

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

October 13, 2016, 6:00 PM

Cascades School

2163 S. 7th 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.

B. GOOD NEWS/COMMUNITY COMMUNICATIONS

1. **Report:** Cascades School

C. GENERAL BUSINESS

1. **Policies**
 - a. **Information Only:** Revised Policy ARs (Enclosures C-1)
 - i. JEC-AR: Open Enrollment/School Attendance Areas – *revised*
 - ii. JECB-AR: Admission of Nonresident Students – *revised*
 - b. **Action:** Adopt Board Policies on First Reading (Enclosure C-2)
 - i. IGAI: Human Sexuality, AIDS/HIV, Sexually Transmitted diseases, Health Education
 - c. **Report:** Enrollment (Enclosure C-3)
 - d. **Report:** Legislative Measures (Enclosure C-4)
 - e. **Action:** Approve revised Board Resolution 1617-1 (Enclosure C-5)

D. DEPARTMENT REPORTS

1. **Finance** (Enclosure D-1)
 - a. **Report:** Financial Update
 - b. **Report:** PERS Rates Update
2. **Operations**
3. **Human Resources**

E. COMMUNICATION

1. **Board**
2. **Superintendent**
 - a. **Discussion:** Board Goals Update (Enclosure E-1)
 - b. **Discussion:** Superintendent Evaluation (Enclosure E-2)
 - c. **Report:** Blue Zone Update

F. CONSENT AGENDA

1. **Action:** Approve September 8, 2016 Board Minutes (Enclosure F-1)
2. **Action:** Approve Hiring/Transfers/Leave of Absence
 - a. Andrea Meyer, Transfer to Human Resource Specialist (confidential position)
 - b. Christopher Tasner, Math Teacher - Seven Oak Middle School (temporary 16-17 school year)

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

November 17, 2016	Lacomb School
December 8, 2016	Green Acres School
January 12, 2017	Lebanon High School
February 9, 2017	Hamilton Creek School

Lebanon Community Schools

Code: **JEC-AR (1)**
Revised/Reviewed: 4/15/10; 1/20/11, 4/14/16
Orig. Code(s): JEC-AR (A)

Open Enrollment/School Attendance Areas

Attendance Boundaries/Assignment of Students to Schools

1. Students living within the attendance boundaries of individual schools have priority for attendance at that school.
2. Parents or guardians may make application to enroll in a school other than their attendance boundary area school.
3. The superintendent will set enrollment caps at each school.
 - a. Enrollment caps for 2016-2017 are:
 - Cascades – 350 students
 - Green Acres – 350 students
 - Hamilton Creek – 350 students
 - Lacombe – 250 students
 - Pioneer – 400 students
 - Riverview – 400 students
 - Seven Oak 6th Grade – 140 students
 - b. The cap does not apply to siblings of students currently enrolled in that school.
4. Parents choosing to send their student to a school other than the school in their attendance boundary area will be responsible for transportation to and from school unless space is available on a district bus that travels an appropriate route.

Open Enrollment Process

1. Parents desiring to enroll a student in a district school in an attendance area other than the one in which they reside must complete an “Application for Open Enrollment” form and submit it to their attendance area school by June 1st. Parents may submit individual student or family applications.
2. These applications will be approved unless one of the following situations exists:
 - a. The school’s enrollment capacity has been met.
 - b. In elementary schools, the grade level at the student’s instructional level is full. Full is defined as follows:

Grades K-2 – 22 students;
Grades 3-8 – 25 students;

3. A letter noting the district's decision made will be mailed to the parent and the schools concerned no later than August 15th.
4. If there are more students requesting open enrollment into a school than there are spaces provided by the enrollment cap, then a lottery (See Lottery Policy JEC-AR (2)) will be used to create a rank order of students. This same process will be used in elementary schools if more students are requesting open enrollment into an instructional level than there are spaces available at that level.

To be included in this lottery, open enrollment requests must be submitted to the students' attendance area school no later than June 1st. This lottery will take place no later than August 14th.

If spaces are available in August as a result of students leaving the district during the summer, students will be placed according to the remaining rank order created by the lottery described above. This placement will occur prior to the first day of school.

5. Once approved an open enrollment will ordinarily remain in effect until the student completes the highest level of instruction in the school; the student's parent requests that the open enrollment be rescinded; or administrators revoke the open enrollment for reasons such as erratic attendance, excessive tardiness, or other unsatisfactory performance, as defined below:

- -Student arrives tardy on more than 10% of school days
- Student is absent on more than 10% of attendance days
- Student has one expulsion or more than two suspensions

Lebanon Community Schools

Code: **JEC-AR (3)**
Revised/Reviewed: 4/15/10; 1/20/11, 4/14/16
Orig. Code(s): JEC-AR (C)

Application for Open Enrollment

Name of parent/guardian _____ Telephone number _____

Address _____

Date _____

I am requesting open enrollment for my child(ren) named below

to attend: _____ (**first choice** school requested)
(optional - second choice (optional school requested): _____
(optional - third choice- school requested(optional): _____

instead of: _____ (attendance area school)

Name(s) of student(s):	1) _____	Grade: _____	(2016-17)
	2) _____	Grade: _____	(2016-17)
	3) _____	Grade: _____	(2016-17)
	4) _____	Grade: _____	(2016-17)

Reason for request: _____

Would you like each student considered for open enrollment on an individual basis or would you like your students to be considered together? Mark the appropriate box below.

Individual student Students together

Applications for the upcoming school year must be received by the attendance area school by **June 1st**.

Summary of open enrollment conditions and procedures included on reverse side.

The district will not pay for transportation or any excess costs.

I have read, understand and will abide by the conditions written on the back of this form.

Parent/Guardian

Date

Open Enrollment Summary

1. Parents desiring to enroll a student in a district school in an attendance area other than the one in which they reside must complete an "Application for Open Enrollment" form and submit it to their attendance area school by June 1st. Parents may submit individual student or family applications.
2. These applications will be approved unless one of the following situations exists:
 - a. The school's enrollment capacity (on June 1st of the previous year) has been met.
 - Cascades – 350 students
 - Green Acres – 350 students
 - Hamilton Creek – 350 students
 - Lacombe – 250 students
 - Pioneer – 400 students
 - Riverview – 400 students
 - b. In elementary schools, the student's grade level classroom average is full. Full is defined as follows:
 - Grades K-2 – 22 students;
 - Grades 3-8 – 25 students;
3. A copy of the open enrollment application form noting the district's decision made will be mailed to the parent and the schools concerned no later than ~~September 1st~~ August 15th.
4. If there are more students requesting open enrollment into a school than there are spaces provided by the enrollment cap, then a lottery will be used to create a rank order of students.
5. Once approved an open enrollment will ordinarily remain in effect until the student completes the highest level of instruction in the school; the student's parent requests that the open enrollment be rescinded; or administrators revoke the open enrollment for reasons such as erratic attendance, excessive tardiness, or other unsatisfactory performance, as defined below:
 - Student arrives tardy on more than 10% of school days
 - Student is absent on more than 10% of attendance days
 - Student has one expulsion or more than two suspensions
- 5.6. Parents choosing to send their student to a school other than the school in their attendance boundary area will be responsible for transportation to and from school unless space is available on a district bus that travels an appropriate route.

Date Received: _____ Approved Denied Approval Pending _____

Received by: _____
Signature of superintendent

Reason for denial _____

Admission of Nonresident Students

By January 15 of each year, the principals will establish an approximate number of nonresident students their respective buildings can accommodate for the following school year.

Nonresident students may be admitted with tuition, with the exception of students who become “resident pupils” by one of the following methods:

1. By written consent of affected school boards (interdistrict transfer);
2. By written consent of the district board with which the student has made application for admission (open enrollment);
3. A foreign exchange student attending a district school on a J-1 Visa; or
4. A court order.

The amount of tuition will be established by July 1 of each year. Each admitted tuition paying student will be charged the same amount of tuition.

The district is not required to provide transportation outside the boundaries of the district. The student will be allowed to use existing bus routes and transportation services of the district. Transportation will be provided if required by federal law.

Minimum Standards of Behavior and Attendance

Interdistrict transfers may be revoked for the following reasons:

- Student has excessive tardies, defined as arriving tardy on more than 10% of school days
- Student has erratic attendance, defined as being absent more than 10% of school days
- Student has one expulsion or more than two suspensions

Consent for Admission of a Nonresident Student by Interdistrict Transfer

1. The application for admission must go through the superintendent’s office.
2. Admission must be approved by the superintendent.
3. Students receiving consent for admission may remain in the district for the school year until graduation¹. The student will not need to seek permission more than once from the same district of origin, to transfer to this district.

¹The receiving district determines the length of time granted for a student of an interdistrict transfer by mutual agreement. The length of time determined by the receiving district must be applied the same for all students receiving consent by mutual agreement. The bracketed language represents only examples the district may consider. The district may insert whatever length of time they decide.

Consent for Admission of a Tuition Paying Student

1. The application for admission must go through the superintendent's office.
2. Admission and annual renewal must be approved by the superintendent.
3. Admission of students paying tuition will result in a mutual tuition agreement between the parties and will be filed with the business office for billing and payment control.
4. The business manager shall prepare semester bills for all tuition paying students, and any student whose tuition remains unpaid 15 days after presentation of bills shall be excluded; the superintendent may grant additional time for payment should circumstances warrant it.
5. Students receiving consent may remain in the district for the school year.

Consent by the Nonresident District Board for which the Student has applied for Admission (Open Enrollment)

1. By March 1, the Board shall establish the number of students, if any, that will be given admission for the following school year under this process. Resident students will have first opportunity to request an intradistrict transfer prior to the placement of a nonresident student.
2. Nonresident students must make application no later than April 1, for admission in the following school year to the district they desire to attend. Applications must be submitted to the district office.
3. If the number of applications exceeds the number of admissions to be given, an equitable lottery process will be used to determine admission. This lottery process may give priority to applicants who currently have siblings enrolled in the district. Priority cannot be given to a nonresident student over an intradistrict transfer request from a resident student. If the district determines that admission will not be given to any students under this process there is no district obligation to give admission to siblings.
4. Once the student has been given admission, the student is considered a resident for all educational programs and remains a resident of the district until the student:
 - a. Graduates from high school;
 - b. Is no longer required to be admitted to the school district under ORS 339.115; or
 - c. Enrolls in a school in a different district.
5. By May 1, the district shall provide written notification of admission of a nonresident student into the district, to the district of the student's legal residence.

6/25/15|PH

Lebanon Community Schools

Code: **IGAI**
Adopted: 8/4/08
Readopted: 12/16/10
Orig. Code(s): IGAI

Human Sexuality, AIDS/HIV, Sexually Transmitted Diseases, Health Education**

The district shall provide an age appropriate, comprehensive plan of instruction focusing on human sexuality, HIV/AIDS and sexually transmitted infections and disease prevention in elementary and secondary schools as an integral part of health education and other subjects. Course material and instruction for all human sexuality education courses that discuss human sexuality shall enhance a student's understanding of sexuality as a normal and healthy aspect of human development. A part of the comprehensive plan of instruction shall provide age-appropriate child sexual abuse prevention instruction for students in kindergarten through grade 12. The district must provide a minimum of four instructional sessions annually; one instructional session is equal to one standard class period. In addition, the HIV/AIDS and sexually transmitted infections and disease prevention education and the human sexuality education comprehensive plan shall provide adequate instruction at least annually, for all students in grades 6 through 8 and at least twice during grades 9 through 12.

Parents, teachers, school administrators, local health departments staff, other community representatives and persons from the medical community who are knowledgeable of the latest scientific information and effective education strategies shall develop the plan of instruction and align it with the Oregon Health Education Standards and Benchmarks.

The Board shall approve the plan of instruction and require that it be reviewed and updated biennially in accordance with new scientific information and effective educational strategies.

Parents of minor students shall be notified in advance of any human sexuality or AIDS/HIV instruction. Any parent may request that his/her child be excused from that portion of the instructional program under the procedures set forth in Oregon Revised Statute (ORS) 336.035(2).

The comprehensive plan of instruction shall include the following information that:

1. Promotes abstinence for school age youth and mutually monogamous relationships with an uninfected partner for adults;
2. Allays those fears concerning HIV that are scientifically groundless;
3. Is balanced and medically accurate;
4. Provides balanced, accurate information and skills-based instruction on risks and benefits of contraceptives, condoms and other disease reduction measures;

5. Discusses responsible sexual behaviors and hygienic practices which may reduce or eliminate unintended pregnancy, exposure to HIV, hepatitis B/C and other sexually transmitted infections and diseases;
6. Stresses the risks of behaviors such as the sharing of needles or syringes for injecting illegal drugs and controlled substances;
7. Discusses the characteristics of the emotional, physical and psychological aspects of a healthy relationship;
8. Discusses the benefits of delaying pregnancy beyond the adolescent years as a means to better ensure a healthy future for parents and their children. The student shall be provided with statistics based on the latest medical information regarding both the health benefits and the possible side effects of all forms of contraceptives including the success and failure rates for prevention of pregnancy, sexually transmitted infections and diseases;
9. Stresses that HIV/STDs and hepatitis B/C can be possible hazards of sexual contact;
10. Provides students with information about Oregon laws that address young people's rights and responsibilities relating to childbearing and parenting;
11. Advises students of consequences of having sexual relations with persons younger than 18 years of age to whom they are not married;
12. Encourages family communication and involvement and helps students learn to make responsible, respectful and healthy decisions;
13. Teaches that no form of sexual expression or behavior is acceptable when it physically or emotionally harms oneself or others and that it is wrong to take advantage of or exploit another person;
14. Teaches that consent is an essential component of healthy sexual behavior. Course material shall promote positive attitudes and behaviors related to healthy relationships and sexuality, and encourage active student bystander behavior;
15. Teaches students how to identify and respond to attitudes and behaviors which contribute to sexual violence;
16. Validates the importance of one's honesty, respect for each person's dignity and well-being, and responsibility for one's actions;
17. Uses inclusive materials and strategies that recognizes different sexual orientations, gender identities and gender expression;
18. Includes information about relevant community resources, how to access these resources, and the laws that protect the rights of minors to anonymously access these resources.

