

**LEBANON COMMUNITY SCHOOL DISTRICT
SCHOOL BOARD AGENDA
Lebanon School District Office
485 S. 5th St. Lebanon, OR 97355
April 14, 2016
AMENDED**

-

A. CALL TO ORDER/WELCOME/FLAG SALUTE– 6:00 p.m. District Office Board Room

Liz Alperin
Richard Borden
Jerry Williams
Michael Martin
Russ McUne

B. 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.

C. GENERAL BUSINESS

1. **Action:** Approve Pioneer Reconfiguration & Boundary Changes (Enclosure C-5)
2. **Action:** Approve 2nd Reading on policies: (Enclosures C-1)
 - ING – Animals in District Facilities
3. **Action:** Approve 1st Reading of Policy: (Enclosure C-2)
 - GCBDD/GDBDD – Sick Time
 - JEC – Admissions
4. **Information:** AR Policy Revisions: (Enclosure C-3)
 - JEC-AR (1) – Open Enrollment/School Attendance Areas
 - JEC-AR (3) – Application for Open Enrollment
5. **Action:** Approve 1st Reading of 2016-2017 District Calendar (Enclosure C-4)
6. **Action:** Approve 6-12 Math Adoption/Laura Foley (Enclosure C-6)

D. FINANCE

1. **Report:** Financial Update (Enclosure D-1)
2. **Action:** Intent to Award Audit RFP (Enclosure D-2)
3. **Information:** Correction to Clerical Error 2015-16 Budget

E. OPERATIONS

F. CONSENT AGENDA

1. **Action:** Approve March 10, 2016 Board Minutes (Enclosure F-1)
2. **Action:** Approve March 10, 2016 Special Board/Budget Meeting Minutes (Enclosure F-2)

G. BOARD OF EDUCATION TIME/DISCUSSION

April 28, 2016	6:00 p.m./District Office Board Room	Regular Board Meeting
April 28, 2016	7:00 p.m./District Office Board Room	Budget Committee Meeting #2
May 12, 2016	6:00 p.m./District Office Board Room	Regular Board Meeting
May 12, 2016	7:00 p.m./District Office Board Room	Budget Committee Meeting #3
May 26, 2016	7:00 p.m./District Office Board Room	Public Budget Hearing & Special Board Meeting
June 9, 2016	6:00 p.m./District Office Board Room	Regular Board Meeting

H. BOARD COMMUNICATION

I. SUPERINTENDENT COMMUNICATION

J. 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.

Policy Revisions
April 14, 2016

Policy GCBDD/GDBDD

Oregon signed into law Senate Bill (SB) 454 in June, 2015, making Oregon the fourth state to enact a statewide mandatory paid sick time law. The new law requires Oregon employers to provide sick time to employees beginning on January 1, 2016. Employees are able to use the sick time for a wide range of illness or preventive care reasons as well as to take care of family members. Even though Oregon school districts have Oregon Revised Statute (ORS) 332.507 that already establishes sick leave requirements for education, Oregon school districts are not exempt from this new law.

Policy ING

Recommend making changes to Animals in District Facilities to clarify current language.

Policies JEC, JEC-AR (1) & JEC-AR (3)

Recommend making changes to address changes to the Open Enrollment Policy.

Animals in District Facilities

As general policy, the Board discourages the presence of animals in district facilities. In limited circumstances, however, the Board recognizes a potential benefit from the presence of an animal in the school setting. The Board also recognizes the importance of providing for the health and safety of students and employees in the district; and the importance of providing a safe and appropriate environment for animals in our care.

Animal serving those with disabilities would be an exception to this policy.

