

**LEBANON COMMUNITY SCHOOL DISTRICT**  
**SCHOOL BOARD MEETING AGENDA**  
**January 12, 2017, 6:00 PM**  
**Lebanon High School**  
**1700 S. 5<sup>th</sup> Street, Lebanon, Oregon 97355**

**A. WELCOME**

1. **Call to Order**
2. **Flag Salute**
3. **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. The Board typically will *not* respond to comments during this time.

**B. GOOD NEWS/COMMUNITY COMMUNICATIONS**

1. **Report:** Lebanon High School (Enclosure B-1) Page 5

**C. GENERAL BUSINESS**

1. **Action:** Approve Athletic Drug Testing Program (Enclosure C-1) Page 39
2. **Discussion:** District Calendar 2017-2018 (Enclosure C-2) Page 47
3. **Action:** Approve Open Enrollment of Non-Resident Students (Enclosure C-3) Page 49
4. **Action:** Approve Interdistrict Transfer of Non-Resident Students (Enclosure C-4) Page 50
5. **Information:** County of Linn v. State of Oregon and State Forestry Department (Enclosure C-5) Page 51
6. **Information:** Rights of Undocumented Students Statement (Enclosure C-6) Page 55
7. **Report:** Division 22 (Enclosure C-7) Page 61
8. **Action:** Approve LBL Local Service Plan 2017-2018 Resolution (Enclosure C-8) Page 69

**D. DEPARTMENT REPORTS**

1. **Finance**
  - a. **Report** (Enclosure D-1) Page 95
  - b. **Approve:** Wireless Cabling Upgrade (Enclosure D-2) Page 103
2. **Operations**
3. **Human Resources**

**E. COMMUNICATION**

1. **Board**
2. **Superintendent**

**F. CONSENT AGENDA**

2. **Action:** Approve December 8, 2016 Board Minutes (Enclosure F-1) Page 107
3. **Action:** Approve Hiring/Transfers/Leave of Absence - none

**G. 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**

|                  |                              |
|------------------|------------------------------|
| February 9, 2017 | Hamilton Creek School        |
| March 9, 2017    | Seven Oak Middle School      |
| April 13, 2017   | Riverview School             |
| April 27, 2017   | District Office – Board Room |

LEBANON COMMUNITY SCHOOL DISTRICT  
SCHOOL BOARD MEETING AGENDA – EXECUTIVE SESSION

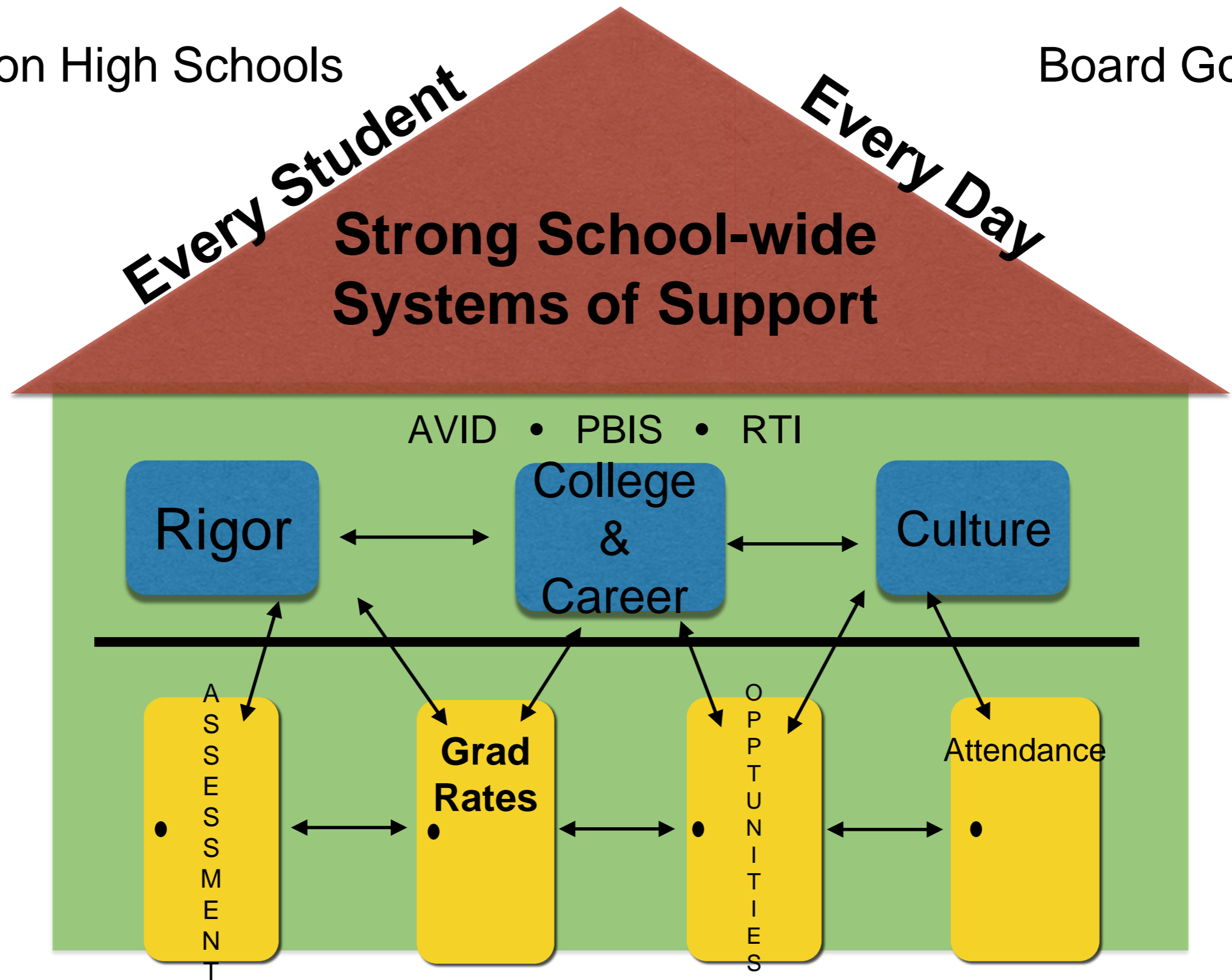
January 12, 2017, 7:00 PM

Lebanon High School

1700 S. 5<sup>th</sup> Street, Lebanon, Oregon 97355

- A. CALL TO ORDER UNDER ORS 192.660(2)(i): To review and evaluate the performance of the chief executive officer or any other public officer, employee or staff member, unless the person whose performance is being reviewed and evaluated requests an open hearing.
- B. DISCUSSION
- C. ADJOURN





**Vision: Empowering Students to Maximize their Potential.  
Challenge, Integrity, and Accountability**

# Our Vision, Our Story

**Vision: Empowering Students to Maximize their Potential.  
Challenge, Integrity, and Accountability**

Student Voice:  
Opportunities for all students  
(AVID, music, athletics, JROTC)

# Graduation

## 4 YEAR GRADUATION RATES

*Students who earned a Standard Diploma within 4 years of entering high school*

|               |       |
|---------------|-------|
| Class of 2016 | 72.2% |
| Class of 2015 | 65.7% |
| Class of 2014 | 67.8% |

**Schoolwide Support:** Advisory, Rigorous coursework, engaged instruction, counselor/administrator assigned to each student, student opportunities: CTE, Clubs, Electives, activities, and athletics

**Extra Support:** Support classes, 2 year algebra sequence, credit recovery, student mentoring, tutoring,

**Full Support:** Red Zone student tracking, Student Services: Mental Health, Drug and Alcohol, Juvenile Department, Boys and Girls club

# Attendance

|                      | Q1 2016-2017 | Q1 2015-2016 |
|----------------------|--------------|--------------|
| Green Zone           | 43%          | 49%          |
| Yellow Zone          | 29%          | 15%          |
| Red Zone             | 28%          | 36%          |
| <b>Students 90%+</b> | <b>72%</b>   | <b>64%</b>   |

Schoolwide Support: Visible data, overall message of importance and support, Pinnacle use and access, regular recognition, improved policy, family communication

Extra Support: Letters home, one-one conversations, family support, mentoring, positive recognition

Full Support: Weekly Level III meeting, family conferencing, Truancy support, mentoring



# Assessment

## SAT/PSAT Test Participation October 2016

|                          |           |
|--------------------------|-----------|
| SAT Grade 12             | 213 tests |
| PSAT (10,11, & 9th AVID) | 555 tests |

## Advanced Placement Exam Participation

|           |     |
|-----------|-----|
| 2015-2016 | 266 |
| 2014-2015 | 284 |
| 2013-2014 | 105 |

## SBAC Academic Achievement

|      |     |         |
|------|-----|---------|
| ELA  | 60% | Level 4 |
| Math | 32% | Level 3 |

## Professional Learning Communities (PLCs meet twice a month)

Common content teams align instruction and assessment and plan common classroom assessments, performance tasks, and rubrics

# Opportunities

1. Alternative learning settings
2. AP enrollment and offerings
3. AVID Elective
4. Credit recovery
5. CTE Programs
6. School social worker, comprehensive counseling department, Trauma informed practice training
7. Sports, clubs, activities, and electives

## Rigor

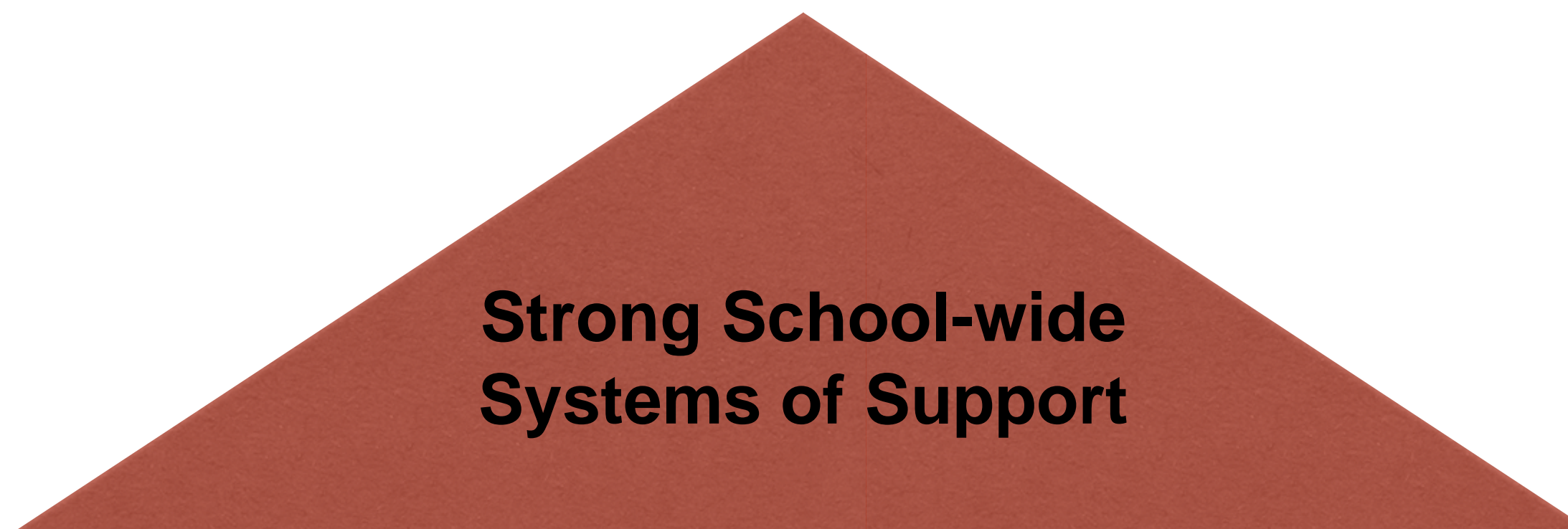
- Clear measurable learning objectives tied to standards and presented with essential questions
- WICOR strategies in all classes
- CPM/Springboard
- Comprehensive AP
- Student accommodations and differentiation to increase student access to rigorous curriculum

## College & Career

- College and Career Center staff created Scholarship, college nights, college application events for students and families.
- A highly talented and committed staff
- CTE growth and improvement
- Supported programs: Beyond LHS, Oregon Promise, etc.
- EOS- reached equitable enrollment

## Culture

- PBIS team including students, certified, and classified staff
- Counseling team, Trauma informed practice
- Conversations with students, staff, and parents about racial equity
- Attendance work with students, staff, and families
- Administering parent, student and staff surveys



## **Strong School-wide Systems of Support**

- **AVID:** College & Career Readiness for all
- **RTI:** Providing differentiated academic support for all
- **PBIS:** Providing differentiated behavior support for all

# Strong School-wide Systems of Support

- Expansion of AVID at LHS**

|   | <b>2013 / 14</b> | <b>2014 / 15</b> | <b>2015 / 16</b> | <b>2016 / 17</b> |
|---|------------------|------------------|------------------|------------------|
| # of elective classes                                   | <b>2</b>         | <b>4</b>         | <b>6</b>         | <b>7</b>         |
| Students served - elective                              | <b>40</b>        | <b>89</b>        | <b>129</b>       | <b>171</b>       |
| Teachers / counselors trained (summer institute)        | <b>20%</b>       | <b>33%</b>       | <b>42%</b>       | <b>53%</b>       |
| Departments with at least one teacher institute trained | <b>88%</b>       | <b>100%</b>      | <b>100%</b>      | <b>100%</b>      |
| <b>School-wide AVID initiatives in site plan</b>        | <b>1</b>         | <b>1</b>         | <b>2</b>         | <b>3</b>         |

# Strong School-wide Systems of Support

## 2016/17 top 3 focus areas by pillar

### Leadership

- Expansion of site team and formation of focus teams
- Integration of improvement plans
- Staff development

### Instruction

- Professional development in AVID instructional strategies
- School-wide initiatives in:
  - Writing: Cornell Way
  - Inquiry & Collaboration: Philosophical chairs/Socratic Seminar
  - Organization: Planners

### Culture

- Community outreach - parents nights
- Increased student voice with staff, students, and the community
- Increasing development of a college bound culture

### Systems

- LHS procedures document to outline and compile all AVID procedures
- Pilot the new AVID certification systems
- Quarterly reports and updates to staff progress versus goals and gap analysis

**COMPREHENSIVE SCHOOL IMPROVEMENT PLAN**  
**SUPPORTING THE ESSENTIAL SKILLS FOR GRADUATION**

**School:** Lebanon High School

**Year:** 2016-2017

**VISION STATEMENT:** Empowering Students to Maximize their Potential.  
 Challenge, Integrity, and Accountability

**District Vision –** In partnership with the community we provide exceptional opportunities to continuously and rigorously challenge all students to excel as learners, thinkers and leaders.

**Staff Norms:**

- Assume positive intent when interacting with students, families and LCSD staff
- Hold oneself accountable for upholding district and school expectations and norms
- Present oneself professionally; following dress codes, using name badges, and maintaining integrity when interacting with others
- In conflict, maintaining strong communication by following an appropriate chain of command, respecting confidentiality and engaging with a solutions based approach

**AVID Norms:**

- Ask questions
- Engage fully
- Integrate new information
- Open your minds to diverse views
- Utilize what you learned

**Expectations –**

|                     |   |
|---------------------|---|
| <b>Respect</b>      | <ul style="list-style-type: none"> <li>• Be present and on time. (Mentally &amp; Physically)</li> <li>• Treat people, ideas, and yourself with respect.</li> <li>• Try to understand others. Even if you disagree.</li> <li>• Treat building &amp; academic environment with respect.</li> <li>• Use appropriate language and tone of voice.</li> <li>• Deadlines count.</li> </ul> |
| <b>Integrity</b>    | <ul style="list-style-type: none"> <li>• Always do what is right. Own your behavior.</li> <li>• Be trustworthy.</li> <li>• Lead by example.</li> <li>• Match your actions to your words.</li> <li>• Do your own work.</li> <li>• Give credit where credit is due.</li> </ul>  |
| <b>Selflessness</b> | <ul style="list-style-type: none"> <li>• Ask for and offer help when it's needed.</li> <li>• Be a team player.</li> <li>• If something needs to be done, just do it.</li> <li>• Encourage others.</li> <li>• Offer a hand up.</li> <li>• Share.</li> </ul>  |
| <b>Enthusiasm</b>   | <ul style="list-style-type: none"> <li>• Be optimistic.</li> <li>• Find a way around, over or through the obstacles.</li> <li>• Challenge yourself every day.</li> <li>• Be engaged and participate fully in all opportunities.</li> <li>• Acknowledge the positives in others.</li> <li>• Support the Warrior Spirit!</li> </ul>   |

## **Expectations (cont.):**

Every student can learn. Every student can make significant gains in learning every day.

- Implementation of the Common Core.
  - Clear, measurable learning objectives tied to standards
  - Performance tasks
- Increase collaboration of teachers.
  - Professional Learning Communities working on common assessments and data analysis
- Significant changes to instruction building-wide:
  - Inclusion of AVID and WICOR strategies (The Cornell Way, Writing, Inquiry, Collaboration, Organization and Reading)
  - High student engagement with the curriculum via critical thinking and higher level thinking activities and varied instructional strategies
  - A College bound school environment

### **1. Theory of Action:**

- If curriculum is aligned to the standards, then we will have better articulation of expectations and more complete coverage of content resulting in increased student outcomes as related to state assessment and graduation rates.
- If all teachers align their curriculum and provide common assessments, then students will be provided equitable options for programs and courses.
- If all teachers require inquiry, organization and collaboration within content areas while reinforcing the essential skills of reading and writing, then student achievement will improve in each content area and on the formative and summative assessments given in the district and by the state.
- If students are engaged in the curriculum via critical and high level thinking activities, relevant coursework and varied instructional strategies, they will retain more content and make more connections in and between content areas and develop patterns of recognition and utilization of content that will increase student learning in all areas resulting in increased student outcomes as related to state assessment and graduation rates.
- If students are surrounded by positive supports for continuing education post-secondary, then more students will feel empowered to attend college or university be ready for the world of work and will enroll in more college preparatory courses.

### **2. Data Review:**

#### ***Demographic –***

Lebanon High School is located in rural Linn County, Oregon. Lebanon's current population is 15,837. While once a community reliant on its timber industry, Lebanon's Major Employers include; Lowe's Distribution Center, Samaritan Lebanon Community Hospital, Entek Manufacturing, Walmart, College of Osteopathic Medicine of the Pacific Northwest (COMP), an osteopathic teaching facility in cooperation with Western University of Health Sciences in Pomona, California, and a 156 bed Veteran's Home, as well as Boulder Falls Inn & Event Center. The unemployment rate in Lebanon is at 6.8%, 1.9% higher than the national average. Lebanon is the single comprehensive high school in Lebanon with deeply rooted pride in the community. Lebanon High School's current enrollment is at 1,343 students; 667 females and 671 males. The ethnic breakdown of the student population is as follows. Ethnicity: 10% Hispanic, 90% Not Hispanic, Race: 92% White, 1% African American, 1% Asian/Pacific Islander, 2% American Indian, and 4% Multi-racial. Additionally, the current number of students qualifying for Free and Reduced Lunch is at 50%

Lebanon High School offers the following Advanced Placement courses: AP Spanish, AP Human Geography, AP European History, AP US History, AP US Government, AP English Language & Composition, AP English Literature, AP Biology, AP Environmental Science, AP Physics, AP Calculus AB and AP Music Theory. We have additional courses that count towards the Honors Diploma including: Adv Language Arts 9, Adv Language Arts 10, College Algebra, Trigonometry, Physics, Anatomy & Physiology, Chemistry, Spanish 3, 4, & 5. Many other courses are offered which allow student to earn "College Now!" credit at LBCC.



Approximately 42% of the 2016 graduating class are registered to attend a 2 year community college, while another 20% registered to attend a 4-year college and/or university. Another 3% are registered to attend a trade school and 4% enlisted in the military.

Lebanon High School employs one Principal and three Associate Principals. There are two counselors, one social worker, one Behavior Specialist and an additional 61 highly qualified teachers and 32 paraprofessionals on staff.

Lebanon High School's 4-year graduation rate is as follows:

*Students earning a standard diploma within four years of entering high school  
Cohort = the school year the student starts the 9<sup>th</sup> grade*

| 2008-2009<br>(Cohort 05/06) | 2009 – 2010<br>(Cohort 06/07) | 2010 – 2011<br>(Cohort 07/08) | 2011 – 2012<br>(Cohort 08/09) | 2012 – 2013<br>(Cohort 09/10) | 2013 – 2014<br>(Cohort 10/11) | 2014 – 2015<br>(Cohort 11/12) |
|-----------------------------|-------------------------------|-------------------------------|-------------------------------|-------------------------------|-------------------------------|-------------------------------|
| 46.7%                       | 40.9%                         | 39.6%                         | 44.6%                         | 41%<br>(64%*)                 | 67.8%                         | 65.73%                        |

*\*if we count the 62 students who met grad requirements but stayed to do Beyond LHS then this would have been the rate. starting 2013-2014 the state allowed districts to count students who met graduation requirements, but chose to stay and do the Beyond LHS program, as part of the graduation rate*

### **Academic –**

Text about academic improvements

### **3. Identify Problem Statement:**

Needs:

- Focus on the Common Core implementation
- Close the achievement gap
- Ensure that learning is accessible to all students
- Provide supports for academic and organizational gaps
- Ensure students have access to courses that are challenging
- Prepare students for post-secondary educational opportunities
- Systematic literacy instruction

### **4. Goals:**

- ELA – from 60% to 70% of students will pass the state assessment.
- Math – from 32% to 40% of students will pass the state assessment.
- RTI/PBIS – from 67% overall to 75% attendance.

### **5. Describe the strategies based on research that relate and strengthen the action:**

- Common content teams will meet as PLCs to plan CCSS, performance tasks, discuss instructional lessons/strategies, and identify common assessments/rubrics to align instruction.
- MAPS data will provide the percentage of students who are at benchmark, nearly meets, and low skilled in each class at the beginning of October, and at the end of January and May.
- Staff will become knowledgeable about the CCSS, learn and apply standards to their curriculum and instruction. Learning targets will be posted and referred to for each lesson.
- Teachers will create ambitious grade level goals (SMART Goals) and review with administrators.
- Teachers will increase the level of rigor (via WICOR, AVID strategies and EOS supports) in their classes and prepare students for more rigorous course-loads, including AP and College Now courses, in preparation for post-secondary educational opportunities.
- Teachers will utilize best practices of the WICOR process for instruction in reading and writing.

- The RTI team will meet monthly to analyze data to determine appropriate placement of students into small groups and intervention groups for writing instruction for students identified as strategic or intensive.

**6. Describe the sustaining strategies that relate and strengthen the action:**

- WICOR strategies in all classes
- Common Assessments and instructional calibration based on data analysis
- Weekly early release schedule alternating Professional Development and PLC time
- Adoption, training, and fidelity check of new math and language arts curricula
- Formal training of all expected instructional behaviors
- Increase the opportunities for all students in studies that increase the relevance of the material to their future and current interests.

**7. Describe the support/interventions for all students below benchmark standards:**

- Summer School opportunities for improving Language Arts and Math skills
- Tutoring available every period, before school and after school
- “Double-dose” classes in math and reading
- Comprehensive counseling and Special Education programs
- “Lab classes” for students who need them
- Alternative Education program for the “yellow-zone” students
- Online and Extended Options for students in need of alternative situations
- “Advanced Support” courses for students taking AP classes
- Invitations to “non-traditional students” for enrollment in AP classes(EOS)

# LEBANON HIGH SCHOOL

## LEBANON HIGH SCHOOL ACCREDITATION 2016-2017 STUDENT PERFORMANCE DATA DOCUMENT

### FRESHMEN ON-TRACK DATA

*Percentage of 9<sup>th</sup> graders who earned at least 6.0 credits and are considered on-track*

Class of 2017 = 78%

Class of 2018 = 75%

Class of 2019 = 74%

### 4 YEAR GRADUATION RATES

*Students who earned a Standard Diploma within 4 years of entering high school*

Class of 2016 = 72.2%

Class of 2015 = 65.7%

Class of 2014 = 67.8%

### ADVANCED PLACEMENT COURSE ENROLLMENT

*Number of Students enrolled in one or more AP class*

School Year 2016-2017 = 372

School Year 2015-2016 = 307

School Year 2014-2015 = 360

School Year 2013-2014 = 196

### ADVANCED PLACEMENT EXAMS

*Number of AP Exams*

School Year 2015-2016 = 266

School Year 2014-2015 = 284

School Year 2013-2014 = 105

### COLLEGE/UNIVERSITY ATTENDANCE

*Percentage of Students registered to attend a 4 year University*

Class of 2016 = 20%

Class of 2015 = 24%

Class of 2014 = 20%

*Percentage of Students registered to attend a 2 year Community College*

Class of 2016 = 42%

Class of 2015 = 44%

Class of 2014 = 46%

#### Administrative Team

Brad Shreve  
Sabrina Alexander  
Kraig Hoene  
Chrissy Shanks

Lebanon High School  
1700 S 5<sup>th</sup> St  
Lebanon, OR 97355

PHONE (541) 451-8555  
FAX (541) 451-8550  
WEB SITE <http://www.lebanon.k12.or.us>

# LEBANON HIGH SCHOOL

## LEBANON HIGH SCHOOL ACCREDITATION 2016-2017 STUDENT PERFORMANCE DATA DOCUMENT

PAGE 2

### SAT/PSAT TESTS OCTOBER 2016

*Number of Students who took the SAT/PSAT OCTOBER 2016*

SAT Grade 12 = 213 tests

PSAT Grades 10, 11 & some 9<sup>th</sup> graders = 555 tests

### AVID ENROLLMENT

*Number of Students enrolled in an AVID elective class*

2016-2017 = 171

2015-2016 = 129

2014-2015 = 89

2013-2015 = 40 (*first year of AVID implementation*)

### GRADUATION REQUIREMENTS AND CREDITS EARNED

*Lebanon High School requires 24 credits for graduation*

4 credits Language Arts

3 credits Mathematics (Algebra 1 and higher)

3 credits Science

3 credits Social Sciences

1 credit Health

1 credit Physical Education

3 credits Fine Arts, Career/Technical Education, Foreign Language

6 credit General Electives

### ESSENTIAL SKILLS

*Students are required to meet the Oregon Essential Skills. These are the primary methods that LHS students meet Essential Skills*

**Mathematics** – SBAC or Students who do not meet via SBAC are scheduled into the Essential Skills Math class their senior year where they will do 2 passing work samples. They can also earn .50 credit of math.

**Reading** – SBAC or Students who do not meet via SBAC are scheduled into the Lang Arts Lab 12 class where they will do 2 passing work samples. They can also earn .50 credit of elective.

**Writing** – SBAC or Students who do not meet via SBAC are scheduled into the Lang Arts Lab 12 class where they will do 2 passing work samples. They can also earn .50 credit of elective.