The comprehensive plan of instruction shall emphasize skills-based instruction that:

19. Assists students to develop and practice effective communication skills, development of self esteem and ability to resist peer pressure;
20. Provides students with the opportunity to learn about and personalize peer, media, technology and community influences that both positively and negatively impact their attitudes and decisions related to healthy sexuality, relationships and sexual behaviors, including decisions to abstain from sexual intercourse;
21. Enhances students' ability to access valid health information and resources related to their sexual health;
22. Teaches how to develop and communicate sexual and reproductive boundaries;
23. Is research based, evidence based or best practice; and
24. Aligns with the Oregon Health Education Content Standards and Benchmarks.

All sexuality education programs emphasize that abstinence from sexual intercourse, when practiced consistently and correctly, is the only 100 percent effective method against unintended pregnancy, sexually transmitted HIV and hepatitis B/C infection and other sexually transmitted infections and diseases.

Abstinence is to be stressed, but not to the exclusion of contraceptives and condoms for preventing unintended pregnancy, HIV infection, hepatitis B/C infection and other sexually transmitted infections and diseases. Such courses are to acknowledge the value of abstinence while not devaluing or ignoring those students who have had or are having sexual relationships. Further, sexuality education materials, including instructional strategies, and activities must not, in any way use shame or fear-based tactics.

Materials and information shall be presented in a manner sensitive to the fact that there are students who have experienced, perpetrated or witnessed sexual abuse and relationship violence.

END OF POLICY

Legal Reference(s):

[ORS 336.035](#)
[ORS 336.107](#)
[ORS 336.455 to -336.475](#)
[ORS 339.370 to -339.400](#)

[OAR 581-022-0705](#)
[OAR 581-022-1440](#)
[OAR 581-022-1910](#)

LEBANON COMMUNITY SCHOOLS DISTRICT

Health Curriculum Notes

Grades K-5

Current Curriculum: Great Body Shop

Focus: Oregon Health Standards

Tender Topics: Family and puberty

Notification of Tender Topics: Sent to parents through Tuesday folders at least week before topic is scheduled to be discussed. Some notifications are sent home with the student to be shared with their parents.

Grades 6-12

Current Curriculum: Health 1 & 2

Focus: Oregon Health Standards

Tender Topics: Family structure, human reproduction, absence, communicative diseases, social issues, sustaining a healthy life style.

Notification of Tender Topics: Syllabi sign off's by parents.

Recommendations:

- 1) Clear board policy outlining the notification process
- 2) Adoption of health curriculum that has a clear scope and sequence
- 3) Supportive parent communication resources.

ENROLLMENT 9/20/2016														
School	ALL	KG	1	2	3	4	5	6	7	8	9	10	11	12
CASCADES	348	47	43	62	61	72	63							
GREEN ACRES	331	60	52	50	52	60	57							
HAMILTON CREEK	287	27	35	35	34	35	37	28	30	26				
LACOMB	220	23	22	16	24	27	29	21	29	29				
LEBANON HIGH	1346										338	305	323	380
PIONEER	360	63	45	54	52	59	64	23						
RIVERVIEW	402	60	53	64	78	72	75							
SEVEN OAK MIDDLE	605							176	222	207				
890	11		1	1	1	2	2	2		2				
LCSD Totals	3910	280	251	282	302	327	327	250	281	264	338	305	323	380

SCHOOL	NEW OPEN ENROLLMENTS	GRANDFATHERED BOUNDARY
CASCADES	52	35
GREEN ACRES	11	
HAMILTON CREEK	28	
LACOMB	7	
LEBANON HIGH		
PIONEER	29	2
RIVERVIEW	42	32
SEVEN OAK MIDDLE	27	8

ENROLLMENT 6/7/2016

School	ALL	KG	1	2	3	4	5	6	7	8	9	10	11	12
CASCADES	356	46	63	61	69	67	50							
GREEN ACRES	286	43	52	45	58	51	37							
HAMILTON CREEK	286	28	30	32	29	37	38	36	22	34				
LACOMB	214	17	17	24	19	30	16	30	33	28				
LEBANON HIGH	1400										297	316	336	451
PIONEER	409	44	50	50	54	56	39	31	40	45				
RIVERVIEW	411	60	67	75	74	75	60							
SEVEN OAK MIDDLE	538							176	160	202				
890	19	1	2		3	2		1	5	5				
LCSD Totals	3919	239	281	287	306	318	240	274	260	314	297	316	336	451

2016 Ballot Measures

Ballot Measure 97

- Increases the corporate minimum tax on “C” corporations with sales in Oregon in excess of \$25 Million.
- Creates a 2.5% tax on sales in excess of \$25 Million.
- Raises Approximately \$6 Billion for 2017-2019 Biennium.
- Funds are to be allocated to:
 - Public Early Childhood Education;
 - Public K- 12 Education;
 - Health Care; and
 - Services for Senior Citizens
- OSBA Board – Neutral

Ballot Measure 98

- Requires legislature to separately provide at least \$800 per high school student—adjusted upward annually for inflation/population—to a Department of Education (ODE) administered account.
- Creates funds of \$256 Million for 2017- 2019.
- ODE distributes those funds to school districts on an ADMw basis to establish or expand high school programs providing career-technical education, college-level courses, and dropout-prevention strategies.
- School districts must apply for grants.
- Districts may use limited portion of fund for administration costs but not unrelated activities.
- ODE monitors school district performance, ensures compliance, drafts administrative rules for program.
- Secretary of State will conduct performance and financial audits of the funds expenditures and effectiveness.
- OSBA Board - Support

Ballot Measure 99

- Creates a new statutory allocation on Lottery Funds capped at up to \$22 million dollars annually.
- Transfers these funds to the “Outdoor School Education Fund” administered by the Oregon State University Extension Service.
- Fund allows all Oregon fifth or sixth graders to access a week long Outdoor School program.
- OSBA Board - Neutral

**Lebanon Community Schools
Board Resolution 1617-1 Revised**

The Lebanon Community Schools Board of Directors resolves the following for the 2016-2017 School Year:

- A. Bonding of the Board Chairman, Superintendent/Clerk, Deputy Clerk: BE IT RESOLVED that the Lebanon School Board of Directors designates Property and Casualty coverage for education (PACE) to provide a Public Employee Dishonesty Coverage in a minimum amount of \$100,000 (fidelity bond) in accordance with ORS 332.525 and ORS 328.441.
- B. Chief Administrative Officer: BE IT RESOLVED that the Lebanon School Board of Directors hereby designates Robert Hess as Chief Administrative Officer for the 2016-2017 fiscal year.
- C. Deputy Clerk: BE IT RESOLVED that the Lebanon School Board of Directors hereby designates Linda Darling as Deputy Clerk for the 2016-2017 fiscal year.
- D. Custodian of Funds: BE IT RESOLVED that the Lebanon School Board of Directors hereby designates Robert Hess, and Linda Darling to be the custodian of funds and further authorize facsimile signature under ORS 328.441, ORS 328.445.
- E. Authorization to Sign Payroll and Monthly Disbursements: BE IT RESOLVED that the Lebanon School Board of Directors hereby designates, Robert Hess and/or Linda Darling to sign monthly disbursements and payroll.
- F. Authorization to approve and pay all accounts payable: BE IT RESOLVED that the Lebanon School Board of Directors hereby designates Robert Hess and/or Linda Darling to approve and pay all accounts payable within the limits of the adopted budget document. Licensed administrators may approve up to \$250 purchase orders unless revoked by the Superintendent.
- G. Budget Officer: BE IT RESOLVED that the Lebanon School Board of Directors hereby designates Robert Hess as budget officer for the 2016-2017 fiscal year.
- H. Official Auditors: BE IT RESOLVED that the Lebanon School Board of Directors hereby designates Accuity, LLC as the official auditor for the 2016-2017 fiscal year district books.
- I. Newspaper-of-Record: BE IT RESOLVED that the Lebanon School Board of Directors hereby designates the Albany Democrat Herald and the Lebanon Express as the district newspaper-of-record for the 2016-2017 fiscal year.

- J. Insurance Agent-of-Record: BE IT RESOLVED that the Lebanon School Board of Directors hereby designates Rhodes Warden Insurance as the district insurance agent-of-record for the 2016-2017 fiscal year.
- K. Attorney-of-Record: BE IT RESOLVED that the Lebanon School Board of Directors hereby designates Hungerford Law Firm as attorneys-of-record for all general education related legal services and ~~the Oregon School Boards Association~~ for collective bargaining services the 2016-2017 fiscal year.
- L. Hearing Officer: BE IT RESOLVED that the Lebanon School Board of Directors hereby designates Robert Hess to serve as the hearing officer in all matters pertaining to the operation of the school district and/or matters on personnel and, further designates Robert Hess or his designee to serve as the hearing officer on student records including expulsion hearings.
- M. Authorization to Participate in Federal and State Programs: BE IT RESOLVED that Superintendent Robert Hess is hereby authorized as the official district representative for IDEA, Title IA, Title IIA, Title III, Title IV, and Title V, Title VI, EBISS, Carl Perkins Grant, other various grants through local, Linn/Benton ESD, Misc. State Grants and Misc. Federal Grants.
- N. Regular Monthly Meetings: BE IT RESOLVED that the following meeting dates and time for the 2016-2017 fiscal year:

August 18, 2016	<u>Reorganization Meeting</u>	<u>Pioneer School</u>
September 8, 2016	Regular Meeting	District Office – Board Room
October 13, 2016	Regular Meeting	<u>Cascades School</u>
November <u>17</u> , 2016	Regular Meeting	<u>Lacomb School</u>
December 8, 2016	Regular Meeting	<u>Green Acres School</u>
January 12, 2017	Regular Meeting	<u>Lebanon High School</u>
February 9, 2017	Regular Meeting	<u>Hamilton Creek School</u>
March 9, 2017	Regular Meeting	<u>Seven Oak Middle School</u>
April 13, 2017	Regular Meeting	District Office – Board Room
April 27, 2017	Regular Meeting	District Office – Board Room
May 11, 2017	Regular Meeting	District Office – Board Room

May 25, 2017	Regular Meeting	District Office – Board Room
June 8, 2017	Regular Meeting	<u>Pioneer School</u>

*** Regular Board Meetings begin at 6:00 p.m.**

- O. Depository-of-Funds: BE IT RESOLVED that the Lebanon School Board of Directors hereby designate FDIC Wells Fargo, Oregon State Treasury and Local Government Investment Pool.
- P. Establish the Borrowing Limit for the Custodian of Funds: BE IT RESOLVED that the Lebanon School Board of Directors hereby allows the Custodian of Funds to borrow up to \$5,000,000. Notice is to be given to the Board prior to the loan.
- Q. Approves short term loans between funds: BE IT RESOLVED that Linda Darling, Deputy Clerk/Director of Business Services is authorized to do short term loans between funds in order to pay district obligations.
- R. Identify Confidential Employees: BE IT RESOLVED that the Lebanon School Board of Directors hereby designates Nicole Hundley and Susie Otta as confidential employees and all directors and administrators, as individuals that are excluded from the bargaining units.
- S. Reaffirm Lebanon School District as its own Local Contract Review Board (LCRB)
- T. Alternative Education Programs: BE IT RESOLVED that the Lebanon School Board of Directors hereby designates Lebanon High School Alternative Programs, LBCC Alternative Program, and Community Services Consortium (CSC) as alternative education programs.
- U. The following designation of the 2015-2016 ending fund balances and revenues for specific uses in 2016-2017:
 - a. Committed Fund Balances –
 - i. The ending balance of each of the following funds is “Committed” in accordance with the purposes stated for each fund or program in the FY 2016-2017 adopted budget.
 - b. Restricted Fund Balances –
 - i. The ending balance of all grant related special revenue funds (including food service) shall be designated as restricted for the sole uses intended by the granting authorities.
 - ii. Ending fund balances in Student Activities Funds are restricted for the benefit and intent associated with each of the student body groups.
 - iii. Unemployment Insurance Fund is restricted for expenditures of unemployment claims paid by the State for former District employees.

- c. Debt Service Funds –
 - i. Funds are “Restricted” for the accumulation of resources and payment of principal and interest related to associated debt offerings.

Passed this 13th day of October, 2016.

Board Chair

Rob Hess, Superintendent

Business Report

By: Linda Darling, Business Director

October 13, 2016

Financial Report: (enclosure D-1)

The 2016-2017 Financial Board report included in this Board packet reflects all of projected revenue and expenditures for 2015-2016 through 2017-2018, along with the budgeted and spent or encumbered amounts for 2016-2017. The projected Ending Fund Balance for 2015-2016 is \$3,024,966 which is a slight decrease from the September projection. There will be continued change of this amount until Audit is completed (Nov. 2016). The amounts in 2016-2017 salaries and benefits will change some throughout the year but the majority of change is reflected in this report, since employees have selected their benefit plans and the Sept. payroll has been completed. The projected Ending Fund Balance (EFB) for 2016-2017 is \$2,911,246. There are many factors that impact this projected EFB, like staffing changes, contract conditions, and items required for district operations.

In an effort to show how the PERS increase could impact our financial operations in 2017-2018, I've done a projected EFB. Listed below are the assumptions that I used to develop this projected EFB of \$1,809,060:

- Flat Funding: no increase in State School Funding (SSF), very little change in the other areas compared to the 16-17 projected revenue. If Measure 97 doesn't pass, the SSF may not even be what is included in this projection.
- Salaries: everyone eligible receives steps, 3% increase to the Classified Salary Schedule (current contract language), extra duty pay and substitutes at current rate / at projected amount for 16/17. Any extra duty & extra hours that are associated with classified employees was increased 3%. The remaining areas are very close to what is projected for 16-17.
- Benefits: the additional PERS amount was included, Social Security and Worker's Comp. were increased at the current rates on the total salary amount. For insurance costs to the district the 16/17 projected amount was used.
- Purchased Services, Supplies & Materials, Capital Outlay, and Other Objects: The majority of the areas are calculated using a formula based off of an average of three past 3 years and 16/17 projected amounts, rounded to the nearest thousand. There are a few exceptions and they are calculated the same as the 16/17 projected amount.
- Transfers: The amounts used are based off of potential need or this year's budget.

This projection is based off of a lot of unknowns and estimates. The purpose of this project is to give us a snapshot of the potential impact to the EFB and health of our district.

Oregon Economic and Revenue Forecast:

The Oregon Economic and Revenue Forecast was released September 14, 2016. Information will be included in the October Board Report. The report shows that job growth continues but can't be sustained for the long term. The General fund projection is short \$2.2 million. The overall change is minimal from the previous forecast.

