

**LEBANON COMMUNITY SCHOOL DISTRICT
SCHOOL BOARD MEETING AGENDA**

October 12, 2017, 6:00 PM

Santiam Travel Station

750 S. 3rd Street, Lebanon, Oregon 97355

A. WELCOME

1. **Call to Order**
2. **Flag Salute**

B. GOOD NEWS/COMMUNITY COMMUNICATIONS

1. Green Acres School Presentation (Enclosure B-1) *-page 3*
2. Classroom to Career Expo Recap
3. Lebanon Community Schools Foundation Mini-Grants
4. Bud and Dorothy Page Hall of Fame Applications (Enclosure B-2) *-page 28*

C. AUDIENCE COMMENTS

This is a time for citizens to address the Board. The Chair will recognize speaker(s) at the designated time. All speakers should identify themselves and state their name before speaking. Speakers are asked to write their name, address, and phone number. Each speaker will be allowed 3 minutes.

D. GENERAL BUSINESS

1. **Policies** (Enclosures D-1) *-page 32*
 - a. **Action:** Adopt Revised Board Policies on Second Reading
 - i. EEA: Student Transportation Services *-page 41*
 - ii. GDA: Instructional Assistants – *new -page 44*
 - iii. IGBAC: Special Education – Personnel *-page 46*
 - iv. IGBAK: Special Education – Public Availability of State Application *-page 47*
 - v. IGBC: Title IA/Parental and Family Involvement *-page 48*
 - vi. IGBHE: Expanded Options Program *-page 49*
 - vii. IGBI: English Language Learner Education *-page 56*
 - viii. IGCA – Post Graduate Scholar Program *-page 57*
 - ix. JECF: Interdistrict Transfer of Resident Students *-page 60*
 - x. JFC: Student Conduct *-page 62*
 - xi. JHC: Student Health Services and Requirements *-page 64*
 - xii. KAB: Parental Rights *-page 66*
 - xiii. KI: Public Solicitation in District Facilities *-page 68*
 - xiv. LBE: Public Charter Schools *-page 70*
 - xv. EBBB: Injury/Illness Reports *-page 73*
 - xvi. EFA: Local Wellness Program *-page 74*
 - xvii. GBI: Gifts and Solicitations *-page 79*
 - xviii. IKF: Graduation Requirements *-page 81*
 - xix. JEA: Compulsory Attendance *-page 84*
 - b. **Action:** Adopt Revised Board Policy on First Reading
 - i. GCPB/GDPB: Resignation of Staff *-page 86*
2. **Discussion:** CET Ad Hoc Committee Update
3. **Report:** Restraint and Seclusion and Special Education Census Numbers (Enclosure D-2) *-page 88*
4. **Report:** Strategic Plan 2017-2019 (Enclosure D-3) *-page 92*
5. **Report:** 2020 Vision Reflection (Enclosure D-4) *-page 106*
6. **Discussion:** Comparable District Data (Enclosure D-5) *-page 112*
7. **Discussion:** Board Goals (Enclosure D-6) *-page 121*
8. **Report:** Update on Independent Counsel (Enclosure D-7) *-page 146*

E. DEPARTMENT REPORTS

1. **Finance**
 - a. **Report** (Enclosure E-1) *-page 147*
 - b. **Action:** Approve Budget Calendar (Enclosure E-2) *-page 154*
 - c. **Discussion:** Budget Positions
2. **Operations**
 - a. **Discussion:** Bus Surplus
3. **Human Resources**

F. COMMUNICATION

1. **Board**
2. **Superintendent**
3. **LHS Student Body Representative**

G. CONSENT AGENDA

1. **Action:** Approve September 14, 2017 Board Minutes (Enclosure G-1) *–page 155*
2. **Action:** Approve Hiring
 - a. Susan Craig – Kindergarten Teacher, Lacombe School (Temporary 2017-2018 School Year)
 - b. Celia Formiller – Kindergarten/1st Grade Teacher, Pioneer School (Temporary 2017-2018 School Year)
 - c. Erin Forrest – 1st/2nd Grade Teacher, Riverview School (Temporary 2017-2018 School Year)

H. AUDIENCE COMMENTS

This is a time for citizens to address the Board. The Chair will recognize speaker(s) at the designated time. All speakers should identify themselves and state their name before speaking. Speakers are asked to write their name, address, and phone number. Each speaker will be allowed 3 minutes.

I. ADJOURN

The Lebanon Community School District Board of Directors welcomes you to our regular meeting. It is the Board's desire to hold an effective and efficient meeting to do the business of the District. In keeping with that objective 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 following quote is instructive to the Board and its visitors.

"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.

FUTURE MEETINGS

November 16, 2017	TBA
December 14, 2017	TBA
January 11, 2018	TBA

Lebanon Community

Exited Focus Status

Green Acres Documentation

- GNA PPT Presentation
- GNA Leadership Teams
- Grizzly Gazette:Weekly Communication
- PLC Communication Form 2017-2018
- 5-year AVID plan GNA
- PBIS Toolkit
- PBiS Flowchart

Green Acres Leadership Teams 2017-2018 (revised 9/27/2017)

Teams are asked to update meeting notes electronically, print and post them on bulletin board by staff bathroom on a monthly basis. The staff bulletin board will be an additional resource for communication between staff and teams. Staff are asked to review team meeting notes on a regular basis. (SIP/ DATA Review days: Fall - September 20th; Winter -January 31st; Spring - May 30th)

- Level II RtI Academic and Behavior Teams
 - Mon.: 2:35-3:30 PLC/Level II RtI Academic; 6 week rotation - Thurs.: Yellow Zone Level II RtI Behavior
- Tuesdays:
 - 1st Tues: AVID Leadership (Conference Rm); 2nd Tues: Culture: PBiS and Attendance (Ashley's Rm)
- The First Wednesday of the month:
 - 1:00-1:30 PD (Certified)
 - 1:30 - 2:30 PLC music room/ Life Skills PLC rm. 10
 - 2:30-3:30 Teacher Prep time; 2:45-3:15 Classified Check In
- The Second Wednesday of the month:
 - 1:00-2:00 ALL Staff Meeting (PBiS/Culture share out)
 - 2:00-3:30 PD / PLC music room/ Life Skills PLC rm. 10
- The Third/Fourth Wednesday of the month:
 - 12:45-1:45 Teacher Prep
 - 2:00 - 3:30 District ER
- The Third/Fourth Wednesday of the month:
 - 1:00-2:00 BMT (Liz's Rm); BLT (Diana's Rm)
 - 2:00 - 2:30 BMT/BLT Share-out (Music Room)
 - 2:30-3:30 PLC
- Thursday morning: 7:30 Level II Behavior (Rotation)
- Grade Level Team Time: above and beyond 90 minutes of PREP: Monday Music/PE


Team	Members	Meeting Time
<p>**AVID / Leadership Team (Sarah's Room)</p> <p><i>AVID Trained:</i> Diana, Sarah Y., Martha, Kellie B., Sara H., Teresa, Liz, Bree, Vickie, Yesenia, Kelly U.</p>	<p>Amanda**, Liz, Diana, Bree, Sarah Y., Kellie, Sara H., Vickie, Linda, Jacque, Martha, Taiah</p> <ul style="list-style-type: none"> ● Review Indistar and School Improvement Plans 4x a yr. ● Increase engagement through WICOR strategies ● Review data, look for trends, AVID PD ● School-wide data mtg 3x a year-analyze & present ● Prepare for testing/motivational strategies (STAR, EasyCBM, MA SBAC, OAKS) ● Ensure all decisions are aligned to a common mission 	<p>1st Tuesday</p>
<p>**PLC (Music Room)</p>	<p>Discuss: (Monday Math/ Wednesday ELA)</p> <ul style="list-style-type: none"> ● Instructional Planning (ie. lesson/unit planning - WICOR) ● Formative and Summative Assessment (s) - success criteria ● Analyze data from assessment (TACA) ● Interventions; Next steps 	<p>Monday/Wednesday:</p>
<p>Level II (Academic: Vickie's Rm) (Behavior: Curriculum Room)</p>	<p>Academic: <i>Vickie*</i>, Linda, Martha, All Staff (based on need) Pre-RtI Meeting: Vickie, Amanda Behavior: <i>Amanda*</i>, Martha, Linda, Catherine, Taiah, Grade level team</p> <ul style="list-style-type: none"> ● Support staff in RTI protocol, document process, review with grade level teams both academic and behavior ● Red Zone Meetings: Martha, Amanda, Taiah, Linda, and Catherine 7:45 every Thursday morning 	<p>Academic: 2:45 Mon. Wednesday 9:50 Behavior: Thur. 7:30 w/teachers Red Zone: Thur. 8:00</p>
<p>**Building Literacy Team (BLT) (Diana's Room)</p>	<p>Vickie*, Jacque, Sarah*, Kelly B.*, Bree, Ari, Diana, Jaime, Teresa</p> <ul style="list-style-type: none"> ● Review data, look for trends, suggest interventions and PD ● School-wide data mtg 3x a year-analyze & present ● Preparing for testing/motivational strategies (STAR, EasyCBM, MA SBAC, OAKS) ● EVENTS: Spring Literacy/Carnival Night; K-2 and 3-5 Lit Nights; Read-Ins and Book Walk; Dr. Suess 	<p>Third or Fourth Wednesday</p>

**Building Math Team (BMT) (Liz's Room)	<i>Liz*/Sara H.*</i> , Desirée, Kelly U., Tammy, Ashley <ul style="list-style-type: none"> Review data, look for trends, suggest interventions and PD School-wide data mtg 3x a year-analyze & present Preparing for testing/motivational strategies (STAR, EasyCBM, MA SBAC, OAKS) EVENTS: Math and Science Olympics; Math Bees and Mathletes; STEM Jog-a-thon; Egg Drop 	Third or Fourth Wednesday
**Culture / PBiS (Behavior, attendance) (Ashley's Room)	<i>Behavior: Paige*/Taiah*</i> , Susan, Martha, Paige, Linda, Teresa, Jaime, Ashley, Stacey, Ethan, Noemi, Cindy Subcommittee: Paige, Taiah, Linda, Susan, Ethan, Stacey, Cindy <ul style="list-style-type: none"> Review data monthly; School-wide data mtg 3x a year-analyze & present Encourage/Promote family involvement, student leadership Plan activities to improve attendance Promote positive school climate (ie. welcoming environment/growth mindset) Spirit week; Ivy League; 5th grade Leadership/ student council 	2nd Tuesday (ALL) Third or Fourth Wed. subcommittee
Grade Level Team Time	Grade level team teachers (K, 1, 2, 3, 4, 5, Life Skills) <ul style="list-style-type: none"> Suggestion: Discuss topics such as: field trips, school activities, class activities, class projects 	Monday PE/Music time
TAG	<i>Julie*</i> , Amanda, Cindy <ul style="list-style-type: none"> Manage TAG paperwork, assist staff with ideas to support TAG students, communicate with district on TAG opportunities 	As Needed
**Attendance (Amanda's Office)	<i>Julie*</i> , Anne G., Martha, Amanda, Cindy <ul style="list-style-type: none"> Analyze monthly attendance data, plan activities to improve attendance, report to staff 	Thursday (bi-weekly) 9:00AM
**Safety (Amanda's Office)	<i>Shelly*</i> , Amanda, Eileen, Terry, Debbie B., Evelyn <ul style="list-style-type: none"> Ensure safety procedures are being documented and met, complete paperwork as needed 	Second Monday 12:30 PM
PTC/Site Council (Music Room)	Amanda, Yesenia, certified: <ul style="list-style-type: none"> Share with community the vision, needs, and results of various teams. 	Third Wednesday
Technology / Assembly (Library)	<i>Paige*/Cindy*</i> , Janet, Ashley <ul style="list-style-type: none"> Staff technology support Discuss student leadership technology opportunities Preparing for testing/motivation strategies (STAR, EasyCBM, MA SBAC, OAKS) Generate testing schedule Organize monthly assemblies and report to staff 	As Needed
Hospitality	<i>Sara*/Paige*</i> , Anna, Jacque, Ashleigh, Amy, Cindy <ul style="list-style-type: none"> Planning staff celebrations, supporting staff through life events w cards/flowers, birthday cake celebrations, staff utensils and plates 	As Needed
Wellness Committee : Live Longer Lebanon	<i>Amy*</i> , Paige, Dana <ul style="list-style-type: none"> Wellness assessment - determine areas of improvement for wellness of students/staff. Opportunities: Stress reduction and increase activity 5/2/1/0: 5 fruits/vegetables, < 2 hrs. screen time/ 1 hr activity/0 sugars 	Quarterly

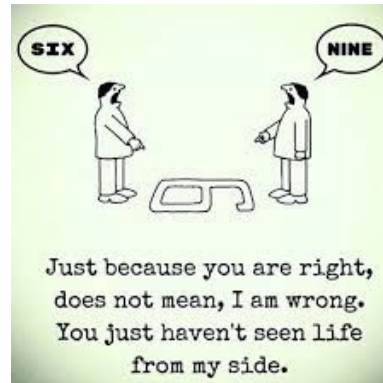
* Denotes facilitator (leader) of the group

** Teams that need to update meeting notes on a regular basis.

Grizzly Gazette Update: Weekly issues will be updated and sent out prior to the end of the day Friday each week. The next week's issue will begin to be populated throughout the week---please pay attention to the Issue number and Monday's date. In the event something changes after Friday, an email will be sent out to all staff.

LINKS: INFORMATION	LINKS: GNA TEAMS AGENDAS / NOTES
	

Inspiration Quotes:



This section is dedicated to the week's activities and highlights.

Everyone - ALL staff:

- **Character Trait of the Week: Loyalty....** Please compliment students when they are demonstrating our character trait of the week.
- **Sub plans** - please ensure sub plans are turned into the office to Shelly.
- If you have any **concerns, questions or suggestions** to make GNA better please be sure to touch base with Amanda. Thank you! Your input is greatly appreciated.

Classified:

- Classified monthly meeting this Wednesday at 2:45.
- Please complete goal sheets.

Classroom Teachers:

- Please complete **SMART Goals** and set up meeting to meet with Amanda before October 12th if you have not already done so. Goals will need to be uploaded in TalentEd and signed off before October 13th.
- Please check **TalentEd** to sign off on any recent observations/evaluations.
- The **PLC communication form** has been updated for October. Please add grade level PLC notes for ELA and Math once each week. If you have any questions, please add a comment on the sheet and assign it to the person you are wanting additional information from.
- This **Thursday's Yellow Zone: 2nd Grade Team meet new Conference Room at 7:30 am**
- **AVID State District Walkthroughs will be October 4th from 9:30 to 11**
- **Fall parent conferences information**
 - Link to parent signup form ([English](#) and [Spanish](#)): Please copy and share with the office by October 27th.
 - [Fall Conference Check off list](#) Please let me know if you think of anything to add or change.
 - October 30th conferences will be from 8AM to 8PM
 - **We will have a taco and salad bar** for our amazing teachers on the 30th.
 - October 31st is building hours (Conferences 8 to noon)
 - Schedule of activities during this time frame may vary from building to building.
 - Teachers may leave at noon on the 31st if their professional responsibilities are fulfilled. At the elementary level, that means a contact with every parent. If they do not show up, try to reschedule or complete a phone conference. Please contact the office before leaving the building.



Upcoming EVENTS

Birthdays:



01 Janet Crossan
14 Tracy Tracy
14 Katie Halberg

- **Character Trait for week of October 1: Loyalty**
- Monday, October 9: Tree Lady visits KG
- Monday, October 9: Fall Picture Retakes
- Friday, October 13: NO SCHOOL
- Friday, October 20: Jog-A-Thon

VIEW AHEAD

Week of October 2-6, 2017 at a Glance

MONDAY (2)	TUESDAY (3)	WED (4)	THURSDAY (5)	FRIDAY (6)
Character Trait of the Week: Loyalty **** Attendance Graphs due to Julie Rti 3rd Grade (Vickie's Room) District Red Zone Meeting 9 am (District Office) **** Beach Body 4pm (Music Rm)	Admin Meeting Amanda @ DO **** Health Screenings **** AVID/Leadership Mtg 2:45-3:30 (Conference Rm)	EARLY RELEASE AVID Scholars Assembly 8:10 **** AVID State District Walkthrough 9:30 - 11:00 Character Trait Award: Student Names due to Shelly **** Certified Meeting and PLC 1pm (Music Room) Classified Meeting 2:45 (Music Rm) Teacher Prep 2:30 -3:30	Yellow Zone Mtg. 2nd Grade 7:30 (Conference Rm) **** Red Zone Mtg. 8 am (Conference Rm) Bus Evacuation Drills K-2: 1:30-1:45 3-5: 1:50-2:05	Character Trait Weekly Award Announced **** District PBIS Meeting 1-3:30 (District Office)

PLC Communication Form 2017-2018

EQ: How can we work as teams to create a PLC system to support all students' learning and instruction?

Objective: PLC time used within the continuous improvement cycle to plan focused ELA and math lessons, plan and analyze student assessments and data aligned to priority standards and create intervention and enrichment lessons to meet the needs of ALL students. This information will be used throughout this year and in following years to continually build on instructional practices and to support student learning and new teachers. (Leave -- Legacy)

Use the [LCSD Curriculum Map](#) to create the weekly priority PLC work: rotating between math, reading, writing.

Grade Level Folders: Upload/Link Lesson Plans and complete TACA (Teacher Analysis of Common Assessment): [2017-2018 GNA Site Plans/Priorities](#)

[Kindergarten](#); [1st Grade](#); [2nd Grade](#); [3rd Grade](#); [4th Grade](#); [5th Grade](#)

Continuous Improvement Cycle <https://drive.google.com/drive/u/0/folders/0B27cVbtRainUNWZuY0oySWY1dm8in> **ELA and Math:**

- Lesson/Unit Plan [SAMPLE](#)
 - Identify the essential standards (priority).
 - Write the Unit Essential Question; Learning targets and "I Can Statements."
 - Plan differentiation
 - Embed AVID strategies
- Assessment/Success Criteria
 - Create a short menu for daily **quick checks for understandings**.
 - Create or find common, formative assessments and make agreements on how and when they will be administered over the course of the identified unit. (CFAs are not end of unit assessment) Decide on which assessment - aligned with priority standards - your team will administer and bring back results to the next PLC.
- TACA: Complete after giving assessment
 - Complete data on TACA
 - Bring Data and student work to PLC
- TACA: Analysis and intervention (RtI)
 - Plan interventions and enrichment

Kindergarten	1st Grade:	2nd Grade	3rd Grade	4th Grade	5th Grade
Week of MASTER PLAN:	Week of MASTER PLAN:	Week of MASTER PLAN:	Week of MASTER PLAN:	Week of MASTER PLAN:	Week of MASTER PLAN:
What we accomplished:	What we accomplished:	What we accomplished:	What we accomplished:	What we accomplished:	What we accomplished:
Next steps:	Next steps:	Next steps:	Next steps:	Next steps:	Next steps:
What we need help with:	What we need help with:	What we need help with:	What we need help with:	What we need help with:	What we need help with:

AVID STRATEGIES – Green Acres K-5: School Wide Implementation Plan

	2016-2017 (3 rd -5 th)	2017-2018 (1 st -5 th)	2019-2020	2019-2020	2020-2021
Planners (4-5)		Train	Train/Implement		Maintain /Refine
Organizational Tools (1-5)	Train/Implement		Maintain /Refine		
2-3 Column / Cornell Notes	Train/Implement		Maintain /Refine		
Interactive Notebook			Train	Train/Implement	
Reading Strategies	Train/Implement		Maintain/Refine		
Brief Constructed Response		Train/Implement		Maintain/Refine	
Philosophical Chairs/Socratic Seminar		Train	Train/Implement		Maintain /Refine

Green Acres PBIS Behavior Toolkit

Table of Contents

[Back to School PPT](#)

****Training/Professional Development** will continue to be provided monthly by the PBIS/Culture Team; Red Zone Team Meetings; and administrative support. [2017-2018 GNA AVID Site PD Calendar](#) -Also linked on wkly- Grizzly Gazette.

Section 1: Green Acres Student Behavior Expectations

1. [GNA Maps: GNA Building Map](#) and [GNA Fire/Evacuation Drill Map](#)
2. [PBIS Staff and Guest Teacher Information](#)
3. [Flow Charts](#) - School wide and Playground
 - o [Cafeteria Token Slip](#)
4. [Playground Expectations Flowchart - Playground](#)
 - o [Recess Token Slip](#)
 - o [Supervision Guidelines](#)
5. [ClassDojo Rubric](#)
6. [2017-2018 Buddy Room List](#)
7. [Green Acres Referral Process](#)
 - o [GNA - Five Step System for helping students manage behavior](#)
8. Green Acres Referral Form: [Electronic Form](#) and [Hardcopy Form](#)
 - o **[Automatic communication letter to classroom teacher - communication with families](#)**
9. Check in Check out: CICO
 - o Complete one of the following if referring a student to CICO:
 - [CICO Teacher Referral Form](#) (hardcopy)
 - [CICO Teacher Referral: \(Electronic form\)](#)
 - o [Parent Letter](#) ([Spanish Parent Letter](#))
 - o [CICO sample](#)
10. Passes:
 - o [Bathroom Pass](#)
 - o [Break Card/Reset Room](#)
11. [SWIS Definitions for Major and Minor infractions](#)
12. [GNA Parent and Student Handbook](#)
 - o [Green Acres PBIS School Wide Expectation Matrix](#)
13. [Staff handbook - electronic](#)

14. [Target Behaviors and Consequences](#)

Section 2: Positive Recognition and Reinforcement

15. [RTI Triangles](#)

- o [Classroom Interventions](#)

16. [Positive Reinforcement Systems](#)

- o [2017-2018 AWARDS sheet](#)
- o [Token and Grizzly Great Menu](#)
- o Copy of [Grizzly Great](#) and Copy of [Grizzly Gold](#)
- o Copy of [Grizzly Growl](#)

17. [Educators Awards - Making a Difference at Green Acres](#)

18. [Green Acres Walk-About information with list of designated areas.](#)

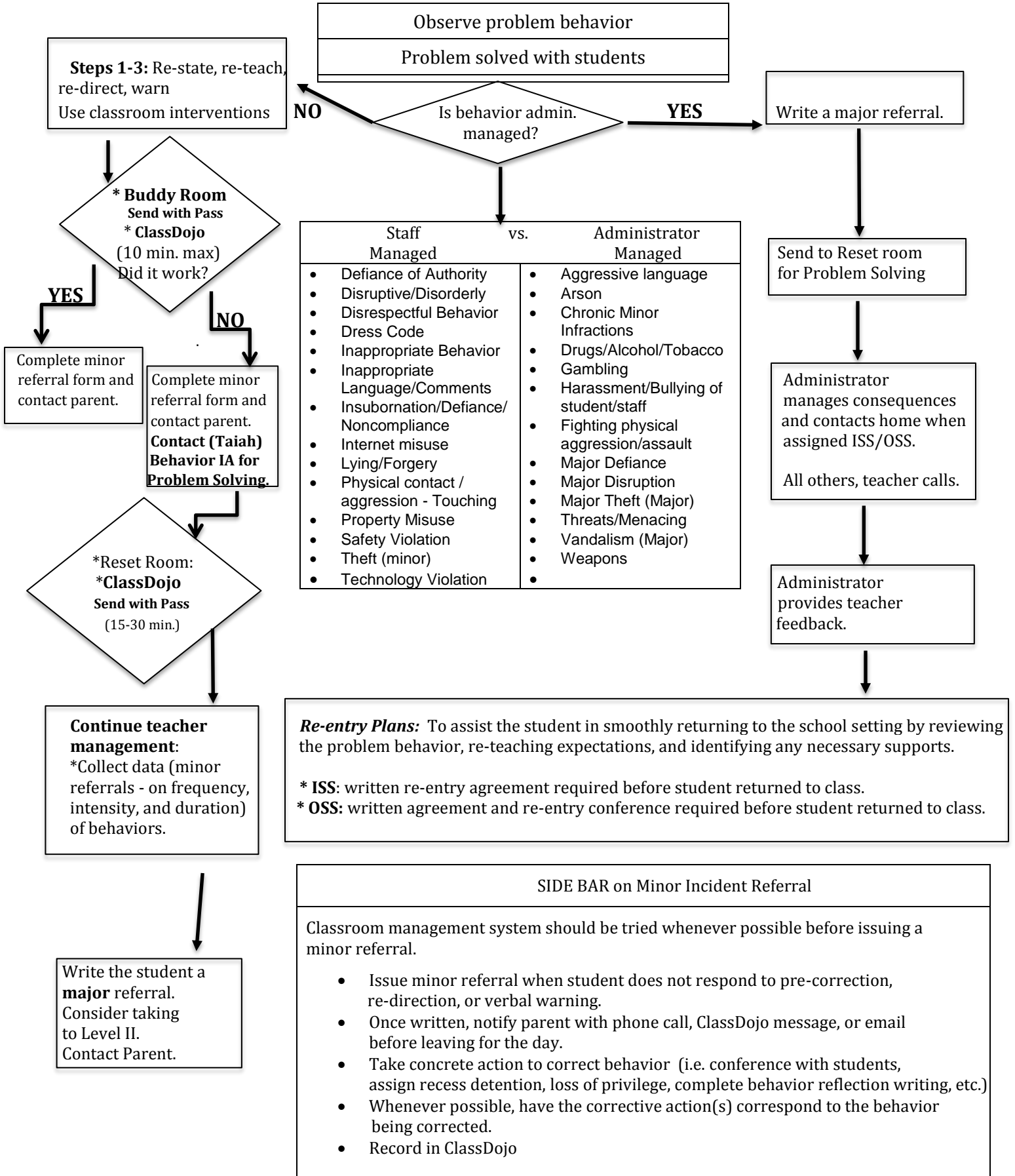
Section 3: Attendance

19. [Green Acres Attendance Plan](#)

Section 4: [Student Leadership Opportunities](#)

Green Acres Elementary School

STUDENT BEHAVIOR MANAGEMENT PROCESS



Lebanon High School Hall of Fame

Nomination Criteria

The submission of a name for consideration will be made in one of six categories. A nomination form can be found at the bottom of this page. Nominees in these categories must have demonstrated high levels of achievement, award recognition, and significant contributions in their fields.

1. Medicine and Science – graduates who are surgeons, specialists, and/or general practitioners of high regard or distinction; scientists whose findings have benefited humanity in an important way; recipients of distinguished awards in any field of scientific endeavor; etc.
2. Business and Professional – graduates who are respected economists, influential stock market analysts, CEO's of noted corporations or businesses, particularly successful business persons, legal professionals, etc.
3. Arts and Entertainment – graduates who have achieved distinction in the fields of art, music, literature or theater; winners of prestigious literary, acting or artistic awards; influential critics; media celebrities; etc.
4. Humanitarian and Service – graduates who have rendered consistent and significant service to the local, state, national or world communities.
5. Athletics – graduates who are all-Americans, Olympians, or noted professional athletes; renowned or especially successful coaches, sports specialists, sports promoters; etc.
6. Lifetime Recognition – this category is reserved for an individual who may not have attained award status in his or her chosen field but whose life demonstrates high moral character and dignity, or who has demonstrated courage in overcoming extraordinary obstacles in life.

Once a candidate is nominated in a category, he or she will be evaluated using the following criteria:

- Exemplary achievements and recognition in their chosen field
- Outstanding citizenship
- Leadership
- Meritorious contribution to society

The candidate must demonstrate the qualities listed above in a manner that will inspire the students of Lebanon High School in the pursuit of excellence.

Current Lebanon Community School District employees are not eligible for nomination at this time.

Lebanon High School Hall of Fame Nomination Form

The Lebanon High School Hall of Fame has been established to recognize graduates of Lebanon High School who have made significant achievements in their chosen fields or professional services and made noteworthy contributions to society on a local, national or international level. The recognition of graduates who have become outstanding citizens will provide current students with positive role models in their own lives.

Criteria: A nominee must have graduated from Lebanon High School a minimum of 10 years prior to the nomination. Candidates will be evaluated on their achievements and recognitions in their chosen fields. They must demonstrate outstanding qualities of citizenship and leadership, and have made significant contributions to society. Candidates must demonstrate these qualities in a manner that will inspire the students of Lebanon High School in their pursuit of careers and lifestyles.

Nomination categories: Please select the category in which the nominee's contributions were made.

Medicine/Science

Business/Professional

Athletics

Arts/Entertainment

Humanitarian/Service

Lifetime Recognition

Nominee information:

Name _____ Graduation year _____

Home Address _____

City, State, Zip _____

Work address _____

City, State, Zip _____

Telephone: _____ (personal)

_____ (work)

E-mail: _____

Narrative: Please tell us why you believe your nominee is worthy of induction into the Lebanon High School Hall of Fame.

Please focus on any achievements and/or honors your nominees has received, as well as contributions to his/her field (i.e., discoveries, patents, businesses developed, records set, etc.) Specific examples and details will help the selection committee get a clear picture of your nominee's accomplishments.

If possible, please attach a resume or curricula vitae, as well.

If possible, please provide one or more additional letter(s) of recommendation from others who are familiar with the nominee's achievements.

Nominator information:

Name _____

Address _____

City, State, Zip _____

Telephone: _____ (personal)

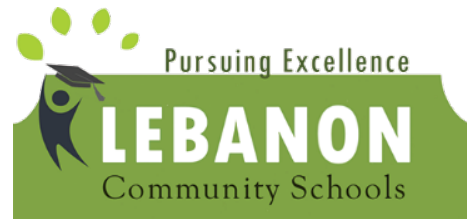
_____ (work)

E-mail: _____

Please submit completed nomination with letters of recommendation to:

Lebanon High School
Hall of Fame
1700 S. Fifth St.
Lebanon, OR 97355

MEMORANDUM



To: Board of Directors

From: Jennifer Meckley, Director of Human Resources and Community Relations

Date: September 7, 2017

Re: Policy Recommendations

The District supports OSBA's recommendations on the policy revisions listed on the Board Agenda and the OSBA Policy Update. The majority of the revisions resulted from the passage of Every Student Succeeds Act of 2015 (ESSA) or changes to Oregon Revised Statutes (ORS). The policy revisions do not impact the employment of our certified and classified staff, nor do they change our current practices.

All of our instructional assistants have been required to show proficiency in reading, math, writing, and the ability to assist since 2005. We use the ACT WorkKeys assessment for reading and math and ask for an essay to show writing proficiency. Writing is scored using the state's adopted scoring guide. Our certified personnel are appropriately licensed through Teachers Standard Practices Commission (TSPC).