Lebanon High School  
1700 S 5<sup>th</sup> St  
Lebanon, OR 97355

PHONE (541) 451-8555  
FAX (541) 451-8550  
WEBSITE <http://www.lebanon.k12.or.us>

## **PERSONAL LEARNING REQUIREMENTS**

***Plan and Profile*** – students enter information into the Oregon CIS program to meet this requirement

***Career Related Learning Standards*** – students write a cover letter, resume and get letters of recommendation which they take to the LBCC Job Fair where they do at least 2 interview with prospective employees

***Extended Application*** – students write an essay in their Senior Economics course to meet this requirement

# PROFESSIONAL DEVELOPMENT CALENDAR

|                                  | September                              | October  | November  | December   | January   | February  | March  | April   | May   | End of Year goal  |
|----------------------------------|--|--|---|--|---|---|--|---|---|---|
|                                  | 7                                      | 5  | 9   | 7  | 4   | 1   | 1  | 5   | 3   |   |
| <i>ER Wed.</i>                   | Phil Chairs                            | Planners/<br>Counselor                             | BRC:<br>Trauma informed<br>practice   | Differentiation and<br>student<br>accomodation   | Cornell Way   | o Socratic<br>seminar<br>BRC:<br>Emmet's bag<br>activity<br>Paper tigers? | Equity<br>Socratic<br>Seminar?                             | Trauma<br>Informed  | Grading   |   |
| <i>Point<br/>Contact</i>         | Emmet/Deanna                           | Matt/Chrissy                                       | Counseling Team   | Counseling Team  | Emmet   | Emmet & Ty /<br>Steve   | Maureen  | Counseling<br>Team  |   |   |
| <b>2016-2017<br/>Initiatives</b> |  |  |   |  |   |   |  |   |   |   |
| <b>Trauma<br/>Informed</b>       |  | Introduce Trauma<br>informed to certified<br>staff | o Trauma informed<br>Part II for certified<br>staff<br>o Trauma informed<br>intro for classified<br>staff |  | o Begin small<br>group discussion<br>forums, certified<br>and classified  | All staff<br>showing of<br>Paper Tigers                                   | Continue<br>discussion<br>groups                           | All staff<br>Trauma<br>Informed<br>part III,<br>certified and<br>classified |   |   |
| <b>Grading<br/>practices</b>     | Collect department<br>syllabus         |  | o Departments work<br>through discussion<br>questions   | o Science department<br>meeting 12/14 - all<br>day: aligning grading<br>philosophies,<br>guidlines for<br>proficiency based<br>grading<br>o looking at S2<br>grading practices | o take feedback<br>from<br>departments  |   | o grade<br>discussions<br>building wide                    |   | o Identify<br>changes for<br>the<br>upcoming<br>year<br>o adjust<br>handbook  | o Standards based<br>assignments<br>o Seperation of behavior<br>and grading<br>o Feedback loop in the<br>grade book |
| <b>Attendance</b>                | o Adjust<br>tardy/attendance<br>policy | o Level III<br>attendance team                     | o Level III<br>attendance team<br>o PBIS team<br>LevelI/II  | o Level III<br>attendance team<br>o PBIS team<br>LevelI/II   | o Level III<br>attendance team<br>o PBIS team<br>LevelI/II<br>o Adjust policy,<br>when students<br>will be marked as<br>absent during the<br>period | o Level III<br>attendance<br>team<br>o PBIS team<br>LevelI/II             | o Level III<br>attendance team<br>o PBIS team<br>LevelI/II | o Level III<br>attendance<br>team<br>o PBIS team<br>LevelI/II               | o Level III<br>attendance<br>team<br>o PBIS team<br>LevelI/II<br>o review<br>current<br>policy and<br>adjust in<br>handbook | o full triangle of supports<br>and incentives for<br>attendance<br>o updated policy that is<br>trauma informed      |

|        |   |   |   |   |   |  |   |   |  |
|--------|---|---|---|---|---|--|---|---|--|
| Equity | <ul style="list-style-type: none"> <li>o District team attends Courageous Conversation national summit</li> <li>o District Racial Equity Team convenes</li> </ul> | <ul style="list-style-type: none"> <li>o District REG meets</li> </ul>  | <ul style="list-style-type: none"> <li>o District REG meets</li> <li>o First Latino parent night</li> <li>o Student group collects to meet with staff</li> <li>o Student courageous conversations group begins</li> </ul> | <ul style="list-style-type: none"> <li>o District REG meet</li> <li>o Second Latino Family night</li> <li>o Students meet regularly for courageous conversations</li> </ul>   | <ul style="list-style-type: none"> <li>o District REG meet-grows</li> <li>o Third Latino Family night</li> <li>o Students meet regularly for courageous conversations</li> <li>o second Staff/Student meet</li> </ul> | <ul style="list-style-type: none"> <li>o District REG meet-grows</li> <li>o Fourth Latino Family night</li> <li>o Students meet regularly for courageous conversations</li> <li>o students share at staff meeting</li> </ul> |   |   | <ul style="list-style-type: none"> <li>o solid student groups including conversations between white and students of color</li> <li>o staff training</li> <li>o ongoing Racial Equity Group that meets</li> </ul>   |
| RTI    | <ul style="list-style-type: none"> <li>o Red Zone team established</li> </ul>   | <ul style="list-style-type: none"> <li>o Red Zone team established</li> <li>o Level II meetings begin, counselor run</li> <li>o forms disseminated</li> <li>o certified staff training to introduce forms and briefly discuss level I supports</li> </ul> | <ul style="list-style-type: none"> <li>o Level III/Red zone team meets regularly</li> <li>o Level II meetings regularly</li> <li>o Ongoing form review</li> </ul>   | <ul style="list-style-type: none"> <li>o Level III/Red zone team meets regularly</li> <li>o Level II meetings regularly</li> <li>o Ongoing form review</li> <li>o Professional development on IEP vs 504 and student accommodation</li> </ul> | <ul style="list-style-type: none"> <li>o Level III/Red zone team meets regularly</li> <li>o Level II meetings regularly</li> <li>o Ongoing form review</li> <li>o Differentiated cornell notes</li> </ul>             | <ul style="list-style-type: none"> <li>o Level III/Red zone team meets regularly</li> <li>o Level II meetings regularly</li> <li>o Ongoing form review</li> </ul>  | <ul style="list-style-type: none"> <li>o Level III/Red zone team meets regularly</li> <li>o Level II meetings regularly</li> <li>o Ongoing form review</li> </ul> | <ul style="list-style-type: none"> <li>o Level III/Red zone team meets regularly</li> <li>o Level II meetings regularly</li> <li>o Ongoing form review</li> </ul> | <ul style="list-style-type: none"> <li>o Organized forms for the upcoming year</li> <li>o clearly articulated triangle of supports</li> <li>o teacher training and feedback on the use of level I supports</li> <li>o observation feedback that includes accommodations/differentiation</li> </ul> |

Class of 2016 4-Year Cohort Graduation Rate

| Reporting Year | High School Entry Year | District ID | School ID | Student Group                     | Unadjusted Cohort | Transfer Out to Another State or Country / Private School / Homeschool | Adjusted Cohort | Regular High School Diploma Awarded | Post Graduate Scholars | Modified Diplomas | Graduation Rate | GED | Cohort Completer Rate | Alternative Certificates | Continuing Enrollment | Non-Completers/ Dropouts Not Continuing Enrollment |
|----------------|------------------------|-------------|-----------|-----------------------------------|-------------------|--|-----------------|-------------------------------------|------------------------|-------------------|-----------------|-----|-----------------------|--------------------------|-----------------------|--|
| 1617           | 1213                   | 2101        | 688       | All Students                      | 375               | 44   | 331             | 225                                 | 7                      | 7                 | 72.21           | 11  | 75.53                 | 3                        | 23                    | 55   |
| 1617           | 1213                   | 2101        | 688       | Male                              | 196               | 16   | 180             | 110                                 | 5                      | 6                 | 67.22           | 7   | 71.11                 | 1                        | 14                    | 37   |
| 1617           | 1213                   | 2101        | 688       | Female                            | 179               | 28   | 151             | 115                                 | 2                      | 1                 | 78.15           | 4   | 80.79                 | 2                        | 9                     | 18   |
| 1617           | 1213                   | 2101        | 688       | American Indian/Alaska Native     | 8                 | 1  | 7               | 3                                   | 1                      | 0                 | 57.14           | 0   | 57.14                 | 0                        | 0                     | 3  |
| 1617           | 1213                   | 2101        | 688       | Asian                             | 9                 | 5  | 4               | 4                                   | 0                      | 0                 | 100             | 0   | 100                   | 0                        | 0                     | 0  |
| 1617           | 1213                   | 2101        | 688       | Native Hawaiian/Pacific Islander  | 1                 | 0  | 1               | 1                                   | 0                      | 0                 | 100             | 0   | 100                   | 0                        | 0                     | 0  |
| 1617           | 1213                   | 2101        | 688       | Asian/Pacific Islander            | 10                | 5  | 5               | 5                                   | 0                      | 0                 | 100             | 0   | 100                   | 0                        | 0                     | 0  |
| 1617           | 1213                   | 2101        | 688       | Black/African American            | 8                 | 3  | 5               | 1                                   | 0                      | 2                 | 60              | 0   | 60                    | 0                        | 0                     | 2  |
| 1617           | 1213                   | 2101        | 688       | Hispanic/Latino                   | 36                | 4  | 32              | 24                                  | 0                      | 0                 | 75              | 3   | 84.38                 | 0                        | 1                     | 4  |
| 1617           | 1213                   | 2101        | 688       | Multi-Racial                      | 10                | 0  | 10              | 8                                   | 0                      | 0                 | 80              | 0   | 80                    | 0                        | 0                     | 2  |
| 1617           | 1213                   | 2101        | 688       | White                             | 303               | 31   | 272             | 184                                 | 6                      | 5                 | 71.69           | 8   | 74.63                 | 3                        | 22                    | 44   |
| 1617           | 1213                   | 2101        | 688       | Underserved Races/Ethnicities     | 53                | 8  | 45              | 29                                  | 1                      | 2                 | 71.11           | 3   | 77.78                 | 0                        | 1                     | 9  |
| 1617           | 1213                   | 2101        | 688       | Not Underserved Races/Ethnicities | 322               | 36   | 286             | 196                                 | 6                      | 5                 | 72.38           | 8   | 75.17                 | 3                        | 22                    | 46   |
| 1617           | 1213                   | 2101        | 688       | Economically Disadvantaged        | 215               | 17   | 198             | 119                                 | 3                      | 6                 | 64.65           | 10  | 69.7                  | 2                        | 21                    | 37   |
| 1617           | 1213                   | 2101        | 688       | Not Economically Disadvantaged    | 160               | 27   | 133             | 106                                 | 4                      | 1                 | 83.46           | 1   | 84.21                 | 1                        | 2                     | 18   |
| 1617           | 1213                   | 2101        | 688       | Students with Disabilities        | 44                | 3  | 41              | 10                                  | 1                      | 7                 | 43.9            | 1   | 46.34                 | 2                        | 7                     | 13   |
| 1617           | 1213                   | 2101        | 688       | Students without Disabilities     | 331               | 41   | 290             | 215                                 | 6                      | 0                 | 76.21           | 10  | 79.66                 | 1                        | 16                    | 42   |
| 1617           | 1213                   | 2101        | 688       | Limited English Proficient        | 6                 | 1  | 5               | 5                                   | 0                      | 0                 | 100             | 0   | 100                   | 0                        | 0                     | 0  |
| 1617           | 1213                   | 2101        | 688       | Not Limited English Proficient    | 369               | 43   | 326             | 220                                 | 7                      | 7                 | 71.78           | 11  | 75.15                 | 3                        | 23                    | 55   |
| 1617           | 1213                   | 2101        | 688       | Ever English Learners             | 17                | 1  | 16              | 15                                  | 0                      | 0                 | 93.75           | 0   | 93.75                 | 0                        | 1                     | 0  |
| 1617           | 1213                   | 2101        | 688       | Talented and Gifted               | 46                | 1  | 45              | 40                                  | 1                      | 0                 | 91.11           | 0   | 91.11                 | 0                        | 2                     | 2  |
| 1617           | 1213                   | 2101        | 688       | Not Talented and Gifted           | 329               | 43   | 286             | 185                                 | 6                      | 7                 | 69.23           | 11  | 73.08                 | 3                        | 21                    | 53   |
| 1617           | 1213                   | 2101        | 688       | CTE Participants                  | 276               | 17   | 259             | 202                                 | 6                      | 5                 | 82.24           | 4   | 83.78                 | 2                        | 15                    | 25   |
| 1617           | 1213                   | 2101        | 688       | CTE Concentrators                 | 143               | 7  | 136             | 118                                 | 2                      | 2                 | 89.71           | 0   | 89.71                 | 1                        | 4                     | 9  |
| 1617           | 1213                   | 2101        | 688       | Migrant                           |                   | 0  |                 | 0                                   | 0                      | 0                 |                 | 0   |                       | 0                        | 0                     | 0  |
| 1617           | 1213                   | 2101        | 688       | Combined Disadvantaged            | 242               | 25   | 217             | 132                                 | 4                      | 7                 | 65.9            | 10  | 70.51                 | 3                        | 21                    | 40   |



## Accreditation Survey Stakeholder Feedback Document

*5-Strongly Agree, 4- Agree, 3- Neutral, 2- Disagree, 1- Strongly Disagree*

| Students<br>Overall Rating 3.39   | Parents<br>Overall Rating 3.22  | Staff<br>Overall Rating 3.38  |
|---|---|---|
| <b>Areas of Notable Achievement:</b>  |   |   |
| Teaching & Assessing for learning:<br>My school provides me with challenging curriculum and learning experiences. (3.68)          | Teaching & Assessing for learning:<br>My child knows the expectation for learning in all classes. (3.73)                            | Teaching & Assessing for learning:<br>Our school provides qualified staff members to support student learning (3.77)                        |
| Teaching & Assessing for learning:<br>My school gives me multiple assessment to check my understanding of what was taught. (3.69) | Teaching & Assessing for learning:<br>My child has up to date computers and other technology to learn. (3.59)                       | Teaching & Assessing for learning:<br>Our school maintains facilities that contribute to a safe environment. (3.73)                         |
| Purpose & Direction:<br>In my school, programs & services are available to help me succeed. (3.78)                                | Resources & Support:<br>Our school provides a safe learning environment (3.53)  | Using Results for continuous improvement:<br>Our school leaders monitor data related to student achievement. (3.68)                         |
| <b>Areas in Need of Improvement:</b>  |   |   |
| Teaching & Assessing for learning:<br>All of my teachers change their teaching to meet my learning needs. (2.78)                  | Teaching & Assessing for learning:<br>All of my child's teachers meet his/her learning needs by individualizing instruction. (2.69) | Teaching & Assessing for learning:<br>Our school provides sufficient material resources to meet student needs. (2.86)                       |
| Resources & Support:<br>In my school, students respect the property of others (2.83)  | Teaching & Assessing for learning:<br>All of my child's teachers work as a team to help my child learn. (2.8)                       | Teaching & Assessing for learning:<br>In our school, all personnel regularly engage families in their children's' learning progress. (2.78) |

|   |  |  |
|---|--|--|
| <p>Purpose &amp; Direction:<br/>In my school, students treat adults with respect (2.83)</p> | <p>Governance &amp; Leadership:<br/>Our School's governing body does not interfere with the operation or leadership of our school (2.77)</p> | <p>Purpose &amp; Direction:<br/>Our school's governing body or school board maintains a distinction between its roles and responsibilities and those of school leadership (2.99)</p> |
|---|--|--|

## FROM THE PRINCIPAL

Dear Parents and Community Members,

Lebanon High School experienced many positive achievements in many areas during the 2015-2016 school year. Our graduation rate increased significantly. We increased the number of students taking AP (Advanced Placement) courses and more students achieved passing scores on the AP exams. Our achievement gap related to equitable access to all programs closed as more of our underserved students received support and encouragement for their academic success. Our support classes have been widely successful and our growing AVID program (a college readiness program designed to provide targeted support for students and give them a leg up on their academic experience) helps encourage academic

success. We implemented AVID strategies for all students in every class. Our Advanced and College Now offerings have increased as well providing rigorous coursework for our students. We are pleased to continue to provide more elective opportunities than most schools in the Mid-Willamette Valley. With the addition of our new Warrior Advisory – RISE time (Respect, Integrity, Selflessness, Enthusiasm) we are providing more support to students as they work toward their diplomas and graduation.

Thank you,

Principal | Brad Shreve

## SCHOOL PROFILE

ENROLLMENT 2015-16 1,216

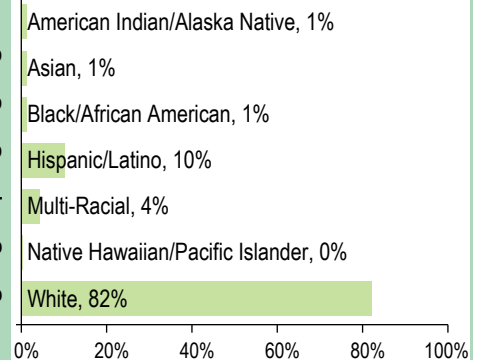
MEDIAN CLASS SIZE School Oregon

|                       |      |      |
|-----------------------|------|------|
| English Language Arts | 26.0 | 24.0 |
| Mathematics           | 22.5 | 24.0 |
| Science               | 27.0 | 26.0 |
| Social Studies        | 27.0 | 27.0 |
| Self-Contained        | --   | --   |

SELECTED DEMOGRAPHICS

|                            |       |
|----------------------------|-------|
| Economically Disadvantaged | 50%   |
| Students with Disabilities | 14%   |
| Ever English Learner       | 5%    |
| Different Languages Spoken | 14%   |
| Regular Attenders          | 67.3% |
| Mobile Students            | 19.8% |

## STUDENTS



## IMMUNIZATION RATES

Percent of students with all required vaccines: 98 (Visit [www.healthoregon.org/immdata](http://www.healthoregon.org/immdata) for more information.)

Percent of students without all required vaccines: 2

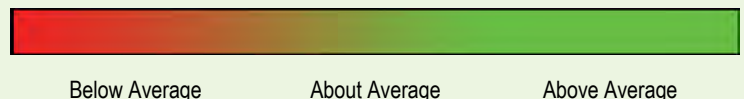
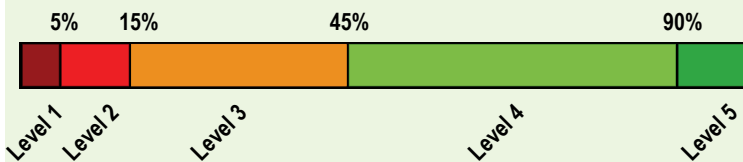
(This value includes students with medical exemptions, nonmedical exemptions, no immunization records, or up-to-date but incomplete immunization records.)

\*, <5, and >95 are displayed when data are unavailable or to protect student confidentiality.

\*\*\* indicates that this school offered lunch at no charge to all students.

## OVERALL SCHOOL RATING

Given the recent passage of the Every Student Succeeds Act (ESSA) and the expiration of Oregon's ESEA flexibility waiver on August 1, 2016, the State of Oregon will not assign ratings (i.e., overall and comparison school ratings) to schools for the 2015-16 school year.





**OUTCOMES FOR KEY STUDENT GROUPS AT THIS SCHOOL COMPARED TO THE SAME GROUPS STATEWIDE**

| STUDENT GROUP OUTCOMES            | School Performance (%)            | Oregon Performance (%) | Like-School Average (%) | School Performance (%)        | Oregon Performance (%)               | Like-School Average (%) | School Performance (%) | Oregon Performance (%)  | Like-School Average (%) |      |      |
|-----------------------------------|-----------------------------------|------------------------|-------------------------|-------------------------------|--------------------------------------|-------------------------|------------------------|---|-------------------------|------|------|
|                                   | <b>Economically Disadvantaged</b> |                        |                         |                               | <b>American Indian/Alaska Native</b> |                         |                        | <b>Native Hawaiian/Pacific Islander</b>   |                         |      |      |
| On Track                          | 68.1                              | 76.1                   | 73.6                    | On Track                      | *                                    | 73.3                    | 76.8                   | On Track  | *                       | 79.9 | >95  |
| Graduation                        | 54.6                              | 66.4                   | 69.0                    | Graduation                    | 60.0                                 | 55.0                    | 68.3                   | Graduation  | --                      | 63.2 | 63.2 |
| Completion                        | 74.7                              | 76.2                   | 80.2                    | Completion                    | 100.0                                | 67.4                    | 83.9                   | Completion  | 0.0                     | 76.6 | 100  |
| Dropout                           | 1.8                               | 4.3                    | 3.3                     | Dropout                       | 0.0                                  | 8.6                     | 4.4                    | Dropout   | 0.0                     | 5.9  | 1.4  |
| <b>English Learners</b>           |                                   |                        |                         | <b>Asian</b>                  |                                      |                         |                        | <b>White</b>  |                         |      |      |
| On Track                          | 86.7                              | 79.8                   | 77.1                    | On Track                      | *                                    | >95                     | 88.5                   | On Track  | 76.3                    | 85.1 | 83.2 |
| Graduation                        | 84.6                              | 66.9                   | 57.8                    | Graduation                    | 50.0                                 | 87.5                    | 81.1                   | Graduation  | 65.9                    | 76.0 | 78.8 |
| Completion                        | 72.7                              | 73.4                   | 79.3                    | Completion                    | 80.0                                 | 91.2                    | 93.5                   | Completion  | 79.0                    | 83.8 | 85.2 |
| Dropout                           | 0.0                               | 5.0                    | 3.9                     | Dropout                       | 0.0                                  | 1.3                     | 1.3                    | Dropout   | 2.3                     | 3.9  | 2.7  |
| <b>Students with Disabilities</b> |                                   |                        |                         | <b>Black/African American</b> |                                      |                         |                        | <b>Female</b>   |                         |      |      |
| On Track                          | 69.4                              | 68.6                   | 71.0                    | On Track                      | *                                    | 78.6                    | 76.7                   | On Track  | 88.4                    | 86.8 | 86.4 |
| Graduation                        | 43.5                              | 52.7                   | 54.3                    | Graduation                    | 50.0                                 | 62.6                    | 56.5                   | Graduation  | 71.5                    | 77.8 | 81.4 |
| Completion                        | 44.7                              | 64.3                   | 68.5                    | Completion                    | 100.0                                | 72.5                    | 93.1                   | Completion  | 83.7                    | 84.7 | 87.7 |
| Dropout                           | 2.3                               | 5.8                    | 4.5                     | Dropout                       | 0.0                                  | 6.2                     | 4.3                    | Dropout   | 2.3                     | 3.6  | 2.5  |
| <b>Migrant</b>                    |                                   |                        |                         | <b>Hispanic/Latino</b>        |                                      |                         |                        | <b>Male</b>   |                         |      |      |
| On Track                          | *                                 | 78.5                   | 72.7                    | On Track                      | 79.3                                 | 77.8                    | 76.5                   | On Track  | 66.5                    | 80.3 | 77.9 |
| Graduation                        | 100.0                             | 65.9                   | 57.6                    | Graduation                    | 72.0                                 | 67.4                    | 66.1                   | Graduation  | 59.9                    | 70.1 | 72.5 |
| Completion                        | 0.0                               | 72.5                   | 70.5                    | Completion                    | 73.9                                 | 74.9                    | 79.6                   | Completion  | 73.9                    | 78.7 | 81.3 |
| Dropout                           | 0.0                               | 5.1                    | 2.2                     | Dropout                       | 2.6                                  | 5.3                     | 3.3                    | Dropout   | 2.0                     | 4.9  | 3.2  |
| <b>Talented and Gifted</b>        |                                   |                        |                         | <b>Multi-Racial</b>           |                                      |                         |                        | <i>On-Track data are based on the 2015-16 school year; all other data are based on the 2014-15 school year.</i> |                         |      |      |
| On Track                          | 80.6                              | >95                    | >95                     | On Track                      | 75.0                                 | 83.0                    | 77.0                   |   |                         |      |      |
| Graduation                        | 77.8                              | 93.2                   | 95.8                    | Graduation                    | 50.0                                 | 72.7                    | 73.1                   |   |                         |      |      |
| Completion                        | 84.2                              | 96.9                   | 95.6                    | Completion                    | 71.4                                 | 79.4                    | 78.1                   |   |                         |      |      |
| Dropout                           | 0.7                               | 0.6                    | 0.1                     | Dropout                       | 0.0                                  | 4.7                     | 3.8                    | <i>See previous page for outcome definitions.</i>   |                         |      |      |

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

**CURRICULUM & LEARNING ENVIRONMENT** WHAT IS THIS SCHOOL DOING TO IMPROVE STUDENT LEARNING AND TO PREPARE STUDENTS FOR THE FUTURE?

|                         |  |   |
|-------------------------|--|---|
| <b>SCHOOL READINESS</b> | <b>School Readiness</b>  | academic, emotional and behavioral issues |
|                         | <ul style="list-style-type: none"> <li>· Universal/daily breakfast</li> <li>· RTI/PBIS Programs for academic support and behavior support as well as Bullying and Harassment prevention</li> <li>· A comprehensive counseling program for</li> </ul> | Clase de consejo                          |

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.

## CURRICULUM & LEARNING ENVIRONMENT CONTINUED . . .

### ACADEMIC SUPPORT

#### **Academic Support**

- AVID – College Readiness
- Special Ed. & English Language Learner Programs
- State Testing & Intervention support classes
- Tutoring Program
- Clase de consejo

### ACADEMIC ENRICHMENT

#### **World Language Courses:**

Spanish 1-AP, French 1-AP, Online (German, Latin, Chinese)

#### **Honors & Dual-Enrollment Courses:**

(AP Calculus, English, Chemistry, Biology, US History, World History.

College Now courses in all core areas

#### **Special Programs:**

Theater, Choir, Band, Visual Arts

CTE – Career and Technical Education

### CAREER & TECHNICAL EDUCATION

#### **Career & Technical Ed.**

- Business Courses: Accounting, Marketing , etc.
- Drafting, Electronics, Construction and Agriculture
- Computers
- Culinary Arts

### EXTRACURRICULAR ACTIVITIES

#### **Extracurricular Activities**

- Sports and School Activities
- More than 20 Clubs and Organizations

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.



**District:** Lebanon Community SD 9  
**School:** Lebanon High School

The purpose of the Report Card rating details report is to describe the rating methodology and display the data used by the school accountability system to determine the overall school rating (i.e., overall level) that is shown on each school's Report Card. For more details on the school report cards, please visit the following link:  
<http://www.ode.state.or.us/go/schoolRC>.

**Given the recent passage of the Every Student Succeeds Act (ESSA) and the expiration of Oregon's ESEA flexibility waiver on August 1, 2016, the State of Oregon will not assign overall school ratings for the 2015-16 school year.**

## Overall Level: Not Rated

| Performance Indicator   | Level   | % of Points Earned | Weight                  | Weighted Points |
|---|---------|--------------------|-------------------------|-----------------|
| <b>Academic Achievement</b><br>(page 3)   | Level 4 | 70.0%              | NA                      | NA              |
| <b>Academic Growth</b><br>(page 4)  | Level 3 | 50.0%              | NA                      | NA              |
| <b>Student Group Growth</b><br>(page 5)   | Level 2 | 40.0%              | NA                      | NA              |
| <b>Graduation<sup>^</sup></b><br>(page 6)   | Level 2 | 40.0%              | NA                      | NA              |
| <b>Student Group Graduation</b><br>(page 7)   | Level 2 | 33.3%              | NA                      | NA              |
| <b>Consecutive Years with Missed Participation Targets*</b><br>(page 8)   | 1       | NA                 |                         |                 |
| <sup>^</sup> Schools that have Level 1 for Graduation can have an Overall Level no higher than Level 2.<br>* Schools do not receive points for participation. However, a school's overall Level is lowered by one level for each consecutive year that it did not meet all participation targets.<br>** Schools may not be eligible for all possible points. Schools are not rated in categories where they do not meet minimum student count requirements. |         |                    | <b>Totals**</b>         | NA              |
|   |         |                    | <b>Weighted Percent</b> |                 |

| Level Assignment | Weighted Percent |
|------------------|------------------|
| Level 5          | Not Applicable   |
| Level 4          | Not Applicable   |
| Level 3          | Not Applicable   |
| Level 2          | Not Applicable   |
| Level 1          | Not Applicable   |

Levels are calculated using the percentage of points earned out of the total points eligible. For schools with data on all indicators, the total points possible are:

- 20 for Academic Achievement
- 20 for Academic Growth
- 10 for Student Group Growth
- 35 for Graduation
- 15 for Student Group Graduation

The total score is matched to the scoring guide above to determine the school rating.

| Federal Reporting Designations          |   |
|---|---|
| Received Title I Funds in 2015-16 (Y/N) | N |
| ESEA Designation (if any)               |   |



**District:** Lebanon Community SD 9

**School:** Lebanon High School

The school accountability system determines the overall school rating by using the percent of points a school earns for each of the indicators below. Subsequent pages display the data that support each indicator rating.

| Academic Achievement (page 3)   | Level          | Points Earned | Points Eligible |
|---|----------------|---------------|-----------------|
| English Language Arts (All Students)  | Level 4        | 4             | 5               |
| Mathematics (All Students)  | Level 3        | 3             | 5               |
| <b>Total</b>  | <b>Level 4</b> | <b>7</b>      | <b>10</b>       |
| <b>Percent of Points Earned = Total Points Earned / Total Points Eligible 70.0%</b> |                |               |                 |

| Academic Growth (page 4)  | Level          | Points Earned | Points Eligible |
|---|----------------|---------------|-----------------|
| English Language Arts (All Students)  | Level 1        | 1             | 5               |
| Mathematics (All Students)  | Level 4        | 4             | 5               |
| <b>Total</b>  | <b>Level 3</b> | <b>5</b>      | <b>10</b>       |
| <b>Percent of Points Earned = Total Points Earned / Total Points Eligible 50.0%</b> |                |               |                 |

| Student Group Growth (page 5)   | Level          | Points Earned | Points Eligible |
|---|----------------|---------------|-----------------|
| <b>English Language Arts</b>  |                |               |                 |
| Economically Disadvantaged  | Level 1        | 1             | 5               |
| English Learners  | Not Rated      | 0             | 0               |
| Students with Disabilities  | Level 1        | 1             | 5               |
| Underserved Races/Ethnicities <sup>1</sup>  | Level 1        | 1             | 5               |
| <b>Mathematics</b>  |                |               |                 |
| Economically Disadvantaged  | Level 3        | 3             | 5               |
| English Learners  | Not Rated      | 0             | 0               |
| Students with Disabilities  | Level 3        | 3             | 5               |
| Underserved Races/Ethnicities <sup>1</sup>  | Level 3        | 3             | 5               |
| <b>Total</b>  | <b>Level 2</b> | <b>12</b>     | <b>30</b>       |
| <b>Percent of Points Earned = Total Points Earned / Total Points Eligible 40.0%</b> |                |               |                 |

| Cohort Graduation (page 6)  | Level          | Points Earned | Points Eligible |
|---|----------------|---------------|-----------------|
| <b>All Students</b>   | <b>Level 2</b> | <b>2</b>      | <b>5</b>        |
| <b>Percent of Points Earned = Total Points Earned / Total Points Eligible 40.0%</b> |                |               |                 |

| Student Group Graduation (page 7)   | Level          | Points Earned | Points Eligible |
|---|----------------|---------------|-----------------|
| Economically Disadvantaged  | Level 2        | 2             | 5               |
| English Learners  | Not Rated      | 0             | 0               |
| Students with Disabilities  | Level 1        | 1             | 5               |
| Underserved Races/Ethnicities <sup>1</sup>  | Level 2        | 2             | 5               |
| <b>Total</b>  | <b>Level 2</b> | <b>5</b>      | <b>15</b>       |
| <b>Percent of Points Earned = Total Points Earned / Total Points Eligible 33.3%</b> |                |               |                 |

| Category Level Cutoffs |                    |
|------------------------|--------------------|
| Level                  | % of Points Earned |
| Level 5                | 90.0%              |
| Level 4                | 70.0%              |
| Level 3                | 50.0%              |
| Level 2                | 30.0%              |
| Level 1                | <30.0%             |

Graduation Levels are calculated based on the higher of the Four-Year and Five-Year Levels (see page 6 for Four-Year and Five-Year Cohort Graduation rates).