PERS Rates for 2017-2019:

On September 30th the PERS Board adopted the rates for the 2017-2019 biennium. During the PERS Meeting Steve Rodeman reminded everyone that as bleak as these are, jurisdictions should expect similar increases in 2 years, and likely in 4 years as well, barring significantly higher than anticipated returns in the fund. Below are the rates impacting LCSD:

Summary of PERS Employer Contribution Rates

Net Employer Contribution Rate

Employee Number: 3000	School District		LCSD (includes 6% IAP Contribution)	
	Tier 1/Tier 2 Payroll	OPSRP Payroll	Tier 1/Tier 2 Payroll	OPSRP Payroll
7/1/15 - 6/30/17	22.33%	17.64%	28.33%	23.64%
7/1/17 - 6/30/19	27.20%	21.87%	33.20%	27.90%
Net Change for 2017-2019	4.87%	4.23%	4.87%	4.26%

Tier One covers members hired before January 1, 1996; Tier Two covers members hired between January 1, 1996 and August 28, 2003; and OPSRP (Oregon Public Service Retirement Plan) covers members hired on or after August 29, 2003. The IAP contains all member contributions (6% of covered salary) made on and after January 1, 2004.

The Tier rates continue to increase more than the OPSRP. Our current staffing (520 employees) are made up of 197 Tier 1/ 2 and 323 OPSRP. The impact of the PERS increase, for one year, will be approximately \$1,040,000. The assumptions that I used for this calculation are everyone eligible receives steps, 3% increase to the Classified Salary Schedule (current contract language), extra duty pay and substitutes at current rate / at projected amount for 16/17.

Audit:

The week of Oct 10th, Accuity will be in the district testing our financial data; during their February visit they tested internal controls, grant processes, and many other things. With the information that they will gather and the testing our 2015-2016 audit report will be completed in November.

2016-2017 General Fund Summary Report

	13/14 Actual	14/15 Actual	15/16 Project 9/29/2016	16/17 Budget	9-28-16 YTD & Enc	9-28-16 Balance	16/17 Project 9/29/2016	17/18 Project 10/4/2016
General Fund - Revenue								
SSF Formula	33,010,958	34,926,096	36,112,627	36,450,825	9,078,801	27,372,024	37,125,600	37,162,000
SSF Adjustment	354,709	48,134	(330,463)	-	-	-	(400,000)	-
Interest	55,090	62,596	91,478	70,000	13,500	56,500	70,000	70,000
Third Party Billing	35,680	25,179	45,178	50,000	6,231	43,769	50,000	39,000
TMR	189,021	154,930	149,514	175,000	-	175,000	164,000	164,000
JROTC	44,877	64,220	66,034	65,000	16,811	48,189	66,000	67,000
Other	493,650	379,017	297,128	450,000	90,778	359,222	387,000	386,000
Interfund Transfer	680,000	60,000	60,000	60,000	16,609	43,391	60,000	60,000
BFB	1,065,336	3,162,455	3,932,387	2,950,000	-	2,950,000	3,025,000	2,911,000
Total	35,929,322	38,882,628	40,423,883	40,270,825	9,222,730	31,048,095	40,547,600	40,859,000
	=====	=====	=====	=====	=====	=====	=====	=====
General Fund - Expenses								
Salaries	15,946,123	16,263,399	17,884,343	18,652,514	17,542,943	1,109,571	18,787,500	19,152,700
Benefits	9,581,618	10,020,660	10,645,144	11,477,648	9,541,938	1,935,710	10,667,240	11,645,440
P. Services	4,781,674	5,112,768	5,027,111	4,805,057	1,378,987	3,426,070	4,318,114	4,418,700
Supplies	1,123,636	1,477,643	1,380,753	1,708,226	711,166	997,060	1,348,300	1,472,000
Capital Outlay	-	6,779	20,047	50,000	33,317	16,683	50,000	19,000
Other Objects	262,806	308,993	286,294	337,380	263,824	73,556	300,200	325,100
Transfers	902,369	1,760,000	2,155,225	2,240,000	-	2,240,000	2,165,000	2,017,000
Contingency	-	-	-	1,000,000	-	1,000,000	-	-
Total	32,598,226	34,950,241	37,398,917	40,270,825	29,472,175	10,798,650	37,636,354	39,049,940
	=====	=====	=====	=====	=====	=====	=====	=====
		<i>Projected Ending Fund Balance</i>	3,024,966				2,911,246	1,809,060

Enclosure D-1

2016-2017 General Fund Revenue Report

	13/14 Actual	14/15 Actual	15/16 Project 9/29/2016	16/17 Budget	9-28-16 YTD	9-28-16 Balance	16/17 Project 9/29/2016	17/18 Project 10/4/2016
SSF Formula								
Taxes	7,903,432	8,234,812	8,533,160	8,675,000	34,779	8,640,221	8,677,600	8,800,000
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	507,000
State Timber	210,996	405,152	181,382	100,000	-	100,000	181,000	245,000
School Support Fund	24,235,526	25,578,283	26,623,971	27,109,825	9,044,022	18,065,803	27,534,000	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	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	9,078,801	27,372,024	36,725,600	37,162,000
Interest of Investments	55,090	62,596	91,478	70,000	13,500	56,500	70,000	70,000
Third Party billing - Medicaid	35,680	25,179	45,178	50,000	6,231	43,769	50,000	39,000
TMR	189,021	154,930	149,514	175,000	-	175,000	164,000	164,000
JROTC reimbursement	44,877	64,220	66,034	65,000	16,811	48,189	66,000	67,000
Other								
Rental Fees	24,989	27,828	10,474	10,000	824	9,176	5,000	5,000
Fees Charged to Grants	-	-	800	50,000	-	50,000	-	-
Miscellaneous	396,771	282,468	202,944	310,000	13,107	296,893	296,000	295,000
E-Rate reimbursement	71,891	68,721	82,910	80,000	76,847	3,153	86,000	86,000
Interfund Transfer - Athletics	680,000	60,000	60,000	60,000	16,609	43,391	60,000	60,000
Beginning Fund Balance	1,065,336	3,162,455	3,932,387	2,950,000	-	2,950,000	3,025,000	2,911,000
Total	35,929,322	38,882,628	40,423,883	40,270,825	9,222,730	31,048,095	40,547,600	40,859,000

Enclosure D-1

2016-2017 General Fund Expenditure Report

Obj	Description	9/29/2016			16/17 Budget	9-28-16 YTD	9-28-16 Encumb	9-28-16 Balance	9/29/2016	
		13/14 Actual	14/15 Actual	15/16 Project					16/17 Project	17/18 Project
111	Certified salaries	9,312,212	9,311,147	10,161,648	10,626,822	952,278	9,750,250	(75,706)	10,733,000	10,947,000
112	Classified salaries	3,821,771	4,164,521	4,545,055	4,967,526	676,566	4,049,611	241,349	4,814,000	4,954,300
113	Administrative salaries	1,409,054	1,464,907	1,648,330	1,612,788	405,398	1,216,196	(8,806)	1,622,000	1,633,000
114	Managerial - classified	92,856	94,714	178,755	187,684	46,949	140,848	(113)	188,000	189,500
116	Retirement stipends	99,065	76,123	51,134	44,000	9,213	26,408	8,379	41,000	20,000
118	Retirement Support Program	159,600	-	-	-	-	-	-	-	-
119	Confidential salaries	125,872	125,785	84,504	95,139	24,477	73,430	(2,768)	134,000	136,000
121	Certified subs	364,590	373,350	432,293	382,854	4,849	-	378,005	431,000	432,000
122	Classified subs	147,575	148,818	155,004	162,800	6,965	-	155,835	191,000	191,000
123	Temp certified	61,461	62,030	73,949	53,500	350	-	53,150	74,000	74,000
124	Temp classified	3,775	982	-	500	-	-	500	-	-
127	Student helpers salaries	12,466	11,768	7,895	6,000	-	-	6,000	6,000	9,500
132	Compensation time	19,026	23,861	25,767	32,650	75	-	32,575	27,500	27,500
133	Extra duty	149,434	254,381	324,897	324,201	87,196	47,929	189,076	325,000	335,000
134	Classified extra hrs	123,909	142,975	185,048	135,000	23,595	-	111,405	185,000	191,000
135	Vacation Payoff	17,384	4,377	6,938	15,650	-	-	15,650	7,000	8,900
136	Mentor teacher pay	1,568	990	609	-	-	-	-	1,000	1,000
137	Personal Leave Payout	22,057	75	-	-	-	-	-	-	-
138	Department Head Extra Duty	2,122	2,159	1,613	4,000	213	-	3,788	2,000	2,000
142	Taxable Meal Reimbursement	328	436	903	1,400	147	-	1,253	1,000	1,000
	Total Salaries	15,946,123	16,263,399	17,884,343	18,652,514	2,238,271	15,304,671	1,109,571	18,787,500	19,152,700
								-		
210	PERS	3,955,693	3,976,407	4,187,401	4,682,670	529,680	3,506,338	646,652	4,185,400	5,105,400
220	Social Security	1,183,575	1,207,537	1,328,140	1,391,886	165,466	1,088,516	137,904	1,349,200	1,401,900
231	Worker's Comp	119,163	136,822	173,370	219,075	31,665	164,916	22,494	205,200	210,700
241	Employee Ins - Admin		177,948	212,862	220,380	52,176	156,380	11,824	209,000	209,000
242	Employee Ins - Certified	2,146,033	2,307,416	2,328,554	2,432,267	201,754	1,688,811	541,702	2,330,000	2,330,000
243	Employee Ins - Classified	1,721,374	1,874,827	2,137,321	2,249,129	254,804	1,591,852	402,473	2,120,000	2,120,000
244	Employee Ins - Other	20,636	20,700	7,731	25,820	5,160	15,476	5,184	30,640	30,640
245	Employee Ins - Retired	389,149	276,090	228,774	230,000	51,142	-	178,858	200,000	200,000
247	TSA	45,996	42,912	40,991	26,421	6,437	31,365	(11,381)	37,800	37,800
	Total Benefits	9,581,618	10,020,660	10,645,144	11,477,648	1,298,284	8,243,654	1,935,710	10,667,240	11,645,440

Enclosure D-1

2016-2017 General Fund Expenditure Report

Obj	Description	9/29/2016					9/29/2016			10/4/2016
		13/14 Actual	14/15 Actual	15/16 Project	16/17 Budget	9-28-16 YTD	9-28-16 Encumb	9-28-16 Balance	16/17 Project	17/18 Project
311	Instructional Services	69,272	152,856	157,581	180,800	450	60,000	120,350	160,000	160,000
312	Instr Prog Improve Service	18,733	43,468	36,748	20,000	17,512	-	2,488	35,000	33,000
319	Other Instr-Prof-Tech SVCS	14,977	21,870	9,745	15,000	-	-	15,000	15,500	16,000
322	Repairs & Maintenance	101,489	163,270	168,482	108,517	25,083	40,097	43,337	144,414	144,000
323	Radio Service	-	-	7,767	-	279	32,134	(32,413)	37,900	11,000
324	Rentals	121,204	135,308	104,777	140,350	15,518	37,546	87,286	125,000	122,000
325	Electricity	440,338	467,896	473,758	472,100	93,482	-	378,618	460,700	461,000
326	Fuel	187,486	177,759	187,899	236,000	6,021	-	229,979	184,400	188,000
327	Water & Sewer	112,986	139,255	121,239	145,900	28,542	-	117,358	124,500	139,000
328	Garbage	77,676	86,324	96,811	95,600	6,833	-	88,767	86,900	87,000
329	Other Property Services	420	13,001	19,246	11,400	11,165	1,850	(1,615)	10,900	11,000
330	Reimb. Student Transportation	4,204	6,950	-	8,800	-	-	8,800	15,000	7,000
340	Travel	65,317	114,592	140,225	136,690	40,224	1,481	94,984	140,000	140,000
343	Travel - Student - Out of Dist.	1,665	-	-	4,150	-	-	4,150	-	-
346	Meals/Transportation	148	104	48	500	-	-	500	200	100
348	Staff Tuition	30,645	49,577	44,768	40,000	5,506	-	34,494	48,000	50,000
351	Telephone	67,513	82,642	70,529	71,300	4,137	4,325	62,838	73,000	73,000
353	Postage	25,894	23,607	21,909	28,650	1,112	-	27,538	23,800	24,000
354	Advertising	1,874	4,416	3,551	4,700	-	-	4,700	3,300	3,000
355	Printing & Binding	13,897	68,861	48,223	82,100	5,333	451	76,316	43,700	44,000
360	Charter School Payments	1,954,971	2,064,403	1,961,788	2,085,000	691,186	-	1,393,814	1,800,000	1,945,000
371	Tuitions Payments to Other Dist.	37,250	40,570	29,701	125,000	-	-	125,000	47,000	39,000
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	250,000
381	Audit Services	27,150	27,650	25,150	30,000	-	-	30,000	30,000	30,000
382	Legal Services	9,011	2,028	5,288	25,000	188	-	24,813	5,400	5,000
384	Negotiation Services	14,344	5,934	13,784	10,000	-	-	10,000	11,400	11,000
386	Data Processing SVCS	57,261	59,787	76,794	81,300	15,890	2,250	63,160	76,800	68,000
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	56,717	139,443	134,440	320,700	320,700
391	Physical Exams - Drivers	2,175	2,380	3,168	3,700	285	3,215	200	2,600	3,000
392	Drug Tests Drivers	1,110	1,110	635	3,000	220	1,780	1,000	1,000	1,000
393	Child Care Services	22,000	22,000	22,000	25,000	2,200	19,800	3,000	22,000	22,000
394	Sub calling service	5,536	5,559	7,489	8,000	6,464	-	1,536	7,500	7,500
396	Criminal History checks	2,332	2,546	2,928	2,900	238	-	2,662	2,600	3,000
398	Fingerprinting	138	639	462	1,000	-	-	1,000	400	400
	Total P. Services	4,781,674	5,112,768	5,027,111	4,805,057	1,034,615	344,372	3,426,070	4,318,114	4,418,700