This Special Edition of Policy Update includes updates resulting from the passage of the Every Student Succeeds Act of 2015 (ESSA).

Summer Board Conference

July 14-16, 2017
Bend

Annual Convention

November 9-12, 2017
Portland

CONTENTS

- DDB - Native American Impact Aid Funds (Conditionally Required)
- DDB-AR - Involvement of Indian Parents and Tribes in District Educational Programs -
Recommend Delete
- DDC - Native American Education Program Grants - Title VI Indian Education
(Conditionally Required)
- EEA - Student Transportation Services (Required)
- GCI/GDI - Assignments and Transfers (Optional)
- GDA - Instructional Assistants (Optional)
- IGBAC - Special Education - Personnel (Required)
- IGBAK - Special Education - Public Availability of State Application (Required)
- IGBC - Title IA/Parental and Family Involvement (Required) (Versions 1 or 2)
- IGBC-AR - Title IA/Parental and Family Involvement (Required) (with Version 2 of policy)
- IGBHE - Expanded Options Program (Highly Recommended)
- IGBI - Bilingual Education (Required)
- IGCA - Post-Graduate Scholar Program (Conditionally Required)
- JECBB and JECBB-AR - Intradistrict Transfer Students (Highly Recommended)
- JECC - Assignment of Students to Schools (Optional) (Versions 1 or 2)
- JECF - Interdistrict Transfer of Resident Students (Optional)
- JFC - Student Conduct (Required) (Versions 1 or 2)
- JHC - Student Health Services and Requirements (Highly Recommended)
- KI - Public Solicitation in District Facilities (Required)
- KAB and KAB-AR - Parental Rights (Required)
- KI - Public Solicitation in District Facilities (Required)
- LBE and LBE-AR - Public Charter Schools (Highly Recommended)

*Policy Update is a quarterly
subscription publication
of the Oregon School
Boards Association.*

Jim Green
Executive Director
Mary Paulson
Deputy Executive Director
Kate Wilkinson
*Director of Litigation
Services*
Haley Percell, Michael Miller,
Therese Holstrom, Callen
Sterling, *Attorneys*
Spencer Lewis, *Member
Services Attorney*
Peggy Holstedt, *Director
Policy Services, Editor*
Rick Stucky, *Policy
Services Specialist*
Leslie Fisher, *Senior Policy
Services Assistant*
La'Nell Trissel, *Policy
Services Assistant*

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regarding this publication
or OSBA, please call
our offices:
503-588-2800 or 800-578-6722

EVERY STUDENT SUCCEEDS ACT (ESSA)

Summary

On December 10, 2015 the U.S. Congress reauthorized the Elementary and Secondary Education Act of 1965 more commonly known now as the Every Student Succeeds Act of 2015 (ESSA). OSBA and the Oregon Department of Education have reviewed and updated policies to reflect this new Act.

Additionally, once the Oregon State plan is approved by the U.S. Department of Education, there could be additional policy revisions.

Legal Reference

See respective policies for changes to legal citations from the Every Student Succeeds Act of 2015 (ESSA).

Collective Bargaining Impact

None

Local District Responsibility

The district should review the recommended policy language and readopt, and the administration should review and revise the language for the administrative regulations, inline with the following recommendations.

Policy Implications

The following policies have language revisions and will need to be re-adopted by the Board, and the administration will need to review and revise the administrative regulations.

DDB - Native American Impact Aid Funds (Conditionally Required)

DDB-AR - Involvement of Indian Parents and Tribes in District Educational Programs -

Recommend Delete

DDC - Native American Education Program Grants - Title VI Indian Education
(Conditionally Required)

IGBAC - Special Education - Personnel (Required)

IGBAK - Special Education - Public Availability of State Application (Required)

IGBC - Title IA/Parental and Family Involvement (Required) (Versions 1 or 2)

IGBC-AR - Title IA/Parental and Family Involvement (Required) (with Version 2 of policy)

IGBHE - Expanded Options Program (Highly Recommended)

JECBB and JECBB-AR - Intradistrict Transfer Students (Highly Recommended)

JECF - Interdistrict Transfer of Resident Students (Optional)

KI - Public Solicitation in District Facilities (Required)

The following policies and administrative regulations have minor revisions and would not require board re-adoption. (OSBA recommends that the Board is informed of these minor changes.)

EEA - Student Transportation Services (Required)

GCI/GDI - Assignments and Transfers (Optional)

GDA - Instructional Assistants (Optional)

IGBI - Bilingual Education (Required)

IGCA - Post-Graduate Scholar Program (Conditionally Required)

JECC - Assignment of Students to Schools (Optional) (Versions 1 or 2)

JFC - Student Conduct (Required) (Versions 1 or 2)

JHC - Student Health Services and Requirements (Highly Recommended)

KAB and KAB-AR - Parental Rights (Required)

LBE and LBE-AR - Public Charter Schools (Highly Recommended)

This publication is designed to provide accurate and authoritative information regarding the subject matter covered. It is furnished with the understanding that policies should be reviewed by the district's legal counsel.

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June 2017

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**Summer Board
Conference**

July 14-16, 2017
Bend

Annual Convention

November 9-12, 2017
Portland

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EFA - Local Wellness Program (Required)
EFAA-AR - Reimbursable Meals and Milk Programs (Required - no sample included - See summary below for information)
GBI - Gifts and Solicitations (Optional)
GBI-AR - Internet-Sourced Crowdfunding Solicitation (*New*) (Optional)
GCPB/GDPB - Resignation of Staff (Highly Recommended)
IKF - Graduation Requirements (Required) (Version 1 or 2)
JEA - Compulsory Attendance (Highly Recommended)

INJURY/ILLNESS REPORTS

Summary

After a review with PACE attorneys, education agencies are exempt from the requirement to provide this report to the Board, pursuant to their status as a “low hazard industry” as defined by OSHA and SAIF. Policy EBBB - Injury/Illness Reports, is being updated to reflect that it is optional for injuries/illness reports to be reported to the Board.

Legal Reference

None

Collective Bargaining Impact

None

Local District Responsibility

The Board should review required policy EBBB - Injury/Illness Reports and decide whether they want to continue receiving the reports, and make needed changes and readopt.

Policy Implications

EBBB - Injury/Illness Reports (Required)

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Policy Update is a quarterly subscription publication of the Oregon School Boards Association.

Jim Green
Executive Director

Mary Paulson
Deputy Executive Director

Kate Wilkinson
Director of Litigation Services

Haley Percell, Michael Miller,
Therese Holstrom, Callen Sterling,
Attorneys

Spencer Lewis, *Member Services Attorney*

Peggy Holstedt, *Director Policy Services, Editor*

Rick Stucky, *Policy Services Specialist*

Leslie Fisher, *Senior Policy Services Assistant*

La’Nell Trissel, *Policy Services Assistant*

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WELLNESS - PE MINUTES REQUIREMENT

Summary

Senate Bill (SB) 4 (2017) was signed by Governor Kate Brown on June 14, 2017, delaying the PE minute requirement of House Bill 3141 (2007) for two years for elementary schools (kindergarten through grade 5 (and grade 6 if the elementary school teaches through grade 6)) and four years for middle schools (grades 6 through 8).

Legal Reference

None

Collective Bargaining Impact

None

Local District Responsibility

It is recommended that the district review the updated bracketed language and footnotes in the revised policy and readopt if necessary. No updated bracketed language related to PE requirements is required to be in policy but the district must comply with the requirements of Oregon Revised Statute (ORS) 329.496.

Policy Implications

EFA - Local Wellness Program (Required)

MEAL CHARGING

Many districts have requested information about policy on meal charging or meal charge collection as a result of Memorandums issued from the Oregon Department of Education. The item under the subheading 'General USDA NSLP/SBP/SMP[/SFSP] [/CACFP] Requirements' in administrative regulation EFAA-AR - Reimbursable Meals and Milk Programs includes a place for districts to identify their meal charging procedures/requirements (See item 7 under subheading noted above in EFAA-AR). This item should include the district's procedures on meal charging, including but not limited to, identifying how and when information about account balances is communicated to staff, students and parents, including where the information on meal charging will be published (e.g., student/parent handbook, staff handbook) and what collection methods will be used on delinquent balances.

If you have specific questions please contact the Oregon Department of Education, Child Nutrition Programs.

Policy Implications

EFAA-AR - Reimbursable Meals and Milk Programs (Required)

INTERNET-SOURCED CROWDFUNDING

Summary

As a result of school staff establishing internet-sourced crowdfunding to secure additional materials for their classrooms and students, our members have asked for policy and guidance in this area. The policy statement added to sample policy GBI, and the addition of a new, optional administrative regulation, are recommended by the policy department and the PACE pre-loss legal team.

Legal Reference

None

Collective Bargaining Impact

None

Local District Responsibility

It is recommended the district review the revised language for sample policy GBI and adopt, and that the administrative team review the new optional administrative regulation for implementation.

Policy Implications

GBI - Gifts and Solicitations (Optional)

GBI-AR - Internet-Sourced Crowdfunding Solicitation (*New*) (Optional)

RESIGNATION BY LICENSED STAFF

Summary

The revision of this highly recommended policy is a result of a revision by the Teacher Standards and Practices Commission of Oregon Administrative Rule 584-050-0020.

Legal Reference

Add OAR 584-050-0020

Collective Bargaining Impact

None

Local District Responsibility

It is recommended that if the district has this policy please revise with the recommended language and re adopt. If the district does not have this policy, please review and decide if it is in the district's best interest to adopt. (Note: OSBA has

deleted Version 2 of this sample and is retaining one version as recommended. If the district currently has Version 2 adopted, consider reviewing and adopting Version 1.)

Policy Implications

GCPB/GDPB - Resignation of Staff (Highly Recommended)

GRADUATION REQUIREMENTS

Summary

The Oregon State Board of Education adopted changes to Oregon Administrative Rule (OAR) 581-022-0617 - Essential Skills Assessment for English Language Learners. The change extends the removal of the English language proficient criterion for students pursuing graduation in 2017-18; allowing a student to demonstrate proficiency in reading and writing Essential Skills in the student's language of origin, as long as the student meets the other criteria listed in OAR 581-022-0617.

Legal Reference

None

Collective Bargaining Impact

None

Local District Responsibility

The district should review required policy IKF - Gradation Requirements and adopt the proposed change.

Policy Implications

IKF - Graduation Requirements (Required) (Version 1 or 2)

COMPULSORY ATTENDANCE

Summary

Pursuant to ORS 339.030, additional language has been added to policy JEA to identify another exemption from compulsory attendance for emancipated minors, or those minors who have made application to become emancipated.

Legal Reference

None

Collective Bargaining Impact

None

Local District Responsibility

Review the new language and readopt.

Policy Implications

JEA - Compulsory Attendance (Highly Recommended)

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Lebanon Community Schools

Code: **EEA**
Adopted: 11/3/08
Readopted: 5/6/10, 4/19/12, 11/15/12,
12/18/14
Orig. Code(s):EEA

Student Transportation Services *

School transportation services will be provided for students to and from school and for transporting students to and from curricular and extracurricular activities sponsored by the district transporting from one school or facility to another school-sponsored field trips that are extensions of classroom learning experiences. Transportation will be provided for homeless students to and from the student's school of origin¹ as required by the ~~No Child Left Behind Act of 2001 (NCLBA)~~ Every Student Succeeds Acts of 2015 (ESSA). These services shall be provided throughout the regularly scheduled year and during the regular school day as determined by the Assistant Superintendent of Operations.

Elementary students in grades K-5 who live more than one mile from school will be transported. Secondary students in grades 6-12 who live more than one and one-half miles from school will be transported. Mileage exceptions for health, safety or disability will be made in accordance with the district's approved supplemental plan.

OR

Students living within specified attendance boundaries shall receive transportation services to their respective schools. In addition, students, including those receiving special education, may be eligible for transportation for health or safety reasons.

Miles from school will be determined by the Assistant Superintendent of Operations in accordance with Oregon Administrative Rule (OAR) 581-023-0040 (1)(c).

The district may use Type 10 School Activity Vehicles to transport students from home to school, school to home and from district-sponsored activities.

The district may also provide transportation using federal funds² or through cooperative agreements with local victims assistance units for a student to attend a safe district school³ out of the student's attendance

¹"School of origin" means the school that ~~the~~a student attended when permanently housed or the school in which the student was last enrolled. When the student has completed the final grade served by the school of origin, the term "school of origin" shall include the designated receiving school at the next grade level for all feeder schools.

²"Federal funds" means funds available through Title IV, Part A, and Title V, Part A.

³If there is not another school in the district to which students can transfer, districts are encouraged, but not required, to explore other appropriate options, i.e., an agreement with a neighboring district.

area for any student who is a victim of a violent criminal offense occurring in or on the grounds of the school the student attends or the student attends a school identified as persistently dangerous.

If there are no other schools within the district a student may transfer to, the district may establish a cooperative agreement with other districts in the area for a transfer. Transportation for students who transfer for such purposes will be provided in accordance with the agreement.

Students attending any private, parochial or public charter school under the compulsory school attendance laws will, where the private, parochial or public charter school is along or near the bus route, be provided equally the riding privileges given to public school students.

Preschool students with disabilities who have transportation as a related service and children from birth to age three who are enrolled in an eligible program shall be provided home to school transportation.

A seat that fully supports each person and meets the minimum standards and specifications of law will be provided at all times. A person who weighs 40 pounds or less must be properly secured with a child safety system that meets the minimum standards and specifications established by the Oregon Department of Transportation under [Oregon Revised Statute \(ORS\) 815.055](#). A person over 40 pounds or who has reached the upper weight limit for the forward-facing car seat must use a booster seat until he/she is four feet nine inches tall or age eight and the adult belt properly fits.⁴ A person who is taller than four feet nine inches or eight years of age or older must be properly secured with a safety belt or harness that meets the requirements under ORS 815.055. In accordance with ORS 811.210 and 811.215 vehicles in excess of 10,000 pounds used for student transportation are exempt from statutory requirements unless they have been equipped with lap belts. Vehicles in excess of 10,000 pounds that have been equipped with lap belts must meet child car seat requirements as set forth in law.

School buses carrying students will be considered extensions of the school experience. All students using school transportation will abide by the code of conduct posted in each school bus or school activity vehicle. Violations of such code, as well as other conduct which is improper or which jeopardizes the safety of self or others, will be reported by the school bus/activity driver to the Transportation Office. The Transportation Office Manager will, as soon as possible, inform the appropriate principal of such occurrence. Violators may be denied use of transportation for a period of time as deemed proper by the Assistant Superintendent of Operations.

The principal or designee shall ensure transportation officials and drivers receive notification of students having special medical or behavioral protocols identified in student records.

Appropriate training related to specific protocols, including confidentiality requirements, will be provided to drivers.

The school bus/activity driver will be responsible for the school bus or vehicle at all times from departure until return. The driver will not participate in any activities that might impair his/her driving abilities.

⁴“Proper fit” means the lap belt of the safety belt or safety harness is positioned low across the thighs and the shoulder belt is positioned over the collarbone and away from the neck.

Aides or assistants that ride a school bus shall receive training on emergency procedures and their role in the safe transportation of all students on the bus.

The district will comply with all state and federal laws and regulations pertaining to school bus transportation.

END OF POLICY

Legal Reference(s):

ORS 327.006	OAR 581-023-0040
ORS 327.033	OAR 581-053-0002
ORS 327.043	OAR 581-053-0003
ORS 332.405	OAR 581-053-0004
ORS 332.415	OAR 581-053-0010
ORS 339.240 to-339.250	OAR 581-053-0031
ORS 343.155 to-343.246	OAR 581-053-0040
ORS 343.533	OAR 581-053-0053
ORS 343.155 to-343.243	OAR 581-053-0060
ORS 811.210	OAR 581-053-0070
ORS 811.215	OAR 581-053-0210
ORS 815.055	OAR 581-053-0220
ORS 815.080	OAR 581-053-0230
ORS 820.100 to-820.190	OAR 581-053-0240
OAR 581-021-0050 to-0075	OAR 735-102-0010
OAR 581-022-1530	

~~No Child Left Behind Act of 2001~~ Every Student Succeeds Acts of 2015, 20 U.S.C. §§ 6315, 7912 (2015).
~~Elementary and Secondary Education Act (ESEA) Flexibility Waiver, July 18, 2012.~~
McKinney-Vento Homeless ~~Education~~ Assistance ~~Improvements~~ Act of 2001, 42 U.S.C. §§ 11431-11435 (20052015).

R10/23/146/27/17|PHRS

Lebanon Community Schools

Code: **GDA**
Adopted:
Orig. Code(s): GDA

NEW

Instructional Assistants

Instructional assistants shall be hired by the superintendent or designee.

All instructional assistants must:

1. Have a high school diploma or the equivalent;
2. Be at least 18 years of age or older; and
3. Have standards of moral character as required of teachers.

In addition to the above, instructional assistants providing translation services must have demonstrated proficiency and fluency, knowledge of and ability to provide accurate translations from a language other than English into English and from English into another language.

Instructional assistants¹ who work in Title IA programs and provide instructional support must have:

1. Completed at least two years of study at an institution of higher education; or
2. Obtained an associate's or higher degree; or
3. Met a rigorous standard of quality, and can demonstrate, through a formal state or local academic assessment or para-professional certificate program, knowledge of, and the ability to assist in instructing, as appropriate, reading/language arts, writing and mathematics or reading readiness, writing readiness and mathematics readiness.

The district will not require individuals newly hired as Title IA instructional assistants who have met another district's academic assessment to meet the district's academic assessment standards.

¹Instructional assistants may be assigned to: (1) provide one-on-one tutoring for eligible students, if the tutoring is scheduled at a time when a student would not otherwise receive instruction from a teacher; (2) assist with classroom management, such as organizing instructional and other materials; (3) provide assistance in a computer laboratory; (4) conduct parental involvement activities; (5) provide support in a library or media center; (6) act as a translator; or (7) provide instructional services to students while working under the direct supervision of a teacher. Instructional assistants may assume limited duties that are assigned to similar personnel who are not working in a program supported with Title IA funds, including duties beyond classroom instruction or that do not benefit participating children, so long as the amount of time spent on such duties is the same proportion of total work time as prevails with respect to similar personnel at the same school.

These requirements do not apply to an instructional assistant: (1) who is proficient in English and a language other than English and who provides services primarily to enhance the participation of children in Title IA programs by acting as a translator; or (2) whose duties consist solely of conducting parental involvement activities.

The general responsibilities of an instructional assistant shall be outlined in a job description. The major responsibility shall be to assist the classroom teacher, specialist or supervisor with instruction. The instructional assistants shall be under the supervision of the appropriately licensed classroom teachers, specialist or supervisor. Other supporting tasks may include, but are not limited to: clerical support, student control, personal care, translation or parent and family involvement activities and media center or computer laboratory support.

Instructional assistants shall not be used by the district or teacher as substitute teachers. The responsibility for classroom supervision remains with the teacher at all times.

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)

[ORS 332.505](#)

[ORS 342.120](#)

[OAR 581-022-1710\(2\)](#)

[OAR 581-037-0005 to -0025](#)

[OAR 584-005-0005\(27\), \(41\)](#)

The Vietnam Era Veterans' Readjustment Assistance Act of 1974, as amended, 38 U.S.C. § 4212.
Title II of the Genetic Information Nondiscrimination Act of 2008.
Section 503 of the Rehabilitation Act of 1973.

6/27/17 | PH

Lebanon Community Schools

Code: **IGBAC**
Adopted: 8/6/09
Readopted: 12/16/10
Orig. Code(s): IGBAC

Special Education - Personnel

Consistent with Teacher Standards and Practices Commission (**TSPC**) requirements, the district's personnel are appropriately and adequately prepared to implement special education and related services, and have the content knowledge and skills to serve children with disabilities.

The district takes measurable steps to recruit, hire, train and retrain ~~highly qualified~~ personnel, who are appropriately licensed and endorsed by TSPC, to provide special education and related services to children with disabilities.

The district's plan for providing personnel development programs in the district is found in Board policy GCL – Staff Development - Licensed.

END OF POLICY

Legal Reference(s):

[OAR 584-220-0180](#)

[OAR 584-220-0185](#)

Individuals with Disabilities Education Act [20 U.S.C. § 1412 (a)(14)(D) and] 20 U.S.C. § 1413 (a)(3).
Assistance to States for the Education of Children with Disabilities [34 C.F.R. § 300.156 (d) and] 34 C.F.R. § 300.207

[R6/27/17 | RS](#)

Lebanon Community Schools

Code: **IGBAK**
Adopted: 3/3/08
Readopted: 12/16/10
Orig. Code(s): IGBAK

Special Education - Public Availability of State Application

The superintendent will be responsible for ensuring that all documents relating to the district's eligibility for funds under Part B of the Individuals with Disabilities Education Act (IDEA) are available to parents of children with disabilities and to the general public for inspection, review and comment.

1. In complying with this requirement the district does not release or make public personally identifiable information.
2. Information available for public review includes, but is not limited to:
 - a. How the district implements policies, procedures and programs for special education consistent with state and federal requirements;
 - b. Performance of students with disabilities on statewide assessments;
 - c. Results of the state's general supervision and monitoring of district programs for special education, including the timeliness and accuracy of required data submissions;
 - d. District achievement of performance targets established in the State Performance Plan (SPP);
 - e. Financial information related to revenue and expenditures for students with disabilities, including but not limited to, district information about:
 - (1) Identifying the Excess costs of educating students with disabilities;
 - (2) Maintaining the financial support for programs and services for students with disabilities (maintenance of effort of MOE); and
 - (3) Describing available Schoolwide programs under Title I of the Elementary and Secondary Education Act (ESEA) or ~~No Child Left Behind (NCLB)~~ the Every Student Succeeds Act of 2015 (ESSA);
 - (4) Documenting the Annual district application for IDEA funds; and
 - (5) Reporting of Official audits ~~reports~~, complaints and due process hearings.
 - f. District dispute resolution information, including the resolution of state complaints and due process hearings.

END OF POLICY

Legal Reference(s):

State-Administered Programs, 34 C.F.R. § 76.304 (2006).
Assistance to States for the Education of Children with Disabilities, 34 C.F.R. § 34 C.F.R. 300.212 (2006).
Every Student Succeeds Act of 2015, 20 U.S.C. § 1114.

R6/27/17 | PH

Lebanon Community Schools

Code: **IGBC**
Adopted: 8/04/03
Readopted: 12/16/10
Orig. Code(s): IGBC

Title IA/Parental and Family Involvement

The Board recognizes that parental and family involvement is vital to achieve maximum educational growth for students participating in the district's Title IA program. Therefore, in compliance with federal law and the Oregon Department of Education guidelines, the district shall meet with parents and family to provide information regarding their school's participation in the Title IA program and its requirements.

The Board directs the superintendent to ensure that each of the district's schools participating in the Title IA program meets annually. Parents and family of participating students shall be informed of their right to be involved in the development of the district's parental involvement and family engagement policy, overall district Title IA plan and school-parent compacts.

~~The district shall, to the extent practicable, provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, parents of homeless students and parents of migratory students. Information and school reports will be provided in a format and language parents understand.~~

In cooperation with parents and family, the district's policy, plan and compact shall be reviewed annually and updated periodically to meet the changing needs of parents and the schools, and distributed to parents of participating students in an understandable and uniform format and, to the extent practicable, in a language the parents can understand.

The superintendent shall ensure equivalence among schools in teachers, administration and other staff, and in the provisions of curriculum materials and instructional supplies.

The superintendent shall develop administrative regulations, as necessary, to implement this policy and meet the requirements of law.

END OF POLICY

Legal Reference(s):

[ORS 343.650](#)

[ORS 343.660](#)

~~[OAR 581-015-0750](#) [OAR 581-037-0005 to -0025](#)~~

~~No Child Left Behind Act of 2001, 20 U.S.C. §§ 6311-6322 (2006).~~

~~Every Student Succeeds Act of 2015, 20 U.S.C. §§ 6312, 6318.~~

[R6/27/17 | PH](#)

Lebanon Community Schools

Code: **IGBHE**
Adopted: 8/4/08
Readopted: 12/16/10, 12/15/11

Expanded Options Program

The Board is committed to providing additional options to students enrolled in grades 11 and 12 to continue or complete their education, to earn concurrent high school and college credits and to gain early entry into post-secondary education. The district's Expanded Options Program will comply with all requirements of Oregon law (ORS 340) and give priority status to "at-risk" students.

Eligible Students

Eligible students may apply to take courses at an eligible post-secondary institution through the Expanded Options Program. A student is eligible for the Expanded Options Program if he/she:

- (1) is 16 years of age or older at the time of enrollment in a course under the Expanded Options Program;
- (2) is in grade 11 or 12 or has not yet completed the required credits for grade 11 or 12, but the district has allowed the student to participate in the program;
- (3) hHas developed an educational learning plan; and
- (4) hHas not successfully completed the requirements for a high school diploma. A student who has graduated from high school may not participate.

Student Notification

Prior to February 15 of each year, the district shall notify all high school students and the students' parents of the Expanded Options Program for the following school year. The district will notify a transfer high school student, or a returning dropout, of the Expanded Options Program if the student enrolls after the district has issued the February 15 notice. The district will notify a high school student who has officially expressed an intent to participate in the Expanded Options Program, and the student's parent or guardian, of the student's eligibility status within 20 business days of the expression of intent.

It is a priority for the district to provide information about the Expanded Options Program to high school students who have dropped out of school. The district shall establish a process to identify and provide those students with information about the program. The district shall send information about the program to the last-known address of the family of the student.

The notice must include the following:

1. The definitions below:
 - a. "Eligible Students": A-a student who is enrolled in an Oregon public school and who ~~is~~:
 - (1) Is 16 years or older at the time of enrollment in a course under the Expanded Options Program;
 - (2) Is in grade 11 or 12 or has not yet completed the required credits for grade 11 or 12, but the district has allowed the student to participate in the program;
 - (3) Has developed an educational learning plan as described in this policy; and

(4) Has not successfully completed the requirements for a high school diploma.

An eligible student who has completed course requirements for graduation but has not received a diploma, may participate.

An eligible student does not include a foreign exchange student enrolled in a school under a cultural exchange program;

- b. **“Eligible Post-Secondary Institution”**: A community college, a state institution of higher education listed in Oregon Revised Statute (ORS) 352.002 and the Oregon Health and Science University;
- c. **“Eligible Post-Secondary Course”**: Any nonsectarian course or program offered through an eligible post-secondary institution if the course or program may lead to high school completion, a certificate, professional certification, associate degree or baccalaureate degree.

 An eligible post-secondary course does not include a duplicate course offered at the student’s resident school. Eligible post-secondary courses include academic and professional technical courses and distance education courses.

2. Purposes of the Expanded Options Program which include the following:

- a. To create a seamless education system for students enrolled in grades 11 and 12 to:
 - (1) Have additional options to continue or complete their education;
 - (2) Earn concurrent high school and college credits; and
 - (3) Gain early entry into post-secondary education.
- b. To promote and support existing accelerated college credit programs and to support the development of new programs that are unique to a community’s secondary and post-secondary relationships and resources;
- c. To allow eligible students who participate in the Expanded Options Program to enroll full-time or part-time in an eligible post-secondary institution; and
- d. To provide public funding to the eligible post-secondary institutions for educational services to eligible students to offset the cost of tuition, fees, textbooks, equipment and materials for students who participate in the Expanded Options Program; and
- e. To increase the number of at-risk students earning college credits or preparing to enroll in an eligible post-secondary institution.

3. Financial arrangements for tuition, textbooks, equipment and materials;

4. Available transportation services;

5. The effect of enrolling in the Expanded Options Program on the student’s ability to complete high school graduation requirements;

6. The consequences of failing or not completing a post-secondary course;

7. Notification that participation in the Expanded Options Program is contingent on acceptance by an eligible post-secondary institution;

8. District time lines affecting student eligibility and duplicate course determinations;
9. The following information about eligibility for the Expanded Options Program:
 - a. Eligible students may not enroll in eligible post-secondary courses for more than the equivalent of two academic years, and eligible students who first enroll in grade 12 may not enroll in eligible post-secondary courses for more than the equivalent of one academic year;
 - b. A student who has completed the requirements for a high school diploma may not participate in the Expanded Options Program.
10. Notice(s) of any other program(s), agreements(s) or plan(s) in effect that provides access for public high school students to post-secondary courses;
11. The district's responsibility for providing any required special education and related services to the student;
12. The number of quarter credit hours that may be awarded each school year to eligible students by the resident high school;
13. The Board's process for selecting eligible students to participate in the Expanded Options Program if the district has not chosen to exceed the credit hour cap and has more eligible students who wish to participate than are allowed by the cap;
14. Information about program participation priority for at-risk students;
15. Exclusion of duplicate courses as determined by the district;
16. The process for a student to appeal the district's duplicate course determination to the Superintendent of Public Instruction or the Superintendent's designee;
17. Exclusion of post-secondary courses in which a student is enrolled if the student is also enrolled full time in the resident secondary-high school; and
18. Exclusion of foreign exchange students enrolled in a school under a cultural exchange program.

~~It is a priority for the district to provide information about the Expanded Options Program to high school students who have dropped out of school. The district shall establish a process to identify and provide those students with information about the program. The district shall send information about the program to the last known address of the family of the student.~~

Enrollment Process

Prior to May 15 of each year, a student who is interested in participating in the Expanded Options Program shall notify the district of his/her intent to enroll in post-secondary courses during the following school year. A high school transfer student or returning dropout has 20 business days from the date of enrollment to indicate interest.

The district shall review with the student and the student's parent the student's current status toward meeting all state and district graduation requirements and the applicability of the proposed post-secondary course to the remaining graduation requirements.

A student who intends to participate in the Expanded Options Program shall develop an educational learning plan in cooperation with an advisory support team. An advisory support team may include the student, the student's parent and a teacher or a counselor. The educational learning plan may include:

1. The student's short-term and long-term learning goals and proposed activities; and
2. The relationship of the post-secondary courses proposed under the Expanded Options Program and the student's learning goals.

A student who enrolls in the Expanded Options Program may not enroll in post-secondary courses for more than the equivalent of two academic years. A student who first enrolls in the Expanded Options Program in grade 12 may not enroll in post-secondary courses for more than the equivalent of one academic year. If a student first enrolls in a post-secondary course in the middle of the school year, the time of participation shall be reduced proportionately. If a student is enrolled in a year-round program and begins each grade in the summer session, summer sessions are not counted against the time of participation.

Duplicate Courses

The district will establish a process to determine duplicate course designations. The district will notify an eligible student and the student's parent or guardian of any course the student wishes to take that the district determines is a duplicate course, within 20 business days after the student has submitted a list of intended courses.