1. Includes American Indian/Alaska Native, Pacific Islander, Black, and Hispanic students.



**District:** Lebanon Community SD 9  
**School:** Lebanon High School

The Academic Achievement indicator reflects the percent of all students that meet or exceed standards on the state English language arts and mathematics assessments at all tested grades in the school. Both English language arts and mathematics have an annual measurable target, and each student group will meet the target if the value for "% of students at Level 3 or Level 4" is greater than or equal to the target.

| Achievement Level Cutoffs |                       |               |
|---------------------------|-----------------------|---------------|
| Level                     | English Language Arts | Math          |
| Level 5                   | 83.1 & above          | 50.3 & above  |
| Level 4                   | 54.5 to 83.0          | 40.0 to 50.2  |
| Level 3                   | 47.7 to 54.4          | 17.7 to 39.9  |
| Level 2                   | 33.7 to 47.6          | 8.1 to 17.6   |
| Level 1                   | Less than 33.7        | Less than 8.1 |

**English Language Arts Target: 54.5%**

| English Language Arts                         | Level     | 2014-15 |             | 2015-16 |             | Combined % Met |
|---|-----------|---------|-------------|---------|-------------|----------------|
|   |           | Tests   | % Level 3/4 | Tests   | % Level 3/4 |                |
| All Students                                  | Level 4   | 241     | 56.4        | 285     | 60.0        | 58.4           |
| Economically Disadvantaged <sup>1</sup>       | Level 3   | 115     | 53.0        | 124     | 55.6        | 54.4           |
| English Learners <sup>1</sup>                 | Not Rated | 6       | 16.7        | *       | *           | 20.0           |
| Students with Disabilities <sup>1</sup>       | Level 1   | 23      | 17.4        | 29      | 20.7        | 19.2           |
| Underserved Races/Ethnicities <sup>1</sup>    | Level 2   | 31      | 41.9        | 40      | 47.5        | 45.1           |
| American Indian/Alaska Native <sup>2</sup>    | Not Rated | *       | *           | *       | *           | 33.3           |
| Native Hawaiian/Pacific Islander <sup>2</sup> | Not Rated | *       | *           | *       | *           | *              |
| Black/African American <sup>2</sup>           | Not Rated | *       | *           | *       | *           | 28.6           |
| Hispanic/Latino <sup>2</sup>                  | Level 3   | 25      | 44.0        | 29      | 55.2        | 50.0           |
| Asian <sup>1</sup>                            | Not Rated | *       | *           | 6       | 66.7        | 63.6           |
| White <sup>1</sup>                            | Level 4   | 201     | 58.2        | 228     | 61.8        | 60.1           |
| Multi-Racial <sup>1</sup>                     | Not Rated | *       | *           | 11      | 63.6        | 66.7           |

**Mathematics Target: 40.0%**

| Mathematics                                   | Level     | 2014-15 |             | 2015-16 |             | Combined % Met |
|---|-----------|---------|-------------|---------|-------------|----------------|
|   |           | Tests   | % Level 3/4 | Tests   | % Level 3/4 |                |
| All Students                                  | Level 3   | 239     | 28.0        | 275     | 32.0        | 30.2           |
| Economically Disadvantaged <sup>1</sup>       | Level 3   | 114     | 23.7        | 119     | 29.4        | 26.6           |
| English Learners <sup>1</sup>                 | Not Rated | *       | <5          | *       | *           | <5             |
| Students with Disabilities <sup>1</sup>       | Level 1   | 20      | 5.0         | 27      | 7.4         | 6.4            |
| Underserved Races/Ethnicities <sup>1</sup>    | Level 3   | 32      | 25.0        | 39      | 15.4        | 19.7           |
| American Indian/Alaska Native <sup>2</sup>    | Not Rated | *       | *           | *       | *           | 10.0           |
| Native Hawaiian/Pacific Islander <sup>2</sup> | Not Rated | *       | *           | *       | *           | *              |
| Black/African American <sup>2</sup>           | Not Rated | *       | *           | *       | *           | <5             |
| Hispanic/Latino <sup>2</sup>                  | Level 3   | 25      | 28.0        | 29      | 20.7        | 24.1           |
| Asian <sup>1</sup>                            | Not Rated | *       | *           | 6       | 50.0        | 45.5           |
| White <sup>1</sup>                            | Level 3   | 198     | 27.8        | 219     | 34.2        | 31.2           |
| Multi-Racial <sup>1</sup>                     | Not Rated | *       | *           | 11      | 36.4        | 40.0           |

- These data are not part of the Academic Achievement indicator but are included to provide additional information on student group performance.
- Included in the Underserved Races/Ethnicities student group.

**Data notes:**

- \* Fewer than 6 students tested.
- >95.0 Greater than 95 percent of students met or exceeded. Test counts are also suppressed.
- <5.0 Less than 5 percent of students met or exceeded. Test counts are also suppressed.

This school's assessment participation rate falls below the target of 94.5%. The available tests may not be representative of all students required to test. Interpret the results with caution.

**District:** Lebanon Community SD 9  
**School:** Lebanon High School

The Academic Growth indicator uses the Colorado Growth Model to measure student growth in English language arts and mathematics as compared to academic peers (i.e., students throughout the state who have a similar English language arts or mathematics test score history).

Oregon adopted this growth model as part of the process of obtaining a waiver from some of the requirements of the No Child Left Behind Act (NCLB). This growth model provides a more complete picture of student performance and will help provide a better evaluation of school effectiveness.

The growth model examines a student's current performance as compared to that of his/her academic peers with a similar test score history, and expresses it as a percentile (i.e., a ranking from 1 to 99 where 99 is the highest). For example, a growth percentile of 50 in English language arts would indicate that a student had typical or average growth compared to all other students in the state with similar prior test scores. A growth percentile of 80 would indicate that a student's growth was as high or higher than 80 percent of his/her academic peers.

The school accountability system uses the median growth percentile for both English language arts and mathematics to represent the "typical" growth at the school. For example, a median growth percentile of 65 in mathematics would indicate that the typical student in this school exhibited growth in mathematics as high or higher than 65 percent of his/her academic peers. As shown below, this median growth percentile is the basis for the Academic Growth ratings for English language arts and mathematics.

| Growth Level Cutoffs |                          |
|----------------------|--------------------------|
| Level                | Median Growth Percentile |
| Level 5              | 65 & above               |
| Level 4              | 50 to 64.5               |
| Level 3              | 40 to 49.5               |
| Level 2              | 35 to 39.5               |
| Level 1              | Less than 35             |

| Academic Growth                      | Level   | 2014-15  |                          | 2015-16  |                          | Combined Median Growth Percentile |
|--------------------------------------|---------|----------|--------------------------|----------|--------------------------|-----------------------------------|
|                                      |         | Students | Median Growth Percentile | Students | Median Growth Percentile |                                   |
| English Language Arts (All Students) | Level 1 | 223      | 34.0                     | 251      | 27.0                     | 30.0                              |
| Mathematics (All Students)           | Level 4 | 222      | 52.0                     | 243      | 48.0                     | 50.0                              |

**Data notes:**

Not Rated Refers to a student group that did not meet minimum size requirements in order to receive a rating.

\* Fewer than 6 students with growth percentiles.

NA Is not applicable

This school's assessment participation rate falls below the target of 94.5%. The available tests may not be representative of all students required to test. Interpret the results with caution.

**District:** Lebanon Community SD 9

**School:** Lebanon High School

The Student Group Growth indicator measures the growth of historically underserved student groups. It disaggregates the Academic Growth indicator and reflects the growth for economically disadvantaged, English learners, students with disabilities, and historically underserved races/ethnicities. The school accountability system uses the median growth percentile for both English language arts and mathematics to represent the “typical” growth for each student group.

| Growth Level Cutoffs |                          |
|----------------------|--------------------------|
| Level                | Median Growth Percentile |
| Level 5              | 65 & above               |
| Level 4              | 50 to 64.5               |
| Level 3              | 40 to 49.5               |
| Level 2              | 35 to 39.5               |
| Level 1              | Less than 35             |

To receive a Student Group Growth indicator rating, a student group must meet the minimum size requirement for the Academic Achievement indicator rating (i.e., 40 tests in the last two years combined) and at least 30 students with growth percentiles.

| English Language Arts                         | Level     | 2014-15  |                          | 2015-16  |                          | Combined Median Growth Percentile |
|---|-----------|----------|--------------------------|----------|--------------------------|-----------------------------------|
|   |           | Students | Median Growth Percentile | Students | Median Growth Percentile |                                   |
| Economically Disadvantaged                    | Level 1   | 102      | 35.5                     | 102      | 27.0                     | 32.5                              |
| English Learners                              | Not Rated | *        | *                        | *        | *                        | 48.5                              |
| Students with Disabilities                    | Level 1   | 18       | 29.5                     | 20       | 19.5                     | 22.5                              |
| Underserved Races/Ethnicities                 | Level 1   | 27       | 37.0                     | 35       | 24.0                     | 33.5                              |
| American Indian/Alaska Native <sup>1</sup>    | Not Rated | *        | *                        | *        | *                        | 37.0                              |
| Native Hawaiian/Pacific Islander <sup>1</sup> | Not Rated | *        | *                        | *        | *                        | *                                 |
| Black/African American <sup>1</sup>           | Not Rated | *        | *                        | *        | *                        | 21.5                              |
| Hispanic/Latino <sup>1</sup>                  | Level 2   | 22       | 37.5                     | 27       | 24.0                     | 35.0                              |
| Asian <sup>2</sup>                            | Not Rated | *        | *                        | *        | *                        | 39.0                              |
| White <sup>2</sup>                            | Level 1   | 190      | 32.0                     | 201      | 27.0                     | 30.0                              |
| Multi-Racia <sup>2</sup>                      | Not Rated | *        | *                        | 10       | 35.0                     | 32.0                              |

| Mathematics                                   | Level     | 2014-15  |                          | 2015-16  |                          | Combined Median Growth Percentile |
|---|-----------|----------|--------------------------|----------|--------------------------|-----------------------------------|
|   |           | Students | Median Growth Percentile | Students | Median Growth Percentile |                                   |
| Economically Disadvantaged                    | Level 3   | 101      | 49.0                     | 100      | 47.0                     | 49.0                              |
| English Learners                              | Not Rated | *        | *                        | *        | *                        | 80.0                              |
| Students with Disabilities                    | Level 3   | 17       | 27.0                     | 19       | 56.0                     | 45.0                              |
| Underserved Races/Ethnicities                 | Level 3   | 28       | 66.0                     | 35       | 42.0                     | 48.0                              |
| American Indian/Alaska Native <sup>1</sup>    | Not Rated | *        | *                        | *        | *                        | 70.5                              |
| Native Hawaiian/Pacific Islander <sup>1</sup> | Not Rated | *        | *                        | *        | *                        | *                                 |
| Black/African American <sup>1</sup>           | Not Rated | *        | *                        | *        | *                        | 30.5                              |
| Hispanic/Latino <sup>1</sup>                  | Level 3   | 22       | 66.0                     | 27       | 42.0                     | 49.0                              |
| Asian <sup>2</sup>                            | Not Rated | *        | *                        | *        | *                        | 71.0                              |
| White <sup>2</sup>                            | Level 3   | 188      | 49.5                     | 193      | 49.0                     | 49.0                              |
| Multi-Racia <sup>2</sup>                      | Not Rated | *        | *                        | 10       | 52.5                     | 52.5                              |

1. Included in the Underserved Races/Ethnicities student group.

2. These data are not part of the Student Group Growth indicator but are included to provide additional information on student group performance.

**Data notes:**

Not Rated Refers to a student group that did not meet minimum size requirements in order to receive a rating.

\* Fewer than 6 students with growth percentiles.

NA Is not applicable

This school's assessment participation rate falls below the target of 94.5%. The available tests may not be representative of all students required to test. Interpret the results with caution.

**District:** Lebanon Community SD 9  
**School:** Lebanon High School

| Graduation Level Cutoffs |                |                |
|--------------------------|----------------|----------------|
| Level                    | Four-Year Rate | Five-Year Rate |
| Level 5                  | 90.8 & above   | 92.8 & above   |
| Level 4                  | 78.1 to 90.7   | 82.4 to 92.7   |
| Level 3                  | 75.0 to 78.0   | 80.0 to 82.3   |
| Level 2                  | 60.0 to 74.9   | 60.0 to 79.9   |
| Level 1                  | Less than 60.0 | Less than 60.0 |

The Graduation indicator uses four- and/or five-year cohort graduation rates. These rates follow incoming high school students for four or five years to determine the percent of students who graduate with a regular diploma in that timeframe. A school year's cohort consists of students who first enrolled in high school in that school year. Students are added to a school's cohort when they transfer into the school, and are removed from a school's cohort if they transfer to another high school. Students that drop out or otherwise leave a school without transferring to another diploma-granting school remain members of the cohort in which they were last enrolled.

To receive a Graduation indicator rating, a school must have at least 40 students in the combined cohort. The following provides a description of the rating levels:

- Level 5: the school had a graduation rate that was in the top ten percent of all high schools in the state.
- Level 4: the school had a graduation rate that was above average, but not in the top ten percent.
- Level 3: the school met the state minimum target, but still had a graduation rate that was below average.
- Level 2: the school met the federal minimum target, but not the state minimum target.
- Level 1: the school did not meet the federal minimum target. Schools that are Level 1 for both their four-year and five-year rates can have an overall rating no higher than Level 2.

The rating for the Graduation indicator is the higher of the school's levels between the four-year and five-year rates.

| Four-Year Cohort <sup>1</sup> | Level   | 2010-11 Cohort  |        | 2011-12 Cohort  |        | Combined Rate | Applied Rate <sup>2</sup> |
|-------------------------------|---------|-----------------|--------|-----------------|--------|---------------|---------------------------|
|                               |         | Adjusted Cohort | % Grad | Adjusted Cohort | % Grad |               |                           |
| All Students                  | Level 2 | 307             | 67.8   | 286             | 65.7   | 66.8          | Combined                  |

| Five-Year Cohort <sup>1</sup> | Level   | 2009-10 Cohort  |        | 2010-11 Cohort  |        | Combined Rate | Applied Rate <sup>2</sup> |
|-------------------------------|---------|-----------------|--------|-----------------|--------|---------------|---------------------------|
|                               |         | Adjusted Cohort | % Grad | Adjusted Cohort | % Grad |               |                           |
| All Students                  | Level 2 | 263             | 68.4   | 306             | 70.9   | 69.8          | Current                   |

1. Cohort year is the school year in which the students enrolled in high school for the first time.
2. The Applied Rate is the graduation rate used to determine the Level. It is the higher of the combined rate and the most recent rate.

**Data notes:**

Not Rated Refers to a student group that did not meet minimum size requirement in order to receive a rating.

\*\* No data available

NA Is not applicable

The terms "Prior Cohorts" and "Current Cohorts" apply to small schools that require four years of graduation data to receive school ratings.

> Prior Cohorts include student data from the first two years of a given four year cycle (e.g., 2012 and 2013 of 2012-2015 range).

> Current Cohorts include student data from the last two years of a given four year cycle (e.g., 2014 and 2015 of 2012-2015 range).

Beginning with the 2009-10 five-year cohort and the 2010-11 four-year cohort, ODE's cohort graduation rate methodology changed to include as graduates students who earned modified diplomas and students who earned but were not awarded Oregon diplomas. In prior years, only students who earned and were awarded Oregon diplomas were counted as graduates for the purposes of this rate. See <http://www.ode.state.or.us/search/page/?id=2644> for more information.



**District:** Lebanon Community SD 9  
**School:** Lebanon High School

The Student Group Graduation indicator uses the graduation rates of historically underserved student groups. It disaggregates the four- and five-year graduation rates for economically disadvantaged, English learners, students with disabilities, and historically underserved races/ethnicities. The rating for the Student Group Graduation indicator is the higher of the ratings between the four-year rate and the five-year rate.

| Graduation Level Cutoffs |                |                |
|--------------------------|----------------|----------------|
| Level                    | Four-Year Rate | Five-Year Rate |
| Level 5                  | 90.8 & above   | 92.8 & above   |
| Level 4                  | 78.1 to 90.7   | 82.4 to 92.7   |
| Level 3                  | 75.0 to 78.0   | 80.0 to 82.3   |
| Level 2                  | 60.0 to 74.9   | 60.0 to 79.9   |
| Level 1                  | Less than 60.0 | Less than 60.0 |

| Four-Year Cohort <sup>1</sup>                 | Level     | 2010-11 Cohort  |        | 2011-12 Cohort  |        | Combined Rate | Applied Rate <sup>3</sup> |
|---|-----------|-----------------|--------|-----------------|--------|---------------|---------------------------|
|   |           | Adjusted Cohort | % Grad | Adjusted Cohort | % Grad |               |                           |
| Economically Disadvantaged                    | Level 1   | 163             | 60.1   | 163             | 54.6   | 57.4          | Combined                  |
| English Learners                              | Not Rated | 5               | 60.0   | 3               | 66.7   | 62.5          | NA                        |
| Students with Disabilities                    | Level 1   | 38              | 31.6   | 46              | 43.5   | 38.1          | Current                   |
| Underserved Races/Ethnicities                 | Level 2   | 33              | 72.7   | 34              | 67.6   | 70.1          | Combined                  |
| American Indian/Alaska Native <sup>2</sup>    | Not Rated | 6               | 100    | 5               | 60.0   | 81.8          | NA                        |
| Native Hawaiian/Pacific Islander <sup>2</sup> | Not Rated | 1               | 0.0    | 0               | --     | 0.0           | NA                        |
| Black/African American <sup>2</sup>           | Not Rated | 4               | 100    | 4               | 50.0   | 75.0          | NA                        |
| Hispanic/Latino <sup>2</sup>                  | Level 2   | 22              | 63.6   | 25              | 72.0   | 68.1          | Current                   |
| Asian <sup>4</sup>                            | Not Rated | 5               | 80.0   | 2               | 50.0   | 71.4          | NA                        |
| White <sup>4</sup>                            | Level 2   | 254             | 68.1   | 246             | 65.9   | 67.0          | Combined                  |
| Multi-Racial <sup>4</sup>                     | Not Rated | 15              | 46.7   | 4               | 50.0   | 47.4          | NA                        |

| Five-Year Cohort <sup>1</sup>                 | Level     | 2009-10 Cohort  |        | 2010-11 Cohort  |        | Combined Rate | Applied Rate <sup>3</sup> |
|---|-----------|-----------------|--------|-----------------|--------|---------------|---------------------------|
|   |           | Adjusted Cohort | % Grad | Adjusted Cohort | % Grad |               |                           |
| Economically Disadvantaged                    | Level 2   | 144             | 61.1   | 162             | 65.4   | 63.4          | Current                   |
| English Learners                              | Not Rated | 3               | 66.7   | 5               | 60.0   | 62.5          | NA                        |
| Students with Disabilities                    | Level 1   | 22              | 22.7   | 38              | 39.5   | 33.3          | Current                   |
| Underserved Races/Ethnicities                 | Level 2   | 18              | 66.7   | 35              | 77.1   | 73.6          | Current                   |
| American Indian/Alaska Native <sup>2</sup>    | Not Rated | 3               | 33.3   | 6               | 100    | 77.8          | NA                        |
| Native Hawaiian/Pacific Islander <sup>2</sup> | Not Rated | 0               | --     | 1               | 0.0    | 0.0           | NA                        |
| Black/African American <sup>2</sup>           | Not Rated | 1               | 100    | 5               | 100    | 100           | NA                        |
| Hispanic/Latino <sup>2</sup>                  | Not Rated | 14              | 71.4   | 23              | 69.6   | 70.3          | NA                        |
| Asian <sup>4</sup>                            | Not Rated | 4               | 100    | 5               | 80.0   | 88.9          | NA                        |
| White <sup>4</sup>                            | Level 2   | 230             | 68.7   | 252             | 71.0   | 69.9          | Current                   |
| Multi-Racial <sup>4</sup>                     | Not Rated | 11              | 54.5   | 14              | 50.0   | 52.0          | NA                        |

1. Cohort year is the school year in which the students enrolled in high school for the first time.
2. Included in the Underserved Races/Ethnicities student group.
3. The Applied Rate is the graduation rate used to determine the level. It is the higher of the combined rate and the most recent rate.
4. These data are not part of the Student Group Graduation indicator but are included to provide additional information on student group performance.

**Data notes:**

Not Rated Refers to a student group that did not meet minimum size requirement in order to receive a rating.

\*\* No data available

NA Is not applicable

**District:** Lebanon Community SD 9  
**School:** Lebanon High School

All students in tested grades and enrolled on the first school day in May must take a statewide assessment. The tables below display the percentage of students who took a statewide assessment by school year, subject, and student group. The tables also indicate whether each student group met the federal participation rate target of 94.5%.

The Academic Achievement, Academic Growth, and Student Group Growth indicators depend upon student test scores. These indicators are valid only when schools uniformly test all students.

Note that non-participants include the following: students whose parents/guardians opted them out from taking the statewide English language arts or mathematics assessments, students who were absent for an extended period of time, students whose parents/guardians requested they not participate for religious or disability related reasons, or students who did not participate due to unknown circumstances.

**Participation Target: 94.5%**

| <i>English Language Arts</i>                  | <i>Status</i> | <i>Participants</i> |                | <i>Non-Participants</i> |                | <i>Participation Rate</i> |                |                 | <i>Applied Rate<sup>2</sup></i> |
|---|---------------|---------------------|----------------|-------------------------|----------------|---------------------------|----------------|-----------------|---------------------------------|
|   |               | <i>2014-15</i>      | <i>2015-16</i> | <i>2014-15</i>          | <i>2015-16</i> | <i>2014-15</i>            | <i>2015-16</i> | <i>Combined</i> |                                 |
| All Students                                  | Met           | 248                 | 291            | 49                      | 6              | 83.5                      | 98.0           | 90.7            | Current                         |
| Economically Disadvantaged                    | Met           | 120                 | 125            | 13                      | 4              | 90.2                      | 96.9           | 93.5            | Current                         |
| English Learners                              | Not Rated     | 6                   | 5              | 0                       | 0              | 100.0                     | 100.0          | 100.0           | NA                              |
| Students with Disabilities                    | Not Met       | 24                  | 30             | 9                       | 2              | 72.7                      | 93.8           | 83.1            | Current                         |
| Underserved Races/Ethnicities                 | Met           | 33                  | 42             | 6                       | 0              | 84.6                      | 100.0          | 92.6            | Current                         |
| American Indian/Alaska Native <sup>1</sup>    | Not Rated     | 4                   | 5              | 2                       | 0              | 66.7                      | 100.0          | 81.8            | NA                              |
| Native Hawaiian/Pacific Islander <sup>1</sup> | Not Rated     | 1                   | 1              | 0                       | 0              | 100.0                     | 100.0          | 100.0           | NA                              |
| Black/African American <sup>1</sup>           | Not Rated     | 2                   | 5              | 2                       | 0              | 50.0                      | 100.0          | 77.8            | NA                              |
| Hispanic/Latino <sup>1</sup>                  | Met           | 26                  | 31             | 2                       | 0              | 92.9                      | 100.0          | 96.6            | Current                         |
| Asian   | Not Rated     | 5                   | 6              | 2                       | 0              | 71.4                      | 100.0          | 84.6            | NA                              |
| White   | Met           | 206                 | 232            | 40                      | 6              | 83.7                      | 97.5           | 90.5            | Current                         |
| Multi-Racial                                  | Not Rated     | 4                   | 11             | 1                       | 0              | 80.0                      | 100.0          | 93.8            | NA                              |

| <i>Mathematics</i>                            | <i>Status</i> | <i>Participants</i> |                | <i>Non-Participants</i> |                | <i>Participation Rate</i> |                |                 | <i>Applied Rate<sup>2</sup></i> |
|---|---------------|---------------------|----------------|-------------------------|----------------|---------------------------|----------------|-----------------|---------------------------------|
|   |               | <i>2014-15</i>      | <i>2015-16</i> | <i>2014-15</i>          | <i>2015-16</i> | <i>2014-15</i>            | <i>2015-16</i> | <i>Combined</i> |                                 |
| All Students                                  | Not Met       | 245                 | 280            | 52                      | 17             | 82.5                      | 94.3           | 88.4            | Current                         |
| Economically Disadvantaged                    | Not Met       | 118                 | 120            | 15                      | 9              | 88.7                      | 93.0           | 90.8            | Current                         |
| English Learners                              | Not Rated     | 6                   | 5              | 0                       | 0              | 100.0                     | 100.0          | 100.0           | NA                              |
| Students with Disabilities                    | Not Met       | 21                  | 28             | 12                      | 4              | 63.6                      | 87.5           | 75.4            | Current                         |
| Underserved Races/Ethnicities                 | Met           | 34                  | 41             | 5                       | 1              | 87.2                      | 97.6           | 92.6            | Current                         |
| American Indian/Alaska Native <sup>1</sup>    | Not Rated     | 5                   | 5              | 1                       | 0              | 83.3                      | 100.0          | 90.9            | NA                              |
| Native Hawaiian/Pacific Islander <sup>1</sup> | Not Rated     | 1                   | 0              | 0                       | 1              | 100.0                     | 0.0            | 50.0            | NA                              |
| Black/African American <sup>1</sup>           | Not Rated     | 2                   | 5              | 2                       | 0              | 50.0                      | 100.0          | 77.8            | NA                              |
| Hispanic/Latino <sup>1</sup>                  | Met           | 26                  | 31             | 2                       | 0              | 92.9                      | 100.0          | 96.6            | Current                         |
| Asian   | Not Rated     | 5                   | 6              | 2                       | 0              | 71.4                      | 100.0          | 84.6            | NA                              |
| White   | Not Met       | 202                 | 222            | 44                      | 16             | 82.1                      | 93.3           | 87.6            | Current                         |
| Multi-Racial                                  | Not Rated     | 4                   | 11             | 1                       | 0              | 80.0                      | 100.0          | 93.8            | NA                              |

- Included in the Underserved Races/Ethnicities student group.
- The Applied rate is the rate used to determine if the participation target is met. It is the higher of the combined rate and the most recent rate.

**Data notes:**

Not Rated Refers to a student group that did not meet the minimum size requirement in order to receive a rating (i.e., Met or Not Met).

# **Athletic Drug Testing\*\***

**(Draft 1/2/2017)**

## **Definitions**

1. "Illegal drug" is any drug which an individual may not sell, possess, use, distribute or purchase under state law, or as defined in schedules I through V of the Controlled Substances Act (21 U.S.C. § 812) including, but not limited to, marijuana, cocaine, opiates, amphetamines and phencyclidine (PCP). As used in this policy, "illegal drug" also means possession, use, sale or supply of prescription and nonprescription medication - in violation of Board policy JHCD – Administering Noninjectable Medicines to Students and accompanying administrative regulation "illegal drug" shall also include alcohol.
2. "Performance-enhancing drug" includes anabolic steroids and any other natural or synthetic substance used to increase muscle mass, strength, endurance, speed or other athletic ability. The term "performance-enhancing drug" does not include dietary or nutritional supplements such as vitamins, minerals and proteins which can be lawfully purchased in over-the-counter transactions.
3. "Prescription medication" means any noninjectable drug, chemical compound, suspension or preparation in suitable form for use as a curative or remedial substance taken either internally or externally by a student under the written direction of a physician. Prescription medication does not include dietary food supplements.
4. "Nonprescription medication" means only commercially prepared, non-alcohol-based medication to be taken at school that is necessary for the student to remain in school. This shall be limited to eyes, nose and cough drops, cough suppressants, analgesics, decongestants, antihistamines, topical antibiotics, anti-inflammatories and antacids that do not require written or oral instructions from physician. Nonprescription medication does not include dietary food supplements.