1. **SERVICE ANIMALS:** The term "Service Animal" means any dog or other common domestic animal that is individually trained to do work or perform tasks for the benefit of an individual with a disability, including, but limited to , guiding an individual with impaired vision, alerting and individual with impaired hearing to the presence of people or sounds, providing minimal protection or rescue work, pulling a wheelchair, fetching items needed, assisting an individual during a seizure, and assisting an individual with balance, stability or navigation. The term "Service Animal" does not include an animal whose sole function is to provide emotional support, comfort, therapeutic benefit, or companionship or to promote emotional well being. The District will comply with all federal and state laws and regulations regarding the use of Service Animals in its facilities.
 - a. Before a staff member or student with a disability uses a Service Animal at school, the staff member or a parent of the student must submit a written request for the use of a Service Animal to the Principal.
 - b. The staff person or parent requesting to use a Service Animal shall be notified in writing of the decision. If the staff member or parent is dissatisfied with the decision, he or she may appeal the decision to the Superintendent. The Superintendent's decision shall be provided in writing and shall be final.
 - c. A Service Animal shall be secured by a harness, leash, or other tether at all times while on District property.
 - d. If the staff member or student is unable to act as the Service Animal's handler, the staff member or parent of the student must provide a qualified handler for the Service Animal and or assign staff to perform the responsibilities of the animal's handler.
 - e. The Service Animal's handler shall be responsible for controlling, supervising, and caring for the animal.
 - f. A Service Animal may be excluded or removed from District premises if:
 - i. The animal is out of control and the animal's handler does not take effective action to control it; or
 - ii. The animal is not housebroken; or
 - iii. The animal's presence or behavior fundamentally alters or disrupts the provision of education to students; or

- iv. The animal poses a threat to the health or safety of others that cannot be eliminated by reasonable modifications.

2. **NON-SERVICE ANIMALS:** Animals that do not meet the above definition of a “Service Animal” shall not be allowed in District facilities except as allowed by a building principal.

In the event permission is granted for a non-service animal visitation to a District Facility, the following will apply;

- a. Animals must be adequately cared for and appropriately secured. Only the teacher or students designated by the teacher are to handle the animals.
- b. If animals are to be kept in the classroom on days when classes are not in session, arrangements must be made for their care.
- c. Animals may not be transported on a school bus.
- d. The visit will be for educational purpose.
- e. The requirements listed above for “Service Animals” do not apply to non-service animals that are brought to school for 3 or fewer consecutive days, as long as the principal gives prior approval and does not remove that approval.
- f. If the approval/disapproval process for the presence of a non-service animal is contested by a parent or staff member (in writing), the situation may be appealed to the Superintendent in writing. The Superintendent’s decision shall be provided in writing and shall be final.

To these ends, the superintendent or designee has the responsibility to develop procedures for the presence of animals in district facilities and on district property.

END OF POLICY

Legal Reference(s):

[ORS 346.620](#)
[ORS 659A.400](#)

[OAR 581-053-0010](#)
[OAR 581-053-0230\(9\)\(j\)](#)
[OAR 581-053-0330\(1\)\(q\)](#)

[OAR 581-053-0430\(16\)](#)
[OAR 581-053-0531\(15\)](#)

Americans with Disabilities Act of 1990, 104 Stat. 327, 42 U.S.C. § 12101 et seq. (2006); 28 CFR §§ 35.104, 35.136 (2006).
Americans with Disabilities Act Amendments Act of 2008.

Sick Time*

“Employee” means an individual who is employed by the district and who is paid on an hourly, stipend or salary basis, and for whom withholding is required under Oregon Revised Statute (ORS) 316.162-316.221. The definition does not include volunteers or independent contractors.

Employees qualify to begin earning and accruing sick time on the first day of employment with the district. The district shall allow an eligible employee to access up to 40 hours of paid sick time per year.

January 1, 2016 – June 30, 2016

All Employee Groups:

Paid sick time shall accrue at the rate of one hour of paid sick time for every 30 hours the employee works.

Beginning July 1, 2016

Represented Employees:

Paid sick time of 40 hours shall be front-loaded for all fulltime represented licensed, fulltime represented classified, and part-time represented employees working 4.5 or more hours per day.

Part-time represented employees working *less* than 4.5 hours per day will accrue paid sick time at the rate of one hour of paid sick time for every 30 hours worked.

Non-Represented Employees:

Paid sick time of 40 hours shall be front-loaded for all fulltime non-represented employees and part-time non-represented employees working 4.5 or more hours per day.

Part-time non-represented employees working *less* than 4.5 hours per day, substitutes, stipend employees (i.e. mentor), and at-will employees will accrue paid sick time at the rate of one hour for every 30 hours worked.

The employee may carry up to 40 hours of unused sick time from one year to the subsequent year. An employee is limited to using no more than 40 hours of sick time in a year.