A student may appeal a duplicate course determination to the Board based on evidence of the scope of the course. The scope of the course refers to the depth and breadth of course content as evidenced through a planned course statement, including content outlines, applicable state content standards, course goals and student outcomes. The ~~{Board}~~ ~~{Board's designee}~~ will issue a decision on the appeal within 30 business days of receipt of the appeal. If the appeal is denied by the Board, the student may appeal the district's determination to the Superintendent of Public Instruction.

Expanded Options Program Annual Credit Hour Cap

The number of quarter credit hours that may be awarded by a high school under the Expanded Options Program is limited to an amount equal to the number of students in grades 9 through 12 enrolled in the high school multiplied by a factor of 0.33. For example, the cap for a high school with 450 students in grades 9 through 12 would be 148.5 (450 X 0.33 = 148.5). (The caps must be established separately for each high school.)

At the district's discretion, the district may choose to exceed both the individual high school level cap and the aggregate district level cap. If the district has more eligible students than are allowed under the credit hour cap the district shall establish a process for selecting eligible students for participation in the program. The process will give priority for participation to students who are "at risk." An "at-risk student" means: (1) a student who qualifies for a free or reduced price lunch program; or (2) an at-risk student as defined by rules adopted by the State Board of Education ~~if it has adopted rules to define an at-~~

~~risk student~~. An “at-risk” student includes a student who meets state or federal thresholds for poverty as indicated by eligibility for services under any of the following provisions of the ~~No Child Left Behind Act~~Every Student Succeeds Act of 2015 (ESSA): (1) Title I - Improving Academic Achievement of the Disadvantaged, Part A - Improving Basic Programs Operated by Local Educational Agencies; (2) Title I, Part C - Education of Migratory Children; (3) Title I, Part D - Prevention and Intervention Programs for Children and Youth Who are Neglected, Delinquent, or At-Risk; (4) Title III - Language Instruction for Limited English Proficient and Immigrant Students; and (5) and Title ~~IX-A - Repeals, Redesignations, and Amendments to Other Statutes, Part C~~—Education of Homeless Children and Youth Program (amending subtitle B of title VII of the McKinney-Vento Homeless Educational Assistance Act).

If the district has not exceeded the credit hour cap, the district shall ensure that all eligible at-risk students are allowed to participate in the Expanded Options Program and may allow eligible students who are not at-risk to participate in the program.

Post-Secondary Institution Credit

Prior to beginning a post-secondary course, the district shall notify the student of the number and type of credits that the student will be granted upon successful completion of the course. If there is a dispute between the district and student regarding the number or type of credits that the district will or has granted to a student for a particular course, the student may appeal the district’s decision using an appeals process adopted by the Board.

Credits granted to a student shall be counted toward high school graduation requirements and subject area requirements of the state and the district. Evidence of successful completion of each course and credits granted shall be included in the student’s education record. A student shall provide the district with a copy of the student’s grade in each course taken for credit under the Expanded Options Program. The student’s education record shall indicate that the credits were earned at a post-secondary institution.

Financial Agreement

The district shall negotiate in good faith a financial agreement with the eligible post-secondary institution for the payment of actual instructional costs associated with the student’s enrollment, including tuition and fees and the costs of textbooks, equipment and materials.

A district may request a waiver from the Superintendent of Public Instruction if:

1. Compliance would adversely impact the finances of the district; or
2. ~~The district offers dual credit technical preparation programs (i.e. two plus two programs, advanced placement or International Baccalaureate programs).~~ Programs offered by the district (i.e., Dual Credit, Sponsored-Based Dual Credit, Assessment-Based Dual Credit, Articulated Career Technical Education (CTE) courses, two-plus-two programs, Advanced Placement (AP), International Baccalaureate Programs or other locally developed program that offers Accelerated College Credit to their respective high school student).

Student Reimbursement

Students are not eligible for any state student financial aid for college course work, but students may apply to the district for reimbursement for any textbooks, fees, equipment or materials purchased by the student

that are required for a post-secondary course. All textbooks, fees, equipment and materials provided to a student and paid for by the district are the property of the district.

Transportation Services

The district may provide transportation services to eligible students who attend post-secondary institutions within the education service district boundaries of which the district is a component district.

Special Education Services

The district of a student participating in the Expanded Options Program shall be responsible for providing any required special education and related services to the student. "Related services" includes transportation and such developmental, corrective and other supportive services as are required to assist a student with a disability to benefit from special education and is consistent with Oregon administrative rules on special education. "Special education" means specifically designed instruction consistent with Oregon administrative rules to meet the unique needs of a student with a disability by adapting, as appropriate, the content, methodology, or delivery of instruction to address the unique needs of the student that result from the student's disability and to ensure access of the student to the general curriculum. If a post-secondary institution intends to provide special education and related services to an Expanded Options Program participant, the institution shall enter into a written contract with the district of the student. The contract shall include the following at a minimum:

1. Allowance for the student to remain in the program during the pendency of any special education due process hearing unless the parents and district agree otherwise;
2. Immediate notification to the district if the institution suspects that a student participating in the program may have a disability and requires special education or related services;
3. Immediate notification to the district if the student engaged in conduct that may lead to suspension or expulsion; and
4. Immediate notification to the district of any complaint made by the parents of the student regarding the student's participation in the program at the institution.

District Alternative Programs

The Expanded Options Program does not affect any program, agreement or plan that existed on January 1, 2006 between the district and a post-secondary institution, which has been continued or renewed.

Any new program, agreement or plan that is developed after January 1, 2006 may be initiated at the discretion of the district and the post-secondary institution.

END OF POLICY

Legal Reference(s):

[ORS 329.035](#)
[ORS 329.485](#)
[ORS 332.072](#)

[ORS 336.615 - 336.665](#)

~~[ORS Chapter 340](#)~~

[OAR 581-022-1363 to-1373](#)

[Every Student Succeeds Act of 2015, 20 U.S.C. § 1111-1605; § 3111-3203.](#)

[McKinney-Vento Homeless Assistance Act, Subtitle VII-B, reauthorized by Title IX-A of the Every Student Succeeds Act, 42 U.S.C. §§ 11431-11435 \(2015\).](#)

~~[HR 9/29/14/6/27/17](#)~~ | [RSPH](#)

Lebanon Community Schools

Code: **IGBI**
Adopted: 6/15/98
Readopted: 12/16/10
Orig. Code(s): IGBI

English Language Learner Education

Students whose primary languages are languages other than English will be provided appropriate assistance until they are able to use English in a manner that allows effective, relevant participation in regular classroom instruction.

Parents who are not able to use English in a manner that allows effective, relevant participation in educational planning for their student will be provided with relevant written, verbal or signed communication in a language they can understand as practicable.

END OF POLICY

Legal Reference(s):

[ORS 329.465](#)
[ORS 336.074](#)
[ORS 336.079](#)
[OAR 581-021-0046](#)
[OAR 581-022-1140](#)

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (2006).

~~No Child Left Behind Act of 2001~~ Every Student Succeeds Act of 2015, 20 U.S.C. §§ 6810-7014 (~~2006~~2015).

R6/27/17 | PH

Lebanon Community Schools

Code: **IGCA**
Adopted: 6/9/16

Post-Graduate Scholar Program*

The district will provide a Post-Graduate Scholar program for students in the district via the Beyond LHS program. A “post-graduate scholar” means a student who has: been in grades 9 through 12 for more than a total of four school years; and satisfied the requirements for a high school diploma as provided by law. The Post-Graduate Scholar program may allow post-graduate scholars to: enroll in courses at a community college that are part of an approved course of study in the post-graduate scholar program in the district, in order to gain a certificate or diploma; enroll in the approved program courses of study for one school year after the post-graduate scholar has satisfied the requirements for a high school diploma in the district; and have the district pay the costs for such approved course of study, including tuition, fees and books.

Program Qualifications

A post-graduate scholar qualifies to participate in the program if the post-graduate scholar:

1. Has completed and submitted the Free Application for Federal Student Aid (FAFSA);
2. Has completed and submitted the Oregon Promise Application;
3. Is not eligible for a grant under the Oregon Promise Program because of failure to earn the minimum cumulative grade point average, or submitted a complete application for a grant under the Oregon Promise program by the established deadline but did not receive a grant;
4. Is not eligible for a federal aid grant that is equal to or more than the average cost of tuition and fees at a community college, as determined by the U.S. Department of Education after Consultation with the Executive Director of the Office of Student Access and Completion; and
5. Retains a legal residence within the boundaries of the district through which the post-graduate scholar satisfied the requirements for a high school diploma.

The district establishes the following additional requirements:

6. A minimum high school GPA of 1.50;
7. An 80 percent attendance at community college courses; and
8. Regular in-person meetings with Beyond LHS staff to monitor progress held at least twice each month.

Program Goals

The goals of the program include:

9. Increasing the high school graduation rate for underserved students to 80 percent; and,
10. Increasing the percent of students from the district attending a postsecondary education institute.

The Beyond LHS program administrator will monitor program information at the end of each grading term and measure results at the end of each year. These results will be presented to the Board upon request.

11. The district approves the following courses of study for the program.

Courses that meet the requirements for;

- (1) Associate of Arts Oregon Transfer (AAOT);
- (2) Associate of Applied Science (AAS). Students must declare a program of study focus.
- (3) Associate of Science (AS) Students must declare a program of study focus.
- (4) Approved Certificate Programs.

Other District Requirements

The district has entered into a written agreement with Linn Benton Community College.

The district will provide dedicated staff via the Beyond LHS program to provide support services to post-graduate scholars, including regular in-person meetings to monitor student progress that occur at least twice each month.

The district will ensure that a majority of the students from the district who are enrolled in courses at a community college meet at least one of the following criteria:

1. Is not a post-graduate scholar;
2. Has a modified or expanded diploma or a General Educational Development (GED) certificate;
3. Was enrolled in an alternative high school program within the preceding 12 months;
4. Is, or will be, a first-generational graduate of high schools;
5. Is, or has been, a child in a foster home;
6. Is, or has been, placed in a facility or an education program by a court;
7. Is homeless;
8. Is a parent; or

9. Was identified as eligible for free or reduced price lunches within the preceding 12 months.

A district may receive or expend moneys distributed from the State School fund for post-graduate scholars who enroll in courses at a community college, only if the post-graduate scholars are enrolled in the courses as part of a program established under this section. The post-graduate scholar will not be required to accept or use any federal grant moneys to offset costs of tuition, fees or books incurred by the post-graduate scholar at the community college.

The district will provide transportation service in existing bus routes to post-graduate scholars, and is not required to alter existing bus routes to provide such transportation.

END OF POLICY

Legal Reference(s):

[ORS 327.006 to -327.133](#)

[ORS 329.451](#)

[ORS 332.405](#)

[ORS 339.250](#)

~~[ORS 811.210](#)~~

~~[ORS 811.215](#)~~

~~[OAR 581-021-0576 to -0579](#)~~

~~[No Child Left Behind Act of 2001, 20 U.S.C. §§ 6315, 7912.](#)~~

~~[Elementary and Secondary Education Act \(ESEA\) Flexibility Waiver, July 18, 2012.](#)~~

~~[McKinney-Vento Homeless Education Assistance Improvements Act of 2001, 42 U.S.C. §§ 11431-11435 \(2005\).](#)~~

~~[McKinney-Vento Homeless Assistance Act, Subtitle VII-B, reauthorized by Title IX-A of the Every Student Succeeds Act, 42 U.S.C. §§ 11431-11435 \(2015\).](#)~~

CR4/28/16|SL

Lebanon Community Schools

Code: **JECF**
Adopted: 4/17/14, 11/13/14

Interdistrict Transfer of Resident Students**

Interdistrict Transfer

The district offers a variety of programs and services designed to meet the individual needs of its students. Nevertheless, the Board recognizes there may be circumstances that arise in which a resident student may benefit from attendance in another public school in the state. Consequently, a student who resides within district boundaries may be released to attend school in another district that agrees to accept the student. The agreement will be by written consent of the affected school boards or designees whereby the student becomes a “resident student” of the attending district, allowing the attending district to receive State School Fund moneys. Any additional fees or tuition costs are the responsibility of the parent.

When the resident district approves the release of a resident student to another school district, the student or his/her parent(s) will be solely responsible for transportation unless federal or state law requires transportation to be provided by the district. When a resident student, who is on an individualized education plan (IEP), is accepted to another district by an interdistrict transfer, the attending district becomes responsible for a free appropriate public education (FAPE). District consideration of transfer requests by students under IDEA will meet the requirements of state and federal law.

Additionally, an interdistrict transfer of a resident student will be permitted, as appropriate, to meet the requirements to provide a safe public school choice in the ~~No Child Left Behind Act of 2001 (NCLBA)~~ Every Student Succeeds Act of 2015 (ESSA).

The resident district may not impose any limitations on the length of time for which consent is given to the student requesting release to another district.

The resident district shall not require a student to receive consent more than one time when the student requests admission to the same receiving district, regardless of any time limitations imposed by the receiving district.

The district shall allow the student whose legal residence changes to a different district during the school year, to complete the school year in the district if the student chooses to do so.

Open Enrollment

A student who resides within district boundaries may make a request to attend school in another district that agrees to accept the student. The agreement will be by written consent of the attending district only whereby the student becomes a “resident student” of the attending district, allowing the attending district to receive State School Funding. When the attending district approves the admission of the student, the attending district shall notify the district in which the student resides no later than May 1. The student or his/her parent(s) will be solely responsible for transportation to the attending/receiving district unless federal or state law requires transportation to be provided by the attending/receiving district. Students

under the Individuals with Disabilities Education Act (IDEA) will become the primary responsibility of the attending district.

Safe Public School Choice Transfer Requests

An interdistrict transfer¹ may be permitted in the event a student has been a victim of a violent criminal offense occurring in or on the grounds of a school the student attends, or the student attends a school identified as persistently dangerous and all other district schools the student may transfer to are also identified as persistently dangerous or there is no other district school to which the student may transfer. The transfer must be to a safe school.

Homeless Student

A homeless student residing in the district and the student's parent, or in the case of an unaccompanied student, the district's liaison for homeless students, may request that the student attend his/her school of origin², located out-of-district. The request will be considered based on the best interest of the student. The student may continue in his/her school of origin for the duration of the student's homelessness ~~when the student's family becomes homeless during or between an academic year, or for the remainder of the academic year if the student becomes permanently housed during the school year.~~ Transportation ~~to an out-of-district school~~ will³ be provided ~~through an interdistrict agreement~~ in accordance with law.

The superintendent is directed to establish procedures for the review of any student requests to attend school in another district.

END OF POLICY

Legal Reference(s):

[ORS 109.056](#)
[ORS 327.006](#)
[ORS 329.485](#)
[ORS 332.107](#)

[ORS 335.090](#)
[ORS 339.115 to -339.133](#)
[ORS 339.141](#)
[ORS 339.250](#)

[ORS 343.221](#)
[ORS 433.267](#)
[OAR 581-021-0019](#)
[OAR 581-022-0705](#)

Illegal Immigration and Immigration Reform Act of 1996, 8 U.S.C. §§ 1101, 1221, 1252, 1324, 1363, 1367 ~~(2006)~~.
McKinney-Vento Homeless ~~Education~~-Assistance ~~Improvements~~ Act of ~~2001~~, Subtitle VII-B, reauthorized by Title IX-A of the Every Student Succeeds Act, 42 U.S.C. §§ 11431-11435 ~~(2006)~~2015).
~~No Child Left Behind Act of 2001~~ Every Student Succeeds Act of 2015, 20 U.S.C. §§ ~~6316~~, 7912.
~~Elementary and Secondary Education Act (ESEA) Flexibility Waiver; July 18, 2012.~~

9/05/146/27/17 | PH

¹Districts are encouraged, but not required, to explore other appropriate options such as an agreement with a neighboring district to accept transfer students, if there is not another school in the district in which the student legally resides for the transferring student.

²"School of origin" means the school that ~~the a~~ student attended when permanently housed or the school in which the student was last enrolled. When the student has completed the final grade served by the school of origin, the term "School of origin" shall include the designated receiving school at the next grade level for all feeder schools.

³McKinney-Vento Homeless Assistance Act (see 42 U.S.C. 11432(g)(1)(J)(iii)).

Lebanon Community Schools

Code: **JFC**
Adopted: 3/17/11, 6/9/16

Student Conduct** (Version 1)

The Board expects student conduct to contribute to a productive learning climate. Students shall comply with the district's written rules, pursue the prescribed course of study, submit to the lawful authority of district staff and conduct themselves in an orderly manner at school during the school day or during district-sponsored activities.

Careful attention shall be given to procedures and methods whereby fairness and consistency without bias in discipline shall be assured each student. The objectives of disciplining any student must be to help the student develop a positive attitude toward self-discipline, realize the responsibility of one's actions and to maintain a productive learning environment. All staff members have responsibility for consistency in establishing and maintaining an appropriate behavioral atmosphere.

A student handbook, code of conduct or other document shall be developed by district administration in cooperation with staff, and will be made available and distributed to parents, students and employees outlining student conduct expectations and possible disciplinary actions, including consequences for disorderly conduct, ~~as required by the No Child Left Behind Act of 2001 (NCLBA)~~. In addition, each school in the district shall publish a student/parent handbook detailing additional rules specific to that school.

Students in violation of Board policy, administrative regulation and/or code of conduct provisions will be subject to discipline up to and including expulsion. Students are subject to discipline for conduct while traveling to and from school, at the bus stop, at school-sponsored events, while at other schools in the district and while off campus, whenever such conduct causes a substantial and material disruption of the educational environment or the invasion of rights of others. Students may be denied participation in extracurricular activities. Titles and/or privileges available to or granted to students may also be denied and/or revoked (e.g., valedictorian, salutatorian, student body, class or club office positions, senior trip, prom, etc.). A referral to law enforcement may also be made.

The district will annually record and report expulsion data for conduct violations as required by the Oregon Department of Education.

END OF POLICY

Legal Reference(s):

[ORS 339.240](#)

[ORS 339.250](#)

[ORS 659.850](#)

[OAR 581-021-0050 to -0075](#)

Tinker v. Des Moines Sch. Dist., 393 U.S. 503 (1969).

Hazelwood Sch. District v. Kuhlmeier, 484 U.S. 260 (1988).

Bethel Sch. Dist. v. Fraser, 478 U.S. 675 (1986).

Shorb v. Grotting and Powers Sch. Dist., Case No. 00CV-0255 (Coos County Circuit Ct.) (2000).

Ferguson v. Phoenix Talent Sch. Dist. #4, 172 Or. App. 389 (2001).

~~No Child Left Behind Act of 2001, 20 U.S.C. § 7912 (2006).~~

Morse v. Frederick, 551 U.S. 393, 127 S. Ct. 2618 (2007).

C.R. v. Eugene S.D. 4J, No. 12-1042, U.S. District Court of OR (2013).

~~R4/28/166/27/17~~ | PH

Lebanon Community Schools

Code: **JHC**
Adopted: 8/4/03
Readopted: 1/20/11
Orig. Code(s): JHC

Student Health Services and Requirements

Although the district's primary responsibility is to educate students, the students' health and general welfare is also a major Board concern. The Board believes school programs should be conducted in a manner that protects and enhances student and employee health and is consistent with good health practices.

The district shall provide:

1. One registered nurse or school nurse for every 125 medically fragile students;
2. One registered nurse or school nurse or one licensed practical nurse under the supervision of a registered nurse or school nurse for each nursing-dependent student; and
3. One registered nurse or school nurse for every 225 medically complex students.

The district may use the most cost effective means available to meet the above requirements

The district shall maintain a prevention oriented health services program which provides:

1. Pertinent health information on the students, as required by Oregon statutes or rules;
2. Health appraisal to include screening for possible vision or hearing problems;
3. Health counseling for students and parents when appropriate;
4. Health care and first-aid assistance that are appropriately supervised and isolates the sick or injured child from the student body;
5. Control and prevention of communicable diseases as required by Oregon Department of Human Services, Health Services and the county health department;
6. Assistance for students in taking prescription and/or nonprescription medication according to established district procedures;
7. Services for students who are medically fragile or have special health care needs;
8. Screening for scoliosis upon request of parent.

The Board directs its district health staff to coordinate with health personnel from other public agencies in matters pertaining to health instruction or the general health of students and employees.

In accordance with the requirements of the ~~No Child Left Behind Act of 2001~~ Every Student Succeeds Act of 2015 (ESSA), the district recognizes its responsibility to notify parents in advance of any nonemergency, invasive physical examination¹ or screening that is required as condition of attendance; administered and scheduled by the school in advance; and not necessary to protect the immediate health and safety of the student, or of other students.

Notification will be provided at least annually at the beginning of the school year or when enrolling students for the first time in school and will include the specific or approximate dates during the school year when such activities are scheduled or expected to be scheduled.

Procedures shall be developed and implemented to carry out this policy. All district employees will be appraised of their responsibilities in this area. Parents shall have the opportunity to request their students be exempt from participation in vision or hearing screening. The district will abide by those requests.

END OF POLICY

Legal Reference(s):

[ORS 329.025](#)

[OAR 581-022-0705](#)

[OAR 581-022-1420](#)

[OAR 581-022-1440](#)

Protection of Pupil Rights, 20 U.S.C. § 1232h (~~2006~~2015); Student Rights in Research, Experimental Programs and Testing, 34 C.F.R. Part 98 (~~2006~~2015).

Every Student Succeeds Act of 2015, 20 U.S.C. § 8548.

Family Education Rights and Privacy Act, 20 U.S.C. § 1232g.

HR6/27/17 | PH

¹The term “invasive physical examination” as defined by law, means any medical examination that involves the exposure of private body parts, or any act during such examination that includes incision, insertion, or injection into the body, but does not include a hearing, vision or scoliosis screening. The term does not include any physical examination or screening that is permitted or required by state law, including physical examinations or screenings that are permitted without parental notification.

Lebanon Community Schools

Code: **KAB**
Adopted: 8/4/03
Readopted: 1/20/11
Orig. Code(s): KAB

Parental Rights

The Board recognizes the importance of promoting parental input in decision making related to their student's health and general well-being, in determining district and student needs for educational services, in program development and district operations. To assist the district in this effort, and in accordance with the ~~No Child Left Behind Act of 2001 (NCLBA)~~ Every Student Succeeds Act of 2015 (ESSA), the district affirms the right of parents, upon request, to inspect:

1. A survey created by a third party before the survey is administered or distributed by the district to a student, including any district survey containing "covered survey items"¹ as defined by NCLBAESSA;
2. Any instructional material used by the district as part of the educational curriculum for the student;
3. Any instrument used in the collection of personal information from students for the purpose of marketing or for selling that information or otherwise providing that information to others for that purpose.

As provided by law, parents of district students will also, upon request, be permitted to excuse their student from "covered activities"² as defined by NCLBAESSA. The rights provided to parents under this policy, transfer to the student when the student turns 18 years ~~old~~ of age, or is an emancipated minor under applicable state law.

The superintendent will ensure that activities requiring parental notification are provided as required by law and that reasonable notice of the adoption or continued use of this policy is provided to parents of students enrolled in district schools. The input of parents will be encouraged in the development, adoption and any subsequent revision of this policy.

¹"Covered survey items" under NCLBESSA include one or more of the following items: political affiliations or beliefs of the student or the student's family; mental and psychological problems of the student or the student's family; sex behavior or attitudes; illegal, antisocial, self-incriminating or demeaning behavior; critical appraisals of other individuals with whom respondents have close family relationships; legally recognized privileged or analogous relationships, such as those of lawyers, physicians and ministers; religious practices, affiliations or beliefs of the student or the student's parent; and income, other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such a program.

²"Covered activities" requiring notification under NCLBA-ESSA include activities involving the collection, disclosure or use of personal information collected from students for the purpose of marketing or for selling that information or otherwise providing that information to others for that purpose; the administration of any survey containing one or more of covered survey items; and any nonemergency, invasive physical examination or screening that is required as a condition of attendance and administered and scheduled by the school in advance. See the administrative regulation for additional definitions.

The superintendent shall develop administrative regulations to implement this policy, including provisions as may be necessary to ensure appropriate notification to parents of their rights under federal law and district procedures to request review of covered materials, excuse a student from participating in covered activities and protect student privacy in the event of administration or distribution of a survey to a student.

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)

[Every Student Succeeds Act of 2015, 20 U.S.C. § 7928 \(2015\).](#)

Protection of Pupil Rights, 20 U.S.C. § 1232h (~~2006~~2015); Student Rights in Research, Experimental Programs and Testing, 34 C.F.R. Part 98 (~~2006~~2015).

[Family Education Rights and Privacy Act, 20 U.S.C. § 1232g \(2010\).](#)

[R6/27/17 | PH](#)

Lebanon Community Schools

Code: **KI**
Adopted: 2/7/00
Readopted: 1/20/11
Orig. Code(s): KI

Public Solicitation in District Facilities

Students and staff are to be protected from intrusion by announcements, posters, bulletins and communications of any kind from individuals and organizations not directly connected with the schools.

Fund raising by non-school agencies or for non-school activities during school hours will not be permitted without prior approval of the superintendent and/or principal.

Demonstrations of services or materials and canvassing of students or employees for the purpose of selling products or services shall not be permitted in either the district's schools or grounds, unless authorized by the superintendent and/or principal.

No non-school-sponsored organization or individual may solicit funds or sell tickets within the district without first securing permission through the superintendent and/or principal.

Whenever possible, solicitation should occur during non-classroom time.

The solicitation and sale of travel services to students may be permitted with approval of the superintendent on school property, at activities under the jurisdiction of the district and at interscholastic activities administered by a voluntary organization ~~approved by the State Board of Education (i.e., Oregon School Activities Association).~~

This includes sale of services to students by any person or group that sells, provides, furnishes, contracts for, arranges or advertises travel services.

Sellers of travel services must meet the following district criteria:

1. Belong to an association of sellers of travel certified by the director of the Department of Consumer and Business Services;
2. Provide proof of errors and omissions insurance;
3. Provide proof of a client trust account or performance bond;
4. Submit references;
5. Include in all information provided to students and parents that drug, alcohol and tobacco use will be prohibited;
6. Include in all information provided to students and parents a statement that the activity is a nonschool-sponsored event.

The administration of surveys, questionnaires and requests for information by nonschool-connected organizations are disallowed.

The district will not participate in any fund-raising drive which is not consistent with Board policy.

END OF POLICY

Legal Reference(s):

~~ORS 332.593~~ [ORS 332.107](#)

[ORS 339.880](#)

~~ORS 646.185~~

32 OR. ATTY. GEN. OP. 209 (1965)

46 OR. ATTY. GEN. OP 239 (1989)

Protection of Pupil Rights, 20 U.S.C. § 1232h (~~2006~~2015); Student Rights in Research, Experimental Programs and Testing, 34 C.F.R. Part 98 (~~2006~~2015).

[Every Student Succeeds Act of 2015, 20 U.S.C. § 7928 \(2015\).](#)

[Family Education Rights and Privacy Act, 20 U.S.C. § 1232g \(2010\).](#)

[R6/27/17 | PH](#)

Cross Reference(s):

DJG - Vendor Relations

GBI - Gifts and Solicitations

IGDK - Non-School-Sponsored Study and Athletic Tours/Trips/Competitions

KG - Community Use of District Facilities

KJA - Materials Distribution

Lebanon Community Schools

Code: **LBE**

Adopted: 11/6/06

Readopted: 1/20/11, 6/21/12, 12/18/14

Orig. Code(s): LBE

Public Charter Schools**

The district recognizes that public charter schools offer an opportunity to create new, innovative and more flexible ways of educating students in an atmosphere of learning experiences based on current research and development. Public charter schools shall demonstrate a commitment to the mission and diversity of public education while adhering to one or more of the following goals:

1. Increase student learning and achievement;
2. Increase choices of learning opportunities for students;
3. Better meet individual student academic needs and interests;
4. Build stronger working relationships among educators, parents and other community members;
5. Encourage the use of different and innovative learning methods;
6. Provide opportunities in small learning environments for flexibility and innovation;
7. Create new professional opportunities for teachers;
8. Establish additional forms of accountability for schools; and
9. Create innovative measurement tools.

Public charter schools may be established as a new public school, from an existing public school or a portion of the school or from an existing alternative education program. A public charter school may not convert an existing tuition-based private school into a charter school, affiliate itself with a nonsectarian school or religious institution or encompass all the schools in the district unless the district is composed of only one school.

The Board will not approve any public charter school proposal when it is deemed that its value is outweighed by any direct identifiable, significant and adverse impact on the quality of the public education of students residing in the district. To meet the eligibility criteria for Board approval, a public charter school proposal must meet the requirements of Oregon Revised Statutes, Oregon Administrative Rules, Board policy and regulation. Upon request of the Board, the public charter school applicant must furnish in a timely manner any other information the Board deems relevant and necessary to conduct a complete and good faith evaluation of the public charter school proposal.

The district will determine if it has any unused or underutilized buildings. Buildings may be made available for public charter school use, subject to Board approval. Approved use may be limited to instructional purposes only. Appropriate-use fees will be determined by the Board. Public charter school use outside the district's instructional day will be subject to Board policy KG - Community Use of District Facilities and accompanying administrative regulation.

Public charter school students shall not be permitted to participate in district curricular programs.

The district will not provide instructional materials, lesson plans or curriculum guides for use in a public charter school.

The public charter school employer will be determined with each proposal. If the Board is the employer, the terms of the current collective bargaining agreement will be examined to determine which parts of the agreement apply. If the Board is not the sponsor of the public charter school, it shall not be the employer and will not collectively bargain with public charter school employees.

The district will by December 1, calculate the number of students residing in the district who are enrolled in a virtual public charter school. When the percentage is three percent or above, the district may choose to not approve additional students for enrollment to a virtual public charter school, subject to the requirements in 581-026-0305(2).

The district is only required to use data that is reasonably available to the district including but not limited to the following for such calculation:

1. The number of students residing in the district enrolled in the schools within the district;
2. The number of students residing in the district enrolled in public charter schools located in the district;
3. The number of students residing in the district enrolled in virtual public charter schools;
4. The number of home-schooled students who reside in the district and who have registered with the educational service district; and
5. The number of students who reside in the district enrolled in private schools located within the school district.

A parent may appeal a decision of a school district to not approve a student for enrollment to a virtual public charter school to the State Board of Education.

The superintendent will develop administrative regulations for public charter schools to include the proposal process, review and appeal procedure and charter agreement provisions.