## **Consent**

Each student wishing to participate in athletics and/or extracurricular activities, sanctioned by the OSAA and the student's parent(s) shall consent in writing to drug testing. Written consent shall be in the form attached to this administrative regulation. No student shall be allowed to participate in athletics and/or extracurricular activities, sanctioned by the OSAA, without such consent.

## **Selection**

All student athletes and extracurricular activity participants in OSAA sanctioned events may be tested during the athletic season or extracurricular activity in which they participate. In addition, selection for random testing will be by lottery from a pool of all students participating in athletic and/or extracurricular activity programs in the district at the time of the drawing.

The superintendent or designee shall take reasonable steps to assure the integrity, confidentiality and random nature of the selection process including, but not limited to, assuring that:

1. The names of all participating students are in the pool;
2. The person drawing names has no way of knowingly choosing or failing to choose particular students for testing;
3. The identity of students drawn for testing is not known to those involved in the selection process;
4. The selection process is observed by at least two adults.

### **Testing**

Testing will be conducted by a laboratory selected by the district. Chain of custody procedures, as recommended by the laboratory, will be followed.

Samples will be collected at a mutually convenient time on the same day the student is selected for testing or, if the student is absent on that day, on the day of the student's return to school. If a student is unable to produce a sample at any particular time, the student will be allowed to return later that same day to provide the sample. All students selected for testing will be given the option of providing samples in private. Students who refuse to provide a sample will be considered to have tested positive and will be subject to the procedures listed below.

The testing laboratory will test for one or more illegal or performance-enhancing drugs. The superintendent shall decide prior to selection of students which illegal or performance-enhancing drugs shall be screened. Samples will not be screened for the presence of any substance other than an illegal or performance enhancing drug or for the existence of any physical condition other than drug intoxication. Samples will be split at the time of testing. The duplicate samples will be sealed and maintained by the laboratory in the event a second test is requested.

The testing laboratory will report results only to the superintendent or his/her designee.

### **Positive Test Results**

If the student's test results indicate the presence of illegal or performance-enhancing drugs, the following will occur:

1. The student or parent may request within 72 hours of a positive test notification that the second specimen sample be tested. The student may voluntarily disclose use of prescription medication which may have affected the outcome of the test;



2. If the second sample tests negative, the student and parent will be notified and no further action will be taken. If the second sample tests positive, notification will be made and a meeting will be scheduled with the student, the parent(s) and the administration.

## **Discipline**

Due process procedures will be followed for all discipline arising from violation of the district's policy.

### **First Positive Result**

1. Notify student and parent(s);
2. Meeting scheduled by the administration, with the parent(s) and student;
3. The student will be suspended from participation in athletics and other interscholastic activities which are sanctioned by the Oregon School Activities Association (OSAA) for the 14 consecutive calendar days starting with the day of suspension and suspension from extracurricular activities for the remainder of the suspension.
4. During the suspension the student will not participate in any activities and/or school sponsored events. (which also include dances and non-academic field trips).
5. Student will be assigned to school Drug Education and Diversion program and complete steps required.

### **Second Positive Result (high school career)**

1. Notify student and parent(s);
2. Meeting scheduled by the administration, with the parent(s) and student;
3. The student will be suspended from participation in athletics and other interscholastic activities which are sanctioned by the Oregon School Activities Association (OSAA) for the 45 consecutive calendar days starting with the day of suspension and suspension from extracurricular activities for the remainder of the suspension.
4. During the suspension the student will not participate in any activities and/or school sponsored events (which also include dances and non-academic field trips).
5. Student will be assigned to school Drug Education and Diversion program and complete steps required. If student has not met requirements by the end of 45 day suspension; they may rejoin team but must complete requirements. They will bring weekly progress updates to coach, at any point they fail to meet requirements after reinstatement; they will be suspended pending completion.

### **Third Positive Result (high school career)**

1. Notify student and parent(s);
2. Meeting scheduled by the administration, with the parent(s) and student;
3. The student will be suspended from participating in athletics and other interscholastic activities which are sanctioned by the OSAA for the remainder of their high school years at Lebanon High School.
4. During the suspension the student will not participate in any activities and/or school sponsored events. (which also include dances and non-academic field trips).
5. Students will be referred to schools Drug Education and Diversion program.

### **Appeal Process**

A student who has been determined to be in violation of the district's drug testing policy shall have the right to appeal the decision to the superintendent or his/her designee. The appeal must be submitted to the superintendent, in writing, within five calendar days following the meeting with the principal. The student will remain ineligible to participate in athletics and/or extracurricular activities pending the appeal.

The superintendent or his/her designee will determine whether the original finding was justified.

If dissatisfied with the superintendent's decision, the student may appeal to the Board by providing notice within five calendar days of the superintendent's decision.

### **Relationship to Student Discipline Policies**

Normal disciplinary measures which may affect eligibility are still applicable for violations which do not arise from these testing procedures.

### **One Time Only – Voluntary Student Admission**

If prior to being randomly selected for testing, a student voluntarily admits that they have an issue with drug use and will test positive; that student, together with a parent/legal guardian will then sign the voluntary student admission form and agree to enter into the school district diversion education program. If the student, along with the parent/legal guardian are meeting the expectations of the program the student may participate in competition with out consequence. At any time if the student or parent/legal guardian fail to meet the expectations of the program, the student becomes ineligible and assumes the appropriate code of conduct consequence.

**STUDENT DRUG-TESTING AUTHORIZATION FORM**

I understand that my performance as an athlete and/or participant in extracurricular activities and the reputation of my school are dependent, in part, on my conduct as an individual. I hereby agree to accept and abide by the Board policies, administrative regulations and rules of the Lebanon Community School District.

I also authorize Lebanon Community School District to conduct a test for drug use on a urine specimen which I provide. I also authorize the release of information concerning the results of such a test to the district and to my parent(s).

This shall be deemed a consent pursuant to the Family Educational Rights and Privacy Act for the release of the above information to the parties named above.

I have received a copy of this release. I have read and understand the district policy and administrative regulation.

---

Student Signature Date

---

Date

---

Parent Signature Date

---

Date

### Testing Proposal:

We would propose a plan in which we would randomly test 10% of our students who meet the criteria for the program at the start of each sports season (3 times per year). We would also reserve the right to do two random test during the school as determined by administration.

We average approximately 250 students per sports season. Which means we would test 25 athletes per test, which means we would test 125 total students. Which means at \$35 per test it would cost approximately \$4,375 per year to implement the initial tests. Follow up testing is an additional \$25, so overall \$5,000 should be enough meet the requirements of the policy.

## Athletic & Activity Code and Random Athletic Drug Testing Program Opt Out Form

Student's printed name: \_\_\_\_\_

In accordance with the Lebanon High School, Athletic & Activity Code and Random Athletic Drug Testing Program consent form signed by me and my parent on \_\_\_\_\_, (copy attached) I hereby choose to exercise my right to opt out of drug testing, for the \_\_\_\_\_ Sport season.

I understand the consequences of opting out and agree to complete the diversion program as outlined in the policy detailed below.

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

Parent Signature \_\_\_\_\_ Date \_\_\_\_\_

### **ONE TIME ONLY - Voluntary Student Admission**

If a student voluntarily admits at the beginning of the sport season that he/she will test positive, that student, with his/her parent/guardian, will then sign a voluntary student admission statement declaring the student positive for a controlled substance and subjecting the student to follow up testing at his/her own expense every 4 weeks for two (2) successive tests from the day the student declared him/herself positive. The student will also be required to complete the Diversion Plan. However, as soon as the plan is established they will be allowed to return to competition. This option is only available to a student one time throughout their entire high school career at Lebanon High School.



# Lebanon Community School District

## Diversion Agreement

Name: \_\_\_\_\_ DOB: \_\_\_\_\_

Mailing Address: \_\_\_\_\_ Telephone: ( ) \_\_\_\_\_

Physical Address: \_\_\_\_\_

Reason(s): \_\_\_\_\_ Offense Date: \_\_\_\_\_

I agree to enter into this Diversion Agreement and complete the conditions in order to return to athletic competition in agreement with the district drug testing policy. By signing this agreement the reason (s) listed above will become a part of my permanent student file. This agreement will include the following conditions:

Evaluation: I will have a drug and alcohol evaluation to be completed by a counselor identified by the school district. I also agree to follow any recommendation(s) resulting from the evaluation.

Rose Reader: Linn County Drug Counselor 104 SW 4th Avenue, Albany, OR, USA, 97321 (541) 967-3810.

The school district is not responsible for the cost of the initial or any on-going drug and alcohol evaluation.

Educational/Information/Diversion Program: I will attend and complete:

\_\_\_\_\_, by \_\_\_\_\_

\_\_\_\_\_, by \_\_\_\_\_

Special instructions: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Review date: \_\_\_\_\_  No Review date scheduled at this time.

If I fail to complete the above conditions, my Diversion Agreement will be terminated and the terms of the expulsion will immediately take effect.

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

Parent/Guardian: \_\_\_\_\_

Parent/Guardian: \_\_\_\_\_

Administrator: \_\_\_\_\_

Coach: \_\_\_\_\_

# Lebanon Community Schools 2017-18 Calendar

D=Staff Development  
 P=Preparation  
 Shaded = Non Contract  
 H=Holiday  
 C=Parent Conferences  
 S=Semester  
 Q=Quarter

| Aug. 2017 |     |    |    |     |     |    |
|-----------|-----|----|----|-----|-----|----|
| S         | M   | T  | W  | H   | F   | S  |
|           |     | 1  | 2  | 3   | 4   | 5  |
| 6         | 7   | 8  | 9  | 10  | 11  | 12 |
| 13        | 14  | 15 | 16 | 17  | 18  | 19 |
| 20        | 21  | 22 | 23 | 24P | 25P | 26 |
| 27        | 28* | 29 | 30 | 31  |     |    |

Class: 4  
 Other: P=2

| Sept. 2017 |    |    |    |    |    |    |
|------------|----|----|----|----|----|----|
| S          | M  | T  | W  | H  | F  | S  |
|            |    |    |    |    | 1  | 2  |
| 3          | 4H | 5  | 6  | 7  | 8  | 9  |
| 10         | 11 | 12 | 13 | 14 | 15 | 16 |
| 17         | 18 | 19 | 20 | 21 | 22 | 23 |
| 24         | 25 | 26 | 27 | 28 | 29 | 30 |

Class: 20  
 Other: H=1

| Oct. 2017 |     |     |    |     |     |    |
|-----------|-----|-----|----|-----|-----|----|
| S         | M   | T   | W  | H   | F   | S  |
| 1         | 2   | 3   | 4  | 5   | 6   | 7  |
| 8         | 9   | 10  | 11 | 12  | 13D | 14 |
| 15        | 16  | 17  | 18 | 19  | 20  | 21 |
| 22        | 23  | 24  | 25 | 26Q | 27P | 28 |
| 29        | 30C | 31C |    |     |     |    |

Class: 18  
 Other: D=1, P=1, C=2

| Nov. 2017 |    |    |    |     |     |    |
|-----------|----|----|----|-----|-----|----|
| S         | M  | T  | W  | H   | F   | S  |
|           |    |    | 1  | 2   | 3   | 4  |
| 5         | 6  | 7  | 8  | 9   | 10H | 11 |
| 12        | 13 | 14 | 15 | 16  | 17  | 18 |
| 19        | 20 | 21 | 22 | 23H | 24  | 25 |
| 26        | 27 | 28 | 29 | 30  |     |    |

Class: 18  
 Other: H=2

| Dec. 2017 |     |    |    |    |    |    |
|-----------|-----|----|----|----|----|----|
| S         | M   | T  | W  | H  | F  | S  |
|           |     |    |    |    | 1  | 2  |
| 3         | 4   | 5  | 6  | 7  | 8  | 9  |
| 10        | 11  | 12 | 13 | 14 | 15 | 16 |
| 17        | 18  | 19 | 20 | 21 | 22 | 23 |
| 24        | 25H | 26 | 27 | 28 | 29 | 30 |
| 31        |     |    |    |    |    |    |

Class: 11  
 Other: H=1

| Jan. 2018 |     |    |     |     |     |    |
|-----------|-----|----|-----|-----|-----|----|
| S         | M   | T  | W   | H   | F   | S  |
|           | 1   | 2  | 3   | 4   | 5   | 6  |
| 7         | 8   | 9  | 10  | 11  | 12  | 13 |
| 14        | 15H | 16 | 17  | 18  | 19  | 20 |
| 21        | 22  | 23 | 24S | 25P | 26P | 27 |
| 28        | 29  | 30 | 31  |     |     |    |

Class: 19  
 Other: H=1, P=2

| Feb. 2018 |     |    |    |    |    |    |
|-----------|-----|----|----|----|----|----|
| S         | M   | T  | W  | H  | F  | S  |
|           |     |    |    | 1  | 2  | 3  |
| 4         | 5   | 6  | 7  | 8  | 9  | 10 |
| 11        | 12  | 13 | 14 | 15 | 16 | 17 |
| 18        | 19H | 20 | 21 | 22 | 23 | 24 |
| 25        | 26  | 27 | 28 |    |    |    |

Class: 19  
 Other: H=1

| Mar. 2018 |    |    |    |    |    |    |
|-----------|----|----|----|----|----|----|
| S         | M  | T  | W  | H  | F  | S  |
|           |    |    |    | 1  | 2  | 3  |
| 4         | 5  | 6  | 7  | 8  | 9  | 10 |
| 11        | 12 | 13 | 14 | 15 | 16 | 17 |
| 18        | 19 | 20 | 21 | 22 | 23 | 24 |
| 25        | 26 | 27 | 28 | 29 | 30 | 31 |

Class: 17  
 Other:

| Apr. 2018 |    |    |    |    |    |    |
|-----------|----|----|----|----|----|----|
| S         | M  | T  | W  | H  | F  | S  |
| 1         | 2  | 3  | 4  | 5Q | 6P | 7  |
| 8         | 9C | 10 | 11 | 12 | 13 | 14 |
| 15        | 16 | 17 | 18 | 19 | 20 | 21 |
| 22        | 23 | 24 | 25 | 26 | 27 | 28 |
| 29        | 30 |    |    |    |    |    |

Class: 19  
 Other: P=1, C=1

| May 2018 |     |    |    |    |    |    |
|----------|-----|----|----|----|----|----|
| S        | M   | T  | W  | H  | F  | S  |
|          |     | 1  | 2  | 3  | 4  | 5  |
| 6        | 7   | 8  | 9  | 10 | 11 | 12 |
| 13       | 14  | 15 | 16 | 17 | 18 | 19 |
| 20       | 21  | 22 | 23 | 24 | 25 | 26 |
| 27       | 28H | 29 | 30 | 31 |    |    |

Class: 22  
 Other: H=1

| June 2018 |     |    |    |    |     |    |
|-----------|-----|----|----|----|-----|----|
| S         | M   | T  | W  | H  | F   | S  |
|           |     |    |    |    | 1   | 2  |
| 3         | 4   | 5  | 6  | 7  | 8S* | 9  |
| 10        | 11P | 12 | 13 | 14 | 15  | 16 |
| 17        | 18  | 19 | 20 | 21 | 22  | 23 |
| 24        | 25  | 26 | 27 | 28 | 29  | 30 |

Class: 6  
 Other: P=1

| Class      | P        | C        | D        | H        | Contract |
|------------|----------|----------|----------|----------|----------|
|            |          |          |          |          |          |
| 42         | 2        |          | 1        | 1        |          |
|            |          |          |          |          |          |
| 45         | 1        | 2        |          | 4        |          |
|            |          |          |          |          |          |
| 43         | 2        |          |          | 1        |          |
| 43         | 2        | 1        |          | 1        |          |
| <b>173</b> | <b>7</b> | <b>3</b> | <b>1</b> | <b>7</b> | <b>0</b> |

Adopted \*\*\*

# Lebanon Community Schools 2017-2018 Calendar

|                      |  |
|----------------------|--|
| August 24, 2017      | Staff Preparation Day                            |
| August 25, 2017      | Staff Preparation Day                            |
| August 28, 2017      | SCHOOL BEGINS                                    |
| September 4, 2017    | Holiday - Labor Day - NO SCHOOL                  |
| October 26, 2017     | End of Quarter                                   |
| October 27, 2017     | Staff Preparation Day - NO SCHOOL                |
| October 30, 2017     | Parent Conference - NO SCHOOL                    |
| October 30, 2017     | Parent Conference - NO SCHOOL                    |
| November 10, 2017    | Holiday - Veterans' Day - NO SCHOOL              |
| November 22, 2017    | Non-Contract Day - NO SCHOOL                     |
| November 23, 2017    | Holiday - Thanksgiving Day - NO SCHOOL           |
| November 24, 2017    | Non-Contract Day - NO SCHOOL                     |
| December 18-29, 2017 | Non-Contract Day - Winter Break - NO SCHOOL      |
| December 25, 2017    | Holiday - NO SCHOOL                              |
| January 1, 2018      | Non-Contract Day - Winter Break - NO SCHOOL      |
| January 2, 2018      | Classes Resume                                   |
| January 15, 2018     | Holiday - Martin Luther King Jr. Day - NO SCHOOL |
| January 24, 2018     | End of the Semester                              |
| January 25, 2018     | Staff Preparation Day - NO SCHOOL                |
| January 26, 2018     | Staff Preparation Day - NO SCHOOL                |
| February 19, 2018    | Holiday - Presidents' Day - NO SCHOOL            |
| March 26-30, 2018    | Non-Contract Days - Spring Break - NO SCHOOL     |
| April 5, 2018        | End of Quarter                                   |
| April 6, 2018        | Staff Preparation Day - NO SCHOOL                |
| April 9, 2018        | Parent Conference - NO SCHOOL                    |
| May 28, 2018         | Holiday - Memorial Day - NO SCHOOL               |
| June 1, 2018         | Strawberry Fair - EARLY DISMISSAL                |
| June 5, 2018         | High School Graduation                           |
| June 8, 2018         | Classes End                                      |
| June 11, 2018        | Preparation Day                                  |

\* Some students may begin school later due to incoming student orientation. More information will be provided by the school.

## EMERGENCY CLOSURE MAKE-UP CONTINGENCY PROCEDURES STEPS IN ORDER:

1. Up to six (6) class days on June 11-15 & 18

*Early Release Collaboration Days will be every Wednesday beginning August 30 for all schools.*

Adopted \*\*\*



# **Language for Action of Board for Open Enrollment of Non-Resident Students**

The Board of Directors has established that all nonresident students shall receive written consent for admission under ORS 339.133(5)(b) for the 2017-2018 school year.

## **Language for Action of Board for InterDistrict Transfer of Non-Resident Resident Students**

The Board of Directors has established that all nonresident students shall receive written consent for admission under the interdistrict transfer policy for the 2017-2018 school year.

The Board of Directors has established that all resident students shall receive written consent for admission under the interdistrict transfer policy for the 2017-2018 school year.

## NOTICE OF A PENDING CLASS ACTION

*County of Linn v. State of Oregon and the State Forestry Department*, 16CV07708  
Circuit Court of the State of Oregon  
Twenty Third Judicial District  
Linn County

The Circuit Court of the State of Oregon for Linn County authorizes this notice. This notice is not a solicitation from a lawyer.

Your governmental entity is receiving this notice because your organization is believed to be a class member in a class action case filed in Linn County Circuit Court involving lands that certain Oregon counties conveyed to the State of Oregon (the "State") pursuant to ORS 530.010 *et seq.* and predecessor laws and statutes (the "Act").

This Notice provides your governmental entity a summary of the case and explains your rights with respect to the case. For additional information you may contact Class Counsel, John A. DiLorenzo, Jr. of Davis Wright Tremaine LLP. Mr. DiLorenzo's contact information is provided at the bottom of this Notice.

### **What is the case about?**

The case is filed in Linn County Circuit Court and is entitled *County of Linn v. State of Oregon and the State Forestry Department*, Linn County case number 16CV07708.

Linn County is the plaintiff in the case. The State and the Oregon Department of Forestry are the Defendants.

Linn County alleges that Linn County and other Oregon counties (collectively, the "Counties") have conveyed forestlands to the State pursuant to the Act.

Linn County alleges that the Act and the conveyances of lands made by the Counties to the State under Act, created a contract between the Counties and the State and that, pursuant to the terms of the Act and the contract, the State was required to manage the lands and to return to the Counties, and to the taxing districts in which the lands are situated, a percentage of the revenues derived from the land. Linn County alleges that those taxing districts are intended beneficiaries of the contract.

Linn County alleges that the Act and contract mandates that the Defendants shall manage the forestlands the Counties conveyed to the State "so as to secure the greatest permanent value of the lands to the state." Linn County alleges that in 1998, the State adopted an administrative rule, OAR 629-035-020 (the "GPV Rule"), which defined the term "Greatest Permanent Value." Linn County alleges that the State's implementation of the GPV Rule breached the contract between the Counties and the State, causing damages to the Counties and to the taxing districts in which the lands are situated.

Linn County brings the case as a class action on behalf of itself, and on behalf of a class consisting of the other Counties who had conveyed lands to the State under the Act and the taxing districts in which the lands are situated.

### **What does the Case Seek?**

Linn County asserts a single claim, a claim for breach of contract. Linn County seeks a single form of relief, money damages from the Defendants based on the alleged breach of contract.

Linn County's complaint seeks One Billion Four Hundred Nine Million Six Hundred Thousand dollars (\$1,409,600,000.00) on behalf of the Counties and the taxing districts. This figure includes both past alleged damages and an estimate of future damages.

The State denies many of Linn County's allegations, denies any liability to Linn County or any member of the class, and denies that individual class members have been damaged.

### **Has the Court Approved the Case as a Class Action?**

Yes. By order signed October 11, 2016, the Court granted Linn County's Motion for Class Certification, having found that this case meets the requirements to proceed as a class action. As a result of that decision, the Court has authorized that this Notice be sent to the class members.

The Court has not ruled that the Defendants breached the contract, and by issuing this notice the Court is not expressing any opinion as to the merits of the case. The Court has not yet set a date for the trial of this case.

### **Who is a Member of the Class?**

The class includes: (a) Linn County and all other all Oregon counties that conveyed forestlands to the State of Oregon pursuant to ORS 530.010 *et seq.* and predecessor laws and statutes (the "Act"); and (b) all other local government entities that share or receive revenue generated under Act. Your organization is receiving this notice because your organization is believed to be a class member.

### **How does my organization participate in the class action?**

As a member of the class, your organization does not need to take any further action to participate in the case and potentially share in any recovery of damages from the Defendants. If your governmental entity chooses to take no action, its interests as a class member will be represented by Linn County and by the lawyers for the class members, who have been appointed by the Court, and your organization may be bound by the terms of any final judgment entered in the class action.

If your governmental entity chooses, it may exclude itself from the case so that your organization is not bound by the result. If your governmental entity excludes itself from the case, however, it will not share in the recovery of any money damages.

### **How does my governmental entity exclude itself from this case?**

If your governmental entity does not want to participate in the case, you may exclude it by sending a letter that includes the following: (1) your governmental entity's name, address, and telephone; (2) a written statement saying that your governmental entity wishes to be excluded from the case; and (3) an authorized signature on behalf of your governmental entity. To be excluded from this case, your governmental entity must mail or deliver a written request for exclusion no later than January 25, 2017, to John A. DiLorenzo, Jr., Davis Wright Tremaine LLP, 1300 SW Fifth Ave, Suite 2400, Portland, Oregon 97201.

If your governmental entity excludes itself from the class, it will not be bound by any judgments entered in the class action, nor will it be entitled to the benefit of any judgments, such as damages, entered in the class action. Your organization will remain free to pursue any legal rights you may have against the Defendants; however, the class representatives and class counsel will not represent your governmental entity as to any claims against the Defendants. Know that if you request exclusion from the class in order to pursue any legal rights against Defendants there may be important time considerations in bringing such claims.

### **Who are the Attorneys appointed by the Court to Represent the Class?**

The Court has appointed the law firm of Davis Wright Tremaine LLP, 1300 SW Fifth Ave, Suite 2400, Portland, Oregon 97201, to represent the class.

The attorneys for the class will ask the Court to award any attorney fees based on a percentage of the total recovery of the class, and will not ask your governmental entity to directly pay any fees or costs.

### **How do we get additional information?**

Please do not call the Court or any Judge's office about this matter. If your governmental entity would like further information, please contact Class Counsel:

John A. DiLorenzo, Jr.  
Davis Wright Tremaine LLP  
1300 SW Fifth Avenue, Suite 2400  
Portland, OR 97201  
Tel: (503) 241-2300

November 23, 2016,

Daniel R. Murphy  
Circuit Judge  
Linn County Circuit Court



## Excerpt from letter to all Oregon school district superintendents from Mat dos Santos, Legal Director of ACLU of Oregon

### Rights of Undocumented and Immigrant Students

The national political dialogue around immigration is creating a frightening environment for many undocumented and immigrant students. While there are a wide variety of views about immigration, no child should feel unsafe or unwelcome at school.

In 1982, the United States Supreme Court established that undocumented students have the constitutional right to attend public school. *Plyler v. Doe*, 457 U.S. 202 (1982). In *Plyler*, the Court found that education is the primary way for a child to become “self-reliant and self-sufficient participant in society,” and that denying some children the right to an education could create “a permanent caste of undocumented resident aliens.” School cannot deny students the right to attend school, nor can they discourage them from fully participating in school activities because of the student’s actual or perceived immigration status. Additionally, the court ruled that public schools may not:

- Deny admission to a student during initial enrollment or at any other time on the basis of undocumented status.
- Engage in any practice that might “chill” a student’s right of access to school.
- Treat a student differently in order to determine his or her residency.
- Require students or parents to disclose or document their immigration status.
- Ask students or parents questions that would expose their undocumented status.
- Require Social Security numbers from all students, as this may expose undocumented status.

Under current policy, schools are safe zones where federal officials should avoid immigration enforcement actions. We don’t know yet what policies the President-Elect or Congress will put in place regarding immigration enforcement. In the meantime, all current Department of Homeland Security (DHS) policies remain in effect. DHS policy on sensitive locations enforcement, available here: <https://www.cbp.gov/border-security/sensitive-locations-faqs>, instructs immigration and border agents to avoid undertaking enforcement actions at sensitive locations, like schools, recognizing the importance of being safe from fear of immigration enforcement actions at certain locations.

-----



-----



.....  
.....  
.....  
.....

-----  
-----  
-----  
-----  
-----

-----  
-----  
-----  
-----





# Corvallis

## SCHOOL DISTRICT

### **Resolution Number 16-1201**

### **Rights of Undocumented Students and Protocols for**

### **Immigration and Customs Enforcement (ICE) Access to Schools**

#### **RECITALS**

- A. Since 1982, Supreme Court precedent (*Plyler v. Doe*, 457 U.S. 202) has required equal access to public education for all children, including those who are undocumented or come from families with members who are undocumented.
- B. The Board of Directors of the Corvallis 509J School District is committed to the success and safety of every student who attends our district's schools. Our goal is for every student to grow and ultimately to graduate, and it is the responsibility of our school district to give each student the opportunity and support to meet this goal.
- C. The Board believes that physical safety and emotional well-being are paramount to foster student success. Therefore, our schools must be safe and inviting places for all students and their families. Policies already in place prohibit any form of discrimination, harassment, or bullying. The district's anti-discrimination policies have both Federal civil rights law and Oregon law at their foundation.
- D. The Board knows that our children's safe and inviting educational environment would be disrupted by the presence of ICE officials who might come into district schools for the purposes of removing students or their family members or obtaining information about students or their families.
- E. The Board further believes that our students' ability to succeed would be negatively impacted by the removal of their family members by ICE, which could leave students without supervising adults to care for them. Therefore, the district will develop policies and procedures to protect and care for such students until a guardian or other designated adult is contacted, and that all teachers, administrators, and staff should be trained on such procedures.

#### **RESOLUTION**

1. Any ICE official intending to enter any Corvallis 509J school must first notify the Superintendent or designee, in person, of this intention, with adequate notice for the Superintendent to consult with legal counsel and take steps to provide for the emotional and physical safety of students and staff.
2. The Superintendent is authorized to ask for any ICE official's credentials, ask why he or she is requesting access to a school, and review the legal authority for the request.

3. Any ICE official must provide written legal authority for entry into a 509J school. Such authority must document the purpose for such entry.
4. Corvallis 509J staff shall not ask about or document any student's immigration status, or that of the student's family members, and pursuant to the Family Educational Rights and Privacy Act (FERPA) and relevant law, shall not disclose, without parental consent, the immigration status or other personal information about any student or his/her family.
5. Within the next 90 days the Superintendent shall develop a plan for training teachers, administrators, and other staff on how to respond to ICE personnel who may attempt to enter 509J property and/or request information about 509J students and families. Subject to applicable laws, the plan shall include procedures for notifying families about generalized ICE efforts to gain information about students and families, and how to protect and support students whose family members have been displaced because of ICE. This plan shall be communicated to all 509J families in all supported languages.