Sick time shall be taken as follows:

- 15 minutes increments for all full or part-time licensed, full or part-time classified, full or part-time non-represented employees
- 1 hour increments for coaches and other stipend staff, classified substitutes and at-will employees
- 4 hour increments for certified substitutes

Sick time may be used for the employee's or a family member's¹ mental or physical illness, injury or health condition, need for medical diagnosis, care or treatment of a mental or physical illness, injury or health condition or need for preventive care, or for reasons consistent with the Family Medical Leave Act (FMLA) or OFLA. Sick time may also be used in the event of a public health emergency.

The use of sick time may not lead to, or result in, an adverse employment action against the employee.

The district reserves the right after five consecutive days of absence, to require proof of personal illness or injury from an employee, including a medical examination by a physician chosen and paid for by the district. An employee refusing to submit to such an examination or to provide other evidence as required by the district, shall be subject to appropriate disciplinary action, up to and including dismissal.

When the reason for sick time is consistent with FMLA/OFLA leave, the sick time and the FMLA/OFLA leave may run concurrently. When the reason for sick time is consistent with sick leave per ORS 332.507, the sick time and sick leave will run concurrently.

If the reason for sick time is a foreseeable absence, the district may require the employee to provide advance notice of their intention to use sick time as soon as is practical. When the employee uses sick time for a foreseeable absence, the employee shall take reasonable effort to schedule the sick time in a manner that does not unduly disrupt the operations of the district (e.g., grading deadlines, inservice training, mandatory meetings).

If the reason for sick time is unforeseeable, such as an emergency, accident or sudden illness, the employee shall notify the district as soon as is practical.

The district shall establish a standard process to track the eligibility for sick time of a substitute. Substitutes must complete a written request to use paid sick time within five days of their absence.

END OF POLICY

Legal Reference(s):

ORS 332.507
ORS 342.545

ORS 342.610
ORS 659A.150 to -659A.186

SB 454 (2015)

Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213; 29 C.F.R. Part 1630 (2006); 28 C.F.R. Part 35 (2006).
Family and Medical Leave Act of 1993, 29 U.S.C. §§ 2601-2654 (2006); Family and Medical Leave Act of 1993, 29 C.F.R. Part 825 (2006).

Americans with Disabilities Act Amendments Act of 2008.

R1/14/16 | PH

¹"Family member" is defined by the Oregon Family Leave Act (OFLA).

Lebanon Community Schools

Code: JEC
Adopted: 4/15/10
Readopted: 1/20/11, 3/10/16
Orig. Code(s): JEC

School Admission and Open Enrollment

Students, legally residing within the district's boundaries, are eligible to attend the district schools. Compulsory attendance is established by state statute with provision for exceptions under specified conditions.

State law requires a student whose sixth birthday is on or before September 1 to enroll in a public school; and recognizes a student who is age five on or before September 1 to be kindergarten age.

Students between the ages of 5 and 19 who are not legally emancipated or wards of a public agency shall be considered resident for school purposes in the school district in which their parents or guardian reside.

Students located in the district shall not be excluded from admission solely because the student does not have a fixed place of residence or solely because the student is not under the supervision of a parent.

The district may admit an otherwise eligible person who is not receiving special education and who has not yet attained 21 years of age prior to the beginning of the current school year if the person is shown to be in need of additional education in order to secure a diploma.

All new students must register in the office of the school of residence. Registration requirements include proof of the student's birth date (e.g. a birth certificate, a hospital record, a baptismal record or a signed affidavit). Students must meet state law in regards to required inoculations and other health related requirements in order to be admitted to school.

The Board recognizes that the educational goals of the district can best be attained through educational programs as diverse as students' needs within a pluralistic society. Therefore, the Board encourages the development of a variety of school options through the cooperative efforts of educators, parents, students, and/or community resources.

Students have a right to attend the neighborhood school which is within the attendance boundaries of which they are also resident. ~~This right does not supersede the district's right to place students at another neighborhood school when overcrowding exists or when a different placement is considered to be in the best interest of students.~~ The district will consider parent or guardian applications for open enrollment outside their neighborhood attendance area in accordance with district regulations. Parents may apply for more than one school by priority order.

When open enrollment applications are approved by the district, the student may continue at the transferred school until such time the student completes that level of instruction provided at that site contingent on space being available.