END OF POLICY

Legal Reference(s):

[ORS 327.077](#)
[ORS 327.109](#)
[ORS 332.107](#)
[ORS Chapter 338](#)
[ORS 339.141](#)
[ORS 339.147](#)
[OAR 581-026-0005 to -0515](#)

~~No Child Left Behind Act of 2001~~ [Every Student Succeeds Act of 2015](#), 20 U.S.C. §§ 6311-6322 (~~2006~~[2015](#)).

HR ~~10/23/14~~ [6/27/17](#) | PH

Lebanon Community Schools

Code: **EBBB**
Adopted: 8/5/02
Readopted: 5/6/10, 12/5/13
Orgi. Code(s): EBBB

Injury/Illness Reports

All injuries/illnesses sustained by the employee while in the actual performance of the duty of the employee occurring on district premises, in district vehicles, at a district-sponsored activity or involving staff members who may be elsewhere on district business will be reported immediately to a supervisor. A written report will be submitted within 24 hours to the District's safety officer. Reports will cover property damage as well as personal injury.

In the event of a work-related¹ illness or injury to an employee resulting in overnight hospitalization for medical treatment² other than first aid, the District's safety officer shall ~~inform-report the incident to~~ the Oregon Occupational Safety and Health Division (OR-OSHA). A report will be made within 24 hours after notification to the district of an illness or injury. Fatalities or catastrophes³ shall be reported within eight hours.

ALL injuries/illnesses sustained by the employee while in the actual performance of the duty of the employee will be promptly investigated. As a result of the investigation any corrective measures needed will be acted upon.

Monthly records will be maintained. An analysis of the data and trends will be made at least annually.

The Board will receive reports on serious injuries/illnesses, including accidents involving district property or employees, students or visiting publics, and periodic statistical reports on the number and types of injuries/illnesses occurring in the district, as well as on the measures being taken to prevent such injuries/illnesses in the future.

END OF POLICY

Legal Reference(s):

[OAR 437-001-0015](#)
[OAR 437-001-0700](#)
[OAR 437-001-0760](#)
[OAR 581-022-1420](#)

HB 3045 (2013)

~~R10/24/13~~6/27/17 | PH

¹An injury or illness is work related if an event or exposure in the work environment caused or contributed to the condition or significantly aggravated a preexisting condition.

²Medical treatment includes managing or caring for a patient for the purpose of combatting disease or disorder. The following are not considered medical treatment: visits to a doctor or health-care professional solely for observation or counseling; diagnostic procedures including administering prescription medications used solely for diagnostic purposes; and any procedure that can be labeled first aid.

³A "catastrophe" is an accident in which two or more employees are fatally injured, or three or more employees are admitted to a hospital or an equivalent medical facility.

Lebanon Community Schools

Code: **EFA**

Adopted: 9/6/09

Readopted: 5/6/10, 1/23/14, 12/10/15,
6/8/17

Orig. Code(s) EFA

Local Wellness Program

The district is committed to the optimal development of every student and believes that a positive, safe and health-promoting learning environment is necessary for students to have the opportunity to achieve personal, academic, developmental and social success.

To help ensure students possess the knowledge and skills necessary to make healthy choices for a lifetime, the superintendent shall prepare and implement a comprehensive district nutrition program consistent with state and federal requirements for districts sponsoring the National School Lunch Program (NSLP) and/or the School Breakfast Program (SBP). The program shall reflect the Board's commitment to providing adequate time for instruction that fosters healthy eating through nutrition education and promotion, serving healthy and appealing foods at district schools, developing food-use guidelines for staff and establishing liaisons with nutrition service providers, as appropriate.

The input of staff (including, but not limited to, physical education and school health professionals), students, parents, the public, the Board, school administrators, representatives of the school food authority and public health professionals will be encouraged in the development of wellness policy. The Board shall establish a Wellness Advisory Committee to advise the district in the creation of the local wellness policy. The superintendent will develop administrative regulations as necessary to implement the goals of the local wellness plan and ensure compliance of such policy.

WELLNESS POLICY IMPLEMENTATION, MONITORING, ACCOUNTABILITY AND COMMUNITY ENGAGEMENT

Implementation Plan

The district shall develop and maintain a plan to manage and coordinate the implementation of this wellness policy.

The plan will:

1. Delineate roles, responsibilities, actions and timelines specific to each school;
2. Include information about who will be responsible to make what change, by how much, where and when;
3. Include specific goals and objectives for nutrition standards for all foods and beverages available on the school campus, and in food and beverage marketing; and

4. Include specific goals and objectives for nutrition promotion and education, physical activity, physical education and other school-based activities that promote student wellness.

In an effort to measure the implementation of this policy, the Board designates the superintendent as the person who will be responsible for ensuring each school meets the goals outlined in this policy.

Record Keeping

The district will retain the following records to document compliance with the requirements of the wellness policy at the district's administrative offices.

5. The written wellness policy;
6. Documentation demonstrating that the policy has been made available to the public;
7. Documentation of efforts to review and update the local wellness policy, including an indication of who is involved in the update and the methods the district uses to make stakeholders aware of their ability to participate;
8. Documentation to demonstrate compliance with the annual public notification requirements;
9. The most recent assessment on the implementation of the local wellness policy;
10. Documentation demonstrating the most recent assessment on the implementation of the local wellness policy has been made available to the public.

Annual Notification of Policy

The district will make available to the public annually, an assessment of the implementation, including the extent to which the schools are in compliance with policy, how the policy compares to model policy and a description of the progress being made in attaining the goals of the policy. The district will make this information available through the district website. The district will also publicize the name and contact information of the district or school official(s) leading and coordinating the policy, as well as information on how the public can get involved with the local wellness policy.

Triennial Progress Assessments

At least once every three years, the district will evaluate compliance with the local wellness policy, to assess the implementation of the policy and produce a triennial progress report that will include:

11. The extent to which schools under the jurisdiction of the district are in compliance with the policy;
12. The extent to which the district's policy compares to model wellness policy; and
13. A description of the progress made in attaining the goals of the district's policy.

The district or school will actively notify households/families of the availability of the triennial progress report.

Revisions and Updating the Policy

The district will update or modify the local wellness policy based on the results of the triennial assessments and/or as district priorities change; community needs change; wellness goals are met; new health science, information and technology emerge; and new federal or state guidance or standards are issued. The local wellness policy will be assessed and updated as indicated at least every three years following the triennial assessment.

Community Involvement, Outreach and Communications

The district will actively communicate ways in which the community can participate in the development, implementation and periodic review and update of the local wellness policy through a variety of means appropriate for the district. The district will also ensure that communications are culturally and linguistically appropriate to the community, and accomplished through means similar to other ways that the district and individual schools are communicating important school information with parents.

NUTRITION PROMOTION AND NUTRITION EDUCATION

Nutrition promotion and nutrition education positively influence lifelong eating behaviors by using evidence-based techniques and nutrition messages, by creating food environments that encourage healthy nutrition choices and by encouraging participation in school meal programs. Students and staff will receive consistent nutrition messages throughout the school environment. Nutrition promotion also includes marketing and advertising nutritious foods and beverages to students and is most effective when implemented consistently through a comprehensive and multi-channel approach by staff, teachers, parents, students and the community.

School Meals

All schools within the district participate in U.S. Department of Agriculture (USDA) child nutrition programs, administered through the Oregon Department of Education (ODE), including the National School Lunch Program (NSLP), the School Breakfast Program (SBP), Fresh Fruit & Vegetable Program (FFVP), Summer Food Service Program (SFSP), Supper programs or others. The district also operates additional nutrition-related programs and activities including Farm-to-School programs, school gardens, Breakfast in the Classroom, Mobile Breakfast carts or Grab 'n' Go Breakfast.

Staff Qualifications and Professional Development

All school nutrition program directors, managers and staff will meet or exceed hiring and annual continuing education/training requirements in the USDA Professional Standards for Child Nutrition Professionals.

Water

Free, safe, unflavored, drinking water will be available to all students throughout the school day and throughout every school campus. The district will make drinking water available where school meals are served during mealtimes.

Competitive Foods and Beverages

All foods and beverages outside the reimbursable school meal programs that are sold to students on the school campus during the school day and extended school day will meet or exceed the nutrition standards set by the USDA and the Oregon Smart Snacks Standards¹. These standards will apply in all locations and through all services where foods and beverages are sold, which may include, but are not limited to, à la carte options in cafeterias, vending machines, school stores and snack or food carts.

Celebrations and Rewards

All foods offered on the school campus are encouraged to meet the nutrition standards set by the USDA and the Oregon Smart Snacks Standards. This includes, but is not limited to, celebrations, parties, classroom snacks brought by parents, rewards and incentives.

Fund Raising

Foods and beverages that meet or exceed the nutrition standards set by the USDA and the Oregon Smart Snacks Standards may be sold through fund raisers on the school campus during the school day.

Food and Beverage Marketing in Schools

Any foods and beverages marketed or promoted to students on the school campus during the school day will meet or exceed the nutrition standards set by the USDA and the Oregon Smart Snacks Standards.

“Food and beverage marketing” is defined as advertising and other promotion in schools. Food and beverage marketing often includes an oral, written or graphic statement made for the purpose of promoting the sale of a food or beverage product made by the producer, manufacturer, seller or any other entity with a commercial interest in the product.

PHYSICAL ACTIVITY AND PHYSICAL EDUCATION

Physical activity should be included in the school’s daily education program for grades pre-K through 12 and include regular, instructional physical education, as well as co-curricular activities and recess.

Physical activity during the school day (including, but not limited to, recess, classroom physical activity breaks or physical education) will not be withheld as punishment for any reason.

The Board realizes that a quality physical education program is an essential component for all students to learn about and participate in physical activity. The district will develop and assess student performance

¹[Oregon Department of Education, Oregon Smart Snacks Standards](#)

standards in order to meet the ODE’s physical education content standards. Students in kindergarten through grade 5 shall participate for at least 120² minutes during each school week, and students in grades 6 through 8 for at least 180³ minutes per school week.

Employee Wellness

The district encourages staff to pursue a healthy lifestyle that contributes to their improved health status, improved morale and a greater personal commitment to the school’s overall wellness program. Many actions and conditions that affect the health of staff may also influence the health and learning of students. The physical and mental health of staff is integral to promoting and protecting the health of students and helps foster their academic success. The district’s Employee Wellness Program will promote health, reduce risky behaviors of employees and identify and correct conditions in the workplace that can compromise the health of staff, reduce their levels of productivity, impede student success and contribute to escalating health-related costs such as absenteeism.

The district will work with community partners to identify programs, services and/or resources to compliment and enrich employee wellness endeavors.

Other Activities that Promote Student Wellness

The district will integrate wellness activities throughout the entire school environment (districtwide), not just in the cafeterias, other food and beverage venues and physical activity facilities. The district will coordinate and integrate other initiatives related to physical activity, physical education, nutrition and other wellness components so all efforts are complimentary, not duplicated and work toward the same set of goals and objectives promoting student well-being, optimal development and strong educational outcomes.

END OF POLICY

Legal Reference(s):

[ORS 329.496](#)
[ORS 332.107](#)
[ORS 336.423](#)

[OAR 581-051-0100](#)
[OAR 581-051-0305](#)
[OAR 581-051-0306](#)

[OAR 581-051-0310](#)
[OAR 581-051-0400](#)
[SB 4 \(2017\)](#)

National School Lunch Program, 7 C.F.R. Part 210 (2006).
School Breakfast Program, 7 C.F.R. Part 220 (2006).
Healthy, Hunger-Free Kids Act of 2010, Public Law 111-296 Section 204.

[R4/13/176/27/17](#) | PH

²These are the minimum PE requirements in elementary schools for school year 2019-2020.

³These are the minimum PE requirements in middle schools (grades 6 through 8) for school year 2021-2022.

Lebanon Community Schools

Code: **GBI**
Adopted: 11/3/08
Readopted: 9/16/10
Orig. Code(s): GBI

Gifts and Solicitations

Students and their parents shall be discouraged from giving gifts to district employees. The Board welcomes as appropriate the writing of letters by students to staff members expressing gratitude and appreciation.

Individual employees will ~~refrain from limit~~ giving gifts¹ to staff members who exercise any direct or indirect administrative or supervisory jurisdiction over them. Collecting money for group gifts is discouraged except in special circumstances such as bereavement, serious illness or for retirement gifts. Staff-initiated “sunshine funds” are exempt from this policy.

No staff member may solicit funds in the name of the school or district through the use of, including but not limited to, internet-sourced crowdfunding or other similar types of fund raising, without the approval of the superintendent.

Individual employees need to be accountable for maintaining integrity and avoid accepting anything of value offered by another for the purpose of influencing his/her professional judgment.

All employees are prohibited from accepting items of material value from companies or organizations doing business with the district. “Material value” is defined as \$50 from a single source in a single year.

No organization may solicit funds from staff members within the schools, nor may anyone distribute flyers or other materials related to fund drives through the district without the superintendent’s approval. Staff members may not be made responsible or assume responsibility for collecting money or distributing any fund-drive literature within the district without the superintendent’s approval.

The soliciting of staff by sales people, other staff or agents during on-duty hours is prohibited. Any solicitation should be reported at once to the principal or supervisor. Advertising is not allowed in the building without the superintendent’s approval.

END OF POLICY

¹“Gift” means something of economic value given to a public official or the public official’s relative or household member without valuable consideration of equivalent value, including the full or partial forgiveness of indebtedness, which is not extended to others who are not public officials or the relatives or household members of public officials on the same terms and conditions; and something of economic value given to a public official or the public official’s relative for valuable consideration less than that required from others who are not public officials. See ORS Chapter 244 for gift definition exceptions.

Legal Reference(s):

[ORS 244.010 to-244.400](#)

[ORS 339.880](#)

[OAR 584-020-0000 to-0045](#)

[OAR 199-005-0005 to-199-020-0020](#)

Cross Reference(s):

BBF - Board Member Standards of Conduct

DJG - Vendor Relations

GBC - Staff Ethics

KI - Public Solicitation in District Facilities

[6/27/17 | PH](#)

Graduation Requirements (Version 2)

The Board will establish graduation requirements for the awarding of a high school diploma, a modified diploma, an extended diploma and an alternative certificate which meet or exceed state requirements. A student may satisfy graduation requirements in less than four years. The district will award a diploma to a student fulfilling graduation requirements in less than four years if consent is given by the student's parent or guardian or by the student if he/she is 18 years of age or older or emancipated.

The district will ensure that students have onsite access to the appropriate resources to achieve a diploma, a modified diploma, an extended diploma or an alternative certificate at each high school. The district will provide age appropriate and developmentally appropriate literacy instruction to all students until graduation.

Essential Skills

The district will allow English Language Learner (ELL) students to demonstrate proficiency in the Essential Skills of Apply Mathematics in a variety of settings, in the student's language of origin for those ELL students who by the end of high school:

1. Are on track to meet all other graduation requirements; and
2. Are unable to demonstrate proficiency in the Essential Skills in English.

The district will allow ELL students to demonstrate proficiency in Essential Skills other than Apply Mathematics in a variety of settings, in the student's language of origin for those ELL students who by the end of high school:

3. Are on track to meet all other graduation requirements;
4. Are unable to demonstrate proficiency in the Essential Skills in English;
5. Have been enrolled in a U.S. school for five years or less; and
6. Have demonstrated sufficient English language skills using the English Language Proficiency Assessment for the 21st Century (ELPA21)¹.

The district will develop procedures to provide assessment options as described in the *Essential Skills and Local Performance Assessment Manual*, in the ELL student's language of origin for those ELL students who meet the criteria above, and will develop procedures to ensure that locally scored assessment options administered in an ELL student's language of origin are scored by a qualified rater.

¹~~For students seeking a diploma in 2015-2016, this criteria does not apply. This criteria does not apply to students seeking a diploma in 2017-2018.~~

The district may not deny a student, who has the documented history of an inability to maintain grade level achievement due to significant learning and instructional barriers, or of a medical condition that creates a barrier to achievements, the opportunity to pursue a diploma with more stringent requirements than a modified diploma or an extended diploma for the sole reason the student has the documented history.

The district may award a modified diploma or an extended diploma to a student only upon the written consent of the student's parent or guardian. The district shall receive the written consent during the school year in which the modified diploma or the extended diploma is awarded. A student who is emancipated or has reached the age of 18 at the time the modified diploma or the extended diploma is awarded may sign the consent.

A student shall have the opportunity to satisfy the requirements for a modified diploma, an extended diploma or an alternative certificate in either four years after starting the ninth grade, or until the student reaches the age of 21, if the student is entitled to a public education until the age of 21 under state or federal law.

A student may satisfy the requirements for a modified diploma, an extended diploma or an alternative certificate in less than four years but not less than three years. In order to satisfy the requirements for a modified diploma, an extended diploma or an alternative certificate in less than four years, the student's parent or guardian or a student who is emancipated or has reached the age of 18 must provide written consent which clearly states the parent, guardian or student is waiving the fourth year and/or years until the student reaches the age of 21. A copy of the consent will be forwarded to the district superintendent who will annually report to the Superintendent of Public Instruction the number of such consents.

Beginning in grade five or after a documented history to qualify for an extended diploma has been established, the district will annually provide to the parents or guardians of the student, information about the availability and requirements of a modified diploma, an extended diploma and an alternative certificate.

A student who receives a modified diploma, an extended diploma or an alternative certificate will have the option of participating in a high school graduation ceremony with the student's class.

A student who receives a modified diploma, an extended diploma or an alternative certificate shall have access to individually designed instructional hours, hours of transition services and hours of other services that equals at least the total number of instructional hours that is required to be provided to students who are attending a public high school, unless reduced by the individualized education program (IEP) team.

The district will award to students with disabilities a document certifying successful completion of program requirements. No document issued to students with disabilities educated in full or in part in a special education program shall indicate that the document is issued by such a program. When a student who has an IEP completes high school, the district will give the student an individualized summary of performance.

Eligible students with disabilities are entitled to a Free Appropriate Public Education (FAPE) until the age of 21, even if they have earned a modified diploma, an extended diploma, an alternate certificate or completion of a General Education Development document. The continuance of services for students with disabilities for a modified diploma, an extended diploma or an alternative certificate is contingent on the IEP team determining the student's continued eligibility and special education services are needed.

Students and their parents will be notified of graduation and diploma requirements.

The district will review graduation requirements biennially in conjunction with the secondary school improvement plan. Graduation requirements may be revised to address student performance.

The district may not deny a diploma to a student who has opted out of the Smarter Balanced or alternate Oregon Extended Assessment if the student is able to satisfy all other requirements for the diploma. Students who opt-out will need to meet the Essential Skills graduation requirement using another approved assessment option.

The district will issue a high school diploma, upon request, to a person who served in the Armed Forces², as specified in Oregon law, if the person was discharged or released under honorable conditions and has received either a General Educational Development, a post-secondary degree or has received a minimum score on the Armed Services Vocational Aptitude Battery.

The district shall establish conduct and discipline consequences for student-initiated test impropriety. "Student-initiated test impropriety" means student conduct that is inconsistent with the *Test Administration Manual* or accompanying guidance; or results in a score that is invalid.

END OF POLICY

Legal Reference(s):

[ORS 329.095](#)
[ORS 329.451](#)
[ORS 329.479](#)
[ORS 332.107](#)
[ORS 332.114](#)
[ORS 338.115](#)
[ORS 339.115](#)

[ORS 339.505](#)
[ORS 343.295](#)
[OAR 581-022-0615](#)
[OAR 581-022-0617](#)
[OAR 581-022-1130](#)
[OAR 581-022-1131](#)
[OAR 581-022-1133](#)

[OAR 581-022-1134](#)
[OAR 581-022-1135](#)
[OAR 581-022-1210](#)
[OAR 581-022-1215](#)
[OAR 581-022-1350](#)

TEST ADMINISTRATION MANUAL, PUBLISHED BY THE OREGON DEPARTMENT OF EDUCATION (FEBRUARY 4, 2016).
ESSENTIAL SKILLS AND PERFORMANCE ASSESSMENT MANUAL, PUBLISHED BY THE OREGON DEPARTMENT OF EDUCATION (MARCH 17, 2016).
[R4/28/166/27/17](#) | RS

²The policy applies to any person who:

1. Served in the Armed Forces of the U.S. at any time during:
 - a. World War I;
 - b. World War II;
 - c. The Korean Conflict; or
 - d. The Vietnam War;
2. Served in the Armed Forces of the U.S. and was physically present in:
 - a. Operation Urgent Fury (Grenada);
 - b. Operation Just Cause (Panama);
 - c. Operation Desert Shield/Desert Storm (Persian Gulf War);
 - d. Operation Restore Hope (Somalia);
 - e. Operation Enduring Freedom (Afghanistan); or
 - f. Operation Iraqi Freedom (Iraq);
3. Served in the Armed Forces of the U.S. in an area designated as a combat zone by the President of the U.S.

Compulsory Attendance**

Except when exempt by Oregon law, all students between ages 6 and 18 who have not completed the 12th grade are required to regularly attend a public full-time school during the entire school term.

All students five years of age who have been enrolled in a public school are required to attend regularly while enrolled in the public school.

Persons having legal control of a student between the ages 6 and 18, who has not completed the 12th grade, are required to have the student attend and maintain the child in regular attendance during the school term. Persons having legal control of a student who is five years of age and has enrolled the child in a public school, are required to have the student attend and maintain the child in regular attendance during the school term.

Under the superintendent's direction and supervision, attendance supervisors shall monitor and report any violation of the compulsory attendance law to the superintendent or designee. Failure to send a student and to maintain a student in regular attendance is a Class C violation.

The district will develop procedures for issuing a citation.

A parent who is not supervising his/her student by requiring school attendance may also be in violation of Oregon Revised Statute (ORS) 163.577 (1) (c). Failing to supervise a child is a Class A violation.

In addition, under policy JHFDA - Suspension of Driving Privileges, the district may report students with 10 consecutive days of unexcused absence or 15 cumulative days of unexcused absences in a single semester to the Oregon Department of Transportation.

Exemptions from Compulsory School Attendance

In the following cases, students shall not be required to attend public schools full-time:

1. Students being taught in a private or parochial school in courses of study usually taught in kindergarten through grade 12 in the public schools, and in attendance for a period equivalent to that required of students attending public schools.
2. Students proving to the Board's satisfaction that they have acquired equivalent knowledge to that acquired in the courses of study taught in kindergarten through grade 12 in the public schools.
3. Students being taught, by a private teacher, the courses of study usually taught in kindergarten through grade 12 in the public school for a period equivalent to that required of students attending public schools.
4. Students being educated in the home by a parent:

- a. When a student is taught or is withdrawn from a public school to be taught by a parent or private teacher, the parent or teacher must notify the Linn-Benton-Lincoln Education Service District (ESD) in writing within 10 days of such occurrence. In addition, when a home-schooled student moves to a new ESD, the parent shall notify the new ESD in writing, within 10 days, of the intent to continue home schooling. The ESD superintendent shall acknowledge receipt of any notification in writing within 90 days of receipt of the notification. The ESD is to notify, at least annually, school districts of home-schooled students who reside in their district;
- b. Each student being taught by a parent or private teacher shall be examined no later than August 15, following grades 3, 5, 8 and 10:
 - (1) If the student was withdrawn from public school, the first examination shall be administered at least 18 months after the date the student withdrew;
 - (2) If the student never attended public or private school, the first examination shall be administered prior to the end of grade 3;
 - (3) Procedures for home-schooled students with disabilities are set out in Oregon Administrative Rule (OAR) 581-021-0029.
- c. Examinations testing each student shall be from the list of approved examinations from the State Board of Education;
- d. The examination must be administered by a neutral individual qualified to administer tests on the approved list provided by the Oregon Department of Education;
- e. The person administering the examination shall score the examination and report the results to the parent. Upon request of the ESD superintendent, the parent shall submit the results of the examination to the ESD;
- f. All costs for the test instrument, administration and scoring are the responsibility of the parent;
- g. In the event the ESD superintendent finds that the student is not showing satisfactory educational progress, the ESD superintendent shall provide the parent with a written statement of the reasons for the finding, based on the test results and shall follow the guidelines in Oregon Revised Statutes and Oregon Administrative Rules.

5. Students excluded from attendance as provided by law.

6. An exemption may be granted to the parent of any student 16 or 17 years of age who is lawfully employed full-time, or who is lawfully employed part-time and enrolled in school, a community college or an alternative education program as defined in ORS 336.615.

6-7. An exemption may be granted to any child who is an emancipated minor or who has initiated the procedure for emancipation under ORS 419B.550 to 419B.558.

END OF POLICY

Legal Reference(s):

[ORS 153.018](#)
[ORS 163.577](#)
[ORS 336.615 to -336.665](#)
[ORS 339.010 to -339.090](#)
[ORS 339.095](#)

[ORS 339.990](#)
[ORS 807.065](#)
[ORS 807.066](#)
[OAR 581-021-0026](#)
[OAR 581-021-0029](#)

[OAR 581-021-0071](#)
[OAR 581-021-0077](#)
 SB 321 (2015)

HR ~~44466~~ 27/17 | PH

MEMORANDUM



To: Board of Directors

From: Jennifer Meckley, Director of Human Resources and Community Relations

Date: October 6, 2017

Re: Policy GCPB/GDPB – Resignation of Staff

OSBA highly recommends this policy with the revision. The revision of language is a result of a revision by the Teachers Standards and Practices Commission of Oregon Administrative Rule 584-050-0020.

The OAR and policy still state that a Board *may, not must*, request TSPC to discipline a licensee where less than 60-day notice is given.

Lebanon Community Schools

Code: **GCPB/GDPB**
Adopted: 6/15/98
Readopted: 9/16/10
Orig. Code(s): GCPB/GDPB

Resignation of Staff

A licensed staff member who wishes to resign from his/her position with the district must give written notice of at least 60 days ~~prior to the date he/she wishes to leave district employment~~ at or upon the time of resignation. The superintendent or assistant superintendent is authorized to accept the resignation effective the day it is received and either release the teacher immediately from further teaching or administrative obligations or inform the teacher that he/she must continue teaching for part or all of the 60-day period.

Where less than a 60-day notice is given, the Board may request the Teacher Standards and Practices Commission to discipline the licensee. Exceptions due to emergency or other extenuating circumstances may be considered by the Board.

The superintendent or designee is authorized to accept resignations of classified employees effective the day they are received.

END OF POLICY

Legal Reference(s):

[ORS 342.553](#)

[ORS 652.140](#)

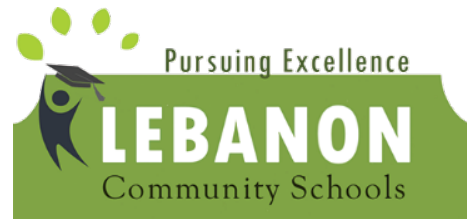
[OAR 581-022-1720](#)

[OAR 584-050-0020](#)

Pierce v. Douglas County Sch. Dist., 297 Or. 363 (1984).

[HR6/27/17 | PH](#)

MEMORANDUM



To: Board of Directors
From: Jan Sansom, Special Education Director
Date: October 6, 2017
Re: Physical Restraint and Seclusion Report
Special Education Census Numbers

The Physical Restraint and Seclusion Report is required annually for Board reporting.

Special Education census numbers from 2007 to 2017 are included for Board information. It shows the growth of the SPED population over time. Though our SPED numbers have increased 41% over the last ten years (from 485 students to 686), our enrollment during that same time as been flat. This shift in our student population means that currently 17.4% of our students have special education needs (as opposed to 12% in 2008). Since the state only provides special education funding at 11%, funding levels for special education have not kept pace with the growth we have experienced in our district. This dilemma presents an ongoing issue that impacts the general fund on an ongoing basis.

September, 2017

581-021-0559 Reporting Requirements for the Use of Physical Restraint & Seclusion

Each entity that has jurisdiction over a public education program must prepare an annual report detailing the use of physical restraint and seclusion for the preceding school year, including, at a minimum:

(a) The total number of incidents involving physical restraint;

In 2016 – 2017 Lebanon School District had 30 incidents of physical restraint, (Physical restraint means the restriction of a student's movement by one or more persons holding the student or applying physical pressure upon the student.)

(b) The total number of incidents involving seclusion;

In 2016 – 2017 Lebanon School District had 16 incidents of seclusion, (Seclusion means the involuntary confinement of a student alone in a room from which the student is physically prevented from leaving.)

(c) The total number of seclusions in a locked room;

In 2016 – 2017 Lebanon School District had 0 incidents of seclusion in a locked room.

(d) The total number of students placed in physical restraint;

In 2016 – 2017 Lebanon School District had 20 students placed in physical restraint.

(e) The total number of students placed in seclusion;

In 2016 – 2017 Lebanon School District had 5 students placed in seclusion.

(f) The total number of incidents that resulted in injuries or death to students or personnel as a result of the use of physical restraint or seclusion;

In 2016 -2017 Lebanon School District had 0 incidents that resulted in injuries or death to students or personnel as a result of the use of physical restraint or seclusion.

(g) The number of students who were placed in physical restraint or seclusion more than 10 times in the course of a school year and an explanation of what steps have been taken by the public education program to decrease the use of physical restraint and seclusion for each student;

In 2016 -2017 Lebanon School District had 0 students who were placed in physical restraint or seclusion more than 10 times in the course of the school year.

(h) The number of incidents in which the personnel of the public education program administering physical restraint or seclusion were not trained;

In 2016 – 2017 Lebanon School District had 7 incidents of students who were placed in physical restraint by untrained personnel.