Adopted by the Board of Directors of School District No. 509J (Corvallis) of Benton and Linn Counties, Oregon, at its meeting this 5<sup>th</sup> day of December, 2016.

ATTEST:

---

Alexis McQuillan, Board Chair

---

Olivia Meyers Buch, Deputy Clerk

▶ [Enroll](#) ▶ [Calendar](#) ▶ [Contact](#)



# PORTLAND PUBLIC SCHOOLS

501 N. Dixon • Portland, OR 97227 • (503) 916-2000

## PPS Board passes resolution affirming district's protection of rights of undocumented students

November 18, 2016

[中文](#) | [Русский](#) | [Soomaaliga](#) | [Español](#) | [Tiếng Việt](#)

### Resolution also outlines plan for training staff for ICE activity at schools

Citing its commitment to providing for the physical safety and emotional well-being of all children in Portland Public Schools, the Board of Education on Thursday, November 17 considered and unanimously passed a resolution that clarified the District's procedures relating to Immigration Control Enforcement (ICE) activity in PPS schools.

Resolution No. 5363 also directs the Interim Superintendent to develop a plan over the next 90 days for training all necessary PPS staff on how to respond to any ICE personnel requesting information about PPS students and families, or attempting to enter PPS property. By coordinating this effort at the district level, teachers and school staff will be better able to focus on our students' education. This plan will be communicated to all PPS families in all supported languages. The Superintendent's plan will also address how to support students whose family members have been displaced because of ICE.

"In the wake of the Presidential election and the heated rhetoric surrounding it, there has been a great deal of worry and concern about family stability and safety throughout our community," said PPS Board Director Julie Esparza Brown. "We are taking this action today to send a message to all PPS families that regardless of their background or status, this District will do everything it can to protect all kids and their families in our schools."

### The resolution requires:

- ICE personnel to notify the Superintendent and General Counsel, in person, before they can enter PPS property so that steps can be taken to provide for the emotional and physical safety of its students and staff.
- Immigration Control Enforcement (ICE) personnel to provide written authority from the ICE instructing them to enter District property and for what purpose.
- Developing procedures for notifying families about ICE efforts to gain information about students and families

The full text of Resolution No. 5363 is as follows:

## **RESOLUTION No. 5363 Rights of Undocumented Students and Protocols for Immigration and Customs Enforcement (ICE) Access to Schools**

### **RECITALS**

- A. The Board of Education for Portland Public Schools is committed to the success of every student in each of our schools. The mission of Portland Public Schools is that by the end of elementary, middle, and high school, every student by name will meet or exceed academic standards and will be fully prepared to make productive life decisions. We believe that every student has the potential to achieve, and it is the responsibility of our school district to give each student the opportunity and support to meet his or her highest potential.
- B. The Board believes that the physical safety and emotional well-being of all children in the District, and ensuring that our schools are safe and inviting for all students and their families is paramount to students being able to achieve. PPS does not tolerate any form of discrimination, harassment or bullying (4.30.060-P Anti-Harassment Policy).
- C. This safe and inviting environment would be disrupted by the presence of ICE Officers who come on to PPS property for the purposes of removing students or their family members, or obtaining information about students and their families.
- D. The Board further believes that our students' ability to achieve is negatively impacted by the removal of their family members during ICE raids that leave students without supervising adults to care for them, and that the District should have in place policies and procedures to protect and care for such students until a guardian or other designated adult is contacted, and that all teachers, administrators and staff should be trained on such procedures.

### **RESOLUTION**

- 1. Any ICE Officer intending to enter any Portland Public Schools property must first notify the Superintendent and the District's General Counsel, in person, of its intention, with adequate notice so that the Superintendent and General Counsel can take steps to provide for the emotional and physical safety of its students and staff.
- 2. The Superintendent and/or General Counsel are authorized to ask for the ICE agent's credentials, ask why he or she is requesting access, and the legal validity of their request.
- 3. ICE Officers must provide written authority from the ICE instructing them to enter District property and for what purpose.
- 4. Portland Public Schools staff shall not ask about a student's immigration status or that of the student's family members, and pursuant to Family Educational Rights and Privacy Act (FERPA) and relevant law, shall not disclose, without parental consent, the immigration status of any PPS student or personal information.
- 5. Within the next 90 days the Superintendent shall develop a plan for training teachers, administrators and other staff on how to respond to ICE personnel who are requesting information about PPS students and families and/or attempting to enter PPS property. The plan shall also include procedures for notifying families about ICE efforts to gain information about students and families, and how to support students whose family members have been displaced because of ICE. This plan shall be communicated to all PPS families in all supported languages.

OR  
Lebanon Community SD 9  
485 S 5th St  
Lebanon OR 97355  
541-451-8511

### 2016-2017 Division 22 Assurances

**Please Note:** To fulfill Division 22 Assurance requirements, all districts must:

1. Upload a copy of their Local Board Minutes to the appropriate folder in the Document Upload feature (top left of Indistar dashboard)
2. Complete this form
3. Submit completed Division 22 Assurances form by clicking the SUBMIT button located in TAB 3 - Submit Forms/Reports on the Indistar Dashboard

#### Submissions are due by February 15, 2017

Please contact Andrea Morgan, Education Specialist, if you should have any questions or concerns.

**Phone:** 1-503-947-5772 **Email:** [andrea.morgan@state.or.us](mailto:andrea.morgan@state.or.us)

*\*Note: This form allows you complete the Assurances in multiple sessions, if necessary. You should save your work before logging out of the form. The form will not be submitted until you click on the "Submit" button.*

**For 2016-2017, districts are expected to report on all Division 22 Oregon Administrative Rules.**

**The following information is required for the person completing this form:**

|               |   |
|---------------|---|
| <b>Name:</b>  | Jennifer Meckley                                    |
| <b>Title:</b> | Director of Human Resources and Community Relations |
| <b>Email:</b> | Jennifer.meckley@lebanon.k12.or.us                  |
| <b>Phone:</b> | 5414518511  |

#### REPORT TO THE COMMUNITY

By **January 15** of each year, school district superintendents are required by **OAR 581-022-1610 Operating Policies and Procedures** to report to their communities the district's standing with respect to all of the Standards for Public Elementary and Secondary Schools as set out in Oregon Administrative Rules Chapter 581, Division 22 [OAR 581-022-1610 Operating Policies and Procedures](#)

The district report to the community was provided by January 15.

Yes  No

The report was provided on:  
1/12/2017

#### Upload Required:

Please check to verify your district has uploaded the appropriate documentation.

A copy of Local Board minutes or other documentation has been uploaded to the 'Local Board Minutes' folder on our district's Indistar dashboard.

#### **Describe the process your district used to determine whether the district is or is not in compliance with the Division 22 Oregon Administrative Rules.**

The Director of Human Resources delegated sections of Division 22 to the appropriate persons/departments. Those person/departments provide assurance and documentation of compliance or noncompliance. The Division 22 Assurances were reviewed by the District Leadership Team on January 9, 2017. The report was made to the School Board on January 12, 2017. All records of compliance to Division 22 Assurances were compiled and are stored in the office of the Director of Human Resources.

#### **Compliance Review:**

On the checklist below, please indicate whether your district is or is not in compliance with each of the requirements of Oregon's administrative rules found in DIVISION 22 - STANDARDS FOR PUBLIC ELEMENTARY AND SECONDARY SCHOOLS.

For each rule marked not in compliance, enter a plan for coming into compliance in the box provided immediately under the rule title.

**Oregon Administrative Rule: [581-022-0405 Career Education](#)**

In Compliance?

Yes  No

---

**If NO - Compliance Plan:**

---

**Oregon Administrative Rule: [581-022-0413 Prevention Education Programs in Drugs and Alcohol](#)**

In Compliance?

Yes  No

---

**If NO - Compliance Plan:**

---

**Oregon Administrative Rule: [581-022-0416 Anabolic Steroids and Performance Enhancing Substances](#)**

In Compliance?

Yes  No

---

**If NO - Compliance Plan:**

---

**Oregon Administrative Rule: [581-022-0421 Safety of School Sports – Concussions](#)**

In Compliance?

Yes  No

---

**If NO - Compliance Plan:**

---

**Oregon Administrative Rule: [581-022-0606 District Continuous Improvement Plan](#)**

In Compliance?

Yes  No

---

**If NO - Compliance Plan:**

---

**Oregon Administrative Rule: [581-022-0610 Administration of State Assessments](#)**

In Compliance?

Yes  No

---

**If NO - Compliance Plan:**

All Smarter Balanced (ELA and Math), the Extended Assessment, ELPA, and the Kingergarten Assessment were administered in accordance with the Test Administration Manual and Test Schedule published by ODE. Due to a miscommunication and changes in leadership of the school test coordinator at the High School, only 3% of our students in the 11th grade completed the science OAKS test. This has been corrected for the 2016-17 testing cycle.

---

**Oregon Administrative Rule: [581-022-0612 Exception of Students with Disabilities from State Assessment Testing](#)**

In Compliance?

Yes  No

---

**If NO - Compliance Plan:**

---

---

**Oregon Administrative Rule: [581-022-0615 Assessment of Essential Skills](#)**

In Compliance?

Yes  No

---

**If NO - Compliance Plan:**

---

**Oregon Administrative Rule: [581-022-0617 Essential Skill Assessments for English Language Learners](#)**

In Compliance?

Yes  No

---

**If NO - Compliance Plan:**

---

**Oregon Administrative Rule: [581-022-0705 Health Services](#)**

In Compliance?

Yes  No

---

**If NO - Compliance Plan:**

---

**Oregon Administrative Rule: [581-022-0711 Policies on Reporting of Child Abuse](#)**

In Compliance?

Yes  No

---

**If NO - Compliance Plan:**

---

**Oregon Administrative Rule: [581-022-0807 Standardization](#)**

In Compliance?

Yes  No

---

**If NO - Compliance Plan:**

---

**Oregon Administrative Rule: [581-022-1030 Local District Goals](#)**

In Compliance?

Yes  No

---

**If NO - Compliance Plan:**

---

**Oregon Administrative Rule: [581-022-1060 School and District Performance Report Criteria](#)**

In Compliance?

Yes  No

---

**If NO - Compliance Plan:**

---

**Oregon Administrative Rule: [581-022-1130 Diploma Requirements](#)**

In Compliance?

Yes  No

---

**If NO - Compliance Plan:**

---

**Oregon Administrative Rule: [581-022-1131 Credit Options](#)**

In Compliance?

Yes  No

---

**If NO - Compliance Plan:**

---

**Oregon Administrative Rule: [581-022-1133 Extended Diploma](#)**

In Compliance?

Yes  No

---

**If NO - Compliance Plan:**

---

**Oregon Administrative Rule: [581-022-1134 Modified Diploma](#)**

In Compliance?

Yes  No

---

**If NO - Compliance Plan:**

---

**Oregon Administrative Rule: [581-022-1135 Alternative Certificate](#)**

In Compliance?

Yes  No

---

**If NO - Compliance Plan:**

---

**Oregon Administrative Rule: [581-022-1140 Equal Educational Opportunities](#)**

In Compliance?

Yes  No

---

**If NO - Compliance Plan:**

---

**Oregon Administrative Rule: [581-022-1210 District Curriculum](#)**

In Compliance?

Yes  No

---

**If NO - Compliance Plan:**

---

**Oregon Administrative Rule: [581-022-1215 Literacy Instruction](#)**

In Compliance?

Yes  No

---

**If NO - Compliance Plan:**

---



**Oregon Administrative Rule: [581-022-1310 Identification of Academically Talented and Intellectually Gifted Students](#)**

In Compliance?

Yes  No

---

**If NO - Compliance Plan:**

---

**OAR 581-022-1310 Identification of Academically Talented and Intellectually Gifted Students was revised by the State Board of Education in March 2016. What practices are being used by your district to ensure that students from** under-represented populations including: ethnic minorities, students with disabilities, students who are culturally and/or linguistically diverse, or economically disadvantaged are being appropriately identified?

We screen every 2nd and 6th grade student in our District each year. Through this screening, we often find students who would otherwise not be identified through observation and assessment.

---

**Oregon Administrative Rule: [581-022-1320 Rights of Parents of Talented and Gifted Students](#)**

In Compliance?

Yes  No

---

**If NO - Compliance Plan:**

---

**Oregon Administrative Rule: [581-022-1330 Programs and Services for Talented and Gifted Students](#)**

In Compliance?

Yes  No

---

**If NO - Compliance Plan:**

---

**Oregon Administrative Rule: [581-022-1340 Special Education for Children with Disabilities](#)**

In Compliance?

Yes  No

---

**If NO - Compliance Plan:**

---

**Oregon Administrative Rule: [581-022-1350 Alternative Education Programs](#)**

In Compliance?

Yes  No

---

**If NO - Compliance Plan:**

---

**Oregon Administrative Rule: [581-022-1360 Expanded Options Annual Notice](#)**

In Compliance?

Yes  No

---

**If NO - Compliance Plan:**

---

**Oregon Administrative Rule: [581-022-1364 Expanded Options – Requirements for Oregon Public School Districts](#)**

In Compliance?

Yes  No

---

**If NO - Compliance Plan:**

---

**Oregon Administrative Rule: [581-022-1420 Emergency Plans and Safety Programs](#)**

In Compliance?

Yes  No

---

**If NO - Compliance Plan:**

---

**Oregon Administrative Rule: [581-022-1430 Asbestos Management Plans](#)**

In Compliance?

Yes  No

---

**If NO - Compliance Plan:**

---

**Oregon Administrative Rule: [581-022-1440 Human Sexuality Education](#)**

In Compliance?

Yes  No

---

**If NO - Compliance Plan:**

---

**Oregon Administrative Rule: [581-022-1510 Comprehensive Guidance and Counseling](#)**

In Compliance?

Yes  No

---

**If NO - Compliance Plan:**

---

**Oregon Administrative Rule: [581-022-1512 Child Development Specialist Programs](#)**

In Compliance?

Yes  No

---

**If NO - Compliance Plan:**

---

**Oregon Administrative Rule: [581-022-1520 Media Programs](#)**

In Compliance?

Yes  No

---

**If NO - Compliance Plan:**

---

**Oregon Administrative Rule: [581-022-1530 Auxiliary Services](#)**

In Compliance?

Yes  No

---

**If NO - Compliance Plan:**

---

**Oregon Administrative Rule: [581-022-1610 Operating Policies and Procedures](#)**

In Compliance?

Yes  No

---

**If NO - Compliance Plan:**

---

**Oregon Administrative Rule: [581-022-1620 Required Instructional Time](#)**

In Compliance?

Yes  No

**If NO - Compliance Plan:**

---

**Oregon Administrative Rule: [581-022-1622 Independent Adoptions of Instructional Materials](#)**

In Compliance?

Yes  No

---

**If NO - Compliance Plan:**

---

**Oregon Administrative Rule: [581-022-1630 Daily Class Size](#)**

In Compliance?

Yes  No

---

**If NO - Compliance Plan:**

---

**Oregon Administrative Rule: [581-022-1640 Instructional Materials Adoption](#)**

In Compliance?

Yes  No

---

**If NO - Compliance Plan:**

---

**Oregon Administrative Rule: [581-022-1650 Postponement of Purchase of State-Adopted Instructional Materials](#)**

In Compliance?

Yes  No

---

**If NO - Compliance Plan:**

---

**Oregon Administrative Rule: [581-022-1660 Records and Reports](#)**

In Compliance?

Yes  No

---

**If NO - Compliance Plan:**

---

**Oregon Administrative Rule: [581-022-1661 Report on Physical Education Data](#)**

In Compliance?

Yes  No

---

**If NO - Compliance Plan:**

---

**Oregon Administrative Rule: [581-022-1670 Individual Student Assessment, Recordkeeping, Grading, and Reporting](#)**

In Compliance?

Yes  No

---

**If NO - Compliance Plan:**

---

**Oregon Administrative Rule: [581-022-1710 Personnel](#)**

In Compliance?

Yes  No

---

**If NO - Compliance Plan:**

---

**Oregon Administrative Rule: [581-022-1720 Personnel Policies](#)**

In Compliance?

Yes  No

---

**If NO - Compliance Plan:**

---

**Oregon Administrative Rule: [581-022-1723 Teacher and Administrator Evaluation and Support](#)**

In Compliance?

Yes  No

---

**If NO - Compliance Plan:**

---

**Oregon Administrative Rule: [581-022-1724 Core Teaching Standards](#)**

In Compliance?

Yes  No

---

**If NO - Compliance Plan:**

---

**Oregon Administrative Rule: [581-022-1725 Educational Leadership – Administrator Standards](#)**

In Compliance?

Yes  No

---

**If NO - Compliance Plan:**

---

**Oregon Administrative Rule: [581-022-1730 Fingerprinting of Subject Individuals in Positions Not Requiring Licensure](#)**

In Compliance?

Yes  No

---

**If NO - Compliance Plan:**

---

**Oregon Administrative Rule: [581-022-1910 Exemptions](#)**

In Compliance?

Yes  No

---

**If NO - Compliance Plan:**

---

**Oregon Administrative Rule: [581-022-1941 Complaint Procedures](#)**

In Compliance?

Yes  No

---

**If NO - Compliance Plan:**

---

**Oregon Administrative Rule: [581-022-2130 Kindergarten Assessment](#)**

In Compliance?

Yes  No

---

**If NO - Compliance Plan:**

---

# **LBL Local Service Plan 2017-2018 Resolution**

## **Resolution Service Allocation**

At least 90% of the annual State School Fund (SSF), Property Tax and other qualifying resources allocated to LBL will be expended on resolution services. Services will be provided on a two-tiered basis.

## **Tier 1 Resolution Services**

Tier 1 includes services that are available to all 12 districts and are determined as being essential to all districts. Approval to sustain or add a Tier 1 service occurs with a positive vote of 2/3 of the districts, representing over 50% of the students (based on ADMr using the final estimate from May 15, 2016). The emphasis in Tier 1 is on achieving the greatest economies of scale and assuring equity of access. Tier 1 services are fully funded from the 90% SSF allocation. Though service decisions are made for a two year period, it is agreed that these service decisions will be approved for the 2017-2018 year only. If a service is provided through a contract that LBL holds with a third party vendor, the term of that contract will take precedence.

- Business Information Services
- Courier
- Student Information System Suite
- TIENET Special Education Records Systems
- Data Warehouse and Analytics
- Curriculum/Instructional Technology
- Help Desk
- Systems Analysts
- Network Support Services Including Wide Area Network Operation
- Education Evaluation and Consultation Center (School Psychologists, Speech Language Pathologists, and other special education assessment personnel); includes Early Intervention/Early Childhood Special Education and Audiology evaluations
- Support and Consultation for Students with Severe Disabilities
- Student and Family Services Support
- Home School Registration and Assessment Tracking

## **Tier 2 Resolution Services**

Once Tier 1 funds are allocated, the remaining balance is used for Tier 2 services. Ninety-eight percent of Tier 2 funds are allocated based on the ADMw of the 12 component districts using the final estimate for the May 15, 2016 SSF. The amount is rounded to the nearest whole percentage, not less than 1%. The remaining 2% of the Tier 2 funds will be distributed as a beginning fund balance each year. Once established, the Tier 2 ADMw calculation does not change over a two year period in order for districts and LBL to maintain stable programs. LBL and its component school districts will stay within the constraints of the agreements, yet provide flexibility in the use of funds.

It is further agreed:

Changes in Tier 2 resolution services are negotiated by each district between the LBL superintendent and the component school district superintendent based on individual need and within the following criteria:

- Assist component school districts in meeting requirements of state and federal law
- Improve student learning
- Enhance the quality of instruction provided to students
- Provide professional development to component school district employees
- Enable component school districts and the students who attend schools in those districts to have equitable access to resources
- Maximize operational and fiscal efficiencies for component school districts
- Service decisions will be made prior to May 1<sup>st</sup> of each year when possible
- Estimates of available resolution funding will be provided in April of each year

While every attempt is made to achieve economies of scale in Tier 2, the emphasis is on customizing a service package for each district. Tier 2 services do not require participation by every school district in the region. The emphasis is on the development of consortia of districts utilizing a given service. These consortia may, and most likely will, utilize a variety of funding resources, including resolution service resources, to fund services. The cost of Tier 2 services will be based on the districts ADMr where applicable. Up to 30% of the district's allocated Tier 2 resources, may be used to acquire services from sources other than LBL if the service is not provided by LBL, based on the above criterion. Individual districts will determine Tier 2 services of Charter Schools.

### **Amendments to the Local Service Plan**

If the component school districts approve an amendment to a Local Service Plan, the board of an education service district may amend a Local Service Plan that has been previously adopted by the LBL Board and approved by the Boards of component school districts.

### **Approved by Lebanon Community School District**

\_\_\_\_\_  
**Russ McUne**  
**Lebanon Community School District**  
**Board Chair**

**Date**

\_\_\_\_\_  
**Terry Deacon**  
**LBL Board Chair**

**Date**



**Linn Benton Lincoln  
Education Service District**

**Local Service Plan  
2017-2018**

**Linn Benton Lincoln Education Service District  
905 4<sup>th</sup> Avenue SE  
Albany, Oregon 97321-3199  
[www.lblesd.k12.or.us](http://www.lblesd.k12.or.us)  
541-812-2600**

# **LBL Local Service Plan 2017-2018**

## **Administrative Services**

Superintendent: Mary McKay

Assistant Superintendent: Don Dorman

Chief Financial Officer: Jackie Olsen

Chief Human Resources Officer: Vicki Harlos

## **Table of Contents**

|   |          |
|---|----------|
| <b>Introduction: Mission, Vision, Values, Goals.....</b>            | <b>3</b> |
| <b>LBL Programs .....</b>   | <b>4</b> |
| <b>Governance: Board of Directors and Budget Committee.....</b>     | <b>5</b> |
| <b>LBL Component School Districts .....</b>                         | <b>6</b> |
| <b>2016-17 Resolution Service Plan and Amendment Procedure.....</b> | <b>7</b> |
| <b>Planning Calendar and Assessment of LBL Services.....</b>        | <b>9</b> |

## **Service Areas**

|  |           |
|--|-----------|
| <b>Administrative Services .....</b>                             | <b>10</b> |
| <b>Cascade Regional Program.....</b>                             | <b>12</b> |
| <b>Early Intervention/Early Childhood Special Education.....</b> | <b>12</b> |
| <b>Information Systems.....</b>                                  | <b>13</b> |
| <b>Long Term Care and Treatment Education Program.....</b>       | <b>15</b> |
| <b>Network Systems.....</b>                                      | <b>15</b> |
| <b>Special Education and Evaluation Services.....</b>            | <b>16</b> |
| <b>Student and Family Support Services.....</b>                  | <b>17</b> |
| <b>LBL Program Performance Goals, 2015-2016 .....</b>            | <b>18</b> |



# Introduction

Linn Benton Lincoln Education Service District (LBL) comprises 12 component school districts and approximately 35,000 students in Linn, Benton and Lincoln counties. LBL also serves students and districts elsewhere in Oregon through grants and contracts. Its governance structure includes a seven-member Board of Directors. LBL has an annual budget of approximately \$56 million and work force of approximately 225 employees.

LBL serves educational agencies, districts, and schools across the state with high-quality services, and programs that are practical, reliable and economical. LBL has a distinguished reputation for supporting educational excellence and equity, working cooperatively with educators and educational agencies, and effecting productive solutions that help schools, teachers, students and families meet Oregon’s educational goals.

## LBL Mission

LBL ESD serves districts, schools and students by providing equitable, flexible and effective educational services through economy of scale

## LBL Vision

To be a responsive and transparent organization that supports districts by embracing continuous improvement in helping every child succeed

## LBL Values

Success for all students

Relationships built on trust, responsiveness and honesty

The four “E”s of *Excellence, Equity, Efficiency and Effectiveness*

Accountability

## LBL Agency Goals

**Goal 1** - Support success for all students by delivering excellent, equitable, efficient and cost effective services

**Goal 2** – Foster positive relationships by strengthening communication within the ESD, with school districts, other organizations and communities

**Goal 3** – Continue long-term financial stability

# LBL Programs

- **Administrative Services**
  - **Superintendent Office** – Provide LBL and regional leadership; support districts in meeting educational needs.
  - **Human Resources** – Support LBL employees including recruitment, personnel management, benefit management, and contract management. Includes Facilities Services.
  - **Business Services** - Provide a full range of Business Office Functions and Business Information Systems, including Medicaid Fee for Service.
- **Cascade Regional Program** - Services for students with Low Incidence Disabilities: Vision, Hearing, Orthopedic, Autism and Traumatic Brain Injury. The program also provides Audiology and Augmentative Communication services.
- **Early Intervention/Early Childhood Special Education** – Provide Early Intervention services for children birth to two years and Early Childhood Special Education for children three to five years.
- **Information Systems** – Services include Student Information Systems Suite consisting of general student records, gradebook, attendance, scheduler, on line registration and data warehouse and analytics; Customer Representative support, Systems Analyst support, Web Development, and Curriculum/Instructional Technology.
- **Long Term Care and Treatment Education Program** – Provide education services for students that are currently placed in mental health residential and day treatment care.
- **Network Services**- Services include Wide and Local Area Networks, Data Center Services, Computer Support Technicians, Phone Systems, Network Design and Support.
- **Special Education and Evaluation Services** – Services include the Education Evaluation & Consultation Center, Targeted Instruction support, Talented and Gifted support, Severe Disabilities, IDEA Consortium, and Transition Network Facilitator.
- **Student and Family Support Services** - Attendance and Behavior support for students and families, Home School Registration, Positive Behavior Interventions Support, Youth Transition Program, and School Based Medicaid Administrative Claiming.

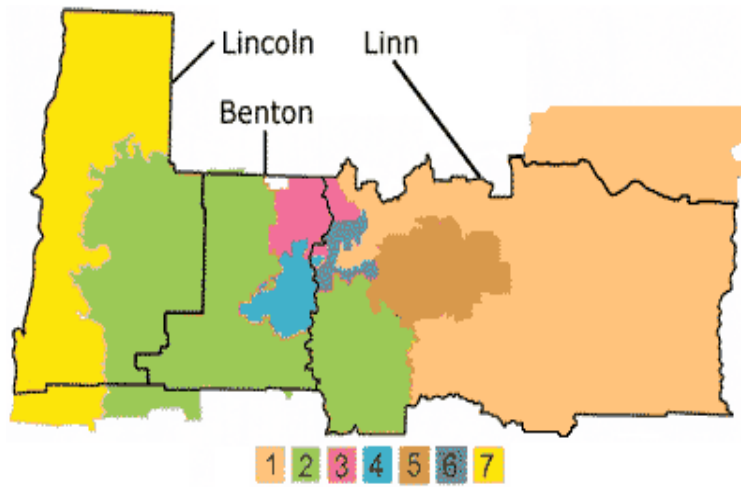
# LBL Governance

LBL Board of Directors, Superintendent and staff serve districts, schools and students by providing equitable, flexible and effective, educational services.

| LBL Board of Directors |                |              |
|------------------------|----------------|--------------|
| Zone                   | Board Member   | Term Expires |
| 1                      | Heather Search | 6/30/2017    |
| 2                      | Roger Irvin    | 6/30/2017    |
| 3                      | Frank Bricker  | 6/30/2017    |
| 4                      | David Dowrie   | 6/30/2017    |
| 5                      | Terry Deacon   | 6/30/2019    |
| 6                      | Jan Doerfler   | 6/30/2019    |
| 7                      | David Dunsdon  | 6/30/2019    |

| LBL Budget Committee |                |              |              |
|----------------------|----------------|--------------|--------------|
| Zone                 | District       | Member       | Term Expires |
| 1                    | Sweet Home     | Jason Redick | 6/30/2017    |
| 2                    | Philomath      | Don Cruise   | 6/30/2019    |
| 3                    | Albany         | Lyle Utt     | 6/30/2019    |
| 4                    | Corvallis      | Tom Sauret   | 6/30/2018    |
| 5                    | Lebanon        | Russ McUne   | 6/30/2017    |
| 6                    | Albany         | Micah Smith  | 6/30/2018    |
| 7                    | Lincoln County | Ron Beck     | 6/30/2017    |
|                      | At Large       | Dale Keene   | 6/30/2019    |

## LBL Board Zones



# LBL Component School Districts

## Valley Coast Superintendent Association (VCSA)

| District  | Superintendent                          |
|---|---|
| Alsea 7J<br>P O Box B<br>301 S 3rd<br>Alsea, OR 97324                                     | Marc Thielman<br>541-487-4305           |
| Central Linn 552C<br>P.O. Box 200<br>Halsey, OR 97348                                     | Brian Gardner<br>541-369-2813 ext. 3222 |
| Corvallis 509 J<br>1555 SW 35 <sup>th</sup> Street<br>Corvallis, OR 97333-1130            | Ryan Noss<br>541-757-5841               |
| Greater Albany 8J<br>718 Seventh Avenue SW<br>Albany, OR 97321-2399                       | Jim Golden<br>541-967-4511              |
| Harrisburg #7<br>P O Box 208<br>865 LaSalle Street<br>Harrisburg, OR 97446-9549           | Bryan Starr<br>541-995-6626 ext. 1      |
| Lebanon Community #9<br>485 S Fifth Street<br>Lebanon, OR 97355                           | Rob Hess<br>541-451-8458                |
| Lincoln County<br>459 SW Coast Hwy<br>Newport, OR 97365-4931                              | Steve Boynton<br>541-265-4403           |
| Monroe 1J<br>365 N 5 <sup>th</sup> Street<br>Monroe, OR 97456                             | Russ Pickett<br>541-847-6292            |
| Philomath 17J<br>1620 Applegate Street<br>Philomath, OR 97370-9516                        | Melissa Goff<br>541-929-3169            |
| Santiam Canyon 129J<br>P O Box 197<br>150 SW Evergreen Street<br>Mill City, OR 97360-0197 | Todd Miller<br>503-897-2321             |
| Scio 95<br>38875 NW First Avenue<br>Scio, OR 97374-9501                                   | Gary Tempel<br>503-394-3261             |
| Sweet Home 55<br>1920 Long Street<br>Sweet Home, OR 97386                                 | Tom Yahraes<br>541-367-7126             |

# **LBL Local Service Plan 2017-2018 Resolution**

## **Resolution Service Allocation**

At least 90% of the annual State School Fund (SSF), Property Tax and other qualifying resources allocated to LBL will be expended on resolution services. Services will be provided on a two-tiered basis.