Enclosure D-1

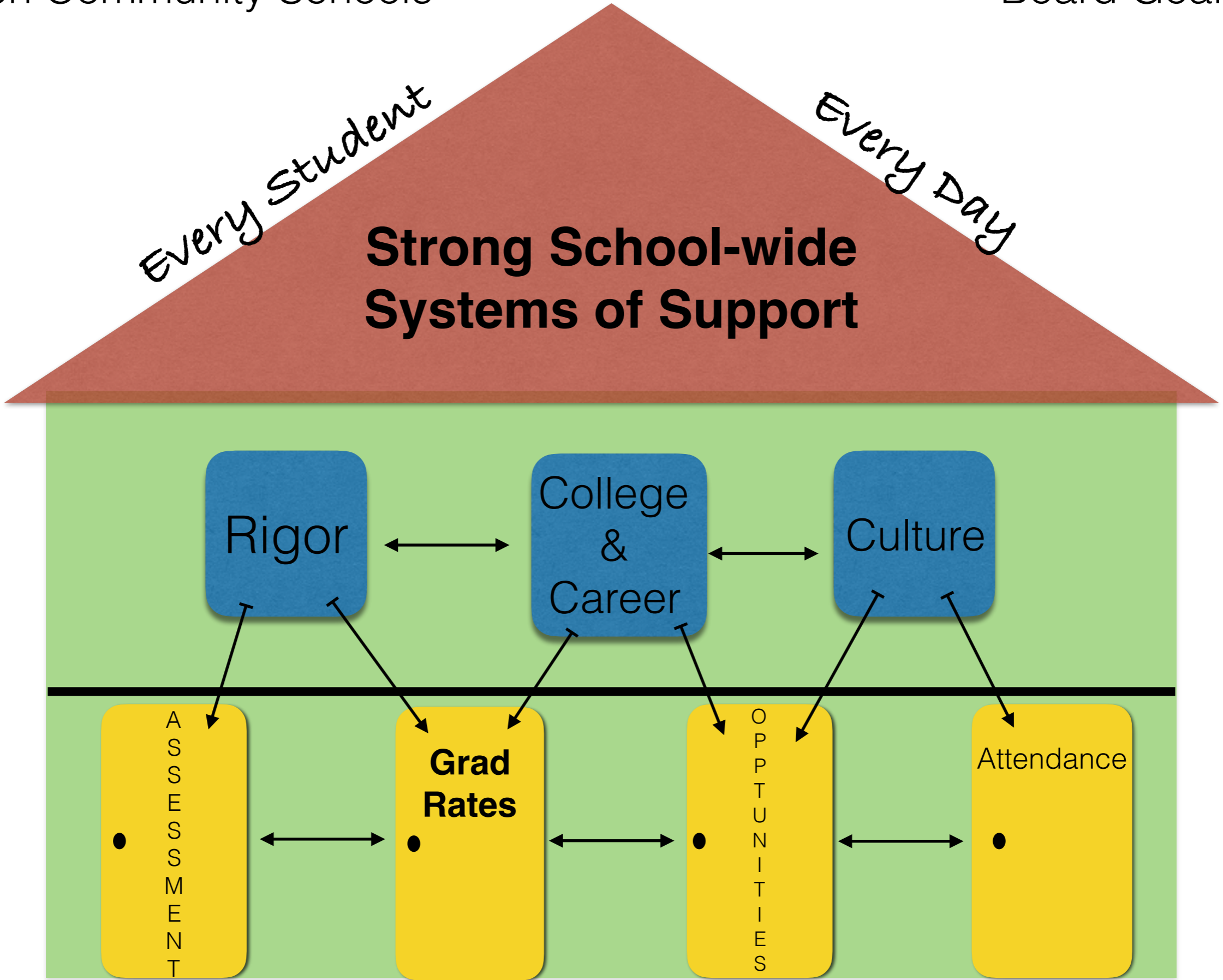
2016-2017 General Fund Expenditure Report

Obj	Description	9/29/2016			16/17 Budget	9-28-16 YTD	9-28-16 Encumb	9-28-16 Balance	9/29/2016	
		13/14 Actual	14/15 Actual	15/16 Project					16/17 Project	17/18 Project
406	Gas Oil & Lubricants	189,904	152,805	103,868	211,000	6,464	151,383	53,154	149,000	190,000
410	Supplies & Materials	356,317	457,671	419,096	534,498	167,528	40,397	326,573	438,000	458,000
413	Vehicle repair parts	54,783	50,201	48,980	63,000	8,883	25,397	28,720	51,300	55,000
414	Transportation operations	5,262	5,674	6,060	5,300	906	3,335	1,059	5,700	6,000
420	Textbooks	173,653	240,685	131,379	195,300	21,040	17,777	156,483	84,000	84,000
430	Library Books	6,636	9,934	8,588	11,200	72	-	11,128	8,400	10,000
440	Periodicals	3,753	6,012	1,937	4,920	3,461	239	1,221	3,900	4,000
460	Equipment under 5K	122,132	125,632	212,514	233,322	28,073	30,151	175,098	169,000	213,000
470	Computer software	139,153	173,513	195,888	241,775	80,153	46,119	115,503	185,000	196,000
480	Computer hardware	72,041	255,516	252,444	207,911	79,789	-	128,122	254,000	256,000
	Total Supplies & Materials	1,123,636	1,477,643	1,380,753	1,708,226	396,368	314,798	997,060	1,348,300	1,472,000
540	Equipment	-	6,779	20,047	50,000	11,000	22,317	16,683	50,000	19,000
	Total Capital Outlay	-	6,779	20,047	50,000	11,000	22,317	16,683	50,000	19,000
621	Regular Interest	-	-	-	500	-	-	500	-	-
640	Dues & Fees	51,933	92,488	67,655	103,080	33,197	1,449	68,435	80,100	92,000
650	Insurance & Judgments	210,873	216,456	218,639	233,600	229,179	-	4,421	220,000	233,000
670	Taxes & Licenses	-	49	-	200	-	-	200	100	100
	Total Other Objects	262,806	308,993	286,294	337,380	262,376	1,449	73,556	300,200	325,100
710	Transfer - Technology	50,000	175,000	200,000	225,000	-	-	225,000	225,000	50,000
711	Transfer - Classroom Furniture	-	50,000	50,000	25,000	-	-	25,000	25,000	25,000
712	Transfer - Textbook Adoption	50,000	350,000	350,000	300,000	-	-	300,000	300,000	350,000
713	Transfer - Capital Improvement	150,000	225,000	250,000	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	10,000
715	Transfer - Athletic Fund	336,000	365,000	365,000	405,000	-	-	405,000	405,000	405,000
716	Transfer - Bus Replacement	150,000	250,000	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	25,000
718	PERS Reserve	-	150,000	500,000	500,000	-	-	500,000	500,000	500,000
719	Transfer - Food Service	16,369	50,000	65,225	150,000	-	-	150,000	75,000	52,000
730	Transfer - Debt Service	-	-	-	100,000	-	-	100,000	100,000	100,000
731	Transfer - Academic Achievemen	-	10,000	-	-	-	-	-	-	-
	Total Transfers	902,369	1,760,000	2,155,225	2,240,000	-	-	2,240,000	2,165,000	2,017,000
810	Reserve/Contingency	-	-	-	1,000,000	-	-	1,000,000	-	-
	Grand Total	32,598,226	34,950,241	37,398,917	40,270,825	5,240,914	24,231,261	10,798,650	37,636,354	39,049,940

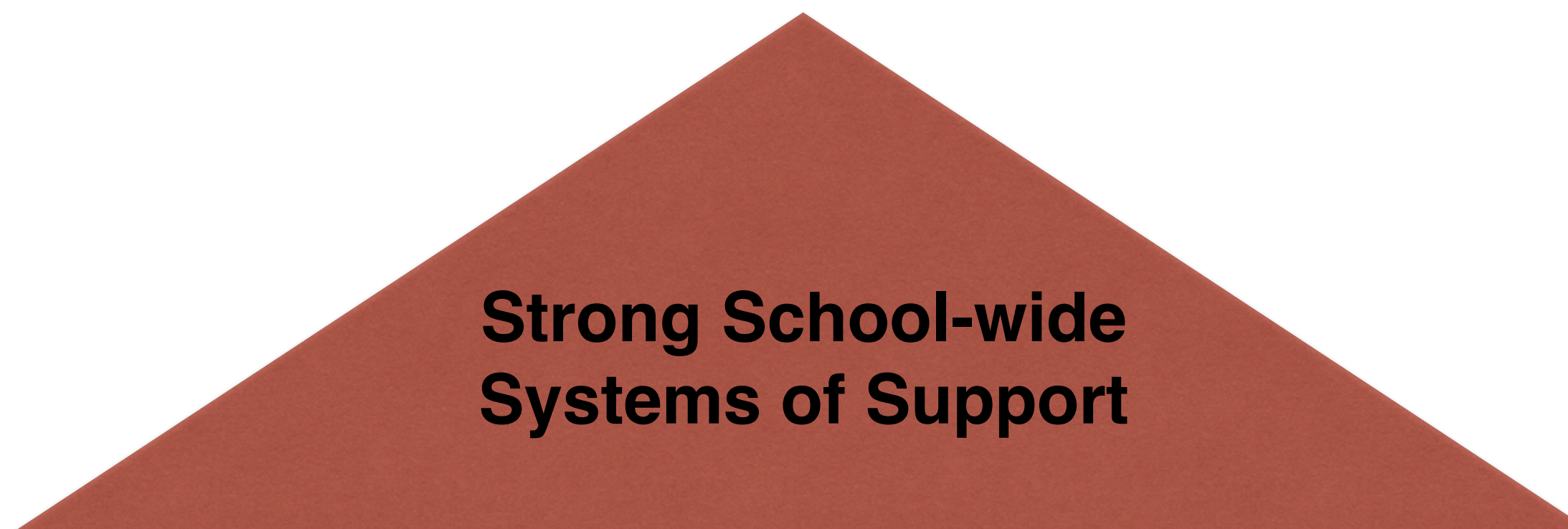
2016-2017 All Funds Summary Report

All Funds

Fund	Description	13/14	14/15	15/16	15/16	16/17	9-28-16	9-28-16	9-28-16	9/29/2016	16/17
		Actual	Actual	Proj. Actual	Proj. EFB	Adopted Budget	Y-T-D	Encumb	Balance	Proj. Actual	Proj. EFB
100	General Fund	32,766,866	34,950,241	37,398,917	3,024,966	40,270,825	5,240,914	24,231,261	10,798,650	37,636,354	2,911,246
200	Grant Funds	2,663,753	2,591,884	2,353,551	2,002	5,200,500	401,171	1,595,452	3,203,878	2,536,000	-
205	Senate Bill 1149	-	185,000	-	88,329	171,500	-	-	171,500	-	165,000
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	171,000
232	Classroom Furniture	-	50,000	40,792	9,208	38,000	-	-	38,000	15,000	20,000
240	Textbook Adoption	107,421	18,550	759,564	973	485,000	38,720	14,519	431,761	301,000	-
272	Capital Improvments	319,070	284,536	156,950	93,050	330,000	81,632	40,417	207,951	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	115,612	47,028	957,359	615,000	500,000
286	High School Athletics	445,218	445,055	453,152	91,820	581,000	92,916	149,275	338,809	475,000	100,000
292	CTE Local Fund	-	-	-	-	100,000	-	-	-	-	-
296	Nutrition Services	1,683,116	1,596,163	1,615,906	339,810	2,020,907	234,113	962,694	824,100	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	-	-	3,618,482	3,618,500	25,000
310	Debt Service / SB 1149	5,151	-	-	-	-	-	-	-	-	-
311	2011 Non-Bonded Debt	223,547	223,547	223,547	119,551	349,715	-	-	349,715	223,547	126,000
530	Vocational House Fund	-	-	-	-	250,000	-	-	-	-	-
601	Unemployment	37,166	37,539	10,646	95,630	120,000	350	-	119,650	20,000	100,000
Grand Total		42,988,258	44,740,285	47,274,779	5,986,175	57,253,923	6,838,755	27,040,646	23,024,522	48,159,401	6,174,896
		=====	=====	=====	=====	=====	=====	=====	=====	=====	=====



Pursuing Excellence for...



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

Rigor

Staff uses inquiry-based, collaborative strategies to challenge and engage students in content resulting in increasingly complex levels of understanding. Expectations are high for all.

College & Career

Students are prepared to be successful at the 4 year university level, 2 year college level, trade school, military, CTE pathways, or work force depending on their career interests and plans.

Culture

Schools are inviting, encouraging, and positive places to be that listen to student interests, support student needs, engage parents/community involvement, and develop the whole child.

Graduation



- 1. Standard diploma in 4 years**
2. Standard diploma in 5 years
3. 5 year completion rate
4. Drop out rate
5. 9th, 10th, 11th graders on track to graduate (credits earned)
6. Employability skills
7. Core Academic passing rates

Attendance



1. **Regular attenders:** Percent of students attending at least 90% of total school days.
2. School-wide attendance rate
3. Mobility rate
4. Open enrollment

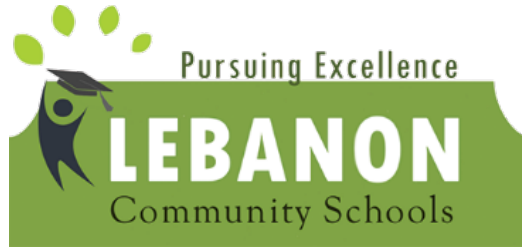
Assessment

1. **SBAC Success:** Percent of students receiving a 3 or 4 on the statewide assessment in Math and ELA at grades 3-8, and 11.
2. Essential Skills (high school)
3. STAR Assessment (K-5)
4. MAP Assessment (6-12)
5. AP passing rate
6. PSAT, SAT, ACT
7. Teacher developed formative & summative assessments
8. Report Cards (GPA)

Opportunities



1. AP enrollment and offerings
2. CTE Programs
3. AVID Elective
4. Middle School Electives & Activities
5. Elementary counseling, music, PE, and art
6. Access to technology (K-12)
7. Alternative learning settings and support
8. Sports, clubs, activities, and electives
9. Social and emotional support



Superintendent Evaluation

Rigor

Staff uses inquiry-based, collaborative strategies to challenge and engage students in content resulting in increasingly complex levels of understanding. Expectations are high for all.

College and Career Readiness

Students are prepared to be successful at the 4 year university level, 2 year college level, trade school, military, CTE programs, or work force depending on their career interests and plans.

Culture

Schools are inviting, encouraging, and positive places to be that listen to student interests, support student needs, engage parents/community involvement, and develop the whole child.

