081	2,164,496	2,862,000	2,000
205	Senate Bill 1149	185,000	-	-	170,452	245,000	-	-	245,000	-	264,000
212	Academic Achievement	-	-	-	18,650	28,650	-	-	28,650	-	18,650
230	Bus Replacement	100,735	-	633,327	175,006	425,000	454,300	-	(29,300)	454,000	31,000
232	Classroom Furniture	50,000	40,792	24,777	9,431	11,500	9,431	-	2,069	9,431	-
240	Textbook Adoption	18,550	759,564	112,367	192,207	280,000	13,902	199,916	66,182	230,000	25,000
272	Capital Improvments	284,536	156,950	152,300	190,750	420,000	85,867	29,914	304,219	115,000	350,000
274	Technology	124,500	495	397,112	345,261	675,000	378,334	60,500	236,166	395,000	250,000
277	Track and Turf Replacement	100,000	100,000	-	98,954	139,000	-	-	139,000	-	100,000
279	Student Activity	590,053	632,780	731,692	494,132	1,120,000	545,774	75,604	498,622	750,000	500,000
286	High School Athletics	445,055	453,152	547,517	72,194	607,000	525,052	37,802	44,147	567,000	40,000
292	CTE Local Fund	-	-	-	-	-	-	-	-	-	-
296	Nutrition Services	1,596,163	1,615,906	1,710,052	454,889	2,050,007	1,459,339	276,863	313,804	1,800,000	450,000
299	PERS Reserve	-	-	-	1,150,000	1,150,000	-	-	1,150,000	-	1,150,000
300	Debt Service	3,442,481	3,528,481	3,618,481	146,778	3,710,582	3,710,517	-	65	3,710,000	130,000
311	2011 Non-Bonded Debt	223,547	223,547	223,547	41,306	315,000	97,214	-	217,787	223,500	50,000
530	Vocational House Fund	-	-	60,415	19,585	200,000	45,497	7,418	147,085	100,000	-
601	Unemployment	37,539	10,646	46,123	74,507	175,000	21,313	-	153,687	50,000	135,000
<b>Grand Total</b>		<b>44,740,285</b>	<b>47,274,779</b>	<b>49,256,952</b>	<b>6,966,145</b>	<b>58,881,239</b>	<b>41,288,263</b>	<b>8,239,155</b>	<b>9,353,820</b>	<b>50,695,531</b>	<b>8,380,950</b>
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