## **Tier 1 Resolution Services**

Tier 1 includes services that are available to all 12 districts and are determined as being essential to all districts. Approval to sustain or add a Tier 1 service occurs with a positive vote of 2/3 of the districts, representing over 50% of the students (based on ADMr using the final estimate from May 15, 2016). The emphasis in Tier 1 is on achieving the greatest economies of scale and assuring equity of access. Tier 1 services are fully funded from the 90% SSF allocation. Though service decisions are made for a two year period, it is agreed that these service decisions will be approved for the 2017-2018 year only. If a service is provided through a contract that LBL holds with a third party vendor, the term of that contract will take precedence.

- Business Information Services
- Courier
- Student Information System Suite
- TIENET Special Education Records Systems
- Data Warehouse and Analytics
- Curriculum/Instructional Technology
- Help Desk
- Systems Analysts
- Network Support Services Including Wide Area Network Operation
- Education Evaluation and Consultation Center (School Psychologists, Speech Language Pathologists, and other special education assessment personnel); includes Early Intervention/Early Childhood Special Education and Audiology evaluations
- Support and Consultation for Students with Severe Disabilities
- Student and Family Services Support
- Home School Registration and Assessment Tracking

## **Tier 2 Resolution Services**

Once Tier 1 funds are allocated, the remaining balance is used for Tier 2 services. Ninety-eight percent of Tier 2 funds are allocated based on the ADMw of the 12 component districts using the final estimate for the May 15, 2016 SSF. The amount is rounded to the nearest whole percentage, not less than 1%. The remaining 2% of the Tier 2 funds will be distributed as a beginning fund balance each year. Once established, the Tier 2 ADMw calculation does not change over a two year period in order for districts and LBL to maintain stable programs. LBL and its component school districts will stay within the constraints of the agreements, yet provide flexibility in the use of funds.

It is further agreed:

Changes in Tier 2 resolution services are negotiated by each district between the LBL superintendent and the component school district superintendent based on individual need and within the following criteria:

- Assist component school districts in meeting requirements of state and federal law
- Improve student learning
- Enhance the quality of instruction provided to students
- Provide professional development to component school district employees
- Enable component school districts and the students who attend schools in those districts to have equitable access to resources
- Maximize operational and fiscal efficiencies for component school districts
- Service decisions will be made prior to May 1<sup>st</sup> of each year when possible
- Estimates of available resolution funding will be provided in April of each year

While every attempt is made to achieve economies of scale in Tier 2, the emphasis is on customizing a service package for each district. Tier 2 services do not require participation by every school district in the region. The emphasis is on the development of consortia of districts utilizing a given service. These consortia may, and most likely will, utilize a variety of funding resources, including resolution service resources, to fund services. The cost of Tier 2 services will be based on the districts ADMr where applicable. Up to 30% of the district's allocated Tier 2 resources, may be used to acquire services from sources other than LBL if the service is not provided by LBL, based on the above criterion. Individual districts will determine Tier 2 services of Charter Schools.

**Amendments to the Local Service Plan**

If the component school districts approve an amendment to a Local Service Plan, the board of an education service district may amend a Local Service Plan that has been previously adopted by the LBL Board and approved by the Boards of component school districts.

By \_\_\_\_\_ **School District**

\_\_\_\_\_  
**LBL Board Chair**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**School District Board Chair**

\_\_\_\_\_  
**Date**

## LBL Planning Calendar for Developing and Approving Resolution Services

| Month(s)              | Activity   |
|-----------------------|--|
| September and October | Visit and interview districts to discuss service level satisfaction, LBL performance measures, and emerging needs. Survey electronically as needed.  |
| October/November      | Present VCSA draft resolution Local Service Plan for next biennium. Review/revise the Local Service Plan as described under ORS 334.175(1) and with input from superintendents.  |
| November              | VCSA Superintendents finalize Local Service Plan services and agreements resulting in recommendation of the LBL Local Service Plan to LBL Board of Directors and Component School Districts.   |
| January               | Recommended LBL Local Service Plan will be provided to LBL Board of Directors for adoption for the biennium. By statute, the Local Service Plan must be approved by districts each year.   |
| February              | After being adopted by the LBL Board of Directors the Local Service Plan is approved on or before March 1 by resolution of two-thirds of the component school districts that are part of the education service district and that have at least a majority of the pupils included in the average daily membership of LBL. Adoption by component district boards shall occur before March 1. |
| March                 | Notify LBL staff of changes in service requirements as established in the Local Service Plan.  |
| April and May         | LBL acquires the necessary staffing, equipment, and technology and other resources to deliver the services required or services are brokered through other sources.  |

## LBL Service Assessment: Regional Advantage and Infrastructure Capacity

LBL will use the following guidelines to assist in determining the feasibility of adding or changing services.

- LBL can provide the service more **efficiently** due to regional presence.
- LBL can provide the service more **effectively** due to regional presence.
- LBL has the current capacity to add the proposed service.
- LBL has the capacity to expand as needed in order to provide the proposed service.

## LBL Service Areas

| <b>Administrative Services<br/>Board and Superintendent</b>   |   |
|---|---|
| <b>Service Description</b>  | <b>Funding Source</b>   |
| <b>Board of Directors</b><br>Support the LBL Board of Directors on legal and policy issues including negotiating contracts, litigation and issues related to Board action.          | <b>Non-Resolution Funds</b><br>Generated from 10% of State School Fund and Indirect Fees on Services. |
| <b>Office of the Superintendent</b><br>Provide LBL and regional leadership; support districts in meeting educational needs. Provide conference space and training labs.             | <b>Non-Resolution Funds</b><br>Generated from 10% of State School Fund and Indirect Fees on Services. |
| <b>Human Resources Program</b><br>Deliver effective strategies in supporting LBL employees including recruitment, personnel management, benefit management and contract management. | <b>Non-Resolution Funds</b><br>Generated from 10% of State School Fund and Indirect Fees on Services. |
| <b>Facility Management</b><br>Maintain the LBL Facility and Conference Center for use by employees and other educators throughout the region.                                       | <b>Non-Resolution Funds</b><br>Generated from 10% of State School Fund and Indirect Fees on Services. |
| <b>Web Design and Maintenance - LBL</b><br>Specialized web development services; LBL intranet content management.   | <b>Non-Resolution Funds</b><br>Generated from 10% of State School Fund and Indirect Fees on Services. |

| <b>Administrative Services<br/>Business Services</b>  |  |
|---|--|
| <b>LBL ESD Business Services Program provides services to assist schools, districts and LBL in day-to-day business operations</b>   |  |
| <b>Service Description</b>  | <b>Funding Source</b>  |
| <b>Business Services</b><br>Delivery and support of Infinite Visions business information system software (including help desk) and all business functions to LBL.                                  | <b>Non-Resolution Funds</b><br>Generated from 10% of State School Fund and Indirect Fees on Services |
| <b>Courier Service</b><br>Delivery of goods and equipment to component districts via a twice-weekly schedule.   | <b>Non-Resolution Funds and Tier 1 Resolution Service</b>  |
| <b>Business Information System (BIS)</b><br>Delivery and Support of Infinite Visions business information system software (including help desk) to component school districts.<br><i>Continued:</i> | <b>Tier 1 Resolution Service</b>   |



## Administrative Services Business Services - Continued

**LBL ESD Business Services Program provides services to assist schools, districts and LBL in day-to-day business operations**

| Service Description  | Funding Source                             |                   |                   |                |                |            |                   |                  |               |                |               |                   |  |               |          |  |                       |  |             |          |  |  |
|--|--|-------------------|-------------------|----------------|----------------|------------|-------------------|------------------|---------------|----------------|---------------|-------------------|--|---------------|----------|--|-----------------------|--|-------------|----------|--|--|
| <p><b>Business Information System</b><br/>Delivery and Support of Infinite Visions business information system software (including help desk) to the following non-component school districts and charter schools:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">Athena Weston</td> <td style="width: 33%;">Condon</td> <td style="width: 33%;">Eddyville Charter</td> </tr> <tr> <td>Falls City</td> <td>Gervais</td> <td>Jefferson</td> </tr> <tr> <td>Klamath Falls</td> <td>Milton Freewater</td> <td>Morrow County</td> </tr> <tr> <td>Mt Angel</td> <td>Pilot Rock</td> <td>Pleasant Hill</td> </tr> <tr> <td>North Central ESD*</td> <td>Silver Falls</td> <td></td> </tr> <tr> <td>Siletz Academy Charter</td> <td>Siletz Valley Charter</td> <td></td> </tr> <tr> <td>Springfield</td> <td>St. Paul</td> <td></td> </tr> </table> <p>* Arlington, Fossil, Mitchell, Sherman, Spray</p>  | Athena Weston                              | Condon            | Eddyville Charter | Falls City     | Gervais        | Jefferson  | Klamath Falls     | Milton Freewater | Morrow County | Mt Angel       | Pilot Rock    | Pleasant Hill     | North Central ESD*                                       | Silver Falls  |          | Siletz Academy Charter                                   | Siletz Valley Charter |  | Springfield | St. Paul |  | <p><b>Non-Component District Contracts</b></p> |
| Athena Weston  | Condon                                     | Eddyville Charter |                   |                |                |            |                   |                  |               |                |               |                   |  |               |          |  |                       |  |             |          |  |  |
| Falls City   | Gervais                                    | Jefferson         |                   |                |                |            |                   |                  |               |                |               |                   |  |               |          |  |                       |  |             |          |  |  |
| Klamath Falls  | Milton Freewater                           | Morrow County     |                   |                |                |            |                   |                  |               |                |               |                   |  |               |          |  |                       |  |             |          |  |  |
| Mt Angel   | Pilot Rock                                 | Pleasant Hill     |                   |                |                |            |                   |                  |               |                |               |                   |  |               |          |  |                       |  |             |          |  |  |
| North Central ESD*   | Silver Falls                               |                   |                   |                |                |            |                   |                  |               |                |               |                   |  |               |          |  |                       |  |             |          |  |  |
| Siletz Academy Charter   | Siletz Valley Charter                      |                   |                   |                |                |            |                   |                  |               |                |               |                   |  |               |          |  |                       |  |             |          |  |  |
| Springfield  | St. Paul                                   |                   |                   |                |                |            |                   |                  |               |                |               |                   |  |               |          |  |                       |  |             |          |  |  |
| <p><b>Business Information System</b><br/>Delivery and Support of InTouch Receipting software for tracking student body funds (including help desk) to the following component and non-component school districts</p> <p><b>Component Districts:</b></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">Albany</td> <td style="width: 33%;">Corvallis</td> <td style="width: 33%;">Harrisburg</td> </tr> <tr> <td>Lebanon</td> <td>Lincoln County</td> <td>Philomath</td> </tr> <tr> <td>Santiam Canyon</td> <td>Scio</td> <td>Sweet Home</td> </tr> </table> <p><b>Non-Component Districts, Charter Schools:</b></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">Amity</td> <td style="width: 33%;">Athena Weston</td> <td style="width: 33%;">Eddyville Charter</td> </tr> <tr> <td>Jefferson</td> <td>Klamath Falls</td> <td>Woodburn</td> </tr> </table>  | Albany                                     | Corvallis         | Harrisburg        | Lebanon        | Lincoln County | Philomath  | Santiam Canyon    | Scio             | Sweet Home    | Amity          | Athena Weston | Eddyville Charter | Jefferson  | Klamath Falls | Woodburn | <p><b>Tier 2 Resolution Agreements and Contracts</b></p> |                       |  |             |          |  |  |
| Albany   | Corvallis                                  | Harrisburg        |                   |                |                |            |                   |                  |               |                |               |                   |  |               |          |  |                       |  |             |          |  |  |
| Lebanon  | Lincoln County                             | Philomath         |                   |                |                |            |                   |                  |               |                |               |                   |  |               |          |  |                       |  |             |          |  |  |
| Santiam Canyon   | Scio                                       | Sweet Home        |                   |                |                |            |                   |                  |               |                |               |                   |  |               |          |  |                       |  |             |          |  |  |
| Amity  | Athena Weston                              | Eddyville Charter |                   |                |                |            |                   |                  |               |                |               |                   |  |               |          |  |                       |  |             |          |  |  |
| Jefferson  | Klamath Falls                              | Woodburn          |                   |                |                |            |                   |                  |               |                |               |                   |  |               |          |  |                       |  |             |          |  |  |
| <p><b>Business Administration Services</b><br/>Provide a variety of business services to districts. Services include: assist districts in preparing and maintaining budgets, meeting audit and Oregon Department of Education (ODE) reporting requirements, maintaining general ledger, processing payroll, completing accounts payable tasks, reconciling employee benefits, preparing tax payments, processing PERS payments.</p> <p><b>Component Districts:</b></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">Alsea</td> <td style="width: 33%;">Monroe</td> <td style="width: 33%;">Philomath</td> </tr> <tr> <td>Santiam Canyon</td> <td>Scio</td> <td>Sweet Home</td> </tr> </table> <p><b>Non-Component Districts:</b></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">Eddyville Charter</td> <td style="width: 33%;">Falls City</td> <td style="width: 33%;">Gervais</td> </tr> <tr> <td>Siletz Charter</td> <td>Sutherlin</td> <td></td> </tr> </table> | Alsea                                      | Monroe            | Philomath         | Santiam Canyon | Scio           | Sweet Home | Eddyville Charter | Falls City       | Gervais       | Siletz Charter | Sutherlin     |                   | <p><b>Tier 2 Resolution Agreements and Contracts</b></p> |               |          |  |                       |  |             |          |  |  |
| Alsea  | Monroe                                     | Philomath         |                   |                |                |            |                   |                  |               |                |               |                   |  |               |          |  |                       |  |             |          |  |  |
| Santiam Canyon   | Scio                                       | Sweet Home        |                   |                |                |            |                   |                  |               |                |               |                   |  |               |          |  |                       |  |             |          |  |  |
| Eddyville Charter  | Falls City                                 | Gervais           |                   |                |                |            |                   |                  |               |                |               |                   |  |               |          |  |                       |  |             |          |  |  |
| Siletz Charter   | Sutherlin                                  |                   |                   |                |                |            |                   |                  |               |                |               |                   |  |               |          |  |                       |  |             |          |  |  |
| <p><b>Administration Services</b><br/>Tier 2 contracts for services that are not provided by LBL.</p>  | <p><b>Tier 2 Resolution Agreements</b></p> |                   |                   |                |                |            |                   |                  |               |                |               |                   |  |               |          |  |                       |  |             |          |  |  |

| <b>Cascade Regional Program</b>   |  |
|---|--|
| <b>Services for students with Low Incidence Disabilities: Vision, Hearing, Orthopedic and Autism, in addition to audiology and augmentative communication</b>   |  |
| <b>Service Description</b>  | <b>Funding Source</b>                                    |
| <p><b>Cascade Regional Program</b><br/>Provide support for students with vision impairment, hearing impairment, severe orthopedic impairment, autism spectrum disorder and traumatic brain injury. The program’s staff members consist of teachers licensed in special education and licensed occupational and physical therapists. Services include consultation, assessment, instruction and adaptive materials.<br/>Includes transit funds to South Coast ESD.</p> | <p><b>Oregon Department of Education Contract</b></p>    |
| <p><b>Support Services to Special Needs Students</b><br/>Provide services specific to individual district program needs. Services include occupational and physical therapy and augmentative communication support.</p>   | <p><b>Tier 2 Resolution Agreements and Contracts</b></p> |

| <b>Early Intervention/Early Childhood Special Education</b>   |   |
|---|---|
| <b>Early intervention services for children birth through two years and early childhood special education for children three to five years</b>  |   |
| <b>Service Description</b>  | <b>Funding Source</b>                                 |
| <p><b>Early Intervention/Early Childhood Special Education (EI/ECSE)</b><br/>Provide assessment, evaluation, early intervention and early childhood special education services for eligible children from birth to five years in Benton, Linn and Lincoln counties. EI/ECSE specialists, speech language pathologists and related service staff members provide a continuum of services, both consultative and direct for eligible children and their families. Support includes assisting in kindergarten transition efforts.<br/>Includes transit funds to South Coast ESD.</p> | <p><b>Oregon Department of Education Contract</b></p> |

| <b>Information Systems</b>   |  |
|--|--|
| <b>Supporting Instructional Improvement through Technology</b>   |  |
| <b>Service Description</b>   | <b>Funding Source</b>  |
| <p><b>LBL Student Information System (SIS)</b><br/>A suite of student information records management software applications specifically tailored for Oregon schools. Products include: General Student Records, Gradebook, Attendance, Scheduler, On Line Registration, and Data Warehouse and Analytics.</p>  | <b>Tier 1 Resolution Service</b>   |
| <p><b>LBL Student Information System</b><br/>A suite of student information records management software applications specifically tailored for Oregon schools. Products include: General Student Records, Gradebook, Attendance, Scheduler and Data Warehouse and Analytics,<br/><i>Non-Component Districts, Charter Schools and Programs:</i><br/>Amity                      Athena Weston                      Eddyville Charter<br/>Falls City                      Four Rivers                      Jefferson<br/>Lake County                      Mt. Angel                      North Santiam<br/>Pilot Rock                      Pleasant Hill                      Prospect Charter<br/>Silver Falls                      Siletz Valley Charter<br/>Siletz Early College Academy<br/>Four Rivers Community School<br/>LBL Long Term Care and Treatment Program<br/>Lincoln City Career Technical High School</p>   | <b>Non-Component District Contracts</b>  |
| <p><b>Special Education Records Management (TIENET)</b><br/>Software license, Help Desk support, training and state reporting for Special Education records.</p>   | <b>Tier 1 Resolution Service</b>   |
| <p><b>Special Education Records Management (TIENET)</b><br/>Software license, Help Desk support, training and state reporting for Special Education and/or Modules: Section 504 Records/Spanish Translation/Response to Intervention.<br/><i>Non-Component Districts. Charter Schools and Programs:</i><br/>Amity                      Ashland                      Athena Weston<br/>Baker                      Bethel                      Cascades<br/>Cove                      Creswell                      Crow-Applegate<br/>Dallas                      Dufur                      Elgin<br/>Estacada                      Falls City                      Gervais<br/>Harney County SDs #1, #3, #4<br/>Harney ESD*                      Helix                      Imbler<br/>InterMountain ESD                      Ione                      Jefferson<br/>Jefferson County                      Jefferson ESD**                      La Grande<br/>Lake County                      Lake ESD***                      Lowell<br/>Marcola                      McKenzie                      Morrow County<br/>Mt. Angel                      North Lake                      North Powder<br/>North Santiam                      Oakland                      Oakridge<br/><i>Continued:</i></p> | <b>Tier 2 Resolution and Contracts (Section 504 Records, Spanish Translation, Response to Intervention Modules)</b><br><br><b>Non-Component District Contracts</b> |

| <b>Information Systems - Continued</b>  |   |              |            |               |                  |        |          |                       |  |                                     |  |              |            |              |             |          |           |          |       |  |  |   |
|---|---|--------------|------------|---------------|------------------|--------|----------|-----------------------|--|-------------------------------------|--|--------------|------------|--------------|-------------|----------|-----------|----------|-------|--|--|---|
| <b>Supporting Instructional Improvement through Technology</b>  |   |              |            |               |                  |        |          |                       |  |                                     |  |              |            |              |             |          |           |          |       |  |  |   |
| <b>Service Description</b>  | <b>Funding Source</b>                             |              |            |               |                  |        |          |                       |  |                                     |  |              |            |              |             |          |           |          |       |  |  |   |
| <p><i>Continued:</i></p> <p><b>Special Education Records Management (TIENET)</b><br/>Software license, Help Desk support, training and state reporting for Special Education and/or Modules: Section 504 Records/Spanish Translation/Response to Intervention.</p> <p><b>Non-Component Districts. Charter Schools and Programs:</b></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">Perrydale</td> <td style="width: 33%;">Pilot Rock</td> <td style="width: 33%;">Pine Eagle</td> </tr> <tr> <td>Pleasant Hill</td> <td>Prospect Charter</td> <td>Riddle</td> </tr> <tr> <td>Sheridan</td> <td>Siletz Valley Charter</td> <td></td> </tr> <tr> <td>Siletz Valley Early College Academy</td> <td></td> <td>Silver Falls</td> </tr> <tr> <td>South Lane</td> <td>South Umpqua</td> <td>South Wasco</td> </tr> <tr> <td>St. Paul</td> <td>Stanfield</td> <td>Umatilla</td> </tr> <tr> <td>Union</td> <td></td> <td></td> </tr> </table> <p>George Fox University<br/>LBL Long Term Care and Treatment Program<br/>Old Mill Center<br/>Oregon Department of Corrections (4)</p> <p>* Diamond, Double O, Drewsey, Fields/South Harney<br/>Frenchglen, Pine Creek, Suntex<br/>** Ashwood, Black Butte, Culver<br/>*** Adel, Paisley, Plush</p> | Perrydale   | Pilot Rock   | Pine Eagle | Pleasant Hill | Prospect Charter | Riddle | Sheridan | Siletz Valley Charter |  | Siletz Valley Early College Academy |  | Silver Falls | South Lane | South Umpqua | South Wasco | St. Paul | Stanfield | Umatilla | Union |  |  | <p><b>Tier 2 Resolution and Contracts (Section 504 Records, Spanish Translation, Response to Intervention Modules)</b></p> <p><b>Non-Component District Contracts</b></p> |
| Perrydale   | Pilot Rock  | Pine Eagle   |            |               |                  |        |          |                       |  |                                     |  |              |            |              |             |          |           |          |       |  |  |   |
| Pleasant Hill   | Prospect Charter                                  | Riddle       |            |               |                  |        |          |                       |  |                                     |  |              |            |              |             |          |           |          |       |  |  |   |
| Sheridan  | Siletz Valley Charter                             |              |            |               |                  |        |          |                       |  |                                     |  |              |            |              |             |          |           |          |       |  |  |   |
| Siletz Valley Early College Academy   |   | Silver Falls |            |               |                  |        |          |                       |  |                                     |  |              |            |              |             |          |           |          |       |  |  |   |
| South Lane  | South Umpqua                                      | South Wasco  |            |               |                  |        |          |                       |  |                                     |  |              |            |              |             |          |           |          |       |  |  |   |
| St. Paul  | Stanfield   | Umatilla     |            |               |                  |        |          |                       |  |                                     |  |              |            |              |             |          |           |          |       |  |  |   |
| Union   |   |              |            |               |                  |        |          |                       |  |                                     |  |              |            |              |             |          |           |          |       |  |  |   |
| <p><b>Systems Analysts</b><br/>System analysts support all information systems, legacy systems, network, and state reporting requirements.</p>  | <b>Tier 1 Resolution Service</b>                  |              |            |               |                  |        |          |                       |  |                                     |  |              |            |              |             |          |           |          |       |  |  |   |
| <p><b>Help Desk Service</b><br/>Support for all areas of technology including information systems and network services. These include state reporting, instructional technology, SIS and legacy systems.</p>  | <b>Tier 1 Resolution Service</b>                  |              |            |               |                  |        |          |                       |  |                                     |  |              |            |              |             |          |           |          |       |  |  |   |
| <p><b>School Improvement and Student Achievement Support</b><br/>Facilitate regular meetings of district curriculum leaders. Facilitate region-wide professional development. Support the use of technology in linking standards to student outcomes and providing tools to report student progress and achievement.</p>  | <b>Tier 1 Resolution Service</b>                  |              |            |               |                  |        |          |                       |  |                                     |  |              |            |              |             |          |           |          |       |  |  |   |
| <p><b>Web Design and Maintenance – District Service</b><br/>Provide specialized web development and management services.</p>  | <b>Tier 2 Resolution Agreements and Contracts</b> |              |            |               |                  |        |          |                       |  |                                     |  |              |            |              |             |          |           |          |       |  |  |   |

| <b>Long Term Care and Treatment Education Program</b>  |   |
|--|---|
| <b>Education services for students placed in residential and day treatment programs</b>  |   |
| <b>Service Description</b>   | <b>Funding Source</b>                             |
| <p><b>Farm Home School</b><br/>Provide educational programs, serving a rotational population of students in residence and day treatment at Children’s Farm Home. Clients are referred from counties throughout the state for assessment, stabilization and treatment of mental health disorders.</p> <p><b>Wake Robin School</b><br/>Provide educational programs for students in day treatment. Clients are placed for mental health purposes</p>   | <b>Oregon Department of Education Contract</b>    |
| <b>Network Systems</b>   |   |
| <b>Wide and Local Area Networks, Data Center Services</b>  |   |
| <b>Service Description</b>   | <b>Funding Source</b>                             |
| <p><b>Wide Area Network (WAN)</b><br/>Provide ongoing support of services, equipment, security and monitoring for the regional network that connects districts, LBL and the internet. This service enables safe and efficient access to data-delivery systems beyond the district network.</p>   | <b>Tier 1 Resolution Service</b>                  |
| <p><b>District Network Second-Level Support</b><br/>Provide ongoing escalation support for district staff when solving network-based technical problems and planning future network-based technology projects.</p>   | <b>Tier 1 Resolution Service</b>                  |
| <p><b>Component District Technology Support</b><br/>Provide technical support and/or recommended licenses to support district technology programs/projects. These include but are not limited to Microsoft Exchange email service, email (Gmail and Office 365 setup), email archiving, iBoss CIPA filtering, Internet Service Provider-bandwidth provisioning, LAN and wireless support, off-site data storage, VMware, Active Directory and virtual server hosting.<br/>All LBL component districts use a variety of these services, based on individual district needs.</p> | <b>Tier 2 Resolution Agreements and Contracts</b> |
| <p><b>Support Local Area Networks and Computer Support Technicians</b><br/>Hire and support staff to meet network/computer needs of individual districts.<br/><b>Component Districts:</b><br/>Alsea                                      Albany                                      Central Linn<br/>Harrisburg                                      Lincoln County                                      Monroe<br/>Philomath                                      Santiam Canyon</p> <p><b>Continued:</b></p>  | <b>Tier 2 Resolution Agreements and Contracts</b> |

| <b>Network Systems (Continued)</b>   |  |
|--|--|
| <b>Wide and Local Area Networks, Data Center Services</b>  |  |
| <b>Service Description</b>   | <b>Funding Source</b>                                    |
| <p><i>Continued:</i><br/> <b>Non-Component Districts, Charter Schools and Programs:</b><br/>           Jefferson            Eddyville Charter    Siletz Valley Charter<br/>           Long Term Care and Treatment<br/>           Early Intervention/Early Childhood Special Education</p> | <p><b>Tier 2 Resolution Agreements and Contracts</b></p> |

| <b>Special Education and Evaluation Services</b>   |   |
|--|---|
| <b>Special education evaluation, consultation and direct services. Additional support to districts that includes special projects and grant implementation.</b>  |   |
| <b>Service Description</b>   | <b>Funding Source</b>   |
| <p><b>Special Education Evaluation Services</b><br/>           The Education Evaluation and Consultation Center (EECC) provides special education evaluation and consultation for K-12 students. Evaluations are provided both in-district and at the LBL facility. Funds are also allocated for audiology evaluations and EI/ECSE evaluations.</p> <p>Includes tiered instruction consultation and Spanish interpreter/translator support and training.</p> | <p><b>Tier 1 Resolution Service</b></p>   |
| <p><b>Services to Students with Severe Disabilities</b><br/>           Provide funds and consultation for students with severe disabilities.</p>   | <p><b>Tier 1 Resolution Service</b></p>   |
| <p><b>Support Services to Special Needs Students</b><br/>           Provide services specific to individual district program needs. Services include school psychologists and speech language pathologists.</p>  | <p><b>Tier 2 Resolution Agreements and Contracts</b></p>  |
| <p><b>Talented and Gifted Test Support</b><br/>           Distribute and score assessments to assist districts in determining TAG eligibility.</p>   | <p><b>Tier 2 Resolution Agreements and Contracts</b></p>  |
| <p><b>Additional supports and services that assist districts in meeting student needs.</b><br/>           Includes facilitating IDEA Consortium services to seven districts, facilitating the Community Connections Network and Transition Network Facilitator Grant implementation.</p>   | <p><b>IDEA Consortium Funds, ODE Grants, Oregon Health Sciences University (OHSU) Grant</b></p> |

| <b>Student and Family Support Services</b>  |   |
|---|---|
| <b>Serving students with behavior, social service, and academic achievement needs.</b>  |   |
| <b>Service Description</b>  | <b>Funding Source</b>   |
| <p><b>Student and Family Services Support</b><br/>Provide .5 FTE administrative oversight to program services listed below. Also includes facilitating interagency collaboration, crisis response training, student threat assessment team training, grant writing and other activities that support social, emotional and mental health needs of students.</p> | <b>Tier 1 Resolution Service</b>  |
| <p><b>Home School Support</b><br/>LBL registers and provides support for home school students residing in the LBL region.</p>   | <b>Tier 1 Resolution Service</b>  |
| <p><b>Attendance Services</b><br/>Assist schools, students and parents by supporting regular school attendance. Provide intervention with students that have excessive absences or who are not enrolled in an education program. Consult with districts and schools regarding policies and practices that may improve student attendance.</p>                   | <b>Tier 2 Resolution Agreements and Contracts</b>   |
| <p><b>Behavior Consultant Services</b><br/>Provide direct and consultative behavior support services related to the needs of students who are experiencing social, emotional and behavioral challenges that interfere with school success.</p>  | <b>Tier 2 Resolution Agreements and Contracts</b>   |
| <p><b>Family Support Liaison Services</b><br/>Provide support, home visiting and linkage to school, health and community resources to students who are experiencing a variety of challenges to their success in school or for school readiness.</p>   | <b>Tier 2 Resolution Agreements and Contracts, Juvenile Crime Prevention Funds (Linn County), Youth and Community Grant Funds, InterCommunity Health Network-Coordinated Care Organization, LBL Administrative Medicaid Funds</b> |
| <p><b>Positive Behavior and Instructional Support (PBIS)</b><br/>Work with district and building level teams to support implementation of PBIS.</p>   | <b>Tier 2 Resolution Agreements and Contracts</b>   |
| <p><b>Youth Transition Program</b><br/>Transition services for students with disabilities that present a barrier to employment.<br/><i>Continued:</i></p>   | <b>ODE and Vocational Rehabilitation Grant; District Matching Funds</b>   |