Key Result Areas

	2014-2015	2015-2016	2017 Goal
Graduation: Quantitative Helping students to graduate within four years with a standard diploma and a strong plan for their future is the #1 job of our school district.			
Key Result: 4-year Graduation Rate			
Attendance: Quantitative Research shows that when students attend at least 90% of the school days in a year, they are more likely to have the skills and grades necessary to graduate.			
Key Result: Regular Attenders			
Assessment: Quantitative Students need academic skills in reading, writing, and math to graduate and be college/career ready.			
Key Result: SBAC Success Rate			
Opportunities: Qualitative Opportunities for students come in a variety of formats and ways throughout their K-12 experience. When students feel connected to school through these opportunities, they are more likely to successfully graduate.			
	NA	NA	NA

Graduation Rate: Leading Indicators

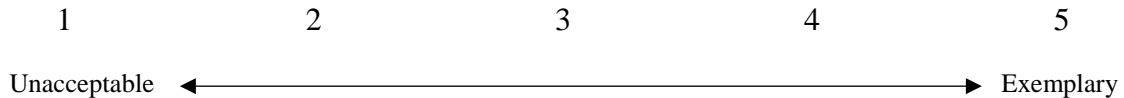
Graduation Rates	2014-2015	2015-2016	2017 Goal
RTI System			
Standard diploma in 4-years graduation rate			
Standard diploma in 5-years graduation rate			
5-year completion rate			

Passing High School Core Academics	2014-2015	2015-2016	2017 Goal
Percentage of student passing in Language Arts			
Percentage of students passing in Math			
Percentage of students passing in Social Studies			
Percentage of students passing in Science			

On Track to Graduation (6 credits earned per year)	2014-2015	2015-2016	2017 Goal
Percentage of students in 9 th grade on track to graduation			
Percentage of students in 10 th grade on track to graduation			
Percentage of students in 10 th grade on track to graduation			

Superintendent Reflection:

Ranking:



Comment:

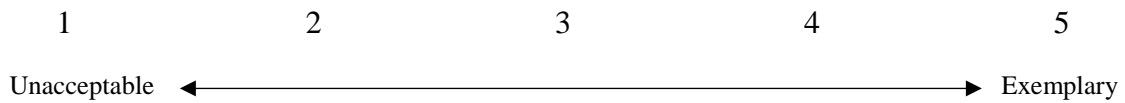
Attendance: Leading Indicators

Percentage of Regular Attenders (at least 90% of total school days) by Grade	2014-2015	2015-2016	2017 Goal
K-3			
3-5			
6-8			
9-12			

Percentage of Regular Attenders (at least 90% of total school days) by School	2014-2015	2015-2016	2017 Goal
Cascades			
Green Acres			
Pioneer			
Riverview			
Hamilton Creek			
Lacomb			
Seven Oak Middle School			
Lebanon High School			

Superintendent Reflection:

Ranking:



Comment:

Assessment: Leading Indicators

English/Language Arts SBAC Success (Percent of students receiving 3 or 4 on the state assessment) by Grade	2014-2015	2015-2016	2017 Goal
K-2 (STAR Assessment)			
3-5			
6-8			
9-12			

English/Language Arts SBAC Success (Percent of students receiving 3 or 4 on the state assessment) by School	2014-2015	2015-2016	2017 Goal
Cascades			
Green Acres			
Pioneer			
Riverview			
Hamilton Creek			
Lacomb			
Seven Oak Middle School			
Lebanon High School			

Math SBAC Success (Percent of students receiving 3 or 4 on the state assessment) by Grade	2014-2015	2015-2016	2017 Goal
K-2 (STAR Assessment)			
3-5			
6-8			
9-12			

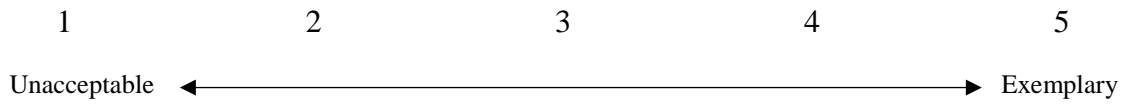
Math SBAC Success (Percent of students receiving 3 or 4 on the state assessment) by School	2014-2015	2015-2016	2017 Goal
Cascades			
Green Acres			
Pioneer			
Riverview			
Hamilton Creek			
Lacomb			
Seven Oak Middle School			
Lebanon High School			

Other Assessments

- Essential Skills (high school)
- STAR Assessment (K-5)
- Map Assessment (6-12)
- AP Passing Rate
- PSAT, SAT, ACT
- Report Cards (GPA)
- Teacher developed formative and summative assessments

Superintendent Reflection:

Ranking:



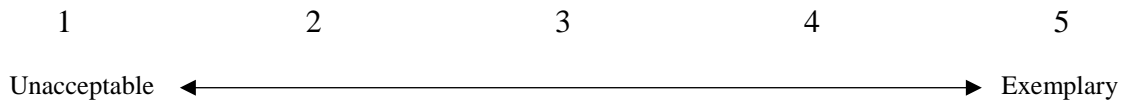
Comment:

Opportunities: Leading Indicators

	2014-2015	2015-2016	2017 Goal
AP enrollment			
AP offerings			
CTE Programs			
AVID Elective			
Middle School Electives and Activities			
Elementary School counseling, music, PE and art			
Access to technology (K-12)			
Alternative learning settings and support			
Sports, clubs, activities, and electives			
Social and emotional support			

Superintendent Reflection:

Ranking:



Comment:



Standard 1: VISIONARY LEADERSHIP

The superintendent is an educational leader who integrates principles of cultural competency and equitable practice and promotes the success of every student by facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by all.

Performance Indicators:

(Do not rate individual indicators. These are listed only to help you think about the standard.)

The superintendent:

- 1.1 Collaboratively develops and implements a shared vision and mission;
- 1.2 Collects and uses data to identify goals, assess organizational effectiveness, and promote organizational learning;
- 1.3 Creates and implements plans to achieve goals;
- 1.4 Promotes continuous and sustainable improvement; and
- 1.5 Monitors and evaluates progress and revises plans.

Ineffective	Developing	Effective	Accomplished
Little or no evidence exists of a district vision implemented in the work of the school. Actions, staffing and resources have little connection to a vision. It is difficult to know what the school stands for.	References the district vision and is beginning to develop a plan for aligning resources, actions and staffing to that vision. Is engaged in learning and occasionally incorporates new ideas to support the vision.	Articulates the vision of the school in writing and speech. Works to create alignment within actions, staffing and resources designed to enroll all stakeholders in the vision. Exhibits the disposition of a learner, practices and applies new learning to further the mission of the district and the vision of the school. The school vision is focused on student learning.	Articulates a clear and coherent vision for the school through words and actions. Exhibits the disposition of a learner, practices and applies new learning to further the mission of the district and the vision of the school. Leadership actions, staffing and resources are clearly aligned to invest in the accomplishment of the vision. The vision is lively and evident in the culture, focused on student learning and articulates the excellence that distinguishes student performances throughout the school.



Standard 2: POLICY AND GOVERNANCE

The superintendent works with the board to identify, prioritize and follow policies and governance procedures that maximize the goal of ensuring a high quality education for every student. The superintendent follows and enforces policies with fidelity and equity, promoting transparency, trust and organizational fairness. The superintendent values the importance of a healthy working relationship with the board and enlists the board's support for organizational goals.

Performance Indicators:

(Do not rate individual indicators. These are listed only to help you think about the standard.)

The superintendent:

- 2.1 Understands and articulates the system of public school governance and differentiates between policy-making and administrative roles;
- 2.2 Establishes procedures for superintendent/board interpersonal and working relationships;
- 2.3 Understands and interprets the role of federal, state and regional governments, policies and politics and their relationships to local districts and schools;
- 2.4 Uses legal counsel in governance and procedures to avoid civil and criminal liabilities.

Ineffective	Developing	Effective	Accomplished
Not engaged in work related to policies nor enforces district policies. Behavior indicates a lack of value in a healthy working relationship with the board. Does not engage the board in the work of advancing organizational goals.	Engages minimally in policy work. Unevenly or inequitably enforces policies. Occasionally demonstrates behavior indicating a value of a healthy working relationship with the board. Unevenly engages the board in the work of advancing organizational goals.	Fully engaged in policy work. Appropriately and equitably enforces policies. Demonstrates reasonable value of a healthy working relationship with the board. Effectively engages the board in the work of advancing organizational goals.	Develops an exemplary system of policy consideration and revision. The district takes pride in the equitable enforcement of district policies. Proactively and effectively engages the board in the work of advancing organizational goals.



Standard 3: COMMUNICATIONS AND COMMUNITY RELATIONS

The superintendent integrates principles of cultural competency and equitable practice and promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal and cultural context. The superintendent establishes effective two-way communications and engagement with students, staff, parents, media and the community as a whole, responding to community feedback and building community support for and engagement with the district.

Performance Indicators:

(Do not rate individual indicators. These are listed only to help you think about the standard.)

The superintendent:

- 3.1 Develops formal and informal techniques to gain internal and external perceptions of district;
- 3.2 Demonstrates effective communication skills (written, verbal and non-verbal contexts, formal and informal settings, large and small groups and one-on-one environments);
- 3.3 Promotes stakeholder involvement, engagement and participation in the process of schooling;
- 3.4 Establishes effective school/community relations, school/business partnerships and public service;
- 3.5 Understands the role of media in shaping and forming opinions as well as how to work with the media.

Ineffective	Developing	Effective	Accomplished
<p>Ineffective in communication with staff, parents and students. Staff and students feel undermined by the lack of leadership in the school.</p> <p>Not aware of the undercurrents with staff or the school environment.</p>	<p>Advocates for some students and families. Stakeholders frequently feel out-of-the-loop. Many staff members do not feel positive about district leadership.</p> <p>Staff and students do not feel stimulated to do their best work.</p>	<p>Keeps staff, students and parents informed on a regular basis. Communication with individuals and groups is seen as clear and effective.</p> <p>The majority of staff and students identify positively with district leadership.</p> <p>Works as a member of a district team to positively influence education decisions.</p>	<p>Communicates key information to all stakeholders in an appropriate and timely manner.</p> <p>Alert to potential issues; predicts and shares possibilities with school board in advance.</p> <p>Constituent groups report a positive relationship with district leadership.</p> <p>Has influence in the school, district and beyond in supporting student learning.</p>



Standard 4: EFFECTIVE MANAGEMENT

The superintendent integrates principles of cultural competency and equitable practice and promotes the success of every student by ensuring management of the organization, operation and resources for a safe, efficient and effective learning environment.

Performance Indicators:

(Do not rate individual indicators. These are listed only to help you think about the standard.)

The superintendent:

- 4.1 Monitors and evaluates the management of operational systems;
- 4.2 Obtains, allocates, aligns and efficiently uses human, fiscal and technological resources;
- 4.3 Promotes and protects the welfare and safety of students and staff;
- 4.4 Develops the capacity for adaptive leadership; and
- 4.5 Ensures teacher and organizational time is focused to support quality instruction and student learning.

Ineffective	Developing	Effective	Accomplished
Management of the operations of the district is poor or non-existent. The district is disorderly, disorganized and there is a feeling that the district is "out-of-control." Budget guidelines are not adhered to and/or the budget is not related to a vision for the district.	Expectations for staff and students are inconsistent and not well known. The daily operating procedures are occasionally followed but are frequently changed. The budget does not support the district's priorities and budget category limits are not always followed.	Establishes a clear set of operating procedures for effective operation of the district. Discipline of students is handled fairly and consequences are used to maximize student learning. Students and staff are held accountable for their performance and conduct. The annual budget is adhered to with only approved variances.	Establishes a clear set of standard operating procedures and routines that exemplify the district vision and values and maximize the opportunity for each student's learning. Students and staff are able to articulate expectations and inspired to strive for excellence in conduct and performance. Students and staff hold each other accountable for high quality performance. Develops and manages a budget that maximizes the learning goals of the school. Supportive partnerships are developed and managed to enhance learning experiences.



Standard 5: CURRICULUM PLANNING/ DEVELOPMENT

This standard addresses the superintendent's skills in staying up-to-date in curriculum, teaching, learning and testing theories. It requires the superintendent to make sound recommendations for learning technologies.

Performance Indicators:

(Do not rate individual indicators. These are listed only to help you in thinking about the standard.)

The superintendent:

- 5.1 Develops core curriculum design and delivery systems based on content and assessment standards and best practices;
- 5.2 Establishes curriculum planning to anticipate occupational trends, school-to-career needs and college preparation;
- 5.3 Uses child development and learning theories in the creation of developmentally appropriate curriculum and instruction;
- 5.4 Includes the use of computers, the Internet, distance learning and other technologies in educational programming;
- 5.5 Assesses student progress using a variety of appropriate techniques;
- 5.6 Involves faculty and stakeholders in enhancement and renewal of curriculum to ensure alignment of curriculum, instruction and assessment.

Continued



Ineffective	Developing	Effective	Accomplished
<p>Primary focus is not teaching and learning.</p> <p>Fails at creating an organizational culture focused on teaching and learning.</p> <p>Does not put in place systems to ensure curricular alignment to standards.</p> <p>Does not create systems to customize learning to students.</p>	<p>Peripherally focused on teaching and learning.</p> <p>Discusses teaching and learning, but no real systemic organizational focus exists.</p> <p>Puts in place an uneven and sometimes chaotic process to align curriculum to assessments.</p> <p>Discusses customized learning, but execution is uneven, unclear and chaotic.</p>	<p>Primary focus is teaching and learning.</p> <p>Keeps the organization primarily focused on teaching and learning.</p> <p>Puts in place systems to align curriculum to standards.</p> <p>Puts in place systems to customize instruction to students.</p>	<p>Continuously stresses the importance of quality teaching and learning as the organization's primary strategic objective.</p> <p>Creates an organizational culture attentively focused on teaching and learning that grows and evolves dynamically.</p> <p>Creates clear and systemic systems curricular alignment to standards that result in curricula and assessments of exceptional quality.</p> <p>Establishes personalized learning systems, unique to every student.</p>



Standard 6: INSTRUCTIONAL LEADERSHIP

Standard #5 addresses what is to be taught; this standard emphasizes *how* it should be taught. The superintendent integrates principles of cultural competency and equitable practice and promotes the success of every student by sustaining a positive school culture and instructional program conducive to student learning and staff professional growth.