END OF POLICY

Legal Reference(s):

[ORS 327.006](#)
[ORS 336.092](#)
[ORS 339.010](#)
[ORS 339.020](#)

[ORS 339.030](#)
[ORS 339.115](#)
[ORS 339.125](#)
[ORS 339.133](#)

[ORS 339.134](#)
[ORS 433.267](#)

[OAR 581-022-0705](#)

Illegal Immigration and Immigration Reform Act of 1996, 8 U.S.C. §§ 1101, 1221, 1252, 1224, 1363, 1367 (2006).
McKinney-Vento Homeless Education Assistance Improvements Act of 2001, 42 U.S.C. §§ 11431-11435 (2005).

Cross Reference(s):

JECB - Admission of Nonresident Students
JECBD - Homeless Students

Lebanon Community Schools

Code: JEC-AR (1)
Revised/Reviewed: 4/15/10; 1/20/11
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 classroom grade level at the student's instructional level is full or within two students of being full. Full is defined as follows:

Benchmark I Grades K-2 – 22 students (K-3) (K-2);

Benchmark II Grades 3-8 – 25 students (4-5) (3-8);
Benchmark III – 30 students (6-8).

Note: ~~The elementary principal may use her/his discretion to exceed the class size limit. In schools where there are mixed grade classes, the principal will use the class size above as a guide for limits on mixed grade classes.~~

3. A copy of the open enrollment application form letter 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 (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 30th 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 September 1st 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.

~~Each school site, as well as the district office, will be actively involved in notifying parents and the community of this open enrollment/school attendance area policy. Buildings will be expected to make monthly announcements regarding this matter between January and April of each year (via the building newsletters, etc.)~~

Lebanon Community Schools

Code: **JEC-AR (3)**
Revised/Reviewed: 4/15/10; 1/20/11
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: _____ (school requested)

second choice (optional): _____

third choice (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. classrooms at the student's instructional level are full or within two student of being full. Full is defined as follows:
 - Benchmark I Grades K-2 – 22 students (~~K-3~~) (~~K-2~~);
 - Benchmark II Grades 3-8 – 25 students (~~4-5~~) (~~5-8~~);
 - Benchmark III – 30 students (~~6-8~~).

NOTE: ~~The elementary building principal may use her/his discretion to exceed the class size limit. In schools where there are mixed grade classes, the principal will use the class size above as a guide for limits on mixed grade classes.~~

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.
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.
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 _____

Lebanon Community Schools 2016-2017 Calendar "A"

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

Aug. 2016							Sept. 2016						
S	M	T	W	H	F	S	S	M	T	W	H	F	S
	1	2	3	4	5	6					1	2	3
7	8	9	10	11	12	13	4	5H	6	7	8	9	10
14	15	16	17	18	19	20	11	12	13	14	15	16	17
21	22	23D	24P	25F	26	27	18	19	20	21	22	23	24
28	29*	30	31				25	26	27	28	29	30	

Class: 3
Other: D=1, P=2

Class: 21
Other: H=1

Oct. 2016						
S	M	T	W	H	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28Q	29
30	31P					

Class: 20
Other: P=1

Nov. 2016						
S	M	T	W	H	F	S
		1C	2C	3	4	5
6	7	8	9	10	11H	12
13	14	15	16	17	18	19
20	21	22	23	24H	25	26
27	28	29	30			

Class: 16
Other: C=2, H=2

Dec. 2016						
S	M	T	W	H	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26H	27	28	29	30	31

Class: 12
Other: H=1

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

Class: 18
Other: P=2, H=1

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

Class: 19
Other: H=1

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

Class: 18
Other:

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

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

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

Class: 22
Other: H=1

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

Class: 6
Other: P=1

Qtr.	Class	Parent Conf.	Prep	Staff Day	Holiday	Contact
1st Aug-Sept						
	24		2	1	1	28
2nd Oct.-Dec.						
	48	2	1		3	54
3rd Jan.-March						
	55		2		2	59
4th April-June						
	46	1	2		1	50
Total	173	3	7	1	7	191

L...non Community Schools 2016-2017 Calendar
Calendar "A"