## **Student and Family Support Services (Continued)**

**Serving students with behavior, social service,  
and academic achievement needs.**

| <b>Service Description</b>   | <b>Funding Source</b>                                 |
|--|---|
| <p><i>Continued:</i><br/><b>Oregon Health Authority (OHA) Medicaid<br/>Administrative Claiming (MAC)</b><br/>Provide training and consultation to district coordinators in implementing the Medicaid Administrative Claiming process. Monitor district survey results and submit MAC survey results and claims to OHA. Generated funds are transited to districts.</p> | <b>Tier 2 Resolution Agreements<br/>and Contracts</b> |



## 2016-2017

### LBL Program Performance Goals

| <b>Human Resources</b>                     |   |
|--|---|
| <b>LBL Agency Goal #1</b>                  | Support success for all students by delivering excellent, equitable, efficient and cost effective services.   |
| <b>Human Resources Performance Goal #1</b> | To promote continuous professional development and excellent services, classified employees and their supervisors, by pre and post survey, will report an increase in quality and specificity of professional growth through use of LBL's newly designed Classified Evaluation and Professional Growth process. Survey will be completed by September 1, 2017.  |
| <b>LBL Agency Goal #3</b>                  | Continue long-term financial stability.   |
| <b>Human Resources Performance Goal #2</b> | To retain skilled classified employees while remaining both competitive as an employer and preserving an affordable service for our districts, Human Resource will implement an annual rotation for continuous monitoring of classified employee job descriptions and compensation levels. 2016-2017 focus: Job descriptions for Network Program employees and LBL Instructional Assistants will be reviewed by February 1, 2017. |

| <b>Business Services</b>                     |  |
|--|--|
| <b>LBL Agency Goal #3</b>                    | Continue long-term financial stability.  |
| <b>Business Services Performance Goal #1</b> | By June 2017, develop and implement an expanded training schedule for current products supported by the Business Office. Number of trainings offered to component districts will increase by 15%.        |
| <b>Business Services Performance Goal #2</b> | By June 2017, develop a business plan that communicates service, benefits, cost and a related implementation plan that will promote LBL's business products/applications and expand district use by 20%. |

| <b>Cascade Regional Program</b>                     |   |
|---|---|
| <b>LBL Agency Goal #1</b>                           | Support success for all students by delivering excellent, equitable, efficient and cost effective services.   |
| <b>Cascade Regional Program Performance Goal #1</b> | To support district staff in secondary transition planning for students with Autism Spectrum Disorder (ASD), LBL staff will provide targeted transition training to all LBL component districts on developing effective postsecondary transition goals by June 2017. Participants will report increased knowledge and skill in developing transition goals. |
| <b>Cascade Regional Program Performance Goal #2</b> | To support students in effectively accessing curriculum through the use of adaptive software, Cascade Regional program will develop and implement a deployment plan that improves managing and distributing iPads, iPod touches, and applications for student use. By June 2017, districts will increase use of applications by 20%.                        |

| <b>Early Intervention/Early Childhood Special Education (EI/ECSE)</b> |  |
|---|--|
| <b>LBL Agency Goal #1</b>   | Support success for all students by delivering excellent, equitable, efficient and cost effective services.  |
| <b>Early Intervention/Early Childhood Special Education Goal #1</b>   | To coordinate with the State Systemic Improvement Plan the LBL EI/ECSE program will provide effective services to address social-emotional and approaches to learning skills as measured by the approved Oregon Department of Education (ODE) assessment tool. Children placed in the EI/ECSE program by September 30th, 2016 will demonstrate skill level increase of one point on a 5 point Likert scale for 80% of the items on the Social Emotional Assessment Measure (SEAM) (EI) and Child Behavior Rating Scale (CBRS) (ECSE) by May, 2017. |
| <b>Early Intervention/Early Childhood Special Education Goal #2</b>   | To promote early childhood special education services provided in local community settings, by June 2017, the LBL-ESD EI/ECSE program will increase the number of students receiving special education services in a community site from 16.7% to 22%, working toward the state target of 35.5%.   |

| <b>Information Systems</b>         |   |
|------------------------------------|---|
| <b>LBL Agency Goal #1</b>          | Support success for all students by delivering excellent, equitable, efficient and cost effective services.   |
| <b>Information Systems Goal #1</b> | Information Systems will complete Registrar Implementation (on-line course selection and registration) Phase 2 by working with district teams and Registrar staff to successfully utilize the product according to individual district implementation plans. By June 2017, all component districts included in Phase 2 will have a district Registrar Website accessible by parents, students, and staff. |
| <b>LBL Agency Goal #2</b>          | Foster positive relationships by strengthening communication within the ESD, with school districts, other organizations and communities.  |
| <b>Information Systems Goal #2</b> | Information Systems will increase efficient use and understanding of the LBL Student Information System (SIS) Suite by communicating program services to districts through district visits, newsletters, emails, and phone calls. By June 2017, through user surveys, targeted district staff will report a 15% increase in use and understanding of SIS suite tools.                                     |

| <b>Long Term Care and Treatment (LTCT)</b>  |   |
|---|---|
| <b>LBL Agency Goal #1</b>                   | Support success for all students by delivering excellent, equitable, efficient and cost effective services.   |
| <b>Long Term Care and Treatment Goal #1</b> | By June 30, 2017, at least 58% of LTCT high school students in residence or day treatment will earn credit during the 2016-2017 school year as measured by report card and transcript data.   |
| <b>Long Term Care and Treatment Goal #2</b> | By June 2017, the LTCT program will develop and implement a comprehensive communication and engagement plan for communication with parents and guardians, and will increase parent engagement and communication by 25% as measured by contact data. |

| <b>Network Systems</b>         |   |
|--------------------------------|---|
| <b>LBL Agency Goal #1</b>      | Support success for all students by delivering excellent, equitable, efficient and cost effective services.   |
| <b>Network Program Goal #1</b> | To recover and protect the IT infrastructure in the event of a disaster, the Network Program formalize and enhance LBL’s Disaster Recovery Plan with full implementation and testing complete by June 2018. |
| <b>Network Program Goal #2</b> | Maintain Internet Availability @ 99.9% per month, excluding scheduled maintenance outages. Provide districts quarterly monitoring reports.  |

| <b>Special Education and Evaluation Services</b>         |   |
|--|---|
| <b>LBL Agency Goal #1</b>                                | Support success for all students by delivering excellent, equitable, efficient and cost effective services.   |
| <b>Special Education and Evaluation Services Goal #1</b> | The Education Evaluation and Consultation Center staff will pilot a comprehensive differential pre-referral tool for Culturally and Linguistically Diverse and Autism Spectrum Disorder evaluation requests. Training will be completed on the tool to districts prior to October 2016. Eighty percent of all in-center referrals received will include the pre-referral tool. The number of carry-over referrals will reduce by 20% percent from 2016-2017 to 2017-2018. |
| <b>Special Education and Evaluation Services Goal #2</b> | In the 2016-2017 school year, the SEES staff will provide training and follow-up support to at least four districts on progress monitoring systems and the use of data in determining whether to pursue a special education evaluation for Significant Learning Disability. Targeted pre-referral data, provided in referral packets, will increase by 20%.   |

## Student and Family Support Services

|  |   |
|--|---|
| <b>LBL Agency Goal #1</b>                          | Support success for all students by delivering excellent, equitable, efficient and cost effective services.   |
| <b>Student and Family Support Services Goal #1</b> | A comprehensive Service Integration and Coordination Needs Assessment will be completed with each district. Based on results, SFSS will work with districts to address needs demonstrating an increase in the frequency of accessing services from community partners and youth serving agencies by 20% |
| <b>LBL Agency Goal #3</b>                          | Continue long-term financial stability.   |
| <b>Student and Family Support Services Goal #2</b> | By June 2017, additional Family Support Project funding will be acquired in order to continue services/supports/resources provided to students and families. Services will also be expanded to include LBL component school districts in Benton and Lincoln Counties for the 2017-2018 school year.     |



## **Business Report**

By: Linda Darling, Business Director

January 12, 2017

### **Financial Report:** (enclosure D-1)

The 2016-2017 Financial Board report included in this Board packet reflects all of revenue and expenditures for 2015-2016 through 2016-2017, along with the budgeted and spent or encumbered amounts for 2016-2017. The Ending Fund Balance for 2015-2016 is \$3,024,733. The amounts in 2016-2017 salaries and benefits will change some throughout the year as staffing changes occur. The projected Ending Fund Balance (EFB) for 2016-2017 is \$2,584,444. This is a slight decrease from December's Financial Report of \$2,637,544. There are many factors that impact this projected EFB, like staffing changes, contract conditions, and items required for district operations.

### **Audit:**

The audit documents are ready for distribution to the Board. I would like to include them in the February 9<sup>th</sup> Board packet and invite Accuity to present. I will inquire of your opinion at the January Board meeting, to invite Accuity or not just distribute the financials report.

Intentionally Blank





## 2016-2017 General Fund Summary Report

|                                | <b>13/14</b>      | <b>14/15</b>      | <b>15/16</b>      | <b>16/17</b>      | <b>1-4-17</b>                        | <b>1-4-17</b>     | <b>16/17</b>      |
|--------------------------------|-------------------|-------------------|-------------------|-------------------|--------------------------------------|-------------------|-------------------|
|                                | <b>Actual</b>     | <b>Actual</b>     | <b>Actual</b>     | <b>Budget</b>     | <b>YTD &amp; Enc</b>                 | <b>Balance</b>    | <b>Project</b>    |
| <b>General Fund - Revenue</b>  |                   |                   |                   |                   |                                      |                   | <i>1/4/2017</i>   |
| SSF Formula                    | 33,010,958        | 34,926,096        | 36,112,627        | 36,450,825        | 23,966,576                           | 12,484,249        | 37,125,600        |
| SSF Adjustment                 | 354,709           | 48,134            | (330,463)         | -                 | -                                    | -                 | (400,000)         |
| Interest                       | 55,090            | 62,596            | 91,245            | 70,000            | 55,386                               | 14,614            | 92,000            |
| Third Party Billing            | 35,680            | 25,179            | 45,178            | 50,000            | 39,485                               | 10,515            | 60,000            |
| TMR                            | 189,021           | 154,930           | 149,514           | 175,000           | -                                    | 175,000           | 164,000           |
| JROTC                          | 44,877            | 64,220            | 66,034            | 65,000            | 33,623                               | 31,377            | 66,000            |
| Other                          | 493,650           | 379,017           | 297,128           | 450,000           | 159,234                              | 290,766           | 372,000           |
| Interfund Transfer             | 680,000           | 60,000            | 60,000            | 60,000            | 33,196                               | 26,804            | 60,000            |
| BFB                            | 1,065,336         | 3,162,455         | 3,932,387         | 2,950,000         | 3,024,733                            | (74,733)          | 3,025,000         |
| <b>Total</b>                   | <b>35,929,322</b> | <b>38,882,628</b> | <b>40,423,650</b> | <b>40,270,825</b> | <b>27,312,233</b>                    | <b>12,958,592</b> | <b>40,564,600</b> |
|                                | =====             | =====             | =====             | =====             | =====                                | =====             | =====             |
| <b>General Fund - Expenses</b> |                   |                   |                   |                   |                                      |                   |                   |
| Salaries                       | 15,946,123        | 16,263,399        | 17,884,343        | 18,652,514        | 17,941,165                           | 711,349           | 18,876,500        |
| Benefits                       | 9,581,618         | 10,020,660        | 10,645,144        | 11,477,648        | 10,351,787                           | 1,125,861         | 10,739,050        |
| P. Services                    | 4,781,674         | 5,112,768         | 5,027,111         | 4,805,057         | 2,397,679                            | 2,407,378         | 4,443,706         |
| Supplies                       | 1,123,636         | 1,477,643         | 1,380,753         | 1,708,226         | 1,025,180                            | 683,046           | 1,378,300         |
| Capital Outlay                 | -                 | 6,779             | 20,047            | 50,000            | 31,058                               | 18,942            | 50,000            |
| Other Objects                  | 262,806           | 308,993           | 286,294           | 337,380           | 310,412                              | 26,968            | 327,600           |
| Transfers                      | 902,369           | 1,760,000         | 2,155,225         | 2,240,000         | 2,065,000                            | 175,000           | 2,165,000         |
| Contingency                    | -                 | -                 | -                 | 1,000,000         | -                                    | 1,000,000         | -                 |
| <b>Total</b>                   | <b>32,598,226</b> | <b>34,950,241</b> | <b>37,398,917</b> | <b>40,270,825</b> | <b>34,122,281</b>                    | <b>6,148,544</b>  | <b>37,980,156</b> |
|                                | =====             | =====             | =====             | =====             | =====                                | =====             | =====             |
|                                |                   |                   |                   |                   | <i>Projected Ending Fund Balance</i> |                   | <i>2,584,444</i>  |

## 2016-2017 General Fund Revenue Report

|                                | 13/14<br>Actual            | 14/15<br>Actual            | 15/16<br>Actual            | 16/17<br>Budget            | 1-4-17<br>YTD              | 1-4-17<br>Balance          | 16/17<br>Project<br><i>1/4/2017</i> |
|--------------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|-------------------------------------|
| SSF Formula                    |                            |                            |                            |                            |                            |                            |                                     |
| Taxes                          | 7,903,432                  | 8,234,812                  | 8,533,160                  | 8,675,000                  | 8,141,914                  | 533,086                    | 8,677,600                           |
| Federal Forest Fees            | 270,219                    | 264,679                    | 205,708                    | 150,000                    | -                          | 150,000                    | 150,000                             |
| Common School                  | 390,784                    | 409,884                    | 492,013                    | 416,000                    | -                          | 416,000                    | 507,000                             |
| State Timber                   | 210,996                    | 405,152                    | 181,382                    | 100,000                    | -                          | 100,000                    | 181,000                             |
| School Support Fund            | 24,235,526                 | 25,578,283                 | 26,623,971                 | 27,109,825                 | 15,824,662                 | 11,285,163                 | 27,534,000                          |
| Adjustments to SSF Payments    |                            |                            |                            |                            |                            |                            |                                     |
| Adj for 05/06 payments         | -                          | -                          | -                          | -                          | -                          | -                          | -                                   |
| Adj for HC Disability Grant    | 44,585                     | 33,286                     | 76,394                     | -                          | -                          | -                          | 76,000                              |
| Adj for 11/12 payment          | -                          | -                          | -                          | -                          | -                          | -                          | -                                   |
| Adj for 12/13 payment          | 310,123                    | -                          | -                          | -                          | -                          | -                          | -                                   |
| Adj for 13/14 payment          | -                          | 48,134                     | -                          | -                          | -                          | -                          | -                                   |
| Adj for 14/15 payment          | -                          | -                          | (330,463)                  | -                          | -                          | -                          | -                                   |
| Adj for 15/16 payment          | -                          | -                          | -                          | -                          | -                          | -                          | (400,000)                           |
| Total SSF Formula              | 33,365,667                 | 34,974,231                 | 35,782,164                 | 36,450,825                 | 23,966,576                 | 12,484,249                 | 36,725,600                          |
| Interest of Investments        | 55,090                     | 62,596                     | 91,245                     | 70,000                     | 55,386                     | 14,614                     | 92,000                              |
| Third Party billing - Medicaid | 35,680                     | 25,179                     | 45,178                     | 50,000                     | 39,485                     | 10,515                     | 60,000                              |
| TMR                            | 189,021                    | 154,930                    | 149,514                    | 175,000                    | -                          | 175,000                    | 164,000                             |
| JROTC reimbursement            | 44,877                     | 64,220                     | 66,034                     | 65,000                     | 33,623                     | 31,377                     | 66,000                              |
| Other                          |                            |                            |                            |                            |                            |                            |                                     |
| Rental Fees                    | 24,989                     | 27,828                     | 10,474                     | 10,000                     | 1,872                      | 8,128                      | 5,000                               |
| Fees Charged to Grants         | -                          | -                          | 800                        | 50,000                     | -                          | 50,000                     | -                                   |
| Miscellaneous                  | 396,771                    | 282,468                    | 202,944                    | 310,000                    | 80,515                     | 229,485                    | 290,000                             |
| E-Rate reimbursement           | 71,891                     | 68,721                     | 82,910                     | 80,000                     | 76,847                     | 3,153                      | 77,000                              |
| Interfund Transfer - Athletics | 680,000                    | 60,000                     | 60,000                     | 60,000                     | 33,196                     | 26,804                     | 60,000                              |
| Beginning Fund Balance         | 1,065,336                  | 3,162,455                  | 3,932,387                  | 2,950,000                  | 3,024,733                  | (74,733)                   | 3,025,000                           |
| <b>Total</b>                   | <b>35,929,322</b><br>===== | <b>38,882,628</b><br>===== | <b>40,423,650</b><br>===== | <b>40,270,825</b><br>===== | <b>27,312,233</b><br>===== | <b>12,958,592</b><br>===== | <b>40,564,600</b><br>=====          |

## 2016-2017 General Fund Expenditure Report

| Obj | Description                |                   |                   |                   |                   |                  |                   |                   | 1/4/2017          |
|-----|----------------------------|-------------------|-------------------|-------------------|-------------------|------------------|-------------------|-------------------|-------------------|
|     |                            | 13/14<br>Actual   | 14/15<br>Actual   | 15/16<br>Actual   | 16/17<br>Budget   | 1-4-17<br>YTD    | 1-4-17<br>Encumb  | 1-4-17<br>Balance | 16/17<br>Project  |
| 111 | Certified salaries         | 9,312,212         | 9,311,147         | 10,161,648        | 10,626,822        | 3,642,492        | 7,101,378         | (117,048)         | 10,774,000        |
| 112 | Classified salaries        | 3,821,771         | 4,164,521         | 4,545,055         | 4,967,526         | 1,856,547        | 2,896,763         | 214,216           | 4,780,000         |
| 113 | Administrative salaries    | 1,409,054         | 1,464,907         | 1,648,330         | 1,612,788         | 810,797          | 810,797           | (8,806)           | 1,622,000         |
| 114 | Managerial - classified    | 92,856            | 94,714            | 178,755           | 187,684           | 93,899           | 93,899            | (113)             | 188,000           |
| 116 | Retirement stipends        | 99,065            | 76,123            | 51,134            | 44,000            | 18,426           | 17,195            | 8,379             | 41,000            |
| 118 | Retirement Support Program | 159,600           | -                 | -                 | -                 | -                | -                 | -                 | -                 |
| 119 | Confidential salaries      | 125,872           | 125,785           | 84,504            | 95,139            | 60,217           | 71,480            | (36,559)          | 132,000           |
| 121 | Certified subs             | 364,590           | 373,350           | 432,293           | 382,854           | 145,860          | -                 | 236,994           | 500,000           |
| 122 | Classified subs            | 147,575           | 148,818           | 155,004           | 162,800           | 52,137           | -                 | 110,663           | 171,000           |
| 123 | Temp certified             | 61,461            | 62,030            | 73,949            | 53,500            | 26,736           | -                 | 26,765            | 97,000            |
| 124 | Temp classified            | 3,775             | 982               | -                 | 500               | -                | -                 | 500               | -                 |
| 127 | Student helpers salaries   | 12,466            | 11,768            | 7,895             | 6,000             | 581              | -                 | 5,419             | 2,000             |
| 132 | Compensation time          | 19,026            | 23,861            | 25,767            | 32,650            | 3,553            | -                 | 29,097            | 27,500            |
| 133 | Extra duty                 | 149,434           | 254,381           | 324,897           | 324,201           | 126,588          | 31,952            | 165,661           | 325,000           |
| 134 | Classified extra hrs       | 123,909           | 142,975           | 185,048           | 135,000           | 78,553           | -                 | 56,447            | 206,000           |
| 135 | Vacation Payoff            | 17,384            | 4,377             | 6,938             | 15,650            | -                | -                 | 15,650            | 7,000             |
| 136 | Mentor teacher pay         | 1,568             | 990               | 609               | -                 | -                | -                 | -                 | 1,000             |
| 137 | Personal Leave Payout      | 22,057            | 75                | -                 | -                 | -                | -                 | -                 | -                 |
| 138 | Department Head Extra Duty | 2,122             | 2,159             | 1,613             | 4,000             | 588              | -                 | 3,413             | 1,500             |
| 142 | Taxable Meal Reimbursement | 328               | 436               | 903               | 1,400             | 727              | -                 | 673               | 1,500             |
|     | <b>Total Salaries</b>      | <b>15,946,123</b> | <b>16,263,399</b> | <b>17,884,343</b> | <b>18,652,514</b> | <b>6,917,700</b> | <b>11,023,465</b> | <b>711,349</b>    | <b>18,876,500</b> |
|     |                            |                   |                   |                   |                   |                  |                   | -                 |                   |
| 210 | PERS                       | 3,955,693         | 3,976,407         | 4,187,401         | 4,682,670         | 1,611,013        | 2,548,461         | 523,196           | 4,271,700         |
| 220 | Social Security            | 1,183,575         | 1,207,537         | 1,328,140         | 1,391,886         | 508,873          | 789,764           | 93,249            | 1,370,200         |
| 231 | Worker's Comp              | 119,163           | 136,822           | 173,370           | 219,075           | 86,221           | 114,799           | 18,055            | 207,500           |
| 241 | Employee Ins - Admin       |                   | 177,948           | 212,862           | 220,380           | 104,592          | 104,959           | 10,830            | 209,000           |
| 242 | Employee Ins - Certified   | 2,146,033         | 2,307,416         | 2,328,554         | 2,432,267         | 790,234          | 1,519,434         | 122,599           | 2,350,000         |
| 243 | Employee Ins - Classified  | 1,721,374         | 1,874,827         | 2,137,321         | 2,249,129         | 776,844          | 1,235,959         | 236,326           | 2,090,000         |
| 244 | Employee Ins - Other       | 20,636            | 20,700            | 7,731             | 25,820            | 10,322           | 10,325            | 5,173             | 20,650            |
| 245 | Employee Ins - Retired     | 389,149           | 276,090           | 228,774           | 230,000           | 102,891          | -                 | 127,109           | 200,000           |
| 247 | TSA                        | 45,996            | 42,912            | 40,991            | 26,421            | 16,082           | 21,014            | (10,675)          | 20,000            |
|     | <b>Total Benefits</b>      | <b>9,581,618</b>  | <b>10,020,660</b> | <b>10,645,144</b> | <b>11,477,648</b> | <b>4,007,072</b> | <b>6,344,715</b>  | <b>1,125,861</b>  | <b>10,739,050</b> |
|     |                            |                   |                   |                   |                   |                  |                   | -                 |                   |

## 2016-2017 General Fund Expenditure Report

| Obj | Description                      | 1/4/2017         |                  |                  |                  |                  |                  |                   |                  |
|-----|----------------------------------|------------------|------------------|------------------|------------------|------------------|------------------|-------------------|------------------|
|     |                                  | 13/14<br>Actual  | 14/15<br>Actual  | 15/16<br>Actual  | 16/17<br>Budget  | 1-4-17<br>YTD    | 1-4-17<br>Encumb | 1-4-17<br>Balance | 16/17<br>Project |
| 311 | Instructional Services           | 69,272           | 152,856          | 157,581          | 180,800          | 26,047           | 60,000           | 94,753            | 160,000          |
| 312 | Instr Prog Improve Service       | 18,733           | 43,468           | 36,748           | 20,000           | 21,224           | -                | (1,224)           | 35,000           |
| 319 | Other Instr-Prof-Tech SVCS       | 14,977           | 21,870           | 9,745            | 15,000           | 10,935           | -                | 4,065             | 15,500           |
| 322 | Repairs & Maintenance            | 101,489          | 163,270          | 168,482          | 108,517          | 61,430           | 33,455           | 13,631            | 165,876          |
| 323 | Radio Service                    | -                | -                | 7,767            | -                | 30,099           | 8,763            | (38,863)          | 38,900           |
| 324 | Rentals                          | 121,204          | 135,308          | 104,777          | 140,350          | 49,936           | 29,953           | 60,461            | 120,430          |
| 325 | Electricity                      | 440,338          | 467,896          | 473,758          | 472,100          | 212,125          | -                | 259,975           | 473,800          |
| 326 | Fuel                             | 187,486          | 177,759          | 187,899          | 236,000          | 52,218           | -                | 183,782           | 187,900          |
| 327 | Water & Sewer                    | 112,986          | 139,255          | 121,239          | 145,900          | 82,296           | -                | 63,604            | 124,500          |
| 328 | Garbage                          | 77,676           | 86,324           | 96,811           | 95,600           | 29,854           | -                | 65,746            | 96,800           |
| 329 | Other Property Services          | 420              | 13,001           | 19,246           | 11,400           | 22,965           | 2,413            | (13,978)          | 30,000           |
| 330 | Reimb. Student Transportation    | 4,204            | 6,950            | -                | 8,800            | 239              | -                | 8,561             | 15,000           |
| 340 | Travel                           | 65,317           | 114,592          | 140,225          | 136,690          | 83,345           | 950              | 52,395            | 225,000          |
| 343 | Travel - Student - Out of Dist.  | 1,665            | -                | -                | 4,150            | -                | -                | 4,150             | -                |
| 346 | Meals/Transportation             | 148              | 104              | 48               | 500              | 99               | -                | 401               | 200              |
| 348 | Staff Tuition                    | 30,645           | 49,577           | 44,768           | 40,000           | 37,143           | -                | 2,857             | 48,000           |
| 351 | Telephone                        | 67,513           | 82,642           | 70,529           | 71,300           | 14,323           | 2,502            | 54,475            | 60,000           |
| 353 | Postage                          | 25,894           | 23,607           | 21,909           | 28,650           | 6,731            | -                | 21,919            | 23,800           |
| 354 | Advertising                      | 1,874            | 4,416            | 3,551            | 4,700            | 2,180            | -                | 2,520             | 3,300            |
| 355 | Printing & Binding               | 13,897           | 68,861           | 48,223           | 82,100           | 27,634           | 292              | 54,174            | 43,700           |
| 360 | Charter School Payments          | 1,954,971        | 2,064,403        | 1,961,788        | 2,085,000        | 1,156,705        | -                | 928,295           | 1,800,000        |
| 371 | Tuitions Payments to Other Dist. | 37,250           | 40,570           | 29,701           | 125,000          | 29,536           | -                | 95,464            | 30,000           |
| 373 | Tuition Pay Private School       | -                | -                | -                | 5,000            | -                | -                | 5,000             | -                |
| 374 | Other Tuition                    | 782,257          | 605,954          | 625,503          | 257,000          | 30               | -                | 256,970           | 250,000          |
| 381 | Audit Services                   | 27,150           | 27,650           | 25,150           | 30,000           | 10,000           | -                | 20,000            | 30,000           |
| 382 | Legal Services                   | 9,011            | 2,028            | 5,288            | 25,000           | 292              | -                | 24,708            | 5,400            |
| 384 | Negotiation Services             | 14,344           | 5,934            | 13,784           | 10,000           | 2,552            | -                | 7,448             | 11,400           |
| 386 | Data Processing SVCS             | 57,261           | 59,787           | 76,794           | 81,300           | 37,370           | 11,060           | 32,870            | 76,800           |
| 388 | Election Services                | -                | 4,565            | -                | 10,000           | -                | -                | 10,000            | 8,500            |
| 389 | Other Non_instr Pro/Tech         | 510,398          | 515,889          | 539,114          | 330,600          | 102,041          | 102,602          | 125,957           | 328,500          |
| 391 | Physical Exams - Drivers         | 2,175            | 2,380            | 3,168            | 3,700            | 1,840            | 1,860            | -                 | 2,600            |
| 392 | Drug Tests Drivers               | 1,110            | 1,110            | 635              | 3,000            | 640              | 1,360            | 1,000             | 1,000            |
| 393 | Child Care Services              | 22,000           | 22,000           | 22,000           | 25,000           | 8,800            | 13,200           | 3,000             | 22,000           |
| 394 | Sub calling service              | 5,536            | 5,559            | 7,489            | 8,000            | 6,464            | -                | 1,536             | 6,500            |
| 396 | Criminal History checks          | 2,332            | 2,546            | 2,928            | 2,900            | 2,176            | -                | 724               | 2,900            |
| 398 | Fingerprinting                   | 138              | 639              | 462              | 1,000            | -                | -                | 1,000             | 400              |
|     | <b>Total P. Services</b>         | <b>4,781,674</b> | <b>5,112,768</b> | <b>5,027,111</b> | <b>4,805,057</b> | <b>2,129,268</b> | <b>268,411</b>   | <b>2,407,378</b>  | <b>4,443,706</b> |