Performance Indicators:

(Do not rate individual indicators. These are listed only to help you think about the standard.)

The superintendent:

- 6.1 Nurtures and sustains a culture of collaboration, trust, learning and high expectations;
- 6.2 Creates a comprehensive, rigorous and coherent curricular program;
- 6.3 Creates a personalized and motivating learning environment for students;
- 6.4 Supervises and supports instruction;
- 6.5 Develops assessment and accountability systems to monitor student progress;
- 6.6 Develops the instructional and leadership capacity of staff;
- 6.7 Maximizes time spent on instruction;
- 6.8 Promotes the use of the most effective and appropriate technologies to support teaching and learning; and
- 6.9 Monitors and evaluates the impact of instruction.

Continued



Ineffective	Developing	Effective	Accomplished
<p>A shared understanding of instruction is not evident in the district.</p> <p>Professional development is infrequent and is not connected to student or staff performance data.</p> <p>A year-long plan for professional development of the school does not exist or is inadequate.</p> <p>There are no or few effective teacher planning teams.</p> <p>There is no consistent system in place for teacher observation and feedback.</p>	<p>Participates in professional development based on feedback and student performance data.</p> <p>Participation in district-led professional development is inconsistent.</p> <p>Teacher planning teams occasionally meet but there is not a common structure used for facilitating this work.</p> <p>Teachers are observed and given face-to-face feedback based on the observation.</p>	<p>Actively developing expertise about quality instruction and is able to recognize and describe high quality teaching.</p> <p>Actively developing the expertise to influence and mobilize action among teachers within the complex culture of a school, district and wider professional community.</p>	<p>Demonstrates a deep understanding of quality instruction and is continually expanding his or her own expertise in instruction.</p> <p>Skillfully guides, supports, nourishes and nurtures teachers in their instructional improvement.</p> <p>Creates structures for observing and analyzing instruction and for making practice public as a way to deepen a shared understanding of practice within the district.</p> <p>Uses data about teaching practice to guide specific improvement efforts.</p>



Standard 7: RESOURCE MANAGEMENT

The superintendent effectively organizes and manages operational aspects of the district including finance, human resources, food services, transportation, maintenance and facilities so that students are able to attend and learn in quality environments staffed by quality professionals.

Performance Indicators:

(Do not rate individual indicators. These are listed only to help you think about the standard.)

The superintendent:

- 7.1 Demonstrates use of system and staff evaluation data for personnel policies, decision-making, promotion of career growth and professional development;
- 7.2 Identifies and applies appropriate polices, criteria and processes for the recruitment, selection, induction, compensation and separation of personnel with attention to issues of equity and diversity;
- 7.3 Makes sound fiscal decisions, in line with the organization's strategic goals, and establishes clear and transparent systems of fiscal control and accountability.

Ineffective	Developing	Effective	Accomplished
Does not effectively manage or appropriately staff operational aspects of the organization, resulting in poor quality and/or unsafe services for staff and students. Irresponsibly and imprudently manages the fiscal aspects of the organization.	Unevenly manages and staffs the operational aspects of the organization, resulting in situations where poor quality learning environments and/or unsafe situations arise for staff and students. Makes avoidable errors in fiscally managing the organization and the organization has inconsistent fiscal lines of control and accountability.	Puts in place systems and staff so that environments are conducive to learning and are consistently safe. Makes sound fiscal decisions in line with the organization's strategic goals and establishes clear and transparent systems of fiscal control and accountability.	Puts in place systems that create environments that inspire learning and that are highly reliably safe. Makes quality fiscal decisions in line with the organization's strategic goals that are innovative and forward thinking. Clear and transparent systems of financial control and accountability are universally followed.



Standard 8: ETHICAL LEADERSHIP

The superintendent integrates principles of cultural competency and equitable practice and promotes the success of every student by acting with integrity, fairness and in an ethical manner.

Performance Indicators:

(Do not rate individual indicators. These are listed only to help you think about the standard.)

The superintendent:

8.1 Ensures a system of accountability for every student's academic and social success;

8.2 Models principles of self-awareness, reflective practice, transparency and ethical behavior;

8.3 Safeguards the values of democracy, equity and diversity;

8.4 Promotes social justice and ensures that individual student needs inform all aspects of schooling.

Ineffective	Developing	Effective	Accomplished
Actions and intention are not always grounded in shared district values. Has demonstrated inconsistent or unethical behavior and does not always stand by their word. Is not self-aware and does not reflect on their practice.	Actions and intentions are not always clear and transparent. Fairness to staff and students is frequently raised as an issue. Reflects on practice but does not always implement changes from that learning.	Treats students and staff fairly and shows respect at all times. Is grounded in shared district values for how to do the work of leadership and learning. Acts to support all students and staff to raise academic rigor while simultaneously closing opportunity gaps. Demonstrates self-awareness and uses reflection to improve practice.	Operates with an ethic of excellence and is grounded in shared district values for how to do the work of leadership and learning. Values are demonstrated each day as students and staff experience deep respect, as complex decisions are made with integrity, kindness, compassion and courage. Works for equity and social justice by raising rigor for all and simultaneously closing opportunity gaps. Demonstrates a high-level of self-awareness and regularly reflects on practice to improve.



Standard 9: LABOR RELATIONS

The superintendent provides technical advice to the board during labor negotiations, keeps the board apprised of negotiation status, understands and effectively administers negotiated labor contracts and keeps abreast of legislative changes affecting the collective bargaining process.

Performance Indicators:

(Do not rate individual indicators. These are listed only to help you think about the standard.)

The superintendent:

- 9.1 Develops bargaining strategies based upon collective bargaining laws and processes;
- 9.2 Identifies contract language issues and proposes modifications;
- 9.3 Participates in the collective bargaining processes as determined by the board;
- 9.4 Establishes productive relationships with bargaining groups while managing contracts effectively.

Ineffective	Developing	Effective	Accomplished
Is antagonistic toward union leadership, doesn't work to improve relations.	Accepts that collective bargaining is a necessary and difficult process. Works to make the best of it.	Is proactive in sharing information and purposely avoids conflict.	Actively seeks to improve the bargaining experience through mutual training, trust and sharing of information.

**LEBANON COMMUNITY SCHOOL DISTRICT
SCHOOL BOARD MEETING
MINUTES
September 8, 2016 - 6:00 PM
District Office – 485 S. 5th Street, Lebanon, Oregon 97355**

A regular School Board Meeting was held at the District Office on September 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	

Minutes recorded by Nicole Hundley, Executive Secretary.

AUDIENCE COMMENTS

Chair Russ McUne welcomed audience comments.

Julie Ragan gave a recommendation for Natalie Ellis for the vacant School Board Position. She discussed her clear communication and knowledge of the Hamilton Creek School and students. Julie also supported Daryl Long for the vacant position, as he is also a Hamilton Creek parent. She felt that a parent to represent Hamilton Creek would be the best choice.

Stephanie Herb read a letter supporting Natalie Ellis, which she also sent to the Board. Stephanie also expressed support for Kellie Weber.

Michelle O'Driscoll expressed her desire for a school parent appointed to the Board. She discussed Kellie Weber's qualities that would be helpful for the Board.

Theresa Peltier spoke to remind all present that the vacant Board Zone 2 position covered far more than just the Hamilton Creek School boundary.

GOOD NEWS

1. Report: Start of School Update

Superintendent Rob Hess noted that beginning the school year before Labor Day went well. Our schools have never looked better and having all our own custodial staff is making a huge improvement. Rob reported our enrollment numbers are around 4,100 students district-wide, similar to last year. He noted that the majority of students impacted by the boundary changes completed open enrollments to stay at their previous school. Seven Oak Middle School now has over 600 students, and the larger enrollment has allowed the District to offer full time Spanish, art, jazz band and sports at the middle school level. Rob also discussed career and technical education offerings at the high school, including full time welding in conjunction with LBCC. Attendance is higher at all schools based on the preliminary report card data released for last year.

GENERAL BUSINESS

1. Information Only: IGAI: Human Sexuality, AIDS/HIV, Sexually Transmitted Diseases, Health Education

Jerry Williams discussed the District's curriculum with Dawn Baker and stated he needed more material. He was concerned regarding the opt-out notice for parents and the logistics of sending that home. Discussion ensued. Dawn Baker explained some of the topics that have opt-out notices, such as the 5th grade puberty lesson. Jerry

Enclosure F-1

Williams noted some parents have concerns with any of these topics being taught at the schools. Russ McUne stated that it is required by law to teach the subjects, and the Board should only ensure that the content and opt-out letter are appropriate and have plenty of notice. Rob Hess stated that concerned parents should inform their teacher well in advance so there can be open communication. Jerry Williams expressed concern for some of the new laws and their potential impact on what is discussed in the classroom. Russ McUne requested that the sample opt-out letter be provided to the Board at the next meeting for review and this policy become an action item again for first reading. Rob Hess noted that concerned parents should be referred to him for in-depth follow up and conversations with school staff. Richard Borden expressed a desire to see more detail for the 6-12 curriculum. All Board Members were referred to Laura Foley and Dawn Baker for a full understanding of the K-12 curriculum.

2. Action: Adopt Board Policies on Second Reading

Mike Martin made a motion to adopt the following policies on second reading: GCBDD/GDBDD: Sick Time; ECACB: Unmanned Aircraft System (UAS) aka Drone; JHCA/JHCB: Immunization, Physical Examination, Vision Screening/Eye Examination and Dental Screening; and KGB: Public Conduct on District Property. Jerry Williams seconded the motion. Richard Borden expressed concern regarding the third party use language in ECACB: Unmanned Aircraft System (UAS) aka Drone. He was worried it might be too restrictive and difficult to enforce. Russ McUne noted that the goal of requiring permission would be to avoid liability and damages. Discussion ensued. The third party use section of the policy from OSBA is conditional, with all other language being required. Mike Martin withdrew his motion to adopt all policies as presented and revised his motion to approve all as presented except for ECACB, which should have the third party use language removed. Richard Borden seconded the motion. The motion carried unanimously.

FINANCE

1. Report: Financial Update

Linda Darling noted that we are close to our projected Ending Fund Balance for 2015-2016. Auditors will be on site the week of October 10, and we should have the finished audit in December or January. The next Oregon Economic and Revenue Forecast will be available September 14. Mike Martin asked if the interest noted on the summary report was for District investments, and Linda Darling replied that it was.

OPERATIONS

1. Report: Summer Projects

Bo Yates reported that we have seen a 20% increase in school lunches at Pioneer and Riverview. We are still struggling to find enough drivers and may need to combine routes or shuffle start times next year in order to compensate for the shortage. This is a statewide issue. He reported the culinary room at the high school is close to being finished and showed photos of all other finished projects.

Mike Martin asked about Measure 98 and if the funds earmarked for career and technical education would be on top of current funding to provide additional programming. A summary of upcoming ballot measures potentially impacting schools will be provided at the next meeting.

Rob Hess reported that adding sports to Seven Oak Middle School has been extremely successful. We expected 50 students for football, and ended up with over 100 participants. We may need to adjust the budget in order to support the administration of these programs, but it is a good problem to have as students involved in sports are more engaged and have required grade checks in order to participate.

Bo Yates discussed the District's safety and environment plan. All schools on well systems are tested and we did random water tests on all sites, which all came back clean. There will be additional testing for air quality and other hazardous material.

CONSENT AGENDA

1. **Action:** Approve August 18, 2016 Board Minutes
1. **Action:** Approve August 18, 2016 Board Work Session Minutes
2. **Action:** Approve Hiring/Transfers/Leave of Absence
 - i. Sara Ainsworth, Instructional Assistant, Leave of Absence for 2016-2017 School Year
 - ii. Cheryl Barnes, 2nd Grade Teacher – Pioneer School (Temporary)
 - iii. Rika Bierek, 2nd Grade Teacher – Hamilton Creek School (Temporary)
 - iv. Tracy Collier, Special Education Teacher – Seven Oak Middle School
 - v. Dara Docherty, Language Arts Teacher – Seven Oak Middle School
 - vi. Abigail Marshall, 3rd Grade Teacher – Pioneer School (Temporary)
 - vii. DeLane Overton, Transfer to Seven Oak Middle School
 - viii. Amanda Sasaki-Skopp, Transfer to Lebanon High School
 - ix. Karen Sickles, Transfer to Cascades School
 - x. Jessica Smithson, Social Studies/Language Arts Teacher (6th Grade) – Seven Oak Middle School
 - xi. Breeanne Wyatt, 4th Grade Teacher – Green Acres School

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

BOARD COMMUNICATION

Mike Martin discussed the superintendent evaluation. In previous years, the Board has used the nine standards set by the OSBA, but it may be time to discuss using a new tool. Russ McUne noted that it has to be agreed to by Rob Hess. Mike Martin and Jerry Williams will meet with Rob to discuss a new outline.

SUPERINTENDENT COMMUNICATION

1. **Discussion:** Reorganization of Agenda

The Board agreed to the new revised agenda format.

2. **Report:** Board Goals Update

Administration decided it would be best to wait until the vacant Board position was filled before pursuing the finalization of the Board Goals document. Discussion ensued regarding connecting the superintendent evaluation to the Board Goals. Laura Foley and Dawn Baker will continue to facilitate the Board Goals.

BOARD VACANCY

Russ McUne outlined the procedure for the public interview of seven candidates: Charles Campbell, Natalie Ellis, Daryl Long, Tom Oliver, Theresa Peltier, Jeff Vandiver, and Kellie Weber. Russ McUne explained that after the interviews, the Board will then seek motions to appoint someone to the position, and they will only vote on a candidate that receives a second.

There was a recess from 6:50 PM to 7:00 PM.

Each candidate introduced themselves in alphabetical order and provided a brief background of their role in the community. Each candidate was then individually asked the following questions:

- (1) In your opinion, what are the roles and responsibilities of a school board member?

- (2) What would you like to achieve as a school board member and what would you like administration to focus on?

After all responses, the Board took a recess from 7:45 PM to 7:55 PM to review the responses individually.

Richard Borden made a motion to appoint Kellie Weber to Board Member Position Zone 2. Russ seconded the motion. Russ McUne, Jerry Williams, and Richard Borden voted in favor, with Mike Martin voting against. The motion carried by majority.