(i) The demographic characteristics of all students upon whom physical restraint or seclusion was imposed, including;

a. Race – **20 White students**

b. Ethnicity – **0**

c. Gender – **21 male students, 2 female students**

d. Disability status – **17 students with disabilities**

e. Migrant status – **0 migrant students**

f. English proficiency – **0 English proficiency students**

g. Status as economically disadvantaged – **21 economically disadvantaged students**

**SPECIAL EDUCATION CENSUS NUMBERS
DECEMBER 2007-DECEMBER 2016**

June 2017 #'s

Primary Disability	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2015-16	Referral	Other-Exited	DNQ	Total	Active June 16-17	EI Students	Referral Initial	Total
Autism Spectrum Disorder	40	39	54	52	48	56	55	62	63	63	1	8	0	72	68	4	3	75
Communication Disorder	118	136	181	171	200	204	195	187	154	148	4	43	10	205	130	29	0	159
Deaf-Blindness	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Emotional Disturbance	9	18	15	16	17	15	20	25	26	29	2	11	2	44	26	0	0	26
Hearing Impairment	4	4	4	4	2	1	2	3	2	2	0	0	0	2	2	1	0	3
Intellectual Disability	53	50	51	48	51	53	59	54	50	58	1	9	0	68	60	0	0	60
Orthopedic Impairment	8	5	7	8	9	8	7	5	5	1	0	0	0	1	4	1	0	5
Other Health Impairments	69	68	58	70	59	63	57	68	78	89	0	17	4	110	101	0	3	104
Specific Learning Disability	176	187	243	222	208	215	229	221	252	240	3	65	10	318	245	0	5	250
Traumatic Brain Injury	3	3	1	1	1	1	1	1	1	2	1	0	0	3	1	0	0	1
Visual Impairment	4	4	5	7	3	4	4	4	2	2	0	0	0	2	3	0	0	3
Total	485	514	619	599	598	620	629	630	633	634	12	153	26		640	35	11	Total

MEMORANDUM



To: Board of Directors

From: Rob Hess, Superintendent

Date: October 6, 2017

Re: Strategic Plan

The following Strategic Plan is a two year plan based upon biennium funding. It is built around six different unranked priorities. The plan doesn't cover all of the work we are doing, just strategic goals and actions designed to move our priorities forward. The plan is built on the PDSA (Plan, Do, Study, Act) model. This first version is the Plan stage. It is designed to be reviewed and revised as we implement the plan (Do—fall 2017 and spring 2018), study the results of the implementation (Study—summer 2018), and make adjustments (Act—fall 2018). The next Strategic Plan will be developed in the spring/summer of 2019 in conjunction with the next biennium funding cycle.

Strategic Planning for 2017-2019
(Plan • Do • Study • Act)

Priority: College and Career Readiness				
<i>Students are prepared to be successful at the 4 year university level, 2 year college level, trade school, military, CTE pathways, or work force depending on their career interests and strands.</i>				
<u>2020 Vision Crosswalk:</u> Teaching and Learning (1), High Level Learning Opportunities (4), College and Career Guidance (6), Experiential Learning (7), Career Related Learning (8), Professional-Technical Training (12), Communication/Community Engagement (23), Community Connections (20), Parent Partnership and support (21),				
Strategy A: Implement AVID K-12				
Goals: Targets of Opportunity	Evidence	Who*	When	Performance Indicator (G, Y or R)**
1: Increase the number of trained staff (SI and pathways). a. Implement district pathway Oct 2017 b. Send staff to district pathways and showcases c. Train new staff locally via district path in summer	A. % of staff trained district-wide and at each school. <i>September 2017 Baseline:</i> B. Graduation Rate	√ Admin Team √ AVID Site Teams	2017-19	
2: Each school will have a five year framework plan of implementation that will inform district and school PD training.	A. Five year plan template B. Joint meeting to review site plans C. Graduation Rate	√ AVID DDs to provide template & training. √ Site teams √ Principals	2017-18	
3: WICOR walkthroughs a: WICOR Stars/Feedback b: Principal & DD walkthroughs c. Building level walkthroughs	A. Rob/DDs leave informal feedback for AVID trained staff B. Monthly district walkthroughs focused on building identified needs C. Site teams coordination with DD D. SBAC assessment growth E. STAR assessment growth	√ AVID DDs √ Principals √ Site Teams	2017-19	

* People with bottom line accountability

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Lebanon Community Schools 2017-19

Strategy B: Support CTE programs and career pathway opportunities				
Goals: Targets of Opportunity	Evidence	Who*	When	Performance Indicator (G, Y or R)**
1: Participate and promote Classroom to Career Expo	A. Number of students who attend B. Feedback from staff and students C. Feedback from community partners	√ Asst. Super √ Principals √ Boys and Girls Club	Sep 2017	
2: Increase STEM and CTE offerings at the middle school level	A. School schedule and staffing	√ Budget committee √ Admin	2017-2019	
3: Increase opportunities for students to participate in CTE a. Increase number of programs offered. b. Sustain and build current programs	A. % of students at LHS identified as a CTE participant <i>Dec 2016 Baseline: 276/375: 73.6%</i> B. % of students at LHS identified as a CTE concentrator <i>Dec 2016 Baseline: 143/375: 38%</i> C. Additional CTE programs D. Additional Resources to existing programs E. Graduation Rate <i>Dec 2016 Baseline: 272/375: 72.5%</i>	√ Budget committee √ Admin √ CTE Teachers √ Dist. Admin	2017-2019	
4. Participate in Albany Pipeline activities	A. Students and staff participating in Manufacturing Days B. Albany Chamber Pipeline meetings	√ LHS Admin √ Superintendent	2017-2019	
5. Participate in East Linn County Manufacturing Grant	A. Achieve grant outcomes	√ LBL √ Grant partners √ Superintendent	2017-2019	
Strategy C: Advanced Placement Access and Opportunities				
Goals: Targets of Opportunity	Evidence	Who*	When	Performance Indicator (G, Y or R)**
1. Collaborate with EOS (Equal Opportunity Schools) to identify students capable and eligible for AP coursework.	A. Demographics of AP enrollment mirror demographics of school.	√ Building Admin √ Teacher leaders	2017-2019	

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Lebanon Community Schools 2017-19

2. Provide a variety of AP course options.	A. Number of course offered B. Number of students enrolled	√ Building admin √ AP teachers	2017-2019	
3. Increase the percent of students taking AP exams	A. Number of students taking AP exams	√ Building admin	2017-2019	
4. Increase the percent of students passing AP exams	B. % of students receiving a 3 or higher	√ Building admin √ AP teachers	2017-2019	

Strategy D: Implement a CTE district sponsored charter school

Goals: Targets of Opportunity	Evidence	Who*	When	Performance Indicator (G, Y or R)**
1. Learn the process to becoming a state recognized charter school	A. Attend charter school grant meeting	√ Superintendent	Sept 2017	G
2. Develop charter school concept and apply to the board	A. Proposal made to school board	√ Dist. Admin	Winter 2017	
3. Create an advisory board for the charter school	A. Meeting Agendas	√ Dist. Admin	Spring 2017	
4. Create a leadership team for the charter school	A. Meeting Agendas	√ Dist. Admin	Spring 2017	
5. Write charter school planning grant and receive funding from the state.	A. Planning grant written B. Planning grant awarded from ODE	√ Dist. Admin √ Charter advisory board	Spring 2017	
6. Apply to Board to open a new CTE focused charter school.	A. Application approved	√ Charter Board	Fall 2018	
7. Apply for ODE Implementation Grant.	A. Grant awarded	√ Charter Board		

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Priority: Attendance

Students demonstrate regular attendance at school

2020 Vision Crosswalk: Communication/Community Engagement (23), Community Connections (20), Parent Partnership and support (21), Career Related Learning (8), Professional Technical Training (12), Health, Wellness, Nutrition (18), Beyond the Day Programs (19)

Strategy A: Building and District Attendance Committees

Goals: Targets of Opportunity	Evidence	Who*	When	Performance Indicator (G, Y or R)**
1. Support building attendance committees.	A. Meeting Minutes B. Attendance data increase at each school.	√ Dist. admin √ Building admin	2017-18	
2. Implement District attendance committee.	A. Meeting Minutes B. Attendance increase district wide at each level (elementary, middle, high) <i>2016-17 baseline: K-3: 79.2%; 4-5: 82.3%; 6-8: 80.6%; 9-12: 63.7%</i> C. Reduction in # of dropouts. <i>Dec 2016 baseline: 60/403 students: 14.8%</i>	√ Dist. admin √ Building admin	2017-18	
3. Implement the A Team (Attendance Team) at the high school	A. Team hired and trained B. Attendance rate increase LHS <i>2016-17 baseline: 65.6% regular attenders</i> C. Reduction of Unexcused absences D. Reduction of Tardies E. Reduction of F grades F. Each team member has a caseload of students they work with on a regular basis.	√ Measure 98 funding √ Superintendent √ LHS Admin Team √ "A" Team at LHS	2017-18	

Strategy B: Implement Employability Scores Grades 6-12

* People with bottom line accountability

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Lebanon Community Schools 2017-19

Goals: Targets of Opportunity	Evidence	Who*	When	Performance Indicator (G, Y or R)**
1. Train administrators on the why, rubric, and metrics of Employability Scores	A. Meeting Agendas	√ Superintendent	Fall 2017	
2. Communicate with school board, families, and community	A. Website, Meeting Agendas	√ Dist. & Building Admin	Fall 2017	
3. Train teachers on the Employability Scores	A. Meeting Agendas	√ Building Admin	Fall 2017	
4. Train students on Employability Scores	A. Lesson plans B. school communications	√ Building Admin √ Teachers	2017-18	
5. Train parents on the purpose of E.S. and how to interpret the results	A. School communications B. Meeting agendas	√ Building Admin √ Teachers	2017-18	
Strategy C: Social and Emotional Support for Students				
Goals: Targets of Opportunity	Evidence	Who*	When	Performance Indicator (G, Y or R)**
1. Districtwide Counselor PLC for training, networking, and support	A. Monthly meetings and activities	√ Counseling Team and facilitator	2017-18	
2. Suicide Awareness and Prevention Night	A. Meeting agenda and activity from the event	√ Suicide Task Force	Fall 2017, 2018	
3. Regional Suicide Task Force	A. Monthly meetings, agendas, and outcomes	√ Suicide Task Force	2017-19	
4. Programs at every school to support social and emotional needs of students	A. Classroom visits and site plans	√ Counselors and social workers	2017-19	
Strategy D: Develop a Welcome Center to support families				
Goals: Targets of Opportunity	Evidence	Who*	When	Performance Indicator (G, Y or R)**
1. Create a space in the District Office to start the Welcome Center.	Physical space that is functional and appealing for a Welcome Center	Jennifer Meckley Kim Grousbeck Bo Yates	2017-2018	

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Lebanon Community Schools 2017-19

2. Conduct an assessment to determine which services we already offer.	Inventory of resources. Documentation of families served.	Jennifer Meckley Kim Grousbeck Mindy Yesenia Roseanne	2017-2018	
3. Inventory and organize current resources (school supplies, hygiene products, clothing, etc.)	Inventory of resources.	Jennifer Meckley Kim Grousbeck Mindy Yesenia Roseanne	2017-2018	
4. Develop processes for serving families (i.e. homeless students, students in need, students new to the district, etc.)	Documentation of families served "Ticketing" system to track requests for assistance.	Jennifer Meckley Kim Grousbeck Mindy Yesenia Roseanne Kela	2017-2018	
5. Train staff on processes.	Documentation of families served. "Ticketing" system to track requests for assistance. Brochure and communication plan.	Jennifer Meckley Kim Grousbeck Mindy Yesenia Roseanne Kela	2017-2018	
6. Develop partnerships with local non-profits and businesses.	Meeting agendas	Jennifer Meckley Kim Grousbeck	2017-2018	
7. Develop a brochure and communication plan to advertise the Welcome Center to school staff, families, and the community.	Brochure and communication plan.	Welcome Center Staff	2017-2018	

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Priority: Instructional RIGOR

Increase the level of academic understanding for all through high expectations for students and staff

2020 Vision Crosswalk: Teaching and Learning (1), High Level Learning Opportunities (4), College and Career Guidance (6), Alignment and Enrollment (2), Special Education (3), Student Leadership (5), Quality Staff (9), Talented and Gifted (10), World Languages (11), Technology for students (16),

Strategy A: Instructional Coaching & Assessment

Goals: Targets of Opportunity	Evidence	Who*	When	Performance Indicator (G, Y or R)**
1. SBAC Assessment (A year’s growth in a year’s time) a. Increase % of students passing the assessment b. Increase Effect Size of students on the assessment from one year to the next.	A. SBAC results per grade level, benchmark, and building in reading and math are improved/analyzed through % passing and effect size.	✓ Dist. & Building Admin	2017-19	
2. STAR Assessment is used K-8 to track student growth interventions, and SBAC prediction	A. Teacher and building ownership of STAR assessment results and routine use is established throughout the district.	✓ Dist. & Building Admin, teaching staff	2017-19	
3. 6th grade Instructional coaching at 7 Oak	A. Classroom visits, walkthroughs, and feedback. B. Increase in STAR and SBAC results.	✓ Instructional coach	2017-18	
4. New teacher mentoring and induction program	A. Informal and formal meetings occur B. Feedback from participants C. Retention of staff	✓ District and association staff	2017-18	
5. Teachers are supported to deliver intended curriculums with fidelity.	A. Teacher evaluations B. District walkthroughs and conversations	✓ Principals ✓ Dist. Admin	2017-19	

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Lebanon Community Schools 2017-19

Strategy B: Special education				
Goals: Targets of Opportunity	Evidence	Who*	When	Performance Indicator (G, Y or R)**
1. Support New special education teachers	A. District mentoring program B. Staff feedback of supports offered	HR and SPED director	2017-18	
2. Increase the % of SPED students receiving a diploma (standard or modified)	A. 4 and 5 Year Graduation cohort rates	√ Principals √ SPED director √ SPED teachers	2017-19	
3. Decrease the number of SPED students who drop out of school.	A. Dropout report	√ Principals √ SPED director √ SPED teachers		
Strategy C: RTI Academics				
Goals: Targets of Opportunity	Evidence	Who*	When	Performance Indicator (G, Y or R)**
1. All buildings have an RTI team that meets regularly to review academic data and develop/implement interventions for students.	A. Building agendas	√ Principals √ Teacher leaders	2017-2018	
2. Develop a common set of forms that are used throughout the district	A. RTI form and meeting agenda review	Amanda S. Jan Sansom	2017-2018	
3. Implement STAR assessment in reading and math grades K-8	Consistent use of the system throughout the district.	Dawn Baker Principals RTI teams	2017-2018	

* People with bottom line accountability

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Strategy D: WICOR Walkthroughs (see also AVID Implementation)				
Goals: Targets of Opportunity	Evidence	Who*	When	Performance Indicator (G, Y or R)**
1: WICOR Stars/Feedback	A. Rob/DDs leave informal feedback for AVID trained staff	√ Superintendent	2017-18	
2. Principal & DD walkthroughs	A. Monthly district walkthroughs focused on building identified needs B. Site teams coordination with DD	√ AVID DDs √ Principals	2017-19	
3. Building level walkthroughs	A. # of walkthroughs that occur	√ Site Teams	2017-19	

Priority: Culture

Students, staff, and parents feel supported by our schools.

2020 Vision Crosswalk: Experiential Learning (7), Career Related Learning (8), Professional-Technical Training (12), Communication/Community Engagement (23), Community Connections (20), Parent Partnership and support (21), Financial Literacy (13), Pre-K through 20 Connections (14), Character Education (15), Arts and Music (17), Health, Wellness, and Nutrition (18), Beyond the Day programs (19),

Strategy A: Implement a worksite wellness program for district staff				
Goals: Targets of Opportunity	Evidence	Who*	When	Performance Indicator (G, Y or R)**
1. Each site will have a school wellness committee team with the main objective to implement the Wellness Policy.	1. Meeting minutes	Jennifer Meckley Angie Gorman Kim Grousbeck School Wellness Teams	2017-2019	
2. The District Wellness (representatives from each site) team will meet three times a year.	A. Meeting minutes	Jennifer Meckley Angie Gorman Kim Grousbeck	2017-2019	

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Lebanon Community Schools 2017-19

		School Wellness Teams		
3. Each site will conduct a health assessment and create an action plan.	A. School action plans	Jennifer Meckley Angie Gorman Kim Grousbeck School Wellness Teams	2017-2019	
4. Develop a partnership with the community group Live Longer Lebanon.	A. School representatives on Live Longer Lebanon team.	Jennifer Meckley Angie Gorman Kim Grousbeck School Wellness Teams	2017-2019	
5. Provide professional development opportunities for staff on “wellness” topics each District early release Wednesday.	PD agendas	Jennifer Meckley Angie Gorman Kim Grousbeck School Wellness Teams	2017-2019	
6. Apply for OEA Choice grant to gain funds to support employee wellness.	OEA Grant application submitted	Jennifer Meckley Angie Gorman Kim Grousbeck School Wellness Teams	2017-2019	
Strategy B: Sustain PBIS at all sites				
Goals: Targets of Opportunity	Evidence	Who*	When	Performance Indicator (G, Y or R)**
1. Implement district and building PBIS teams	Meeting Agendas	Rob Hess Building Principals Amanda S.	2017-2018	
2. Conduct 360 Feedback Surveys at all sites	Surveys conducted	Building principals	Fall 2017	

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Lebanon Community Schools 2017-19

3. Implement improvements from the feedback	Each building takes action to improve their culture and climate	Building principals	Spring 2018	
Strategy C: Increase cultural awareness, diversity, and a focus on equity				
Goals: Targets of Opportunity	Evidence	Who*	When	Performance Indicator (G, Y or R)**
1. Increase service and support to our EL students and families	Implement State grant	Dawn Baker	2017-2019	
2. Increase awareness and appreciation of diversity	Increase number of staff trained in Courageous Conversations	REG Team	2017-2019	
3. Increase staff awareness and practice of trauma informed practices, collaborative problem-solving, and LCI	Provide a variety of trainings	Kela Lynn Jan Sansom	2017-2019	
Strategy D: RTI Behavior				
Goals: Targets of Opportunity	Evidence	Who*	When	Performance Indicator (G, Y or R)**
1. All buildings have an RTI team that meets regularly to review behavior data and develop/implement interventions for students.	A. Building agendas	√ Principals √ Teacher leaders	2017-2018	
2. Develop a common set of forms that are used throughout the district	A. RTI form and meeting agenda review	Amanda S. Jan Sansom	2017-2018	
Strategy E: Opportunities for Students				
Goals: Targets of Opportunity	Evidence	Who*	When	Performance Indicator (G, Y or R)**
1. Develop and implement SEL (Social and Emotional Learning) environments for students.	Expansion of SEL spaces and meeting student needs in those spaced.	√ Red Zone Team	2017-2018	
2. Increase CTE options and offerings for students	Increase % of students that participate in CTE programs.	Brad Shreve Rob Hess CTE teachers	2017-2019	
3. Increase instructional time for students who are behind in Math	A. Review of schedules at LHS and 7 Oak. B. SBAC results of 2018	Brad Shreve Wayne Reposa Math teachers	2017-2018	

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Priority: Facilities/Operational Development and Improvement

Maintain and improve the quality of our our facilities and operations

2020 Vision Crosswalk: Facility Improvement (24), Technology Infrastructure (25), Resource Development (22)

Strategy A: Facilities

Goals: Targets of Opportunity	Evidence	Who*	When	Performance Indicator (G, Y or R)**
Construction Excise Tax	Ad Hoc Committee Meetings	Linda Darling Bo Yates Board	2017-2018	
Long Term Planning Grant	Apply for planning grant	Linda Darling Bo Yates	Jan 2018	
Comprehensive Building Plans	Building condition audit	Long range facilities planning committee	2017-2018	

Strategy B: Technology

Goals: Targets of Opportunity	Evidence	Who*	When	Performance Indicator (G, Y or R)**
Professional Development for Teachers and Staff	District Early Release PDs Other Trainings	√ Tech Team	2017-2019	
Maintenance of Systems	Electronic task management system	√ Tech Team	2017-2019	
Chromebook Replacement	Number of machines in circulation	√ Tech Team	2017-2019	

* People with bottom line accountability

** G (Green) = Complete or *on track* to be complete; Y (Yellow) = Partially complete; some monitoring needed; R (Red) = Not complete; attention required Enclosure D-3

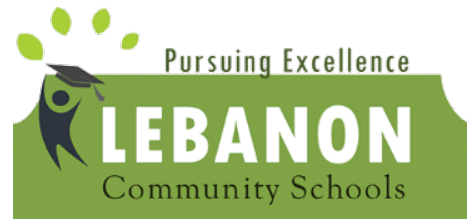
Lebanon Community Schools 2017-19

Strategy C: Transportation				
Goals: Targets of Opportunity	Evidence	Who*	When	Performance Indicator (G, Y or R)**
Bus Updates to 2007 emission standards	\$250,000 to bus replacement fund each year 3 new buses this each year	√ Transportation Team	2017-2019	
Strategy C: Food Service				
Goals: Targets of Opportunity	Evidence	Who*	When	Performance Indicator (G, Y or R)**
Healthy Meals at as close to neutral price	Price per meal charge	√ Food service Team	2017-2018	
Maintain/Purchase equipment	Inventory of equipment	√ Food service Team	2017-2018	

* People with bottom line accountability

** G (Green) = Complete or *on track* to be complete; Y (Yellow) = Partially complete; some monitoring needed; R (Red) = Not complete; attention required Enclosure D-3

MEMORANDUM



To: Board of Directors

From: Rob Hess, Superintendent

Date: October 6, 2017

Re: 2020 Vision Reflection

The following 2020 Vision Reflection covers the first five of the 25 areas of focus listed in the original 2020 Vision that was published in the fall of 2010. This reflection contains the original vision of the area that the community identified, evidence of progress we have made toward the vision in the last seven years, and some suggestions for next steps. The purpose of this reflection is for the board to discuss how these elements connect to the two year strategic plan that is being presented this evening.

Introduction

In the fall 2009, the school board commissioned the district to develop a 10 Year strategic plan by surveying community members about the kind of education they wanted for students in Lebanon community. The landmark document created from that endeavor was titled the 2020 Vision and brought forth a vision for the future along with key recommendations for action in throughout the district.

The 2020 Vision has guided the work of our district for the last year 7 years, and as we begin the 2017 school year, the school board thought it would be a great experience to reflect on the progress we have made during the last 7 years and consider what the next steps for improvement should be. As you read through these areas, you will notice how many of them connect and overlap. As a result, we might be able to narrow down some of the 25 focus areas.

We have discovered the most effective way to make continuous improvements in student outcomes is through the development and implementation of exceptional systems. Over the past seven years, we have developed systems in the following areas: RTI Behavior, RTI Academics, Assessment, Attendance, Opportunities for Students, AVID, and Grad Rate. Each of these systems reflect the board priorities of: ***Rigor, College & Career Opportunities, and Culture.***

Instruction

1. Teaching and Learning –

Priority: Rigor/College & Career/Culture

Vision: The district is committed to creating students who are enthusiastic about learning and ensuring that all students are engaged and challenged. Each student is a *self-directed learner*, possessing a high degree of ownership and actively participates in his or her education. Every student has rigorous classes every day. The curriculum is authentic and relevant in order to promote a high level of student engagement. Each school creates a climate of respect, engagement and high expectations for learning regardless of grade level. All students graduate able to demonstrate higher-level skills, including problem-solving and critical-thinking skills, and the ability to apply their learning to real-life situations. Lebanon Community Schools hires the best educators, provides them with meaningful feedback through effective evaluation and offers ongoing training to ensure that staff are exceptional.

Evidence:

- **AVID: K-12 Implementation:** All schools in the district are AVID sites. AVID is a proven college readiness system fueled teacher leadership, student interest, and

parent involvement. AVID changes the trajectory of student futures by providing students with the support they need to overcome barriers to college acceptance, persistence, and success.

- **AP Program Increases:** We currently offer 15 courses with over 500 enrollments and 367 students participating in the program (over 25% of the school population)
- **EOS Implementation:** Equal Opportunity Schools is a data management system that used at the high school level to identify and recruit students into the AP program. As a result of this program, our AP enrollment mirrors the demographics of the school. Only 1% of the high schools in America have achieved this standard of equity and excellence.
- **RTI:** All schools use an RTI (Response to Intervention) methodology to identify and students in need of intervention (academically or behaviorally) and provide those specific interventions
- **PGA:** Improving teaching and learning in every classroom is core to our work. The PGA (Professional Growth and Accountability) system was developed to help teachers improve their practice through a continuous improvement model. Administrators are highly trained to deliver exceptional, just in time feedback to teachers to help improve their practice.

Next Steps: Continue deepening the work of **AVID SYSTEMS** throughout the district by developing highly certified and demonstration sites. Continue to support rigorous instruction through AP courses and see increases in the number of students taking and passing the AP exam. Refine and own the EOS process so that all students have an opportunity to take AP coursework who are willing and able to do so. Strengthen the **RTI Behavior and RTI Academic systems** at each school so that individual students get the help they need when they need it in order to advance to the next level of learning and achievement.

2. Alignment and Enrollment

Priority: Rigor/Culture

Vision: All schools and grade levels share a common thread and are *aligned both horizontally and vertically* to ensure outcomes are consistently met, regardless of the school. Each school is a true *neighborhood school* and acts as a hub of community involvement and engagement.

Evidence:

- Since 2010 we have invested in adopting **high quality curriculums** which include: English and Language Arts (K-5 Journeys and 6-12 Springboard); Math (K-5 Engage New York and CPM 6-12); Science K-12; These adoptions have enabled us to provide consistent, high quality curriculum to teachers that is aligned to state and national standards. We have discovered a viable, high quality

curriculum that is implemented with fidelity has a greater impact on the learning and achievement of our students than teacher experience or education.

- **Admin PLC:** Principals and administrators meet regularly to align best practices in their schools and provide opportunities for students that increase community and school engagement with parents and families.
- **Common Assessments** have been implemented across the district at every grade level and in every subject matter. Teachers work together in PLC groups during Early Release Wednesdays on a regular basis to develop common assessments, implement those assessments, and review student data from those assessments. Lebanon has been a leader at the state level in state grants (OFAST) to implement the latest research regarding common assessments.
- **Open Enrollment** continues to be a priority in our district with over 20% of Lebanon parents and families having the opportunity to choose the school their child will attend. This choice program encourages parental involvement and engagement in the school of their choice, and the consistent programs around the districts means that no matter what school a parent chooses, their child will experience a high quality education.

Next Steps: Continue to provide for students the **opportunity** of an aligned curriculum throughout the district, common **assessments** at every level and in every subject, standards based grading K-12, and school choice.

3. Special Education

Priority: Culture

Vision: The district and the community value all students. The district continuously strives to improve its ability to meet the needs of special education students. Special education students are encouraged to excel and are included in the general education program while receiving needed support.

Evidence:

- **Students served:** The school district's special education population has grown since 2010 in both the number of students served and the complexity of those needs served. We take great pride in our ability to meet the individualized needs of our special education students and continuously strive to ensure that our special education students mainstreamed in regular education as much as possible. It is important to note that during this time, the state still only fully reimburses the district at a CAP rate of 11% of SPED students served even though our special education population is currently at 17%.
- **Grad Rate:** The rate Special Educations students who graduate with a diploma has steadily grown over time.
- **Special Programs:** The list of Special Programs we have developed over time has greatly increased based upon the needs of our students. Our most recent

program development has been SEL (Social and Emotional Learning classrooms) at the elementary level.

Next Steps: Continue to improve the quality of education for a special education students as evidenced by the percent of SPED students that graduate with a regular and modified diploma. Continue to support our special education teachers and staff with exceptional training and mentoring.

4. High-Level Learning Opportunities

Priority: Rigor

Vision: Students are continuously and rigorously challenged by their coursework and are able to demonstrate and exceed expectations of proficiency across all content areas. Each student is valued as an individual with an educational program that meets his or her unique needs. The district recognizes the benefit of and utilizes *student cohorts* to help keep students with their peers as they advance through the educational system.

Evidence:

- **AVID Implementation:** The implementation of AVID in the fall of 2013 was a significant boost toward achieving the goal of providing high level learning opportunities for our students. AVID (Advancement via Individual Determination) is an elective program for students who want to go to college and want extra support from the school. Not only can qualified students apply to participate in the AVID program, but the *AVID system* trains every teacher in the school to use high quality engagement strategies to increase the rigor of their courses. In this way, every student in the school is impacted by the AVID system and as a result more students apply to 4 year colleges, get accepted into those colleges, take challenging coursework, and receive scholarships.
- **Advanced Placement:** Over the past seven years, Lebanon High School has greatly increased AP course offerings and access. AP courses are the only nationally recognized curriculum and assessment system in the country. Teachers must receive special training and turn in an aligned syllabus to national standards in order to teach an AP course. Research has demonstrated that students who take at least one AP course in their high school career are 6 times more likely to complete college than students who do not take any AP courses.
- **Advanced Courses:** In addition to AP course offerings at the high school, Seven Oak Middle School offers advanced courses in ELA, Math, Science, and Social Studies. These courses are aligned to AP coursework and help prepare students to eventually enroll and succeed at the AP level. Enrollment in advanced courses at 7 Oak has seen a significant increase in the last 7 years.
- **Equal Opportunity Schools:** Lebanon High School is a leading member in the national network of EOS schools. EOS schools have demonstrated results in closing achievement gaps. The goal of the EOS program is for AP enrollment to

mirror the demographics of the school in terms of race and poverty. Only 1% of the high schools in America have achieved this result.

Next Steps: The combined efforts of AVID, AP courses, and EOS have provided a winning combination to achieve high level, college prep learning opportunities for our students. We need to continue funding and supporting these programs and implement the AVID methodologies and system in each of our schools, K-12.

5. Student Leadership –

Priority: Culture

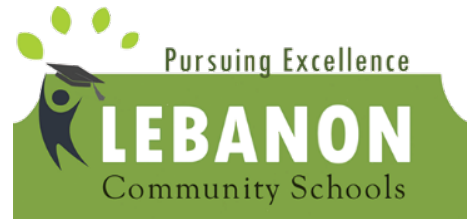
Vision: Students take ownership of their learning, behavior and educational experiences by advising the curriculum and creating opportunities for themselves and their classmates to excel.

Evidence:

- **AVID:** The implementation of AVID has created many opportunities for students to shine as leaders. AVID promotes student leadership and many of the events from student recruitment to parent education to community outreach/promotion are designed around students being leaders.
- **Student Voice:** All schools in the district are looking for ways for students to find their voice and grow in leadership. This is a relatively new area for us but one that we feel is vital for the growth and development of our students. The high school did several activities during the 16-17 school year that promoted student voice, and those activities have resulted in more opportunities for student leadership, equity, diversity, and understanding of others in the school.
- **Registrar:** We have implemented an online course selection tool through the ESD that gives students more ownership and control of selecting their courses at the secondary level. Implemented in the spring of 2017, this program should not only increase student ownership but parent involvement as well in the selection of courses and the development of each student's education plan and profile.
- **Employability Score:** During the spring of 2017, we piloted the Employability Score for nearly 500 students in grades 6 through 12. Employability scores are great ways to measure student effort, leadership, cooperation, and responsibility in the classroom.

Next Steps: Developing student leadership **opportunities** throughout the district at all grade levels and in all schools should be a high priority for us in the next 5 years. We believe that when students get the opportunity to lead, they will learn and grow more as responsible citizens. We are implementing an Employability Score for all students in grades 6-12 during the 2017-18 school year.