August 23, 2016	Staff Development Day
August 24, 2016	Staff Preparation
August 25, 2016	Staff Preparation Day
August 29, 2016	SCHOOL BEGINS
September 5, 2016	Holiday - Labor Day-NO SCHOOL
October 28, 2016	End of Quarter
October 31, 2016	Staff Preparation Day -- NO SCHOOL
November 1, 2016	Parent Conference -NO SCHOOL
November 2, 2016	Parent Conference- NO SCHOOL
November 11, 2016	Holiday - Veterans Day - NO SCHOOL
November 23, 2016	Non-Contract Day - NO SCHOOL
November 24, 2016	Holiday - Thanksgiving -NO SCHOOL
November 25, 2016	Non-Contract Day - NO SCHOOL
December 19-31, 2016	Non-Contract Days-Winter Break - NO SCHOOL
December 25, 2016	Holiday - NO SCHOOL
January 2, 2017	Non-Contract Days-Winter Break - NO SCHOOL
January 3, 2017	Classes Resume
January 16, 2017	Holiday-Martin Luther King Jr. Day - NO SCHOOL
January 25, 2017	End of the Semester
January 26, 2017	Staff Preparation Day - NO SCHOOL
January 27, 2017	Staff Preparation Day - NO SCHOOL
February 20, 2017	Holiday-Presidents' Day - NO SCHOOL
March 27-30, 2017	Spring Break - NO SCHOOL
April 6, 2017	End of Quarter
April 7, 2017	Staff Preparation Day - NO SCHOOL
April 10, 2017	Parent Conferences - NO SCHOOL
May 29, 2017	Holiday - Memorial Day - NO SCHOOL
June 2, 2017	Strawberry Fair - EARLY DISMISSAL
June 6, 2017	High School Graduation
June 8, 2017	Classes End - EARLY DISMISSAL
June 9, 2017	Preparation Day

* Some students may begin school later due to incoming student orientation. More information will be provided by the school.
EMERGENCY CLOSURE MAKE-UP CONTINGENCY PROCEDURES STEPS IN ORDER:

1. Up to six (6) class days on June 12-16 & 19
 2. *Up to fourteen (14) hours of emergency closure (as provided by law)
- E Release Collaboration Days will be every Wednesday beginning September 9 for all schools**

(Enclosure C-4)



Rob Hess, Superintendent

485 South 5th Street - Lebanon, OR 97355 - Phone: 541.451.8458 - Fax: 541.451.8517 - www.lebanon.k12.or.us

To: Members of the School Board
Date: April 5th
From: Robert Hess, Superintendent
RE: Pioneer Reconfiguration and Boundary Moves

For the past several months, we have had a transparent and public discourse about school boundaries and school configurations. We have engaged with parents, staff, and community members through letters, e-mail, face-to-face meetings, questionnaires, surveys, by phone, and in public meetings. We have collected and reviewed a great deal of data along the way. Though difficult at times, the conversations have always been productive and forward-thinking.

The boundary discussion has centered on addressing the trend we have noticed over the last few years of overcrowding at some of our schools (Riverview, Cascade, and Pioneer), and the loss of enrollment at other schools (Green Acres, Hamilton Creek). We have also explored the concept and value of Open Enrollment during this time and determined it is an important tool for families and should be continued as a policy, however, there needs to be adjustments in how the policy is implemented (AR) so that families can attend their neighborhood school without hindrance.

The reconfiguration concepts have centered around two questions:

1. Equity: how can we provide more opportunities to more students?
2. Efficiency: how can we continue to meet the needs of our students with reduced resources?

Though there are no easy answers to these challenging questions, we believe through thoughtful and consistent decision making, more students will graduate on time with improved opportunities. We have reached a proposal we are asking you to approve that will support positive student outcomes. The following proposal will positively impact the majority of our schools with very little disruption or loss of parental control.