## 2016-2017 General Fund Expenditure Report

| Obj | Description                           | 13/14<br>Actual   | 14/15<br>Actual   | 15/16<br>Actual   | 16/17<br>Budget   | 1-4-17<br>YTD     | 1-4-17<br>Encumb  | 1-4-17<br>Balance | 1/4/2017<br>16/17<br>Project |
|-----|---------------------------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|------------------------------|
| 406 | Gas Oil & Lubricants                  | 189,904           | 152,805           | 103,868           | 211,000           | 41,789            | 119,895           | 49,315            | 115,000                      |
| 410 | Supplies & Materials                  | 356,317           | 457,671           | 419,096           | 534,498           | 331,034           | 29,167            | 174,297           | 458,000                      |
| 413 | Vehicle repair parts                  | 54,783            | 50,201            | 48,980            | 63,000            | 16,767            | 21,738            | 24,495            | 51,300                       |
| 414 | Transportation operations             | 5,262             | 5,674             | 6,060             | 5,300             | 3,198             | 2,251             | (150)             | 5,700                        |
| 420 | Textbooks                             | 173,653           | 240,685           | 131,379           | 195,300           | 41,666            | 17,777            | 135,857           | 84,000                       |
| 430 | Library Books                         | 6,636             | 9,934             | 8,588             | 11,200            | 2,151             | -                 | 9,049             | 8,400                        |
| 440 | Periodicals                           | 3,753             | 6,012             | 1,937             | 4,920             | 3,711             | -                 | 1,209             | 3,900                        |
| 460 | Equipment under 5K                    | 122,132           | 125,632           | 212,514           | 233,322           | 81,833            | 16,322            | 135,167           | 213,000                      |
| 470 | Computer software                     | 139,153           | 173,513           | 195,888           | 241,775           | 132,607           | 23,517            | 85,651            | 185,000                      |
| 480 | Computer hardware                     | 72,041            | 255,516           | 252,444           | 207,911           | 139,756           | -                 | 68,155            | 254,000                      |
|     | <b>Total Supplies &amp; Materials</b> | <b>1,123,636</b>  | <b>1,477,643</b>  | <b>1,380,753</b>  | <b>1,708,226</b>  | <b>794,512</b>    | <b>230,668</b>    | <b>683,046</b>    | <b>1,378,300</b>             |
| 540 | Equipment                             | -                 | 6,779             | 20,047            | 50,000            | 31,058            | -                 | 18,942            | 50,000                       |
|     | <b>Total Capital Outlay</b>           | <b>-</b>          | <b>6,779</b>      | <b>20,047</b>     | <b>50,000</b>     | <b>31,058</b>     | <b>-</b>          | <b>18,942</b>     | <b>50,000</b>                |
| 621 | Regular Interest                      | -                 | -                 | -                 | 500               | -                 | -                 | 500               | -                            |
| 640 | Dues & Fees                           | 51,933            | 92,488            | 67,655            | 103,080           | 69,447            | 11,386            | 22,247            | 92,500                       |
| 650 | Insurance & Judgments                 | 210,873           | 216,456           | 218,639           | 233,600           | 229,579           | -                 | 4,021             | 235,000                      |
| 670 | Taxes & Licenses                      | -                 | 49                | -                 | 200               | -                 | -                 | 200               | 100                          |
|     | <b>Total Other Objects</b>            | <b>262,806</b>    | <b>308,993</b>    | <b>286,294</b>    | <b>337,380</b>    | <b>299,026</b>    | <b>11,386</b>     | <b>26,968</b>     | <b>327,600</b>               |
| 710 | Transfer - Technology                 | 50,000            | 175,000           | 200,000           | 225,000           | 225,000           | -                 | -                 | 225,000                      |
| 711 | Transfer - Classroom Furniture        | -                 | 50,000            | 50,000            | 25,000            | 25,000            | -                 | -                 | 25,000                       |
| 712 | Transfer - Textbook Adoption          | 50,000            | 350,000           | 350,000           | 300,000           | 300,000           | -                 | -                 | 300,000                      |
| 713 | Transfer - Capital Improvement        | 150,000           | 225,000           | 250,000           | 250,000           | 250,000           | -                 | -                 | 250,000                      |
| 714 | Transfer - Track and Turf Fund        | 100,000           | 110,000           | 110,000           | 10,000            | 10,000            | -                 | -                 | 10,000                       |
| 715 | Transfer - Athletic Fund              | 336,000           | 365,000           | 365,000           | 405,000           | 405,000           | -                 | -                 | 405,000                      |
| 716 | Transfer - Bus Replacement            | 150,000           | 250,000           | 250,000           | 250,000           | 250,000           | -                 | -                 | 250,000                      |
| 717 | Transfer - Unemploy Ins               | 50,000            | 25,000            | 15,000            | 25,000            | -                 | -                 | 25,000            | 25,000                       |
| 718 | PERS Reserve                          | -                 | 150,000           | 500,000           | 500,000           | 500,000           | -                 | -                 | 500,000                      |
| 719 | Transfer - Food Service               | 16,369            | 50,000            | 65,225            | 150,000           | -                 | -                 | 150,000           | 75,000                       |
| 730 | Transfer - Debt Service               | -                 | -                 | -                 | 100,000           | 100,000           | -                 | -                 | 100,000                      |
| 731 | Transfer - Academic Achievemer        | -                 | 10,000            | -                 | -                 | -                 | -                 | -                 | -                            |
|     | <b>Total Transfers</b>                | <b>902,369</b>    | <b>1,760,000</b>  | <b>2,155,225</b>  | <b>2,240,000</b>  | <b>2,065,000</b>  | <b>-</b>          | <b>175,000</b>    | <b>2,165,000</b>             |
| 810 | Reserve/Contingency                   | -                 | -                 | -                 | 1,000,000         | -                 | -                 | 1,000,000         | -                            |
|     | <b>Grand Total</b>                    | <b>32,598,226</b> | <b>34,950,241</b> | <b>37,398,917</b> | <b>40,270,825</b> | <b>16,243,637</b> | <b>17,878,645</b> | <b>6,148,544</b>  | <b>37,980,156</b>            |

## 2016-2017 All Funds Summary Report

| Fund | Description                 | 13/14             | 14/15             | 15/16             | 15/16            | 16/17             | 1-4-17            | 1-4-17            | 1-4-17            | 1/4/2017          | 16/17            |
|------|-----------------------------|-------------------|-------------------|-------------------|------------------|-------------------|-------------------|-------------------|-------------------|-------------------|------------------|
|      |                             | Actual            | Actual            | Actual            | EFB              | Adopted Budget    | Y-T-D             | Encumb            | Balance           | Proj. Actual      | Proj. EFB        |
| 100  | General Fund                | 32,766,866        | 34,950,241        | 37,398,917        |                  | 40,270,825        | 16,243,637        | 17,878,645        | 6,148,544         | 37,980,156        | 2,584,444        |
| 200  | Grant Funds                 | 2,663,753         | 2,591,884         | 2,353,551         | 2,002            | 5,200,500         | 1,163,910         | 1,227,333         | 2,809,257         | 2,536,000         | -                |
| 205  | Senate Bill 1149            | -                 | 185,000           | -                 | 88,329           | 171,500           | -                 | -                 | 171,500           | -                 | 155,000          |
| 212  | Academic Achievement        | 1,500             | -                 | -                 | 18,650           | 28,650            | -                 | -                 | 28,650            | 5,000             | 13,650           |
| 230  | Bus Replacement             | -                 | 100,735           | -                 | 554,882          | 804,900           | 633,327           | -                 | 171,573           | 634,000           | 175,000          |
| 232  | Classroom Furniture         | -                 | 50,000            | 40,792            | 9,208            | 38,000            | 8,246             | 7,540             | 22,214            | 22,000            | 13,000           |
| 240  | Textbook Adoption           | 107,421           | 18,550            | 759,564           | 973              | 485,000           | 61,748            | 5,144             | 418,108           | 304,000           | -                |
| 272  | Capital Improvments         | 319,070           | 284,536           | 156,950           | 93,050           | 330,000           | 115,574           | 13,861            | 200,566           | 300,000           | 43,000           |
| 274  | Technology                  | 52,899            | 124,500           | 495               | 270,949          | 496,444           | -                 | -                 | 496,444           | 150,000           | 350,000          |
| 277  | Track and Turf Replacement  | 100,000           | 100,000           | 100,000           | 77,754           | 118,000           | -                 | -                 | 118,000           | -                 | 100,000          |
| 279  | Student Activity            | 593,221           | 590,053           | 632,780           | 483,120          | 1,120,000         | 301,505           | 29,742            | 788,754           | 615,000           | 500,000          |
| 286  | High School Athletics       | 445,218           | 445,055           | 453,152           | 91,820           | 581,000           | 313,007           | 96,928            | 171,065           | 475,000           | 100,000          |
| 292  | CTE Local Fund              | -                 | -                 | -                 | -                | 100,000           | -                 | -                 | 100,000           | -                 | -                |
| 296  | Nutrition Services          | 1,683,116         | 1,596,163         | 1,615,906         | 340,043          | 2,020,907         | 666,480           | 683,476           | 670,951           | 1,630,000         | 400,000          |
| 299  | PERS Reserve                | 630,000           | -                 | -                 | 650,000          | 1,150,000         | -                 | -                 | 1,150,000         | -                 | 1,150,000        |
| 300  | Debt Service                | 3,359,330         | 3,442,481         | 3,528,481         | 65,481           | 3,618,482         | 999,241           | -                 | 2,619,241         | 3,618,500         | 15,000           |
| 310  | Debt Service / SB 1149      | 5,151             | -                 | -                 | -                | -                 | -                 | -                 | -                 | -                 | -                |
| 311  | 2011 Non-Bonded Debt        | 223,547           | 223,547           | 223,547           | 119,551          | 349,715           | 48,607            | -                 | 301,108           | 223,547           | 126,000          |
| 400  | Capital Projects            | -                 | -                 | -                 | -                | -                 | -                 | -                 | -                 | -                 | -                |
| 411  | Capital Projects - Bond # 2 | -                 | -                 | -                 | -                | -                 | -                 | -                 | -                 | -                 | -                |
| 530  | Vocational House Fund       | -                 | -                 | -                 | -                | 250,000           | -                 | -                 | 250,000           | -                 | -                |
| 601  | Unemployment                | 37,166            | 37,539            | 10,646            | 95,630           | 120,000           | 9,419             | -                 | 110,581           | 20,000            | 100,000          |
|      | <b>Grand Total</b>          | <b>42,988,258</b> | <b>44,740,285</b> | <b>47,274,779</b> | <b>2,961,442</b> | <b>57,253,923</b> | <b>20,564,700</b> | <b>19,942,666</b> | <b>16,746,556</b> | <b>48,513,203</b> | <b>5,825,094</b> |
|      |                             | =====             | =====             | =====             | =====            | =====             | =====             | =====             | =====             | =====             | =====            |

## Technology Wireless/Cabling Upgrade

We are seeking approval to continue taking advantage of the federal E-Rate program to make further upgrades and enhancements to the district's network. Our previous project (due to be completed summer, 2017) focused on the core wired infrastructure. This new project will reinvest funds reimbursed from this previous project and upgrade our wireless infrastructure and critical network cabling to these wireless devices and security cameras.

- **Wireless Upgrade:** The district is currently running two separate wireless systems: An older Cisco system (installed February, 2011) that covers everything but the High School. A newer Ruckus Wireless system (installed August, 2014) that covers the High School.

### *Objective:*

We have been actively increasing the number of wireless devices district-wide. In response we need to increase the capacity and reliability of our wireless network to better support this sharp rise of student learning delivered via wireless devices.

### *Plan to meet objective:*

1. Upgrade all wireless access points to the latest wireless standard 802.11ac which provides:
  - a. Faster speeds for bandwidth hungry applications such as video and state testing. Faster speeds also improve the overall client experience by allowing the system to process each request more quickly (therefore less time waiting).
  - b. Higher capacity of user per wireless access point – With the need to minimally support 1 device per user (and more likely 2 or 3 devices per user), the client load per access point is rapidly increasing. Newer 802.11ac access points are supporting roughly 3x the number of clients that our previous generation access points supported.
  - c. Signal range and throughput – 802.11ac access points do not provide greater signal range than previous generations, but they do provide greater speed at longer distances than previous generations.
2. Upgrade wireless access points to support minimally 2 x 1 GB uplinks back to our core wired network to support greater client/access point density, higher speed, and redundancy.

3. Consolidate on a single system for ease of management and reduce support/maintenance costs.
- **Network Cabling Upgrades:** The district currently is running much of the network cabling to wireless access points and security cameras using patch cables running from existing wall ports.

*Objective:*

To improve the reliability and speed of student and staff access to online resources via wireless devices and help facilitate a secure student environment.

*Plan to meet objective:*

1. To run dedicated cabling to each wireless access point and security camera to provide greater reliability, higher speeds, cleaner installation, maintain electrical codes, free up existing wall ports for wired devices, and greater flexibility of placement.
2. Upgrade cabling and network closet patch panels running to access points and security cameras to the newer and faster Category 6 and/or Category 6a cabling standards.
3. Add cabling to allow placement of new access points and security cameras.
4. Run 2x cables to access points to take advantage of their dual 1Gb uplinks to our core wired network for increased speed and redundancy.

**E-rate Review:**

E-Rate is a federal program to help support libraries and schools. The program was revamped in 2014 to re-allocate greater funding to its “Priority 2” funding category. This funding category is geared around supporting school/libraries internal network infrastructure (i.e. network switches, routers, wireless access points, internal data cabling, UPS equipment, and services to install/support).

The maximum funding that individual school districts are eligible for is \$150.00 per student. This number is then multiplied by the district’s reimbursement rate which is based on its’ free and reduced lunch population. The greater the number of free and reduced students, the higher the reimbursement percentage. We are currently at the 80% reimbursement threshold. Although the reimbursement percentage applies across the district, the actual dollar amount is distributed by an individual school’s enrollment. Based on current enrollment this would break down as indicated by the following table:



| <u>School/Location</u> | <u>Student Enrollment</u> | <u>Total Budget</u> | <u>80% Reimbursement</u> | <u>Spent on Previous Project</u> | <u>Left to Spend on New Project</u> |
|------------------------|---------------------------|---------------------|--------------------------|----------------------------------|-------------------------------------|
| Cascade                | 353                       | \$52,950            | \$42,360                 | \$17,254                         | \$35,696                            |
| District Office        | Non-Eligible              | -                   | -                        | -                                | -                                   |
| Green Acres            | 326                       | \$48,900            | \$39,120                 | \$22,541                         | \$26,359                            |
| Hamilton-Creek         | 287                       | \$43,050            | \$34,440                 | \$21,991                         | \$21,059                            |
| Lacomb                 | 225                       | \$33,750            | \$27,000                 | \$35,274                         | \$0                                 |
| LHS                    | 1338                      | \$200,700           | \$160,560                | \$134,382                        | \$66,318                            |
| Pioneer                | 367                       | \$55,050            | \$44,040                 | \$19,028                         | \$36,022                            |
| Riverview              | 405                       | \$60,750            | \$48,600                 | \$29,469                         | \$31,281                            |
| Seven Oak              | 603                       | \$90,450            | \$72,360                 | \$42,986                         | \$47,464                            |
| <b>TOTAL</b>           | <b>3904</b>               | <b>\$585,600</b>    | <b>468,480</b>           | <b>\$322,925</b>                 | <b>\$264,199</b>                    |

The table above shows the maximum reimbursement over a five year cycle (Funding Years 2015 thru 2019). We are currently in year three of this five year cycle.

The process and general timeline for E-Rate and this project is summarized below.



- 1.) Form 470 – Will be filed with our attached RFP. Once submitted to USAC this opens up a minimum 28 day bidding windows for vendors to bid. We will use this form to lay out our requirements for the Wireless/Cabling upgrade design.
- 2.) Sign Contract – After evaluating the returned bids and grading according to the criteria given in the form 470 we will enter into a signed contract with the winning bidder.
- 3.) Form 471 – Submit signed contract to USAC to officially request funding for 2017-18 funding year.
- 4.) Funding Commitment – USAC sends letters committing to actual funding. The letters are sent anytime late spring 2017 to end of winter 2017.
- 5.) Implementation – Upgrades can begin once we have received our “funding commitment letter”, completed our previous project, and received reimbursement.



**LEBANON COMMUNITY SCHOOL DISTRICT  
SCHOOL BOARD MEETING  
MINUTES  
December 8, 2016 - 6:00 PM  
Green Acres School – 700 S. 10<sup>th</sup> Street, Lebanon, Oregon 97355**

A regular School Board Meeting was held at Green Acres School on December 8, 2016. Those present included:

|                          |   |
|--------------------------|---|
| Richard Borden, Director | Rob Hess, Superintendent                      |
| Jerry Williams, Director | Bo Yates, Assistant Superintendent            |
| Russ McUne, Director     | Jennifer Meckley, Director of Human Resources |
| Mike Martin, Director    |   |
| Kellie Weber, Director   |   |

Minutes recorded by Nicole Hundley, Executive Secretary.

### **AUDIENCE COMMENTS**

Chair Russ McUne welcomed audience comments.

Charles Kesterson expressed frustration regarding miscommunication about the Seven Oak football team participating in the Twilight Parade with the high school team. Middle school students were told they could participate, but when they arrived, the high school coaching staff and parade directors were not aware of any arrangements for them. Kraig Hoene explained that the downtown association told the middle school to disseminate the information but then did not follow up with the high school, which resulted in the miscommunication. Russ McUne apologized on behalf of the District and asked that arrangements be made to celebrate the Seven Oak football team.

### **GOOD NEWS/COMMUNITY COMMUNICATIONS**

#### **1. Report: Green Acres School**

Principal Amanda Plummer presented a video tour of Green Acres School and students. She discussed the Green Acres culture and vision. She then reviewed the presentation demonstrating how Green Acres is making progress towards the Board Goals, outlining the steps they are taking towards preparing students for graduation, increasing attendance, reviewing their SBAC and STAR scores, and reviewing opportunities. Discussion ensued regarding their FOCUS school status and the current freeze during the transition from No Child Left Behind to the Every Student Succeeds Act. Discussion ensued regarding the high mobility at Green Acres and tracking the students test scores through middle school. Discussion also ensued regarding the school's and district's effort to help the Latino families feel safe.

### **GENERAL BUSINESS**

#### **1. Policies**

##### **(a) Information Only: Revised Policy KL-AR: Public Complaint Procedure**

This policy was revised by administration to align all procedures.

## **2. Action: OSBA Election**

The OSBA Resolution to adopt the OSBA 2017-18 Legislative Priorities and Policies as recommended by the Legislative Policy Committee was presented for Board approval. Mike Martin made a motion to approve the resolution. Jerry Williams seconded the motion. The motion carried unanimously.

## **3. Discussion: Drug Testing Athletes**

Kraig Hoene noted that the proposal is the same as the previous time drug testing for athletes was brought to the Board. He confirmed that Biomed's costs are still the same. We are seeing higher frequency of marijuana use at the high school. Last year, we were afraid of a spike in usage and now we are seeing that spike. Drug testing provides our athletes with another tool to make better choices and provides for support if they are caught using. Richard Borden stated he would rather the funds be used in diversion education. He felt it may cause students not to play sports so that they are not caught. Kraig Hoene noted that the culture of our athletics program should be drug free. Kellie Weber stated that she felt it was a deterrent for students at risk of using drugs. Kraig Hoene described the consequences if a student tests positive. We would test a random sampling of 10% of our athletes once per month. Russ McUne noted that the diversion program if a student tests positive helps support students afterwards. Richard Borden was concerned that students may think the risk was worth it since the consequences were not that bad. He did not feel we would get the results we are looking for. Kellie Weber commented on the great range of consequence options in the sample policies from other schools and the draft policy. She felt that in real life there is drug testing in the workplace, and it is preparing our students for post-high school life and possible consequences. She stated that students know they should not use drugs, and we cannot educate them more on that, but we can take away privileges. Discussion ensued regarding the selection process, which is handled by an outside agency. Kraig Hoene noted that no other schools in our league are currently drug testing, but they are interested in how ours goes. Jerry Williams suggested testing a smaller number of student athletes to keep costs down. Rob Hess noted that the coaches support this policy, and that there are some students that could be greatly helped by having one more chip to prevent them from the temptations in their life and surroundings. Discussion ensued regarding an option for students admitting usage. Kraig Hoene noted that if a student tested positive, they would still be accountable to their team and coaches for practices and grades. Keeping students in the positive environment of their sport was imperative; they just would not be allowed to participate in contests. Kraig Hoene also discussed how last year's parent survey showed 80-85% support for the drug testing policy. Discussion ensued regarding current expulsion data. Bo Yates discussed research showing that there is only a 6% improvement when using drug testing as a deterrent, and he questioned the effectiveness for the cost. Discussion ensued regarding education programs. Richard Borden stated that he felt it was more likely that non-athletes were doing drugs. He did not feel that drug testing was the answer. Mike Martin stated he was in support of drug testing and holding students accountable, but he wanted there to be a group administrative body that issued consequences and he felt the cost was too high as is. Discussion ensued regarding testing less students or testing less frequently. Russ McUne asked that Kraig Hoene look at different cost scenarios, incorporate Scio's self-admit option, and bring the topic back as an action item.

## **4. Action: Approve Use of Electronic Board Packets – BoardEffect**

Discussion ensued regarding the length of the contract and the cost. Kellie Weber noted that she had a hard time justifying spending this amount on the Board and Nicole Hundley's time and not on students. Mike Martin suggested printing on their own and reimbursing for printing cost. Discussion ensued regarding sending out electronic packets and the Board using their own programs and devices to access the packet. The Board agreed to try accessing their packets via email in January.

## **DEPARTMENT REPORTS**

### **1. Finance**

## **(a) Report**

Linda Darling discussed the financial report. Our ending balance is staying stable around the \$3 million mark. The Governor's Budget was released December 1, and shows a \$1.7 billion shortfall. The starting floor for education is \$7.98 billion after a \$20 million carve out, which is promising compared to previous years. This may look like a slight increase for the district this biennium. Linda will present a spreadsheet with figures at the next meeting. Linda Darling discussed some of the programs to be funded such as early learning hub, CTE, and an extension of the Oregon Promise.

Discussion ensued regarding CTE funding and Measure 98. Rob Hess noted that Laura Foley is a part of the conversation for developing the Measure 98 rules.

## **(b) Action: Approve Budget Meeting Calendar**

Mike Martin made a motion to approve the Budget Meeting Calendar as presented. Richard Borden seconded the motion. The motion carried unanimously.

Linda Darling noted that the OSBA is confirmed for February 9 to conduct a workshop; the first hour is budget education, and the second hour will be to work with the Committee on their goals and priorities.

## **2. Human Resources**

### **(a) Information: Superintendent Evaluation Reflection**

Rob Hess provided his reflection to all nine standards and the key result areas. He noted that some of the standards were close to each other so they have a combined reflection. He would like to have the Board's thoughts at the January meeting. Mike Martin discussed having the Board meet without Rob Hess to reach a consensus and then having Rob join them. He noted that he felt the self-evaluation reflection should have come after the Board met, not prior to. Discussion ensued regarding the evaluation process. Kellie Weber asked that for the next evaluation cycle, we include a way for staff, parents and the community to provide input. Rob Hess noted that he spoke with Renee Sessler at the OSBA and she will be assisting the district to develop a differentiated 360 degree survey to allow us to ask parents, staff and the community their own sets of questions so we can use their viewpoints not only for the superintendent evaluation, but also for the entire district. Rob Hess suggested a public work session in the spring to create these questions. Russ McUne stated that he felt having the superintendent's reflection ahead of time was helpful and more time efficient. Discussion ensued. The Board agreed to have an one-hour public board meeting and then an executive session for the superintendent evaluation at the January meeting.

Discussion then ensued regarding the weighting of the nine OSBA standards to the key result areas. Rob Hess suggested weighting the key result areas at 65% and the nine standards at 35%. Mike Martin expressed concern because there is no baseline for the key result areas as we have not previously gathered data like this for consideration in the superintendent's review. He felt that all thirteen areas should be weighted equally or the key result areas should not be included in the weighting but only provided for insight. He thought there was not enough data over time to weight the key results more than the nine standards. Discussion ensued regarding when to start weighing the key result areas if not now. Mike Martin stated that benchmarks should be established first. Discussion ensued regarding reasonable growth measurements. Rob Hess noted that it was important to track the key results as they are more than just his results, but the district's goals. Russ McUne noted that it was only fair to be consistent year to year in the weighting. Mike Martin felt it was not yet appropriate to weight the key results because the lack of historical figures may hurt the superintendent's ratings. The Board agreed to create a baseline for this year for the key results, and will equally weight all thirteen areas. In the next evaluation cycle, the Board will determine the weighting prior to the data numbers being presented. Rob Hess agreed to the equal weighting.

## COMMUNICATION

### 1. Board Communication

Mike Martin discussed the snow day. Rob Hess noted that the Board approved calendar included adding up to six make up days on to the end of the year. Maureen Twomey also confirmed that was her understanding for the make up days. Administration will clarify the make up with staff.

Richard Borden asked that the District take a position on schools being a safe zone for students possibly facing immigration concerns. Rob Hess discussed recent family meetings. He noted the state “sanctuary” laws that prevent law enforcement from acting on immigration status. Amanda Plummer discussed some of the parent concerns, such as the high school students that have registered as undocumented immigrants in order to receive financial aid for college. She noted that parents appreciate we are listening. Richard Borden asked for a statement to formalize the Board’s support.

### 2. Superintendent Communication

Rob Hess congratulated the High School’s fall sports programs on their success, with football winning the state championship, volleyball placing second, and girls cross country placing third. He noted how proud the community is of the students.

## CONSENT AGENDA

### 1. Action: Approve November 17, 2016 Board Minutes

### 2. Action: Approve Hiring/Transfers/Leave of Absence

- a. Scott Henderson, Transfer to Dean of Students - Seven Oak Middle School
- b. Robert Tatum, Welding Teacher – Lebanon High School (.50 FTE, Temporary)

Discussion ensued regarding the part-time welding teacher. Mid-year appointments are temporary, but we would like to make his appointment permanent. Discussion ensued regarding the welding contract with LBCC.

Discussion ensued regarding the Dean of Students position at Seven Oak Middle School. This is a teacher on special assignment (TOSA) and not an administration position. Rob Hess described the reorganization of positions after a counselor resigned and how the school determined this was the best way to support their needs. They now have two administrators, one dean, and one counselor. There is no additional FTE after the reorganization.

Richard Borden made a motion to approve the Consent Agenda. Jerry Williams seconded the motion. The motion carried unanimously.

## ADJOURN

The meeting adjourned at 8:40 PM.

---

Russ McUne, Board Chair

---

Rob Hess, Superintendent