MEMORANDUM



To: Board of Directors

From: Linda Darling, Business Director

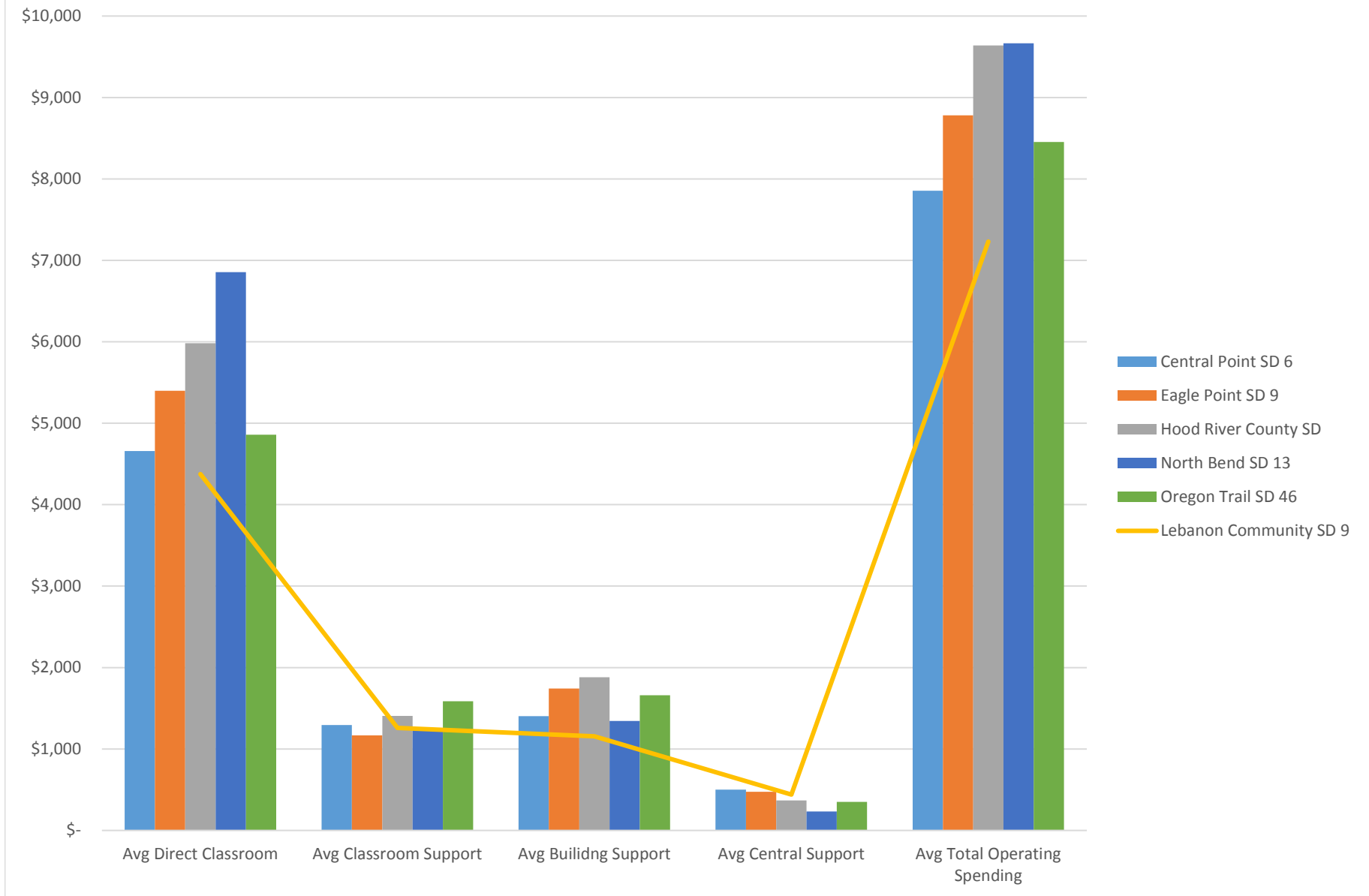
Date: October 6, 2017

Re: Comparability District Data (enclosure D-5)

Included in your packet are two graphs which reflect the Actual Operating vs. Capital Expenditures per student, averaged over 2011-2015 data. The data is from the ODE (Oregon Department of Education) website: <http://www.ode.state.or.us/sfda/reports/r0051Select.asp>, and the data is defined as Actual Operating vs Capital Expenditures per Student: Actual expenditures for operating funds (General, Special Revenue, Enterprise and Food Services Funds) per student compared with actual major capital expenditures per student by school district. Student count is enrollment as of October 1. This data is presented, to provide you comparable districts (enrollment and region) to Lebanon.

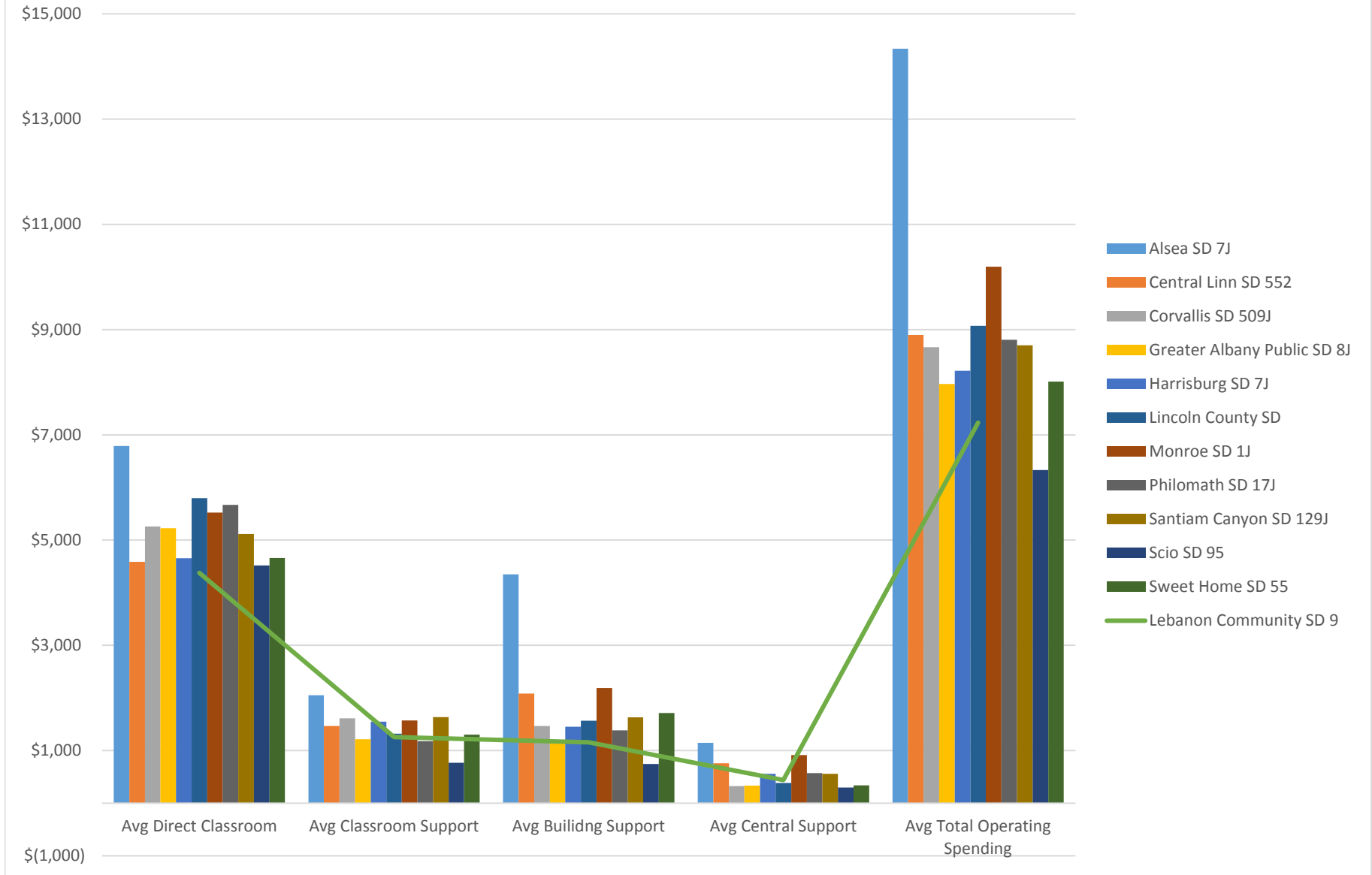
The first graph, titled "2011-2015 Enrollment 4,000-4,500" compares us with the districts that were within that enrollment amount from 2011 through 2015. Lebanon Community School District is represented by the yellow line that overlays the bar graph. The second graph, titled "2011-2015 Linn Benton Lincoln (LBL) ESD" compares us with the districts that are served by LBL ESD. Lebanon Community School District is represented by the green line that overlays the bar graph.

2011-2015 Enrollment 4,000-4,500 Actual Operating vs Capital Expenditures per Student



Source: ODE Actual Operating vs Capital expenditures per Student, student enrollment as of October 1. <http://www.ode.state.or.us/sfda/reports/r0051Select.asp>

2011-2015 Linn Benton Lincoln ESD Actual Operating vs Capital Expenditures per Student



Source: ODE Actual Operating vs Capital expenditures per Student, student enrollment as of October 1. <http://www.ode.state.or.us/sfda/reports/r0051Select.asp>

FROM THE DISTRICT SUPERINTENDENT

Dear Parents and Community Members,

After two years of SMARTER balanced assessments, four of our schools (Riverview, Pioneer, Green Acres, and Seven Oak) were rated academically (combined math and English language arts) at a 3 (on a scale of 1-5), and four of our schools were rated at a 4 (Lebanon High School, Cascades, Lacombe, and Hamilton Creek). This is good news for our schools and demonstrates that our schools are making progress in preparing all students to be college and career ready.

In Lebanon Schools, we seek to provide a culture of universal support, achievement, and opportunities for all students. We also value rigorous coursework, promote high expectations, and seek to promote college and career readiness for all. This past year we have expanded opportunities for students in the area of CTE (career and technical education) by expanding programs and enrollment in those programs. We also have created more opportunities for students through middle school sports and electives, and we have expanded the AVID College Readiness System to all schools, K-12.

Through our commitment to rigorous coursework, we have expanded opportunities for students to take advanced classes at our middle school and high school. As a result of our efforts, in the fall of 2016, 384 students were enrolled in at least one AP course—more than 25% of the high school enrollment. This figure does not include the 50-60 juniors and seniors taking college level courses at Linn Benton Community College or the variety of College Now courses we offer.

We have also seen our graduation rates and attendance rate increase this past year across the district at a percentage that is higher than the state average. We are proud of the progress and achievement we are making for the students in our care. Thank you for your support.

Superintendent Dr. Robert Hess

Thank you,

Superintendent | Robert Hess

DISTRICT PROFILE

ENROLLMENT AND DEMOGRAPHICS	Grades K - 3	Grades 4 - 5	Grades 6 - 8	Grades 9 - 12
Total Enrollment	1,267	629	962	1,350
Regular Attenders	78.5%	83.0%	79.7%	66.2%
Economically Disadvantaged	67%	63%	53%	48%
Students with Disabilities	16%	15%	17%	13%
English Learners	<5%	<5%	<5%	5%
Different Languages Spoken	6	6	7	14

*, <5, and >95 are displayed when the data must be suppressed to protect student confidentiality.

WITHIN-YEAR MOBILITY	Grades K - 3	Grades 4 - 5	Grades 6 - 8	Grades 9 - 12
Students in this District	19.0%	15.7%	18.7%	18.5%

STUDENT WELLNESS POLICY

Healthy students are ready for learning. The Lebanon Community School district nutrition and physical education departments are committed to student wellness. We follow USDA and state guidelines for both nutrition and activity.

SEISMIC SAFETY RATING

For a detailed report for each school, please visit: <http://www.oregongeology.org/sub/projects/rvs/activity-updates/status.html>

TEACHER PROFICIENCY	2015-16
% of classes taught by highly qualified teachers	97.70%

RACIAL EQUITY IN HIRING

The Lebanon Community School District supports diverse students with unique needs. We are committed to hiring staff with varied backgrounds to best meet student needs. Lebanon Community School district is an equal opportunity employer.

MEDIAN CLASS SIZE	Elementary		Middle		High		Combined	
	Dist.	OR	Dist.	OR	Dist.	OR	Dist.	OR
Self-Contained	22.5	25.0	20.0	20.0	--	--	--	--
Eng./Lang. Arts	--	--	25.0	25.0	26.0	25.0	--	--
Mathematics	19.0	21.0	28.0	26.0	22.5	24.0	--	--
Science	--	--	26.5	28.0	27.0	26.0	--	--
Social Studies	--	--	28.0	28.0	27.0	27.0	--	--

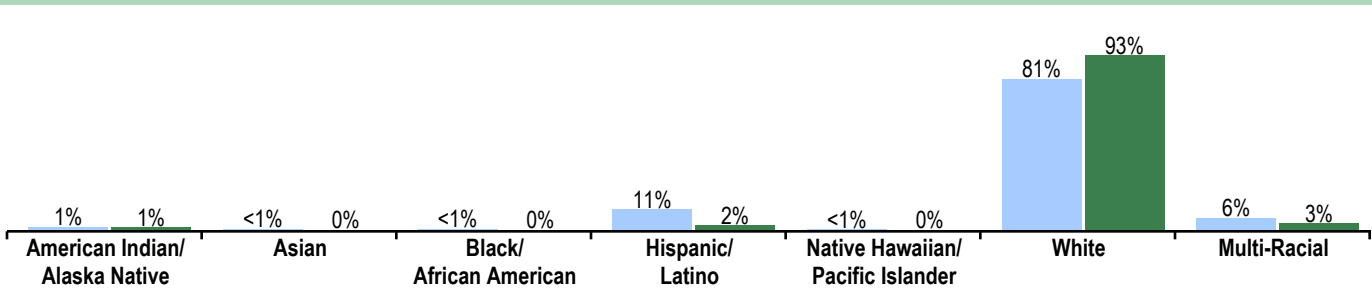
Combined schools have grade configurations not falling within the elementary, middle, and high categories (e.g., K-12 schools).

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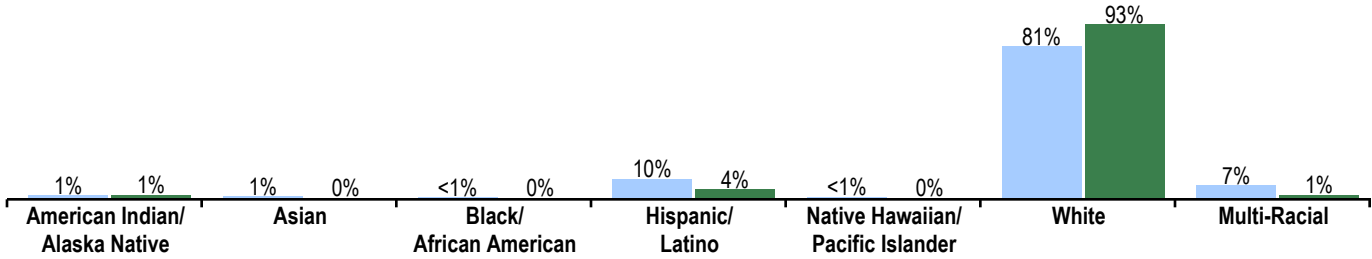
RACE/ETHNICITY OF STUDENTS AND STAFF 2015-16

Students Staff

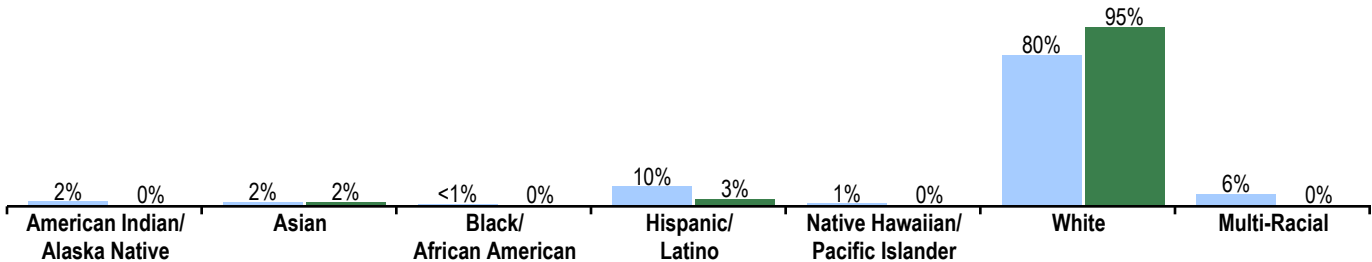
Grades K-3



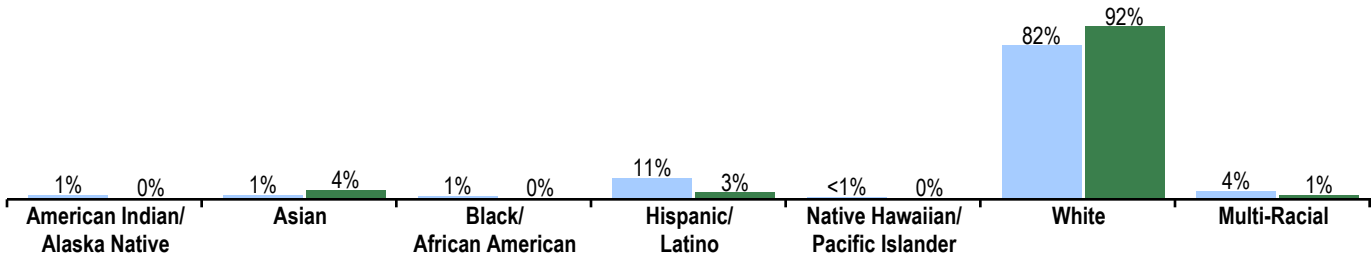
Grades 4-5



Grades 6-8



Grades 9-12



PER PUPIL SPENDING	2013-14	2014-15	2015-16
District	\$8,269	\$8,793	\$10,730
State	\$9,769	\$10,302	\$11,329

Oregon's quality education model (QEM) suggests adequate per pupil funding should be \$12,723 in 2015-16 (Statewide average). 2015-16 data reflect budgeted, not actual.

FUNDING SOURCES	% of Total
Local taxes and fees	25%
State funds	66%
Federal funds	10%

EXPULSIONS & SUSPENSIONS	Expulsions	Suspensions
Total Students	11	432
American Indian/Alaska Native	*	11
Asian	*	*
Black/African American	*	*
Hispanic/Latino	*	29
Multi-Racial	*	22
Native Hawaiian/Pacific Islander	*	*
White	9	363

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PROGRESS ARE STUDENTS MAKING ADEQUATE GAINS OVER TIME?

Performance of students enrolled in the district for a full academic year

Did at least 95% of students in this district take required assessments? Yes No, Interpret Results with Caution

Participation rate criteria are in place to ensure districts test all eligible students.

DISTRICT PERFORMANCE

The Smarter Balanced and alternate assessments have four performance levels where levels 3 and 4 are meeting the standard for school and district accountability.

See report cards from previous years to view historical OAKS performance data.

Subject	Grade	District Performance (%)			District Performance (%)	Oregon Performance (%)	Like-District Average (%)							
		2012-13	2013-14	2014-15	2015-16	2015-16	2015-16							
English Language Arts														
					<input type="checkbox"/> Level 1	<input type="checkbox"/> Level 2	<input type="checkbox"/> Levels 3 & 4							
English Language Arts	Students in grades 3 - 5		44.6	46.7	52.4	49.0								
			28.2	24.5	21.3	22.7								
			27.2	28.8	26.3	28.2								
	Students in grades 6 - 8		49.2	45.0	56.7	53.7								
			24.8	26.8	23.5	25.1								
			26.0	28.2	19.7	21.2								
	Students in grade 11		56.1	59.1	70.0	72.4								
			26.9	24.3	17.4	15.9								
			17.0	16.6	12.6	11.7								
Mathematics														
				<input type="checkbox"/> Level 1	<input type="checkbox"/> Level 2	<input type="checkbox"/> Levels 3 & 4								
Mathematics	Students in grades 3 - 5		43.9	41.8	44.9	41.0								
			30.5	31.6	28.5	30.9								
			25.6	26.6	26.6	28.1								
	Students in grades 6 - 8		39.2	38.4	42.8	40.6								
			31.4	28.3	27.5	29.0								
			29.4	33.3	29.7	30.4								
	Students in grade 11		27.9	32.0	34.2	38.4								
			27.5	30.2	27.6	26.9								
			44.7	37.8	38.2	34.7								
Science														
				<input type="checkbox"/> Did not meet	<input type="checkbox"/> Met	<input type="checkbox"/> Exceeded								
Science	Students in grade 5	58.1	11.3 46.8 41.9	66.7	11.8 54.9 33.3	60.9	10.0 50.8 39.1	70.2	12.5 57.7 29.8	66.5	15.7 50.8 33.5	68.7	13.2 55.5 31.3	
		Students in grade 8	58.4	5.6 52.8 41.6	63.1	7.4 55.8 36.9	67.3	9.3 58.0 32.7	51.1	6.7 44.4 48.9	63.8	11.6 52.2 36.2	66.2	11.8 54.3 33.8
			Students in grade 11	66.3	9.1 57.2 33.7	54.1	5.9 48.2 45.9	>95	* * <5	93.3	0.0 93.3 6.7	60.0	7.5 52.5 40.0	60.0

Visit www.ode.state.or.us/go/data for additional assessment results.

*, <5, and >95 are displayed when the data must be suppressed to protect student confidentiality.

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OUTCOMES WHAT ARE STUDENTS ACHIEVING IN HIGH SCHOOL?

	District Performance (%)			District Performance (%)	Oregon Performance (%)	Like-District Average (%)
	2012-13	2013-14	2014-15	2015-16	2015-16	2015-16
FRESHMEN ON-TRACK TO GRADUATE	Students who earned 25% of the credits required for a regular diploma by the end of their freshman year.					
Freshmen on track to graduate within 4 years	NA	77.7	80.1	75.5	83.5	82.2
	District Performance (%)			District Performance (%)	Oregon Performance (%)	Like-District Average (%)
	2011-12	2012-13	2013-14	2014-15	2014-15	2014-15
<i>Note: Graduation methodology changed in 2013-14.</i>						
GRADUATION RATE	Students earning a standard diploma within four years of entering high school.					
Overall graduation rate	43.2	37.3	62.1	62.6	73.8	66.4
COMPLETION RATE	Students earning a regular, modified, extended, or adult high school diploma or completing a GED within five years of entering high school.					
Overall completion rate	74.3	65.2	76.2	75.4	81.6	76.7
DROPOUT RATE	Students who dropped out during the school year and did not re-enroll.					
Overall dropout rate	3.1	4.8	4.9	4.1	4.3	6.2
	District Performance (%)			District Performance (%)	Oregon Performance (%)	Like-District Average (%)
	2010-11	2011-12	2012-13	2013-14	2013-14	2013-14
CONTINUING EDUCATION	Students continuing their education after high school.					
Students who enrolled in a community college or four-year school within 16 months of graduation	44.6	45.4	48.6	59.4	59.4	48.4

*, <5, and >95 are displayed when the data must be suppressed to protect student confidentiality.

STUDENT GROUP OUTCOMES

	District Performance (%)	Oregon Performance (%)	Like-District Average (%)	District Performance (%)	Oregon Performance (%)	Like-District Average (%)	District Performance (%)	Oregon Performance (%)	Like-District Average (%)				
Economically Disadvantaged			American Indian/Alaska Native			Native Hawaiian/Pacific Islander							
On Track	66.9	76.1	74.2	On Track	*	73.3	78.5	On Track	*	79.9	92.3		
Graduation	53.8	66.4	58.6	Graduation	60.0	55.0	55.6	Graduation	--	63.2	52.6		
Completion	72.0	76.2	70.7	Completion	100.0	67.4	76.9	Completion	0.0	76.6	84.0		
Dropout	2.9	4.3	5.9	Dropout	0.0	8.6	7.8	Dropout	0.0	5.9	11.5		
English Learners			Asian			White							
On Track	86.7	79.8	81.2	On Track	*	>95	94.0	On Track	75.6	85.1	82.5		
Graduation	84.6	66.9	38.5	Graduation	50.0	87.5	85.9	Graduation	63.6	76.0	68.7		
Completion	72.7	73.4	49.4	Completion	85.7	91.2	91.4	Completion	75.4	83.8	78.7		
Dropout	0.0	5.0	18.4	Dropout	4.0	1.3	1.4	Dropout	4.1	3.9	5.4		
Students with Disabilities			Black/African American			Female							
On Track	66.7	68.6	67.2	On Track	*	78.6	83.7	On Track	87.7	86.8	85.9		
Graduation	42.6	52.7	46.9	Graduation	40.0	62.6	58.1	Graduation	67.7	77.8	70.7		
Completion	45.0	64.3	56.5	Completion	100.0	72.5	81.5	Completion	80.2	84.7	80.4		
Dropout	5.8	5.8	7.2	Dropout	5.9	6.2	8.6	Dropout	3.6	3.6	5.5		
Migrant			Hispanic/Latino			Male							
On Track	*	78.5	57.1	On Track	79.3	77.8	77.9	On Track	65.6	80.3	78.7		
Graduation	100.0	65.9	16.7	Graduation	64.3	67.4	49.4	Graduation	57.7	70.1	62.4		
Completion	0.0	72.5	41.9	Completion	72.0	74.9	64.9	Completion	70.5	78.7	73.5		
Dropout	0.0	5.1	38.0	Dropout	5.3	5.3	11.8	Dropout	4.6	4.9	6.9		
Talented and Gifted			Multi-Racial			<div style="border: 1px solid black; padding: 5px;"> <i>On-Track data are based on the 2015-16 school year; all other data are based on the 2014-15 school year.</i> </div>							
On Track	80.6	>95	>95	On Track	69.2							83.0	81.4
Graduation	75.7	93.2	91.1	Graduation	33.3							72.7	73.0
Completion	85.0	96.9	97.2	Completion	62.5							79.4	72.0
Dropout	1.9	0.6	0.6	Dropout	2.2							4.7	7.1

*, <5, and >95 are displayed when the data must be suppressed to protect student confidentiality.

485 S 5th St
Lebanon, OR 97355 (541) 451-8511
www.lebanon.k12.or.us

CURRICULUM & LEARNING ENVIRONMENT

SCHOOL READINESS	Elementary Schools	Middle Schools	High Schools
	<ul style="list-style-type: none"> Free Daily Lunch Early Intervention Strong PBIS System supporting positive behavior and character education District-wide Equity focus Targeted support for underserved families via a Prosperity Summit Full-Day Kindergarten Kindergarten interviews and orientations Participation in Samaritan Health's "Baby Blast" connecting schools with new parents K-5 Second Steps & Bully Prevention Unit Preschool 	<ul style="list-style-type: none"> Free Daily Lunch Strong PBIS System supporting positive behavior and character education District-wide Equity focus Targeted support for underserved families via a Prosperity Summit Teacher Collaboration between elementary and middle school educators Counseling for emotional, academic and behavioral needs K-8 Second Steps (Anti-Bullying) 	<ul style="list-style-type: none"> Free Daily Lunch Strong PBIS System supporting positive behavior and character education District-wide Equity focus Targeted support for underserved families via a Prosperity Summit Teacher Collaboration between high school and middle school educators Summer Transition program for ninth graders Freshman Orientation Comprehensive counseling program ASPIRE preparation program for college readiness
ACADEMIC SUPPORT	Elementary Schools	Middle Schools	High Schools
	<ul style="list-style-type: none"> Title I Reading and Math: School-wide Special Education: for identified students ELL Program: support based on language level After school homework program Response to Intervention (RTI) Youth Service Teams (YST) Counseling 	<ul style="list-style-type: none"> Special Education: for identified students ELL Program: support based on language level Summer Springboard – Math support Response to Intervention (RTI) Youth Service Teams (YST) AVID 	<ul style="list-style-type: none"> Tutoring program Special Education: for identified students ELL Program: support based on language level Response to Intervention (RTI) Youth Service Teams (YST) AVID Intervention systems: classroom and building based Credit Recovery and support Test prep classes "Double Dose" scheduling of students in LA and Math
ACADEMIC ENRICHMENT	Elementary Schools	Middle Schools	High Schools
	<ul style="list-style-type: none"> Talented and Gifted Program (TAG) Start Making a Reader Today (SMART) Foster Grandparents Junior Achievement Battle of the Books Destination Imagination Music and PE Programs in the schools 	<ul style="list-style-type: none"> World Language Courses: <ul style="list-style-type: none"> Elective Spanish classes at some sites Honors & Dual-Enrollment Courses: <ul style="list-style-type: none"> Advanced Language Arts and Algebra Special Programs: <ul style="list-style-type: none"> Summer Springboard math acceleration program Talented and Gifted Program (TAG) Battle of the Books Destination Imagination Music, Art and PE programs in the schools Applied Science Technology AVID 	<ul style="list-style-type: none"> World Language Courses: <ul style="list-style-type: none"> Spanish 1-AP, French 1-AP Online: German, Latin, Chinese Honors & Dual-Enrollment Courses: <ul style="list-style-type: none"> AP: Calculus, English Language, Literature, Chemistry, Biology, Environmental Science, Human Geography, US History, World History, Government, Spanish, French, Physics, Music Theory, Computer Science. College Now courses in all core areas Special Programs: <ul style="list-style-type: none"> Theater, Choir, Band, Visual Arts CTE – Career and Technical Education TAG Academic Achievement Support Fund Adv. Diploma and Expanded Options programs

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CURRICULUM & LEARNING ENVIRONMENT CONTINUED . . .

CAREER & TECHNICAL EDUCATION	Middle Schools	High Schools
	<ul style="list-style-type: none"> · Health Career Ladder with Western University of Health Sciences · CPO Science (STEM) 	<ul style="list-style-type: none"> · Business Courses: Accounting, Marketing, etc. · Drafting, Electronics, Construction · Agriculture · Computer Science · Culinary Arts · Health Occupations
EXTRACURRICULAR ACTIVITIES	Middle Schools	High Schools
<ul style="list-style-type: none"> · Boys and Girls Club activities, after-school programs, and athletics · Battle of the Books (OBOB) · Destination Imagination · Fine and Performing Arts opportunities 	<ul style="list-style-type: none"> · Yearbook · Leadership · Student Council · Science Olympiad · Battle of the Books (OBOB) · Destination Imagination · Fine and Performing Arts · Sports 	<ul style="list-style-type: none"> · Publications · Sports and School Activities · More than 20 Clubs and Organizations · Award winning OSAA athletic and activity programs · Fine and Performing Arts programs

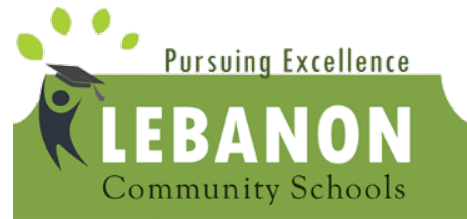
Data and information in the Curriculum and Learning Environment section were provided by local schools and districts, and were not verified by the Oregon Department of Education.