Kellie Weber was appointed to the Board Zone 2 Position until June 30, 2017. She will be eligible to run for re-election in May 2017. Russ McUne gave the oath of office to Kellie Weber.

ADJOURN

The meeting adjourned at 8:00 PM.

Russ McUne, Board Chair

Rob Hess, Superintendent

Every Student

Every Day

Strong School-wide Systems of Support

AVID • PBIS • RTI

Rigor

College & Career

Culture

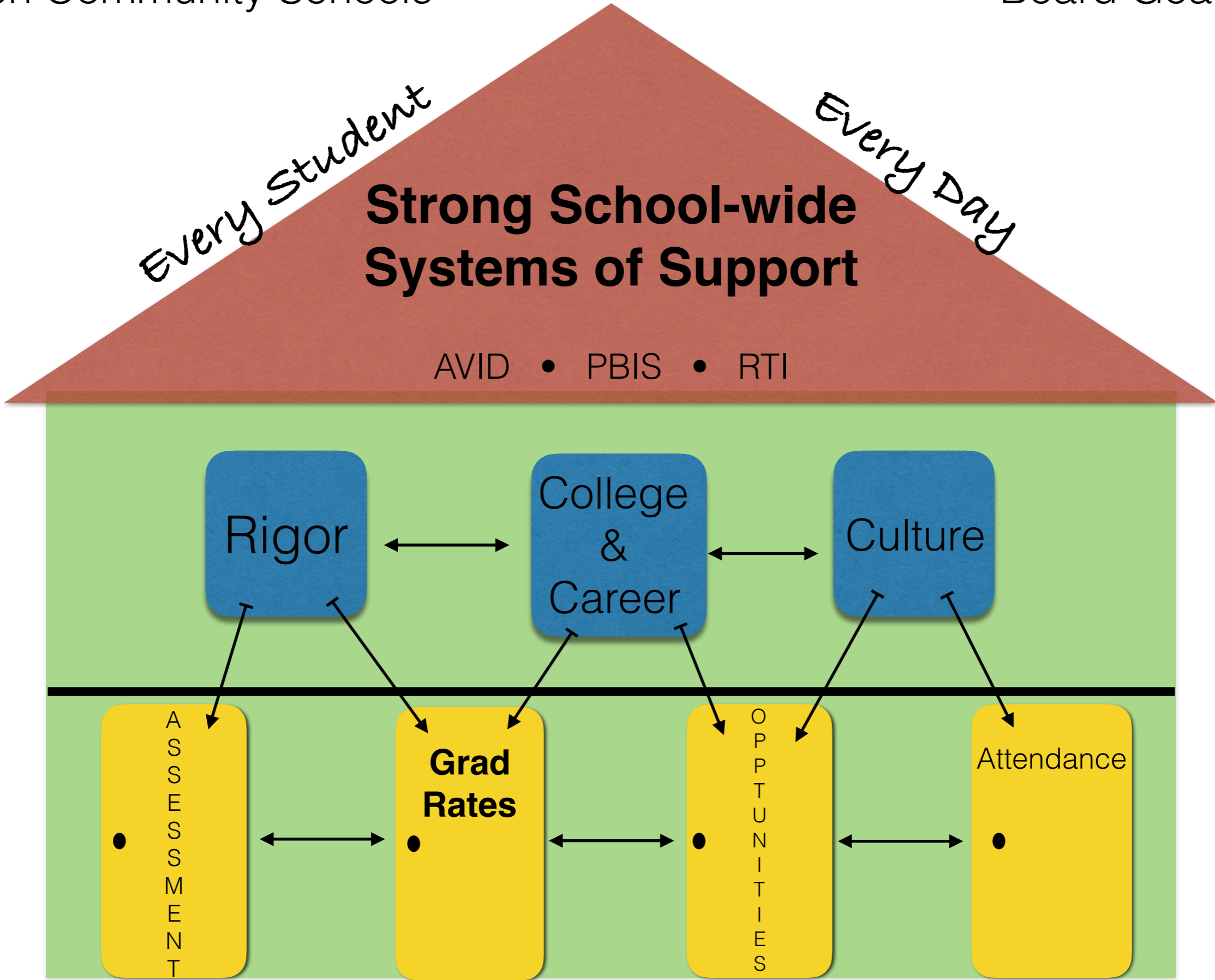
ASSESSMENT

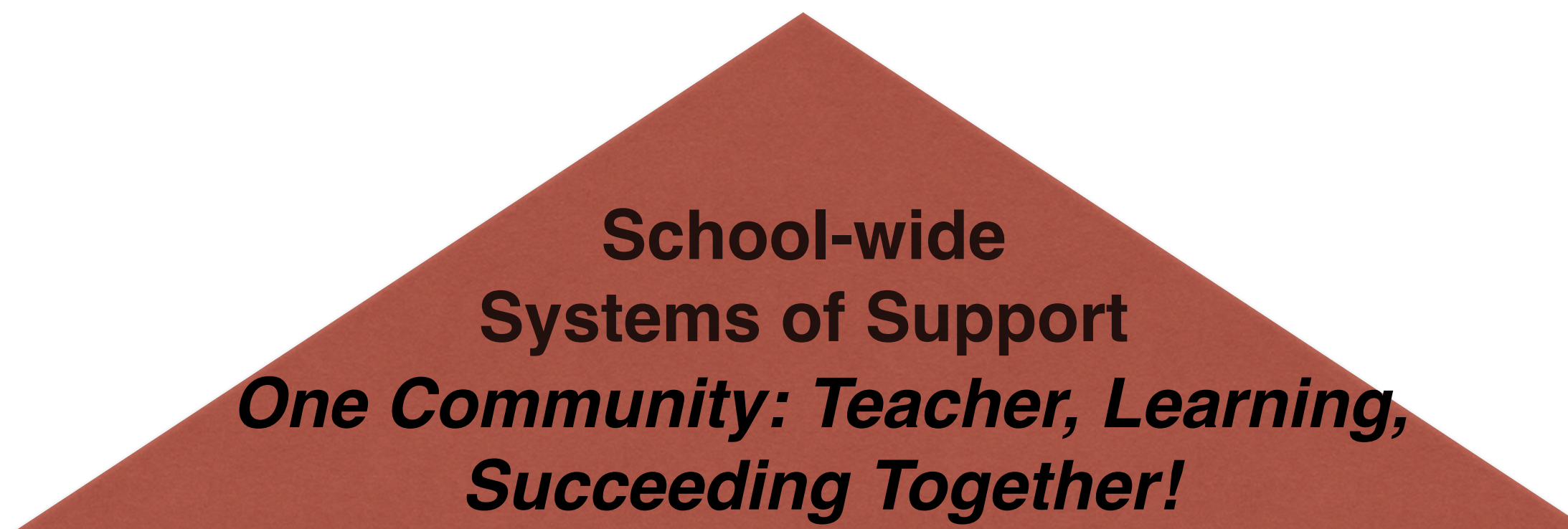
Grad Rates

OPPORTUNITIES

Attendance

Pursuing Excellence for...





**School-wide
Systems of Support**
*One Community: Teacher, Learning,
Succeeding Together!*

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

Graduation



Goal setting for STAR and SBAC

and MAPS—Each student writes their own growth goals.

College Field trips for 5th grade

AVID mindset—2 goals: 2 & 3 column note taking and Organization to support great instruction

Career Fair—Counselor has a list of families that are interested in being part of a career fair.

Persistence!—We teach persistence and Grit throughout the entire year.

2nd Steps—Study habits and managing ones one behavior and creating a growth mindset

Note: During the 15-16 school year we reduced OSS days by 75% and overall referrals decreased by 14%.

Attendance



Track attendance data and celebrate regularly:

1. Daily, weekly, monthly celebrations for 90% or higher attendance.
2. Teachers post attendance each day for students to see.
3. Developing a celebration for parents when attendance is 90% or higher.
4. Creating behavior goals and supports for students chronically absent.

Note: Increased attendance by 30% of those students attending 90% or more of the days during the 15-16 school year.

Assessment

SBAC Success:

Academic Achievement (those students w/ a 3 or 4)

Math = 42% = level 4 ** **ELA** = 50% = level 3

STAR Assessment:

ELA Fall

Grade	% At/Above BM	% On Watch	% Intervention	% Urgent
K	15	17	38	30
1	35	2	28	35
2	41	7	24	29
3	36	7	18	39
4	45	17	10	28
5	50	18	13	19

Math

Grade	% At/Above BM	% On Watch	% Intervention	% Urgent
K				
1	53	11	18	18
2	55	13	18	15
3	48	11	16	25
4	39	17	18	26
5	54	13	17	16

Opportunities



1. Elementary counseling, music, PE and certified media assistant
2. A computer lab and at least one chrome-cart/grade level
3. Full-time behavior support
4. Running, Chess, Coding, bicycle, News clubs
5. Garden instruction
6. Read-at-home days tracked monthly w/ celebrations
7. Wednesday Academy (1:00 - 3:20) for homework and interventions.
8. Behavior skill development using 2nd steps for all grades.
9. Partnerships with LBCC for parenting classes.
10. Partnership with local businesses for student incentive supports

HASD / CAP Review Preparation

Identifying Info

School Name: Cascades Elementary

Priorities

Describe **the top priority**, with regards to the school's *CURRENT* improvement plan, for the 2015-2016 school year.

Develop and systematically implement an RtI model for PBIS. The PBIS team and staff will establish a school-wide PBIS model that focuses on a tiered approach to behavior support. School-wide, classroom, and individual systems will be defined and effectively implemented over a one to three year period.

Based on the collaborative input between principal, coach & school leadership team (where possible), how have the following aspects of the priority been evaluated / rated? (Refer to the *Assessment Framework* for guidance on the rating and rationale.)

How would you rate the overall implementation of this priority for the entire 15-16 school year?

RATING GREEN YELLOW ORANGE RED

What is the evidence to support the overall implementation rating?

The PBIS team met on an early release Wednesday of each month to review the schools SWIS data and determine areas needing attention. The team generally addresses tier 1 needs. They were responsible for creating staff development activities to be responsive to emerging needs that surfaced from the SWIS data, monitored the school improvement plan, helped write SMART goals, and communicated back with the grade levels. They also planned activities that focused on PBIS best practices, and issues that impacted the student body as a whole (i.e. internet safety and other topics through a morning meeting time with common lesson plans.).

The behavior team met on a regular schedule to look at individual students and determine what actions needed to be put into place to address behavior issues. The behavior team planned interventions for students with both yellow and red zone behavior needs.

The PBIS Leadership Team and Behavior Team (tier 2-3) now have specific individuals who are knowledgeable and are aligned to the priority work. Roles and responsibilities are defined. Each team has teacher leaders who can help lead the work and communicate with the staff at large.

Through the focused efforts of building PBIS systems, staff have increased their capacity to implement PBIS best practices in classrooms and other settings. Eleven staff members have been trained on the PAX Good Behavior Game and are implementing the strategy in their classroom. Our

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playground assistants met with the behavior team every week to build their capacity to learn effective supervision strategies and they also engaged in supervision training modules.

The building feels more orderly overall and students are learning. Referral data indicates we are meeting the needs of our students without having to consequence them with out of school suspensions. We were able to support students with other strategies problem-solving groups, behavior incentive plans, contracts, check-in, check-out, and when needed, in-school suspension. Our OSS days decreased by 75%, ISS days increased by 25%; OSS events decreased by 68% and ISS events increased by 38%; Students serving OSS decreased by 56% and students serving ISS increased by 43%. All major referrals decreased by 11%, Minor referrals decreased by 20%. Overall our referrals decreased by 14%. (904 to 784)

A big emphasis this year has been on improving attendance, both at the district and school level. Cascades implementing multiple strategies to increase student attendance. The results are astounding.

The following criteria is used to determine attendance levels:

Students who attend 90% or better fall in the green zone.

Students who attend 80-89% fall in the yellow zone.

Students who attend less than 80% fall in the red zone.

Our results show:

The following is comparison attendance data for the 2014-15 and 2015-16 school years:

September 2014 to January 2015 = 67.8% Green, 14% Yellow, 19% Red

September 2015 to January 2016 = 75.8% Green, 14.8% Yellow, 9.2% Red

February 2015 to June 2015 = 60% Green, 20.6% Yellow, 19% Red

February 2016 to June 2016 = 90.2% Green, 8.8% Yellow, .05% Red

A staff survey was conducted in May and approximately 33% completed the survey. The principal used it as a reflection on accomplishments, feedback on programs, and to surface staff's feedback on areas to strengthen. The Leadership Team examined the feedback and made recommendations on areas to follow up on next year, specifically around culture/climate. The team will meet in August to plan staff development activities.

What were the greatest challenges and how did the challenges impact implementation?

One challenge we experienced was staff turnover and it created some challenge regarding time to develop common agreements and understandings on behavior expectations and strategies to use to reinforce and appropriately consequence behavior. Another challenge was getting all staff members calibrated on how to interpret and use the discipline flow chart, intervention options, and level system. Work with the entire staff as well as with individuals on this was needed and will continue to be done help the adults use the systems and procedures we have put in place to reinforce positive behavior and to know when to and when not to write referrals. Lastly, we implemented numerous behavior support plans and it was challenging to provide enough support for all staff who were

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responsible for supervising or teaching the student on how to implement the plan with the student in various setting (i.e. classroom, playground, cafeteria).

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Priorities

Describe the top priority, with regards to the school's improvement plan, for the 2016-2017 school year.

PBIS, Culture and Leadership. Continue to develop a multi-tiered support system for behavior and work on strengthening our school's climate and culture, being inclusive of students, staff and community.

Where, in the CAP, will we see tasks to support the priority? (List corresponding indicators as needed.)

DSC: 1.1 Task 11, 12, 13 & 14; DSC 1.6 Task 5

EE:

FC: 3.4 Task 6

TL:

LDR:

Describe how you will monitor the implementation of this priority?

- Development, implementation, and monitoring of a school-wide PBIS/Culture/Climate goal with action plan that is tied to the CAP priority.
- Keep a record of incentives for both staff and students.
- Collect survey and/or feedback from students and staff.
- PLC recording form will be used to capture notes and outcomes during each PLC meeting.
- Administrator will review behavior plans and/or strategies discussed at grade level PLC meetings.
- SWIS data will be reviewed and acted upon at the leadership team meetings.
- Celebrations will be documented throughout the year and listed in our HASD next year.
- Review and act upon student behavior goals
- Included in each school-wide and leadership team meeting time will be allocated for acknowledgements of staff and for community building.
- Minutes and agendas will be shared and we will also maintain our yearly google and hard copy calendar for all staff members to reference.
- There will be a record of all family involvement activities

Describe how you will measure or determine the success of this priority?