FEDERAL TITLE I DESIGNATION

For more information, please visit <http://www.ode.state.or.us/search/page/?id=3742>

	Tier 1	Tier 2	Tier 3	
Number of Elementary Schools	0	2	0	<p>Tier 1 Schools are formerly identified Priority, Priority S.I.G., Focus, or Other Title I Schools based on Oregon’s rating formula and ESEA Flexibility Waiver. These schools have demonstrated significant improvement since identification and are currently receiving technical assistance from ODE to support sustainability planning.</p> <p>Tier 2 Schools are formerly identified Priority, Priority S.I.G., Focus, or Other Title I Schools based on Oregon’s rating formula and ESEA Flexibility Waiver. These schools have demonstrated moderate improvement since identification and are currently receiving adaptive supports and monitoring from ODE.</p> <p>Tier 3 Schools are formerly identified Priority, Priority S.I.G., Focus, or Other Title I Schools based on Oregon’s rating formula and ESEA Flexibility Waiver. These schools have not made adequate improvement since identification and are currently receiving intensive interventions and monitoring from ODE.</p>
Number of Middle Schools	0	0	0	
Number of High Schools	0	0	0	

MEMORANDUM



To: Board of Directors

From: Nicole Hundley, Executive Secretary

Date: October 6, 2017

Re: Board Goals Discussion

The following is provided for information as the Board discusses options and how they would like to proceed with setting Board goals for 2017-2018:

- OSBA Board training workshops
- OSBA Board self-evaluation tool

Board training - workshops

Customized board and leadership team training, facilitation, consultation and advice

A school board member holds the most important elected position in the country. Let OSBA help you do your best in service to the students of your district.

OSBA offers school board members the best and most up-to-date training in:

Roles and Responsibilities a series of three workshops:

- 1) The basic workshop will help attendees learn about the board's relationship with the superintendent and how to avoid common pitfalls. While focusing on best practices and boards' legal roles and responsibilities found in state statute and board policy, this workshop will provide a guide for boards to be effective in governing the district.
- 2) The intermediate workshop is focused on how board members interact with one another, district personnel and community members because of the impact that has on the district, its staff and students. Board culture matters and effective boards understand why it is of value to look at their board's culture and see if it is impacting in ways that help or hurt its district's efforts for student learning. In this workshop, boards learn how to use the board self-evaluation process to develop a board operating agreement that is a living document helping your board to continuously improve.
- 3) The advanced workshop is focused on the board's leadership role to encourage system-wide change and improvement, specifically in student learning, and the use of distributed leadership in board work. It is recommended that the board have completed both the basic and intermediate workshops before engaging in the advanced level workshop.

Assessment Literacy: Understand the array of achievement data and student assessments available and how they can drive decisions that improve student success and close achievement gaps for districts and charter schools.

Ethics: This workshop covers what board members need to know about Oregon's ethics laws, covering selected case studies, the "but for" test, and the consequences for failure to comply.

School Finance: We begin with an overview of the role of the board and budget committee in setting goals and guidelines for the budget process, and a step by step review of the annual budget process. The boards role in ongoing fiscal oversight throughout the year, as well as questions to ask and steps required to make changes throughout the year are also covered.

Community Engagement: How to work with parents, the public, and partner organizations to build understanding and active involvement in education, thereby increasing resources for academic achievement, reducing dropout, and improving student behavior.

Policy 101: The Legislature gave boards the authority to lead their districts by setting policies. Learn what policy is and the role administrative regulations play in the implementation of policy. The course includes common mistakes, steps for reviewing policy, best practices and problems that can result from holes in your policies.

Effective Meetings: State law requires that "Any duty imposed upon the district school board as a body must be performed at a regular or special meeting..." But conducting and participating in efficient and effective meetings requires more than
Enclosure D-6

knowledge of parliamentary procedure. This workshop will foster a discussion of how the board's work can best be performed.

Charter schools: Charter schools are one of the innovative educational endeavors used to meet the wide range of needs for a variety of learners. Our goal is to help districts and charter schools with the legal framework, policies and leadership skills that ensure beneficial relationships among districts, charters and communities.

Communications 101: The Board Development and Communications departments will work closely with your board to develop a workshop for board members to identify what communication strategies might work best in your district and how you can improve your communication efforts.

Labor Relations: The OSBA Board Development and Labor Relations staff will collaborate to provide a workshop for board members in collective bargaining and other labor-related topics.

Media Relations: The Board Development and Communications departments will work closely with your board to develop a workshop for board members to learn how to best work with local and statewide media outlets and/or with social media platforms.

Public Meetings: This workshop is an overview of public meetings, minutes and executive sessions, how to stay out of hot water, how to handle email and electronic meetings, and current hot topics and recent developments.

Systems Thinking/Strategic Planning: Do you have a common understanding of what success looks like in your district? Are your resources aligned for maximum impact? High performing districts need more than feel-good statements to be hung on the wall. Goals must be used as a lens for all decisions, and everyone needs to pull in the same direction. This workshop is the beginning of a process to guide the district through goal-setting and preparing for goal-using in all aspects of district decision-making.

Specialized facilitation: Do you need a facilitator or focus group leader for a community based committee or board meeting, for one meeting or a series of meetings? Let OSBA provide an objective outside facilitator to guide the process from planning to completion.

OSBA training and facilitation is available to you in your home district. Board specific training provides for....

- Focus on particular issues
- Choice of program
- Scheduling to meet the needs of your board members and administrators
- Teambuilding

[Board development online courses](#)



BOARD SELF-EVALUATION

OREGON BOARD STANDARDS FOR GOVERNANCE



LEADERSHIP TO LIFT OUR PROMISE OF GRADUATION

Enclosure D-6



Oregon School Boards Association

1201 Court St NE, Ste 400
Salem, OR 97301
503-588-2800 or 800-578-6722
Fax: 503-588-2813

www.osba.org
info@osba.org

rev 6/2017

INTRODUCTION

SCHOOL BOARD SELF-EVALUATION

WHY EVALUATE?

The culture of an organization is set at the top, and it is no different for school and educational organizations. School boards must be strong, effective leaders to meet the challenges faced by public education today. School board members direct the affairs of the district by setting goals, developing policy, communicating and evaluating, all with a focus on the achievement and best interests of all students in the district. Self-assessment by the board provides valuable information, discussion and communication.

SELF-EVALUATION BY THE BOARD:

- Holds the board accountable to itself, the staff and the community.
- Allows for reflection by board members on their individual and collective behavior and performance.
- Fosters open communication.
- Improves decision-making by enhancing a common understanding of philosophies and goals.
- Resolves differences of opinion and challenges assumptions.
- Provides insight into how and why decisions are reached.
- Allows new board members an opportunity to understand board processes.
- Identifies strengths and weaknesses of individual board member performance and that of the board as a whole.
- Holds the board accountable in its role as representative of the public.
- Provides a starting point for effective goal setting and long-range planning.

Board self-evaluation provides more than just accountability and communication. It provides an opportunity for building the best possible leadership for the school system and community. Commitment to quality, excellence, continuous learning and local control of the educational system is demonstrated when boards lead by example.

Oregon School Boards Association's Board Self-Evaluation document is designed to provide both a clear objective system for board evaluation and flexibility. Part 1 of the evaluation follows a set of performance standards focused on the roles, responsibilities and work of the board. Part 2 focuses on the board's performance in supporting the achievement of district goals.

Part 1 and Part 2 mirror the first two parts of the OSBA superintendent evaluation document and are intended to be used together, the board first undergoing a self-evaluation and then performing the superintendent evaluation. The board evaluation, unlike the superintendent evaluation, does not include a Part 3: 360-degree evaluation. This is because board members are subject to recall and undergo an election every four years. That election serves as a de facto 360-degree evaluation. For boards that would like to survey the community regarding their performance, the questions in Part 1 and Part 2 of the board self-evaluation can be put to administrators, staff and community members and will serve well as a 360-degree evaluation.

BOARD SELF-EVALUATION FORMS

PART 1: PERFORMANCE STANDARDS

Instructions

1. Attached are the forms to be completed by each board member rating each of the eleven performance standards. A separate page is provided for each performance standard. Each board member should rate all eleven of the performance standards.
2. Performance indicators are listed below each performance standard. These performance indicators suggest objective measures to consider; do not rate each performance indicator separately. Only rate the overall performance standard.
3. Your comments in support of your rating will be helpful during the board discussion of the results of the evaluation.
4. Each board member's forms should be returned to the consultant, board chair or designated board member for compilation. Your board may also have chosen to fill it out online for electronic compilation.
5. The board will meet to discuss the results and future steps to improve or build upon the prior year's results.

STANDARD 1

LEADERSHIP: MISSION, VISION AND GOALS

The board of education periodically reviews the district's vision and mission statements, and annually adopts board and district goals which support the district vision and mission.

Indicators:

- The board, along with the superintendent, has reviewed and re-adopted the written district vision and mission statements in a three-year cycle.
- Board members can clearly articulate the vision, mission and goals of the district.
- Annually the board, with the superintendent's input and collaboration, has reviewed, rewritten and adopted the board and district goals.
- The board has adopted objectives, activities and a calendar to monitor action plans on agreed-upon goals, including periodic superintendent updates as part of regular board meetings.
- The board has delegated to the superintendent the authority to administer and evaluate the adopted action plans.
- The board and superintendent have mutually agreed which goals and expected performance indicators will be included in the superintendent's formal evaluation.
- The superintendent's evaluation instrument for the current year has been developed and adopted by the board.

Board performance for this standard:

0 UNACCEPTABLE

No indicators for this standard have been attempted and/or completed. The board needs intense focus on this standard.

1 NEEDS IMPROVEMENT

Few indicators for this standard have been attempted but none/very few have been completed. The board needs heavy focus on this standard.

2 GOOD

At least half of the indicators for this standard have been attempted and several have been completed. The board needs moderate focus on this standard.

3 EXCELLENT

Most of the indicators for this standard have been completed. The board needs to maintain performance on this standard.

4 OUTSTANDING

All of the indicators for this standard have been completed. This is an area of model performance for the board.

Comments:

STANDARD 2

POLICY AND GOVERNANCE

The board establishes and follows local policies, procedures and good governing practices.

Indicators:

- The board has established, adopted and revised policies so that they are clear, up to date and in compliance with state and federal laws and rules.
- The board requests the superintendent's recommendation on all proposed policies.
- The board provides opportunities for public and staff review of proposed policies before they are given to the board for final action.
- A procedure is in place for established policies to be reviewed on a regular basis.
- The board follows its own policies regarding board operations.
- The board delegates all decisions regarding district operations, personnel management and procedures to the superintendent.
- The board sets annual goals and keeps those goals at the forefront of all board and district decisions throughout the year.

Board performance for this standard:

0 UNACCEPTABLE

No indicators for this standard have been attempted and/or completed. The board needs intense focus on this standard.

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2 GOOD

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3 EXCELLENT

Most of the indicators for this standard have been completed. The board needs to maintain performance on this standard.

4 OUTSTANDING

All of the indicators for this standard have been completed. This is an area of model performance for the board.

Comments:

STANDARD 3

COMMUNITY RELATIONS

The board establishes and promotes effective two-way communication with parents, students, staff and community members.

Indicators:

- The board and individual board members demonstrate respect and cooperation in their relationships with the community and staff.
- The board works with the superintendent to seek and receive input from citizens on matters relating to the school district using an agreed-upon process.
- The board communicates with the community using forums, groups, the media and/or other vehicles following agreed-upon procedures.

Board performance for this standard:

0 UNACCEPTABLE

No indicators for this standard have been attempted and/or completed. The board needs intense focus on this standard.

1 NEEDS IMPROVEMENT

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2 GOOD

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3 EXCELLENT

Most of the indicators for this standard have been completed. The board needs to maintain performance on this standard.

4 OUTSTANDING

All of the indicators for this standard have been completed. This is an area of model performance for the board.

Comments:

STANDARD 4

CULTURAL RESPONSIVENESS AND EDUCATIONAL EQUITY

The board develops and promotes understanding and awareness of cultural diversity and ensures fair and equitable policies, practices and educational opportunities for all members of the educational community.

Indicators:

- Board outreach and community engagement activities accommodate cultural differences in values and communication.
- The board actively encourages and expects the superintendent to facilitate the participation of culturally diverse groups.
- The board has a process to review policies for cultural, racial and ethnic bias.
- Board members approach decision-making from multiple perspectives, asking questions regarding the impact of each decision on diverse cultures.
- District staff is representative of the community.

Board performance for this standard:

0 UNACCEPTABLE

No indicators for this standard have been attempted and/or completed. The board needs intense focus on this standard.

1 NEEDS IMPROVEMENT

Few indicators for this standard have been attempted but none/very few have been completed. The board needs heavy focus on this standard.

2 GOOD

At least half of the indicators for this standard have been attempted and several have been completed. The board needs moderate focus on this standard.

3 EXCELLENT

Most of the indicators for this standard have been completed. The board needs to maintain performance on this standard.

4 OUTSTANDING

All of the indicators for this standard have been completed. This is an area of model performance for the board.

Comments:

STANDARD 5

ACCOUNTABILITY AND PERFORMANCE MONITORING

The board constantly monitors progress towards district goals and compliance with written board policies using data as the basis for assessment.

Indicators:

- The board models a culture of high expectations throughout the district.
- The board's priority and focus are on curriculum, student achievement and student success.
- The board appropriates resources based on student achievement priorities.
- The board supports reward, consequence and recognition systems to encourage high levels of staff and student achievement.
- Student results are measured against expectations set by district standards.
- The board and all stakeholders clearly understand, and are held accountable for, their roles and responsibilities in creating and supporting a culture of high expectations throughout the system.
- The board uses data to identify discrepancies between current and desired outcomes.
- The board identifies and addresses priority needs based on data analysis.
- The board communicates to the public how policy decisions are linked to student achievement data.

Board performance for this standard:

0 UNACCEPTABLE

No indicators for this standard have been attempted and/or completed. The board needs intense focus on this standard.

1 NEEDS IMPROVEMENT

Few indicators for this standard have been attempted but none/very few have been completed. The board needs heavy focus on this standard.

2 GOOD

At least half of the indicators for this standard have been attempted and several have been completed. The board needs moderate focus on this standard.

3 EXCELLENT

Most of the indicators for this standard have been completed. The board needs to maintain performance on this standard.

4 OUTSTANDING

All of the indicators for this standard have been completed. This is an area of model performance for the board.

Comments:

STANDARD 6

BOARD OPERATIONS: MEETINGS

Board meetings are effective, efficient, orderly and respectful. The board members focus on the policy and governance roles of the board.

Indicators:

- The agenda is properly posted and developed according to board policy.
- Board members know how to add or change agenda items both before and during a meeting and do so in a clear, constructive manner that does not allow for surprises.
- The board agenda reflects the goals, policies and appropriate governance role of the board and is followed by the board.
- The board has procedures in place to allow for public input in a respectful manner.
- The chair runs an orderly meeting, with clear instructions and directions to the public as well as board members.
- The board discusses only those topics that the majority of board members wish to take up.
- Everyone in attendance can clearly hear board discussion.
- Board discussions are effective and result in clear decisions.
- Minutes properly record actions of the board and are maintained as required by the public records law.
- Board members respect the confidentiality of executive sessions.
- Board members do not surprise the administration or fellow board members at meetings.

Board performance for this standard:

- 0 **UNACCEPTABLE**
No indicators for this standard have been attempted and/or completed. The board needs intense focus on this standard.
- 1 **NEEDS IMPROVEMENT**
Few indicators for this standard have been attempted but none/very few have been completed. The board needs heavy focus on this standard.
- 2 **GOOD**
At least half of the indicators for this standard have been attempted and several have been completed. The board needs moderate focus on this standard.
- 3 **EXCELLENT**
Most of the indicators for this standard have been completed. The board needs to maintain performance on this standard.
- 4 **OUTSTANDING**
All of the indicators for this standard have been completed. This is an area of model performance for the board.

Comments:

STANDARD 7

BOARD OPERATIONS: BOARD MEMBER COMMUNICATIONS

Board members are all kept equally fully informed on matters of board business, and communicate with each other in a respectful and lawful manner.

Indicators:

- Board members all receive the same information from the district office on matters of board business.
- Board members share information appropriately through the chair between meetings and do not surprise each other in public.
- Board members communicate with each other in a respectful manner.
- Board members respect the right of the public to observe discussion of board and district business by board members.
- All deliberation and discussion between board members is held at properly posted public meetings.

Board performance for this standard:

0 UNACCEPTABLE

No indicators for this standard have been attempted and/or completed. The board needs intense focus on this standard.

1 NEEDS IMPROVEMENT

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2 GOOD

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3 EXCELLENT

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4 OUTSTANDING

All of the indicators for this standard have been completed. This is an area of model performance for the board.

Comments:

STANDARD 8

BOARD OPERATIONS: BOARD-STAFF RELATIONS

Board members are respectful of staff members in all communications and follow board-staff communication policy and procedures.

Indicators:

- The board recognizes and protects the chain of command.
- The board works with the superintendent to provide a process, and the board follows that process, to receive input from the staff in decision-making on significant issues where staff input is appropriate.
- Board members treat staff members in a respectful manner at all times.

Board performance for this standard:

0 UNACCEPTABLE

No indicators for this standard have been attempted and/or completed. The board needs intense focus on this standard.

1 NEEDS IMPROVEMENT

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2 GOOD

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3 EXCELLENT

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4 OUTSTANDING

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Comments:

STANDARD 9

BOARD OPERATIONS: BOARD-SUPERINTENDENT RELATIONS

The board and superintendent have an established operating agreement, treat each other honestly and respectfully and communicate openly in a professional manner.

Indicators:

- The board supports the school administration before critical groups and individuals in the community.
- The board reserves statements critical of the superintendent's actions, and evaluation of the superintendent, for executive sessions.
- Board members fully inform the superintendent of situations arising in the district that impact the district.
- Board members do not interfere in district operations, and fully delegate, and respect the delegations of, operational decisions to the superintendent and administration.
- Board members do not avoid difficult decisions when requested or required to take a position.

Board performance for this standard:

0 UNACCEPTABLE

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1 NEEDS IMPROVEMENT

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4 OUTSTANDING

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Comments:

STANDARD 10

VALUES, ETHICS AND RESPONSIBILITY FOR SELF

The board, collectively and individually, takes full responsibility for board activity and behavior, the work it chooses to do and how it chooses to do the work.

Indicators:

- The board polices its own members when they step outside of board policy and agreements.
- The board leads the district with clear goals, policies and expectations and does not expect others to interpret the board's intent.
- Board members do not participate in discussion or deliberation of those topics which may result in a decision that might bring them personal benefit or avoidance of a detriment.
- Board deliberations and actions are limited to board work, not staff work.
- Board members exercise their authority only as a whole board at properly posted meetings.

Board performance for this standard:

0 UNACCEPTABLE

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4 OUTSTANDING

All of the indicators for this standard have been completed. This is an area of model performance for the board.

Comments:

STANDARD 11

BOARD SYSTEMATIC IMPROVEMENT

The board participates in annual training and professional development, and at least annually participates as a team with the superintendent in a team-building retreat focused on assessment and goals.

Indicators:

- Each board member participates in training and professional development available through OSBA conferences, conventions, workshops or online.
- The board annually evaluates its performance in fulfilling the board's duties and responsibilities, and its ability to work as a team.
- **The board and superintendent meet in a retreat environment to review:**
 - Progress made on, and revision of, action plans to accomplish the district's vision/philosophy/goals.
 - The strengths and improvements needed in the district.
 - Any compelling problem(s) or emerging issue(s).
 - Trends, opportunities and anticipated challenges in the school district.
 - Board leadership and educational philosophy and performance.
 - Board/superintendent operational agreements and evaluation documents.

Board performance for this standard:

0 UNACCEPTABLE

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4 OUTSTANDING

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Comments:

BOARD SELF-EVALUATION FORMS

PART 2: GOALS

The board of directors has primary responsibility for setting district goals, providing the supports needed to meet the goals and monitoring the progress towards achieving them.

Instructions

1. Attached are forms to be completed by each board member rating the board's performance in meeting the goals agreed to by the board at the beginning of the year. Each goal statement needs to be inserted into a separate form before the forms are distributed.
2. Each board member should rate the performance level for each goal.
3. The board will meet to discuss the results.

GOAL STATEMENT 1:

THE BOARD'S PERFORMANCE RATING:

(circle one rating only for each goal)

0 UNACCEPTABLE

No indicators for this standard have been attempted and/or completed. The board needs intense focus on this standard.

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4 OUTSTANDING

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Comments:

GOAL STATEMENT 2:

THE BOARD'S PERFORMANCE RATING:

(circle one rating only for each goal)

0 UNACCEPTABLE

No indicators for this standard have been attempted and/or completed. The board needs intense focus on this standard.

1 NEEDS IMPROVEMENT

Few indicators for this standard have been attempted but none/very few have been completed. The board needs heavy focus on this standard.

2 GOOD

At least half of the indicators for this standard have been attempted and several have been completed. The board needs moderate focus on this standard.

3 EXCELLENT

Most of the indicators for this standard have been completed. The board needs to maintain performance on this standard.

4 OUTSTANDING

All of the indicators for this standard have been completed. This is an area of model performance for the board.

Comments:

GOAL STATEMENT 3:

THE BOARD'S PERFORMANCE RATING:

(circle one rating only for each goal)

0 UNACCEPTABLE

No indicators for this standard have been attempted and/or completed. The board needs intense focus on this standard.

1 NEEDS IMPROVEMENT

Few indicators for this standard have been attempted but none/very few have been completed. The board needs heavy focus on this standard.

2 GOOD

At least half of the indicators for this standard have been attempted and several have been completed. The board needs moderate focus on this standard.

3 EXCELLENT

Most of the indicators for this standard have been completed. The board needs to maintain performance on this standard.

4 OUTSTANDING

All of the indicators for this standard have been completed. This is an area of model performance for the board.

Comments:

GOAL STATEMENT 4:

THE BOARD'S PERFORMANCE RATING:

(circle one rating only for each goal)

0 UNACCEPTABLE

No indicators for this standard have been attempted and/or completed. The board needs intense focus on this standard.

1 NEEDS IMPROVEMENT

Few indicators for this standard have been attempted but none/very few have been completed. The board needs heavy focus on this standard.

2 GOOD

At least half of the indicators for this standard have been attempted and several have been completed. The board needs moderate focus on this standard.

3 EXCELLENT

Most of the indicators for this standard have been completed. The board needs to maintain performance on this standard.

4 OUTSTANDING

All of the indicators for this standard have been completed. This is an area of model performance for the board.

Comments:

GOAL STATEMENT 5:

THE BOARD'S PERFORMANCE RATING:

(circle one rating only for each goal)

0 UNACCEPTABLE

No indicators for this standard have been attempted and/or completed. The board needs intense focus on this standard.

1 NEEDS IMPROVEMENT

Few indicators for this standard have been attempted but none/very few have been completed. The board needs heavy focus on this standard.

2 GOOD

At least half of the indicators for this standard have been attempted and several have been completed. The board needs moderate focus on this standard.

3 EXCELLENT

Most of the indicators for this standard have been completed. The board needs to maintain performance on this standard.

4 OUTSTANDING

All of the indicators for this standard have been completed. This is an area of model performance for the board.

Comments:

CONTACT

OREGON SCHOOL BOARDS ASSOCIATION

1201 Court Street NE, Suite 400 | Salem, OR 97301

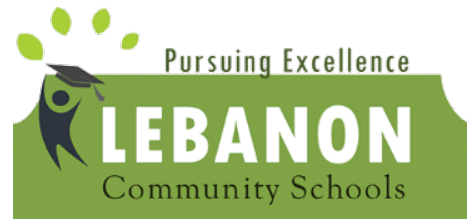
503-588-2800 | 1-800-578-OSBA

FAX 503-588-2813

OSBA.ORG



MEMORANDUM



To: Board of Directors

From: Tom Oliver, Board Chair

Date: October 4, 2017

Re: Update on Independent Counsel

As you are aware, we have engaged the services of Jollee Patterson of Miller, Nash, Graham & Dunn to review the District's practices and procedures for conducting investigations relating to the conduct of personnel and board members, and to determine whether current policy is sufficient to ensure all legal requirements for such investigations are satisfied. Ms. Patterson's work also includes review of practices and procedures related to hiring of family and household members.

The product of Ms. Patterson's work will be recommendations, if necessary, for revisions or additions to policy. I anticipate her work will be finalized in time to allow for discussion of any recommended policy changes at the November board meeting.

Additionally, Ms. Patterson will be available, should the board desire, to assist with policy revisions pertaining to supervision and evaluation of family members, once we receive a response to our request for an opinion on the matter from the Oregon Government Ethics Commission.

Business Report

By: Linda Darling, Business Director

October 12, 2017

Financial Report: (enclosure E-1)

The 2017-2018 Financial Board report included in this Board packet reflects all of projected revenue and expenditures for 2016-2017, along with the budgeted and spent or encumbered amounts for 2017-2018. The projected Ending Fund Balance for 2016-2017 is \$3,279,464, which is an increase of \$17,453 from the September 2017 report. This figure will continue to change until audit is completed in late October. The projected Ending Fund Balance (EFB) for 2017-2018 is \$3,164,800. The following assumptions are included in the projection: 90 more ADMr (Average Daily Membership rate), increase in local tax collections, decrease in Federal Forest Fees, increase in interest of investments, and not transferring anything from the PERS Reserve fund. All of these changes result in over \$500,000 additional revenue. Remember that we want to end with a higher EFB in 2017-2018 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.

Employee Benefit Selection:

All employees eligible for insurance benefits completed the required OEBC (Oregon Education Benefit Board) selection process by 9:00 pm on September 15th. This is the first time that we have had 100% participation completed by the deadline. This resulted in the easiest September payroll processing ever!!!

Audit:

Accuity has been in the district testing our financial data the first of October. I will update the board on their progress at the Board Meeting. The 2016-2017 audit report will be completed in late November.

Budget Calendar: (enclosure E-2)

This proposed budget calendar includes a Budget Committee Training and Set Budget Parameters on January 11th, 2018. The proposed budget would be presented on April 12th. This is the second year of the biennium; therefore, there won't be any changes to the State School Funding. This allows us to do a budget earlier, resulting in easier transition into the new school year with facilities and personnel.

Budget Committee Openings:

We currently have two open Budget Committee Positions open. John Snyder's term ended June 2017 and Tom Oliver won the Board election (position through June 2019).