- Survey data
- Monthly monitoring of behavior and attendance on the SIP
- Reflection and review of the SIP and identification of next steps by the Leadership Team.
- SWIS data
- The SET and Benchmarks of Quality results

OPTIONAL: Provide any additional insight or details pertaining to this priority in space provided below.

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Priorities

Describe **the second priority**, with regards to the school's CURRENT improvement plan, for the 2015-2016 school year. Math

Create and/or identify, administer and analyze common formative assessments through the PLC process to plan and implement effective core math instruction. Develop and systematically implement an RtI model for addressing student learning needs at tiers II & III.

Based on the collaborative input between principal, coach & school leadership team (where possible), how have the following aspects of the priority been evaluated / rated? (Refer to the *Assessment Framework* for guidance on the rating and rationale.)

How would you rate the overall implementation for this priority the entire 15-16 school year?

RATING GREEN YELLOW ORANGE RED

What is the evidence to support the overall implementation rating?

We have built a strong capacity for implementing the CCSM core curriculum and have begun to put in place an RtI model in math. We are in year three of implementing the core program and have dedicated a great deal of PD time aligning to standards, pacing instruction, doing a deep dive on effective strategies, and implementing with fidelity.

Our Math Leadership Team is working on a clear vision of what effective core and intervention model looks like and how it can be implemented and sustained in a continuous improvement cycle. The team has defined action steps for next year's school improvement plan. The actions will include more regular use of common formative assessments, revisiting CCSS aligned practices, learning progressions, and refining the RtI model. We are still searching for good diagnostics to identify students who need targeted interventions. We currently use a universal screener (easyCBM) and in-program formative and summative assessments, and assessment measures in the intervention program (Do the Math) to monitor student progress.

We are pleased with our math performance progress overall based on easycbm results, SBAC, and classroom curriculum-based assessments. We examine evidence as soon as it is available however we need to be more effective in our use of feedback loops to make instructional adjustments on a timely basis.

More math growth has occurred from fall to winter in 2015-16 than the same time period, fall to winter of 2014-15. (see below)

Our easyCBM Data shows:

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MATH RISK DATA AGGREGATED 1ST-5TH 2015-16

Percentage at each level Fall to Spring

Percentages at:	Fall	Spring
Benchmark	38	50
Strategic	33	26
Intensive	29	24

Last spring, 2015, there were 37% at benchmark. This year, with 50% at benchmark, there is a big gain from year to year.

Math Risk Scores Fall to Spring 2016 by Grade Level

	Fall			Spring		
	B	S	I	B	S	I
1	47	34	19	64	19	17
2	28	31	41	44	28	28
3	34	33	33	41	29	30
4	40	29	31	57	22	21
5	40	35	25	48	32	20

As seen above, significant gains were made from fall to winter at all grade levels at the benchmark levels.

Grade Level Growth Comparison Math Risk Data Fall to Spring (2015-16)

1st Grade

36% moved one or two levels from fall to spring

2nd Grade:

38% moved one or two levels from fall to spring

3rd Grade:

27% moved one or two levels from fall to spring

4th Grade:

39% moved one or two levels from fall to spring

5th Grade:

32% moved one or two levels from fall to spring

SBAC Results

	2014-15	2015-2016	State 2015-2016
3 rd	43%	36%	48%
4 th	49%	46%	44%
5 th	29%	38%	41%

The 3rd grade cohort from last year to this year made improvement in SBAC. The 5th grade cohort this year was stronger this year as opposed to last year's 5th graders. This year's 4th grade outpaced the state in math.

What were the greatest challenges and how did the challenges impact implementation?

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Planning and delivering small group instruction to reteach the previous day's skill to those who are struggling and structure the intervention time to include more skill groups instruction continue to present challenges in terms of having enough planning time, easy to adapt materials, trained assistants and options for differentiating. Also, planning for what students need in order to meet specific targets, being fully prepared for data team meetings with relevant progress data, using data with ease to inform instruction on a regular basis are actions to focus on implementing in order to move our planning rating from yellow to green.

Also, there is the challenge around having a good progress monitoring system in place. The district is moving to the STAR Assessment program and we are hopeful there will be more sensitive measures for looking at student growth and achievement and the ability to better inform instruction.

Priorities

Describe the second priority, with regards to the school's improvement plan, for the 2016-2017 school year.

ELA specifically Writing

Create and/or identify, administer and analyze common formative assessments through the PLC process to plan and implement effective core ELA instruction with an emphasis on writing. Continue the effective implementation of the RTI model and the systematic and explicit reading instruction for Tier I – III instruction.

Where, in the CAP, will we see tasks to support the priority? (List corresponding indicators as needed.)

DSC:

EE: 2.2 Task 15, 16, 17, 18 & 19

FC:

TL: 4.4 Task 2

LDR:

Describe how you will monitor the implementation of this priority?

- Development, implementation, and monitoring of a school-wide Writing goal with action plan that is tied to the CAP priority.
- Administration in conjunction with the Leadership/AVID will regularly review WICOR lesson plans..
- The AVID Site Plan will be reviewed as a standing agenda item at each Leadership/AVID meeting.
- Staff will electronically submit student artifacts and Grade Level Priority Notes on a monthly basis to the Leadership/AVID team.
- PLC recording form will be used to capture notes and outcomes during each PLC meeting.
- Administrator and Leadership/AVID teams will review student performance data discussed at grade level PLC meetings

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- Each grade level will create a SMART goal. Using the STAR program, teachers will monitor and share student growth goals in their PLC, and the principal will monitor student progress along with the team.
- Regular observations and feedback of the “Explicit Reading Instruction” will be provided to all instructional staff.
- Administrator will provide feedback to instructional staff based on the students engagement levels during whole group reading.
- The writing performance tasks will be reviewed at a building and district level

Describe how you will measure or determine the success of this priority?

- RtI data
- SBAC results
- STAR Assessments
- STAR progress monitoring probes
- STAR student growth goals
- formative common assessments
- Writing performance tasks results
- PLC minutes
- Explicit reading instruction observation data
- MAPs

OPTIONAL: Provide any additional insight or details pertaining to this priority in space provided below.

Priorities

Describe **the third priority**, with regards to the school’s CURRENT improvement plan, for the 2015-2016 school year. ELA

Create and/or identify, administer and analyze common formative assessments through the PLC process to plan and implement effective core ELA instruction. Continue the effective implementation of the RTI model and the systematic and explicit reading instruction for Tier I – III instruction.

Based on the collaborative input between principal, coach & school leadership team (where possible), how have the following aspects of the priority been evaluated / rated? (Refer to the *Assessment Framework* for guidance on the rating and rationale.)

How would you rate the overall implementation for this priority the entire 15-16 school year?

RATING GREEN YELLOW ORANGE RED

What is the evidence to support the overall implementation rating?

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We have a well-defined RtI model in place as we are in year four of implementation of RtI for reading. All teachers are using the new core curriculum, Journeys. Intervention programs are explicit and small group instruction is more differentiated this year than in the past.

The Building Literacy Team, literacy consultant and principal provide guidance and oversight for RtI implementation. The system is known by all and is making an impact on the quality of instruction students are receiving in whole, small and intervention groups.

PLCs and CFAs have been a focus this year although we have yet to fully implement the practice at a deep level in ELA.. We need to be even more focused on data analysis and instructional modifications. The BLT will work with the school's Leadership Team to plan for the PLC process for 2016-17.

Below is aggregated K-5th fall to spring Reading Risk percentage data.

Percentages at:	Fall	Spring
Benchmark	39	44
Strategic	34	32
Intensive	27	24

Last spring, 2015, there were 38% at benchmark. Now at 44% this is an improvement.

Below is Reading Risk Data from fall to spring, by grade level

FALL				SPRING			
%	B	S	I	%	B	S	I
K	16	41	43	K	69	24	7
1	51	41	8	1	39	40	21
2	41	20	39	2	39	31	30
3	39	34	27	3	36	41	23
4	38	31	31	4	44	25	31
5	43	43	14	5	46	28	26

Significant growth occurred at kindergarten. Kindergarten implements an explicit phonics program and highly differentiates in small group instruction. We need to look more closely at the other grades to define and break down the barriers that are in the way of catch-up growth.

Below are June average Reading Fluency scores by grade, along with June expectations, and fluency growth September to June with expected fluency growth for same time period.

Kindergarten Phonemic Segmentation

June Average Fluency Score (54)

June Expectation (43)

Average Fluency Growth Sept-June (48)

Expected Fall to Spring Growth (37)

1st Word Reading Fluency

June Average Fluency Score (49)

June Expectation (49)

Average Fluency Growth Sept-June (31)

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Expected Fall to Spring Growth (34)

2nd Passage Reading Fluency

June Average Fluency Score (86)

June Expectation (102)

Average Fluency Growth Sept-June (29)

Expected Fall to Spring Growth (38)

3rd Passage Reading Fluency

June Average Fluency Score (109)

June Expectation (116)

Average Fluency Growth Sept-June (28)

Expected Fall to Spring Growth (29)

4th Passage Reading Fluency

June Average Fluency Score (132)

June Expectation (138)

Average Fluency Growth Sept-June (32)

Expected Fall to Spring Growth (31)

5th Passage Reading Fluency

June Average Fluency Score (167)

June Expectation (166)

Average Fluency Growth Sept-June (22)

Expected Fall to Spring Growth (21)

K, 4, 5 met or exceeded expected fluency growth expectations for the end of year.

Below is data on Passage Reading Fluency (PS and WRF for K and 1st) for percentage of students meeting end of year benchmark and percentages who reached growth targets.

Kindergarten

85% Met Fluency Benchmark

89% Met/Exceeded Expected Word Growth Target (Percentage of students who acquired >36 PS, fall to spring, or are at the 75thile in PS by spring)

1st Grade

41% Met Fluency Benchmark

41% Met/Exceeded Expected Word Growth Target

2nd Grade

39% Met Fluency Benchmark

36% Met/Exceeded Expected Word Growth Target

3rd Grade

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36% Met Fluency Benchmark
47% Met/Exceeded Expected Word Growth Target

4th Grade

43% Met Fluency Benchmark
42% Met/Exceeded Expected Word Growth Target

5th Grade

46% Met Fluency Benchmark
50% Met/Exceeded Expected Word Growth Target

Kindergarten and 5th had highest rates of meeting/exceeding expected fluency growth by end of year.

SBAC Results:

Reading	2014-15	2015-2016	State 2015-2016
3 rd	49%	34%	48%
4 th	54%	49%	51%
5 th	35%	49%	57%

3rd grade cohort last year stayed the same from last year to this year as 4th graders. 4th graders slid from last year to this year's 5th grade. 5th grade was stronger this year than the 5th grade cohort last year.

SBAC Writing 2015-16

3rd	CES	District	State
Below Standard	43%	37%	32%
Nearly/At Standard	48%	49%	46%
Above Standard	9%	15%	22%
At/Nearly/Above	57%	64%	70%

SBAC Writing 2015-16

4th	CES	District	State
Below Standard	30%	32%	29%
At/Nearly at Standard	48%	50%	48%
Above Standard	22%	18%	23%
At/Nearly/Above	66%	68%	71%

SBAC Writing 2015-16

5th	CES	District	State
Below Standard	33%	29%	25%
At/Nearly Standard	39%	47%	46%
Above Standard	27%	24%	29%
At/Nearly/Above	63%	71%	75%

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We are below both the district and state at all grade level in being nearly, at, or above the writing benchmark. This is clearly a priority.

What were the greatest challenges and how did the challenges impact implementation?

- Inexperienced Instructional assistants compromised the quality of instruction in the fall.
- We did not put enough emphasis on the teaching of writing or embedding it across all content areas.
- The fluency results are not at the level we would expect.

Priorities

Describe the *third priority*, with regards to the school's improvement plan, for the 2016-2017 school year.

Math - Create and/or identify, administer and analyze common formative assessments through the PLC process to plan and implement effective core math instruction. Develop and systematically implement an RtI model for addressing student learning needs at tiers II & III.

Where, in the CAP, will we see tasks to support the priority? (List corresponding indicators as needed.)

DSC:

EE: 2.3 Task 3

FC:

TL: 4.4 Task 3

LDR:

Describe how you will monitor the implementation of this priority?

- Administration in conjunction with the Leadership/AVID will regularly review WICOR lesson plans..
- The AVID Site Plan will be reviewed as a standing agenda item at each Leadership/AVID meeting.
- Staff will electronically submit student artifacts and Grade Level Priority Notes on a monthly basis to the Leadership/AVID team.
- PLC recording form will be used to capture notes and outcomes during each PLC meeting.
- Administrator and Leadership/AVID teams will review student performance data discussed at grade level PLC meetings
- Each grade level will create a SMART goal and monitor student progress through the STAR Assessment program.
- Review the data provided by Dreambox and other intervention programs.

Describe how you will measure or determine the success of this priority?

- STAR Assessments
- STAR progress monitoring probes
- STAR student growth goals

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- formative common assessments
- performance tasks
- in-program module assessments in EngageNY
- exit tickets
- PLC minutes
- Dreambox and Xtra Math data
- Do-the-Math data.
- MAPs.

OPTIONAL: Provide any additional insight or details pertaining to this priority in space provided below.

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Data

The following pages will ask for data pertaining to school population and reading & math assessment data. For both reading and math, we're asking for:

- the percentage of the total school population performing at grade level as determined by the school's assessment system

AND

- the percentage of the school population receiving interventions (interventions defined as scientifically based programs that occur outside of and in addition to core instruction)

What is the total enrollment for the school? 355

Reading

What % of the total population of the school is performing at grade-level for READING as determined by the assessment system currently in place?

44%

What % of the total population are receiving interventions for READING? 20%

Use the space below to include any comments or notes pertaining to the READING data and/or the assessment system (ie missing grade level data, etc..

Math

What % of the total population of the school is performing at grade-level for MATH as determined by the assessment system currently in place?

50%

What % of the total population are receiving interventions for MATH? 17%

Use the space below to include any comments or notes pertaining to the MATH data and/or the assessment system (ie missing grade level data, etc..