- Open Positions:
 - 1 – three-year term
 - 1 – two-year term

The proposed timeline is:

- Post open positions in the paper (Oct. 2017) and webpage (Oct. – Nov. 2017)
- Accept applications through Nov. 3, 2017
- Board interview applicants and appoint new members Nov. 16, 2017

2017-2018 General Fund Summary Report

	13/14 Actual	14/15 Actual	15/16 Actual	16/17 Project 9/5/2017	17/18 Budget	10-3-17 YTD & Enc	10-3-17 Balance	17/18 Project 10/3/2017
General Fund - Revenue								
SSF Formula	33,010,958	34,926,096	36,112,627	37,261,330	37,574,000	9,559,907	28,014,093	38,508,600
SSF Adjustment	354,709	48,134	(330,463)	261,223	-	-	-	(50,000)
Interest	55,090	62,596	91,245	156,492	70,000	41,697	28,303	175,000
Third Party Billing	35,680	25,179	45,178	89,323	80,000	55,660	24,340	120,000
TMR	189,021	154,930	149,514	208,252	175,000	-	175,000	175,400
JROTC	44,877	64,220	66,034	73,726	65,000	11,503	53,497	73,700
Other	493,650	379,017	297,128	299,398	420,000	78,187	341,813	294,500
Interfund Transfer	680,000	60,000	60,000	60,000	645,000	2,216	642,784	60,000
BFB	1,065,336	3,162,455	3,932,387	3,024,733	3,100,000	-	3,100,000	3,297,000
Total	35,929,322	38,882,628	40,423,650	41,434,476	42,129,000	9,749,169	32,379,831	42,654,200
	=====	=====	=====	=====	=====	=====	=====	=====
General Fund - Expenses								
Salaries	15,946,123	16,263,399	17,884,343	18,826,313	19,519,650	17,862,148	19,519,650	19,133,500
Benefits	9,581,618	10,020,660	10,645,144	10,952,659	13,242,597	11,392,324	13,242,597	12,611,200
P. Services	4,781,674	5,112,768	5,027,111	4,332,849	4,819,956	946,363	4,819,956	4,545,500
Supplies	1,123,636	1,477,643	1,380,753	1,337,164	1,652,163	716,361	1,652,163	1,395,000
Capital Outlay	-	6,779	20,047	65,034	52,900	7,500	52,900	65,000
Other Objects	262,806	308,993	286,294	442,883	421,734	258,340	421,734	404,200
Transfers	902,369	1,760,000	2,155,225	2,180,656	1,335,000	-	1,335,000	1,335,000
Contingency	-	-	-	-	1,085,000	-	1,085,000	-
Total	32,598,226	34,950,241	37,398,917	38,137,559	42,129,000	31,183,035	42,129,000	39,489,400
	=====	=====	=====	=====	=====	=====	=====	=====
			<i>Projected Ending Fund Balance</i>	3,296,917				3,164,800

2017-2018 General Fund Revenue Report

	14/15 Actual	15/16 Actual	16/17 Project 10/3/2017	17/18 Budget	10-3-17 YTD	10-3-17 Balance	17/18 Project 10/3/2017
SSF Formula							
Taxes	8,234,812	8,533,160	9,048,901	8,750,000	39,759	8,710,241	9,200,000
Federal Forest Fees	264,679	205,708	23,160	150,000	-	150,000	-
Common School	409,884	492,013	502,314	500,000	-	500,000	503,600
State Timber	405,152	181,382	137,286	150,000	-	150,000	150,000
School Support Fund	25,578,283	26,623,971	27,420,195	28,024,000	9,520,148	18,503,852	28,655,000
Adjustments to SSF Payments							
Adj for Prior Year payments	-	-	-	-	-	-	(50,000)
Adj for HC Disability Grant	33,286	76,394	129,474	-	-	-	-
Adj for 11/12 payment	-	-	-	-	-	-	-
Adj for 12/13 payment	-	-	-	-	-	-	-
Adj for 13/14 payment	48,134	-	-	-	-	-	-
Adj for 14/15 payment	-	(330,463)	-	-	-	-	-
Adj for 15/16 payment	-	-	261,223	-	-	-	-
Total SSF Formula	34,974,231	35,782,164	37,522,552	37,574,000	9,559,907	28,014,093	38,458,600
Interest of Investments	62,596	91,245	156,492	70,000	41,697	28,303	175,000
Third Party billing - Medicaid	25,179	45,178	89,323	80,000	55,660	24,340	120,000
TMR	154,930	149,514	208,252	175,000	-	175,000	175,400
JROTC reimbursement	64,220	66,034	73,726	65,000	11,503	53,497	73,700
Other							
Rental Fees	27,828	10,474	9,114	10,000	1,970	8,030	9,800
Fees Charged to Grants	-	800	-	30,000	-	30,000	-
Miscellaneous	282,468	202,944	213,437	300,000	8,210	291,790	214,700
E-Rate reimbursement	68,721	82,910	76,847	80,000	68,007	11,993	70,000
Interfund Transfer - Athletics	60,000	60,000	60,000	645,000	2,216	642,784	60,000
Beginning Fund Balance	3,162,455	3,932,387	3,024,733	3,100,000	-	3,100,000	3,297,000
Total	38,882,628	40,423,650	41,434,476	42,129,000	9,749,169	32,379,831	42,654,200

2017-2018 General Fund Expenditure Report

Obj	Description	14/15	15/16	10/3/2017	17/18	10-3-17	10-3-17	10-3-17	10/3/2017
		Actual	Actual	16/17 Project	Budget	YTD	Encumb	Balance	17/18 Project
111	Certified salaries	9,311,147	10,161,648	10,831,007	11,132,090	956,091	9,853,527	322,472	10,938,000
112	Classified salaries	4,164,521	4,545,055	4,757,666	5,127,319	741,455	4,218,241	167,623	4,991,000
113	Administrative salaries	1,464,907	1,648,330	1,614,127	1,513,354	386,520	1,159,560	(32,726)	1,546,000
114	Managerial - classified	94,714	178,755	187,797	187,797	46,949	140,848	-	188,000
116	Retirement stipends	76,123	51,134	35,621	27,364	6,644	10,768	9,952	17,500
118	Retirement Support Program	-	-	-	-	-	-	-	-
119	Confidential salaries	125,785	84,504	131,698	150,061	36,515	109,546	4,000	146,000
121	Certified subs	373,350	432,293	446,157	438,935	8,384	-	430,551	450,000
122	Classified subs	148,818	155,004	150,074	166,100	7,522	-	158,578	151,000
123	Temp certified	62,030	73,949	133,971	83,000	6,050	-	76,950	140,000
124	Temp classified	982	-	-	500	1,661	-	(1,161)	16,000
127	Student helpers salaries	11,768	7,895	6,544	7,000	10,981	-	(3,981)	18,000
132	Compensation time	23,861	25,767	37,764	34,600	397	-	34,203	38,000
133	Extra duty	254,381	324,897	286,017	422,268	68,480	64,256	289,531	284,000
134	Classified extra hrs	142,975	185,048	192,566	207,662	27,496	-	180,166	196,000
135	Vacation Payoff	4,377	6,938	12,246	16,200	138	-	16,062	12,000
136	Mentor teacher pay	990	609	-	-	-	-	-	-
137	Personal Leave Payout	75	-	-	-	-	-	-	-
138	Department Head Extra Duty	2,159	1,613	1,556	4,000	-	-	4,000	1,000
142	Taxable Meal Reimbursement	436	903	1,503	1,400	116	-	1,284	1,000
	Total Salaries	16,263,399	17,884,343	18,826,313	19,519,650	2,305,401	15,556,746	1,657,503	19,133,500
								-	
210	PERS	3,976,407	4,187,401	4,442,519	5,744,620	643,601	4,315,825	785,194	5,180,600
220	Social Security	1,207,537	1,328,140	1,385,595	1,497,051	170,217	1,138,964	187,870	1,406,400
231	Worker's Comp	136,822	173,370	196,943	232,028	35,389	178,013	18,626	222,200
241	Employee Ins - Admin	177,948	212,862	208,912	232,321	50,262	156,928	25,131	207,000
242	Employee Ins - Certified	2,307,416	2,328,554	2,370,817	2,779,702	216,428	2,259,970	303,304	2,957,000
243	Employee Ins - Classified	1,874,827	2,137,321	2,102,847	2,516,049	275,635	1,863,766	376,647	2,396,000
244	Employee Ins - Other	20,700	7,731	27,124	38,826	8,587	26,880	3,359	42,000
245	Employee Ins - Retired	276,090	228,774	195,821	190,000	39,859	-	150,141	188,000
247	TSA	42,912	40,991	22,082	12,000	3,000	9,000	-	12,000
	Total Benefits	10,020,660	10,645,144	10,952,659	13,242,597	1,442,978	9,949,346	1,850,273	12,611,200

2017-2018 General Fund Expenditure Report

Obj	Description	10/3/2017			10/3/2017			10/3/2017	
		14/15 Actual	15/16 Actual	16/17 Project	17/18 Budget	10-3-17 YTD	10-3-17 Encumb	10-3-17 Balance	17/18 Project
311	Instructional Services	152,856	157,581	110,051	164,000	3,369	-	160,631	110,000
312	Instr Prog Improve Service	43,468	36,748	39,424	52,000	23,351	495	28,154	46,000
319	Other Instr-Prof-Tech SVCS	21,870	9,745	23,110	15,000	-	-	15,000	23,000
322	Repairs & Maintenance	163,270	168,482	173,295	146,050	31,831	39,199	75,019	179,000
323	Radio Service	-	7,767	38,310	10,900	1,954	6,046	2,900	14,000
324	Rentals	135,308	104,777	102,560	132,975	11,629	323	121,023	105,000
325	Electricity	467,896	473,758	466,093	518,000	93,222	-	424,778	474,000
326	Fuel	177,759	187,899	223,740	231,500	8,495	-	223,005	224,000
327	Water & Sewer	139,255	121,239	150,725	156,800	10,298	-	146,502	151,000
328	Garbage	86,324	96,811	95,095	99,700	-	-	99,700	97,000
329	Other Property Services	13,001	19,246	34,726	20,000	474	7,489	12,037	22,300
330	Reimb. Student Transportation	6,950	-	1,589	5,200	-	-	5,200	5,000
340	Travel	114,592	140,225	178,985	177,976	26,803	1,298	149,875	165,000
343	Travel - Student - Out of Dist.	-	-	2,916	8,255	-	-	8,255	3,000
346	Meals/Transportation	104	48	99	200	-	-	200	200
348	Staff Tuition	49,577	44,768	71,830	55,000	10,913	-	44,087	77,000
351	Telephone	82,642	70,529	39,486	80,200	8,764	6,024	65,412	64,000
353	Postage	23,607	21,909	14,712	26,650	3,654	-	22,996	24,000
354	Advertising	4,416	3,551	1,087	4,300	-	432	3,868	3,000
355	Printing & Binding	68,861	48,223	51,996	46,050	4,683	-	41,367	56,000
360	Charter School Payments	2,064,403	1,961,788	1,866,943	2,005,000	554,999	-	1,450,001	2,050,000
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	120	-	202,880	180,000
381	Audit Services	27,650	25,150	27,700	30,000	2,572	-	27,428	30,000
382	Legal Services	2,028	5,288	11,261	35,000	-	-	35,000	11,000
384	Negotiation Services	5,934	13,784	8,590	15,000	-	-	15,000	14,000
386	Data Processing SVCS	59,787	76,794	75,380	89,500	11,527	120	77,853	77,000
388	Election Services	4,565	-	1,573	-	-	-	-	-
389	Other Non_instr Pro/Tech	515,889	539,114	292,488	358,100	47,326	11,739	299,034	300,000
391	Physical Exams - Drivers	2,380	3,168	4,193	3,700	675	3,025	-	4,000
392	Drug Tests Drivers	1,110	635	1,255	3,000	110	1,890	1,000	1,000
393	Child Care Services	22,000	22,000	22,000	25,000	-	4,360	20,640	25,000
394	Sub calling service	5,559	7,489	6,464	8,000	6,764	-	1,236	7,000
396	Criminal History checks	2,546	2,928	3,179	2,900	412	34	2,454	3,000
398	Fingerprinting	639	462	266	1,000	(59)	-	1,059	1,000
	Total P. Services	5,112,768	5,027,111	4,332,849	4,819,956	863,888	82,475	3,873,593	4,545,500

2017-2018 General Fund Expenditure Report

Obj	Description	14/15	15/16	10/3/2017	17/18	10-3-17	10-3-17	10-3-17	10/3/2017
		Actual	Actual	Project	Budget	YTD	Encumb	Balance	Project
406	Gas Oil & Lubricants	152,805	103,868	115,426	193,700	4,720	154,280	34,700	124,000
410	Supplies & Materials	457,671	419,096	486,014	555,341	257,906	29,409	268,027	486,000
413	Vehicle repair parts	50,201	48,980	44,746	55,500	6,991	27,254	21,255	50,000
414	Transportation operations	5,674	6,060	8,776	6,000	2,645	2,697	658	9,000
420	Textbooks	240,685	131,379	83,687	193,800	11,885	13,965	167,950	84,000
430	Library Books	9,934	8,588	5,880	12,794	-	-	12,794	8,000
440	Periodicals	6,012	1,937	5,354	3,640	1,206	418	2,016	4,000
460	Equipment under 5K	125,632	212,514	184,119	205,618	24,961	7,645	173,011	198,000
470	Computer software	173,513	195,888	181,289	229,850	118,027	8,205	103,618	189,000
480	Computer hardware	255,516	252,444	221,873	195,920	32,640	11,507	151,773	243,000
	Total Supplies & Materials	1,477,643	1,380,753	1,337,164	1,652,163	460,981	255,379	935,802	1,395,000
540	Equipment	6,779	20,047	65,034	52,900	7,500	-	45,400	65,000
	Total Capital Outlay	6,779	20,047	65,034	52,900	7,500	0	45,400	65,000
621	Regular Interest	-	-	-	500	-	-	500	-
640	Dues & Fees	92,488	67,655	178,633	172,034	24,397	700	146,937	169,100
650	Insurance & Judgments	216,456	218,639	230,250	249,000	233,243	-	15,757	235,000
670	Taxes & Licenses	49	-	-	200	-	-	200	100
	Total Other Objects	308,993	286,294	442,883	421,734	257,640	700	163,394	404,200
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	-	-	50,000	50,000
730	Transfer - Debt Service	-	-	100,000	135,000	-	-	135,000	135,000
731	Transfer - Academic Achievemer	10,000	-	-	-	-	-	-	-
	Total Transfers	1,760,000	2,155,225	2,180,656	1,335,000	-	-	1,335,000	1,335,000
810	Reserve/Contingency	-	-	-	1,085,000	-	-	1,085,000	-
	Grand Total	34,950,241	37,398,917	38,137,559	42,129,000	5,338,389	25,844,646	10,945,965	39,489,400

2017-2018 All Funds Summary Report

All Funds

Fund	Description	10/3/2017				17/18 Adopted Budget	10-3-17 Y-T-D	10-3-17 Encumb	10-3-17 Balance
		14/15 Actual	15/16 Actual	16/17 Proj. Actual	16/17 Proj. EFB				
100	General Fund	34,950,241	37,398,917	38,137,559	3,296,917	42,129,000	5,338,389	25,844,646	10,945,965
200	Grant Funds	2,591,884	2,353,551	2,861,683	2,000	5,200,500	369,193	1,723,723	3,107,584
205	Senate Bill 1149	185,000	-	-	170,452	245,000	-	-	245,000
212	Academic Achievement	-	-	-	18,650	28,650	-	-	28,650
230	Bus Replacement	100,735	-	633,327	175,006	425,000	-	-	425,000
232	Classroom Furniture	50,000	40,792	24,777	8,430	11,500	360	11,833	(693)
240	Textbook Adoption	18,550	759,564	112,367	192,207	280,000	13,902	-	266,098
272	Capital Improvements	284,536	156,950	152,300	191,207	420,000	-	42,622	377,378
274	Technology	124,500	495	397,112	345,261	675,000	103,510	9,445	562,045
277	Track and Turf Replacement	100,000	100,000	-	98,954	139,000	-	-	139,000
279	Student Activity	590,053	632,780	731,692	491,285	1,120,000	91,884	45,167	982,949
286	High School Athletics	445,055	453,152	547,517	72,194	607,000	80,992	133,750	392,259
292	CTE Local Fund	-	-	-	-	-	23,097	247,397	(270,494)
296	Nutrition Services	1,596,163	1,615,906	1,710,052	439,695	2,050,007	252,804	977,219	819,983
299	PERS Reserve	-	-	-	1,150,000	1,150,000	-	-	1,150,000
300	Debt Service	3,442,481	3,528,481	3,618,481	141,669	3,710,582	-	-	3,710,582
310	Debt Service / SB 1149	-	-	-	-	-	-	-	-
311	2011 Non-Bonded Debt	223,547	223,547	223,547	41,306	315,000	-	-	315,000
530	Vocational House Fund	-	-	60,415	19,585	200,000	-	-	200,000
601	Unemployment	37,539	10,646	46,123	74,507	175,000	350	-	174,650
Grand Total		44,740,285	47,274,779	49,256,952	6,929,325	58,881,239	6,274,480	29,035,802	23,570,957
		=====	=====	=====	=====	=====	=====	=====	=====

Lebanon Community School District #9
Lebanon, Oregon

PROPOSED BUDGET CALENDAR FOR 2018-2019

October 12, 2017	*	Regular Board Meeting: Review/Approve Budget Calendar
January 11, 2018	*	Special Board/Budget Meeting: Budget Committee Training, and Set Budget Parameters
January 12 – April 12, 2018	*	Preparation of Proposed Budget: Budget Officer
March 22, 2018	*	Send notice of Budget Committee meeting to paper (3-4 days prior to publication)
March 28, 2018	*	Publication of public notice of Budget Committee meeting in newspaper and webpage (not more than 30 days before the meeting and & not less than 10 days before meeting).
April 12, 2018	*	Budget Committee Meeting #1: Present budget message and proposed budget
April 26, 2018	*	Budget Committee Meeting #2: Continued budget discussion
May 10, 2018	*	Budget Committee Meeting #3: Target date for approval of budget
May 30, 2018	*	Send notice of Budget Hearing to paper (3-4 days prior to publication)
June 6, 2107	*	Publication of Notice of Budget Hearing, Financial Summary and Fund Summaries (not more than 30 days nor less than 5 days prior to the hearing).
June 14, 2018	*	Public Budget Hearing & Special Board Meeting on budget as approved by Budget Committee Adopt final budget and make appropriations (<i>after Budget Hearing</i>). The amount of tax levy in the published budget may not be increased, a new fund added, or expenditures increased by more than 10 percent without full republication and another public hearing.

(Enclosure E-2)

**LEBANON COMMUNITY SCHOOL DISTRICT
SCHOOL BOARD MEETING
MINUTES
September 14, 2017 - 6:00 PM
District Office – 485 S. 5th Street, Lebanon, Oregon 97355**

A regular School Board Meeting was held at the District Office on September 14, 2017. Those present included:

Richard Borden, Director	Rob Hess, Superintendent
Nick Brooks, Director	Bo Yates, Assistant Superintendent
Mike Martin, Director	Jennifer Meckley, Director of Human Resources
Russ McUne, Director	Linda Darling, Director of Business
Tom Oliver, Director	Jastyn Shilts, LHS Student Body Representative

Minutes recorded by Nicole Hundley, Executive Secretary.

GOOD NEWS/COMMUNITY COMMUNICATIONS

1. Lebanon High School Presentation

Brad Shreve presented regarding Lebanon High School's AVID model and current goals. He reviewed the school's mission and vision. LHS has the following goals: academic - C grades (70%) or better for all students; one year graduation rate of 80%, five year graduation rate of 90%, and ten year graduation rate of 100%; one year attendance rate of 70%, five year attendance rate of 85%, and ten year attendance rate of 95%. The class of 2016's four-year graduation rate was 72.2%. He also reviewed historical graduation and attendance rates. The AVID Coaching and Certification Instrument outlining the four pillars of Instruction, Systems, Leadership and Culture was also reviewed. These areas outline the umbrella for continuous improvement.

Emmett Whittaker discussed the AVID expansion at LHS. We now provide seven sections of the AVID elective, covering all grades and serving 158 total students. 56% of LHS teachers are AVID institute or pathway trained. He noted that in WICOR walkthroughs, more than 70% of classrooms are using AVID strategies. The teacher perception at LHS is that AVID is helping students perform better. LHS graduated their first AVID class last year, and he reviewed data from this group. As LHS started AVID, they focused on building instruction, and now are focusing on culture and systems. Progress areas for 2017-2018 are schoolwide WICOR, community connections and tutors.

Brad Shreve introduced the new Attendance Team, with the addition of dedicated attendance and graduation coaches to help focus on improving these areas along with the LHS culture. Steph Winningham and Justin Amaya discussed the ever-adjusting model they are using to reach students and create the "why" for them to attend school. They are already seeing a change in behavior in regards to tardiness, and the next tackle is absenteeism. They are building relationships with target students.

Eric Frazier discussed the CTE programs at LHS. He reviewed the new small engines program, along with the other offerings of culinary arts, health occupations, agriculture at the Land Lab, which is the largest program of its kind in Oregon, drafting, construction, robotics, computer design, digital and advanced electronics, criminology, welding, marketing, business, and accounting.

Brad Shreve then discussed the employability score that the District is using this year to communicate to students on what makes them career ready. Discussion ensued regarding the logistics of the program and how the rubric works.

Nick Brooks asked about student surveys on attendance, college and career readiness. Brad Shreve reported that they have several surveys but are not sure it is great data. Nick also commented that a 70% graduation rate is too

low for this year. Tom Oliver asked about if a closed campus may help with the post-lunch attendance issue, and Brad Shreve noted that now that LHS has more resources dedicated to this area, they might be looking more in depth at the correlation. Russ McUne noted the significant improvement for the Hispanic graduation rate, and Brad Shreve discussed how the economically disadvantaged white male population has not decreased but is also not improving compared to the other at risk groups. This is an area the team is looking to target for improvement. Mike Martin asked about the economically disadvantaged group's data, and Brad Shreve explained that this is not a group we had been able to track by student until recently, since this information is highly protected and confidential. Common characteristics of those that are successful is some connection to school – through athletics, activities and/or electives. Russ McUne asked about AP classes, and Brad Shreve discussed how we have expanded the options and added more students and the test scores have been maintained. This year we are offering AP statistics. The school's first goal was closing the achievement gap and getting more at-risk students enrolled in AP classes, and now they can focus on increasing achievement in this area. LHS is also offering more College Now courses. AP courses even without the AP test helps prepare students for the rigor of college.

2. High School Student Body Representative Jastyn Shilts

Jastyn Shilts was introduced as the ASB Public Relations Officer. She will be joining Board meetings to provide updates to the Board on current events at the high school and to provide a student perspective. She provided a brief biography and outlined her activities. She also discussed the upcoming Homecoming Week and the college/career/counseling center at the high school.

3. Classroom to Career Expo

Bo Yates discussed the upcoming Classroom to Career Expo. We will be bringing high school and middle school students to engage with companies and industries and participate in hands on learning about these careers. Sweet Home is also participating. Students can make appointments with vendors and participate in the simulators in the afternoon. We are expecting 30 vendors. This has been driven by community interest and local employers, with significant help from Kris Latimer and Rick Franklin. Nick Brooks encouraged elementary school principals to come out and see what industries may be good for a presentation at their school.

AUDIENCE COMMENTS

Chair Tom Oliver welcomed audience comments.

Jennifer Walter commented on several items. She noted that while she agrees that AP classes have grown, she disagreed that there were only 5 AP students at one point. Jennifer Walter also discussed restoring public confidence. She mentioned an article in the Democrat Herald on Diana Alvarez, a DACA student that graduated from Lebanon. She felt that the Board or administration should take steps to give DACA students confidence in the current climate. She discussed ORS 244.179 and noted that the Board previously stated they were pursuing policy changes to address this. However, it is not on the current agenda. She felt that the policy changes should be what is best for the District and not one person. She stated that all employees should have direct supervisors. She expressed concern regarding comments made during the last month's board communications. She felt that concerns with other Board members should be brought up directly with that person rather than publically. She felt that the information quoted was inaccurate. She commented on how poor the quality of the recording from the previous meeting was. She also discussed the superintendent goals, noting that they were not measurable and stating that the most important thing the superintendent could do was restore confidence. She felt that measurable goals should be set based on the concerns raised in the 360 degree survey results.

Brad Shreve discussed a suicide awareness night being put together by LHS student Cooper Brooks. The event is Monday, September 25, 6:30 PM at the LHS auditorium. He appreciated a student stepping up and wanting to address this need in our community.

GENERAL BUSINESS

1. Action: Approve LEA Contract 2017-2019

The Lebanon Education Association contract for 2017-2019 was already ratified by the union. Russ McUne made a motion to approve the contract. Richard Borden seconded the motion. The motion carried unanimously. Russ McUne commented that the negotiations were much improved compared to previous years and he was thankful for the efforts put forth. Maureen Twomey noted that Jennifer Meckley was instrumental in making sure the process was smooth and productive this year.

2. Policies

a. Information Only: Revised Board Policy ARs

The following policy ARs were revised according to recommendations from OSBA: IGBC-AR: Title IA/Parental and Family Involvement; KAB-AR: Parental Rights; and LBE-AR: Public Charter Schools.

b. Action: Adopt Revised Board Policies on First Reading

The following policies were revised according to recommendations from OSBA: EEA: Student Transportation Services; GDA: Instructional Assistants (new); IGBAC: Special Education – Personnel; IGBAK: Special Education – Public Availability of State Application; IGBC: Title IA/Parental and Family Involvement; IGBHE: Expanded Options Program; IGBI: English Language Learner Education; IGCA – Post Graduate Scholar Program; JECF: Interdistrict Transfer of Resident Students; JFC: Student Conduct; JHC: Student Health Services and Requirements; KAB: Parental Rights; KI: Public Solicitation in District Facilities; LBE: Public Charter Schools; EBBB: Injury/Illness Reports; EFA: Local Wellness Program; GBI: Gifts and Solicitations; GCPB/GDPB: Resignation of Staff; IKF: Graduation Requirements; and JEA: Compulsory Attendance. Russ McUne expressed concern regarding the wording of GCPB/GDPB, stating that there appears to be a conflict with the language and the law on if the Board must request TSPC to discipline a licensee when less than 60-days' notice is given. Jennifer Meckley will review it. Russ McUne made a motion to approve the policies on first reading as presented, excluding GCPB/GDPB. Mike Martin seconded the motion. The motion was approved.

3. Action: Approve Superintendent Goals

Rob Hess explained that based upon his 2016-2017 evaluation and the 360-degree survey feedback, he is proposing three goal areas for the 2017-2018 school year: communication, visibility and innovation. These were previously discussed at an executive session regarding Rob Hess' evaluation, and now are brought forward for formal feedback and approval. Rob Hess will bring documentation on progress in these areas as a part of his 2017-2018 evaluation, with hard data on actions he made to improve in these areas. He felt that action in these areas would also increase public trust, as trust is an outcome of communication. Russ McUne asked and Rob Hess noted that his evaluation would also still be tied to the standards provided by OSBA. Tom Oliver noted that for each of these areas it will be clear to see what steps are being taken, and he would then expect there to be reflection of this in the next 360-degree survey as well. Mike Martin discussed four key result areas with heavy emphasis last year (graduation, attendance, assessment, and opportunities), and Rob Hess explained that these are incorporated in the strategic plan that will be brought to the Board next month. These are district-level goals and are still a part of how we evaluate the district's progress, and therefore the superintendent's progress. They are also reflected in the OSBA standards, but these three new goals are personal for the superintendent. Mike Martin commented that it may be difficult to evaluate communication and visibility, and discussed the new weekly email communications from Rob Hess. Rob Hess noted that he has had positive feedback from staff on the email communications and that verbal communication is happening during his school and classroom visits which are being tracked for visibility. Nick Brooks noted that with how wide of an audience the superintendent may need to reach, email is a very important tool. He felt there were measurable ways to document progress in the three areas. He encouraged Rob Hess to document his school visits so they can be measured. Tom Oliver noted that the Board should be able to clearly tell

whether or not effort was made to advance in these areas, and then the 360-degree survey may help them interpret whether the effort was successful. If not, then efforts can be re-adjusted. Nick Brooks asked about having the 2020 vision cross blended in somehow, and Rob Hess noted that this was planned for the strategic plan. Tom Oliver noted that for innovation, not everything would be successful, but the goal would be to evaluate if new ideas (successful or not) were being generated. Rob Hess provided examples of innovation such as the new attendance team at LHS and the welcome center the District Office would like to create. Rob Hess noted that these three goals are areas he can control the outcomes for. Mike Martin discussed perception, and how that may be tied to the 360-degree survey. Russ McUne made a motion to approve the superintendent's goals as presented. Nick Brooks seconded the motion. The motion carried unanimously.

4. Discussion: Meeting Location

Tom Oliver spoke with the mayor on trying out the City Council's chamber for meetings. They have the capability to stream meetings online and the recording of audio would be improved. The facility is easy to use and there is no raised dais. The table allows the Board and administration to sit together in a more collaborative environment. The layout of the room is different and audience seating is different. We would still need to discuss costs and details if used regularly, but we could try it to see if it is an option. The Board agreed to try the City Council's chamber at the Santiam Travel Station.

5. Discussion: Board Goals/2020 Vision

Rob Hess reported that for the 2020 Vision revisit he could bring elements in sections back to the Board for in-depth discussion, and they will also be folded into the new strategic plan. The 2020 Vision goals are still a part of the district's goals. Tom Oliver noted that he liked breaking out the 2020 Vision progress, and mentioned that as we get closer to 2020 we will need to move back to a public process like we did originally. Russ McUne discussed the school presentations and how they were aligned to the board goals. The Board was in favor of breakouts of the 2020 Vision elements being presented at each meeting.

For the Board goals, we have the ones that were planned last year that we are still working towards on graduation, attendance, assessment and opportunities. Discussion ensued regarding options for facilitating a work session on goals. The OSBA has a process, it could be self-led, or we may be able to have an internal facilitator. The Board will discuss again at the next meeting and asked that details on the OSBA option be provided for review.

6. Discussion: CET Ad Hoc Committee

Linda Darling reported that the group has their first meeting on September 28. They are actively recruiting their three community members and have it almost set. They hope to have someone from the real estate industry, building/construction industry, and health care industry. The City provided a list of active contractors for consideration. Linn County is already compiling data for us, and the City of Albany is as well. Nick Brooks will report at each board meeting on the committee's progress.

DEPARTMENT REPORTS

1. Finance

a. Report

Linda Darling discussed the financial report. The ending fund balance for 2016-2017 is at \$3.2 million, and we may still see some changes during audit. Projections for 2017-2018 will be added in October after employee benefits and payroll has settled. Linda Darling discussed the short timeline for processing employee benefits for the new year. In the Oregon economic and revenue forecast, revenue is on track and there should be no surprises. Auditors will be at the district in October. Linda Darling also noted that Wells Fargo miscalculated the bond, but this will be corrected and transferred to US Bank.

2. Operations

Bo Yates discussed one of the mechanics that was serving as a substitute bus driver going out to a school to meet with a kindergartner that was scared of the riding the bus. He also mentioned that because of how many students we have at some schools, we may need to increase food service staffing. He discussed the IGA with the City, and how it is allowing district staff to focus on other projects because the landscape maintenance is so well taken care of now.

3. Human Resources

Jennifer Meckley reported that some positions have been posted to alleviate classroom sizes. This includes four new teachers, one each at Pioneer, Lacombe, Riverview, and Hamilton Creek. We also transferred a teacher from Cascades to Hamilton Creek based on enrollment. The Human Resources department has also been busy processing volunteer background checks. Rob Hess discussed the high enrollment, and how the district is currently 178 students over projection. He explained that funding is based on the average of students over the whole year, and we do lose students as the year goes. Jennifer Meckley discussed the vision for a welcome center at the district office to help centralize our resources for families to help keep them in the district. Mobility of our students provides significant challenges to their success.

COMMUNICATION

1. Board

Nick Brooks reported that he has visited nearly every school in the last few weeks, and he was very impressed with them. Watching the teachers reinvigorated him. He also appreciated seeing how schools are celebrating success. He encouraged the collaboration that principals have at their PLC meetings.

2. Superintendent

Rob Hess discussed the upcoming OSBA Conference in November, and encouraged Board members to let Nicole Hundley know if they would like to attend. The AVID National conference is in December. Discussion ensued regarding upcoming school events.

CONSENT AGENDA

1. Action: Approve August 10, 2017 Board Minutes

2. Action: Approve Hiring

- a) Alaina Meek – Special Education Teacher, Seven Oak Middle School
- b) Benjamin Shearon – Social Studies Teacher, Seven Oak Middle School
- c) Patrick McGovern – 7th Grade Teacher, Lacombe School (Temporary to 12/29/2017)
- d) Elizabeth Liska – 2nd Grade Teacher, Pioneer School (Temporary to 11/27/2017)
- e) Lindsay Hehn – Language Arts Teacher, Seven Oak Middle School (Temporary 2017-2018 School Year)
- f) Roxanna Dorn – Language Arts Teacher, Lebanon High School (Temporary to 1/29/2018)
- g) Marla Gessford – Title 1 Teacher, Hamilton Creek School (0.25 FTE, Temporary 2017-2018 School Year)
- h) Suzanne Wallace - Title 1 Teacher, Hamilton Creek School (0.25 FTE, Temporary 2017-2018 School Year)
- i) Denise VandenBos – Science Teacher, Hamilton Creek School (Temporary 2017-2018 School Year)

Russ McUne made a motion to approve the minutes for August 10, 2017. Richard Borden seconded the motion. The motion carried unanimously.

Russ McUne made a motion to approve the hiring of listed new staff. Richard Borden seconded the motion. The motion carried unanimously.

AUDIENCE COMMENTS

Maureen Twomey, LEA President, thanked the superintendent for watching classroom sizes and adding staff at the primary levels. She noted that several classrooms across the district are still crowded and hoped the district would continue to monitor enrollment numbers.

ADJOURN

The meeting adjourned at 8:05 PM.

Tom Oliver, Board Chair

Rob Hess, Superintendent