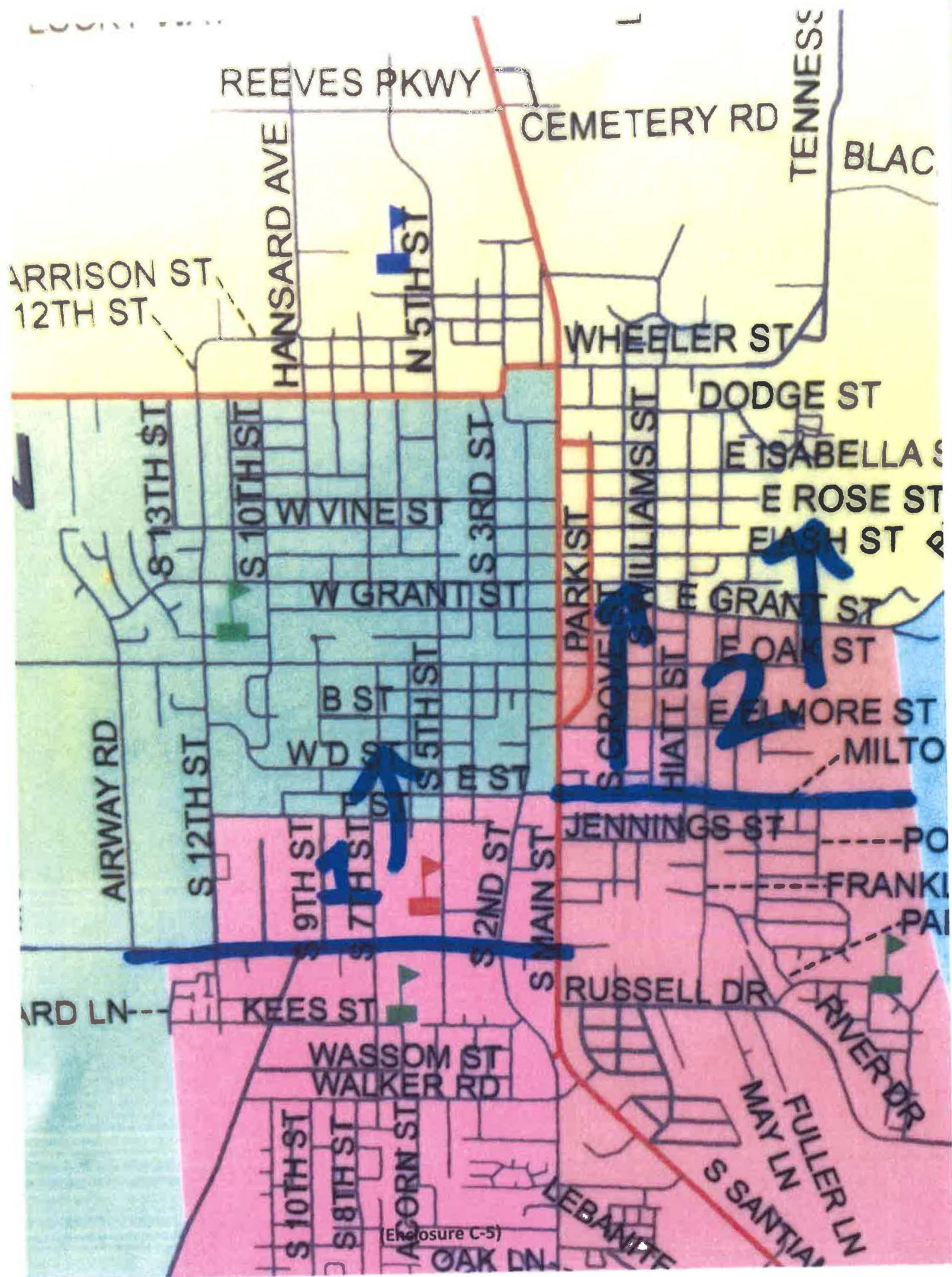
1. Alleviate overcrowding at Riverview (20-40 students)
2. Alleviate overcrowding at Pioneer (20-40 students)
3. Alleviate overcrowding at Cascade (20-40 students)
4. Increase enrollment at Green Acres (15-30 students)
5. Increase enrollment at Hamilton Creek (10-20 students)
6. Increase enrollment at 7 Oak (40-60 students)

Unfortunately, it is not possible to determine the exact impact each school will encounter in year one, but in time the enrollment will be positively affected. With additional 7th and 8th grade students at Seven Oak, we will be able to offer additional elective, recovery, and advanced courses without increasing FTE across the system. We will also be able to increase the opportunity for more students to enroll in the AVID elective.

It is my firm belief that reconfiguring Pioneer to a K-6 school and adjusting boundaries makes our schools and district more efficient and effective. In addition, we will be able to provide greater equity to our students. I ask for your support.

Sincerely,


Dr. Robert T. Hess
Superintendent



1 - UNANIMOUS

CPM

6 HS VOTES

5 MS VOTES

Team/Cat _____	Publisher _____
Evaluator ID _____	Score _____
Submission # _____	

4	Exceeds the criteria
3	Adheres to the criteria
2	Sometimes adheres to the criteria
1	Occasionally adheres to the criteria
0	Rarely adheres to the criteria

Criteria for the Review and Adoption of Instructional Materials for: CPM Math 6-12

Category 1, 2, 3 and 4: (CCSS) Mathematics – Grades K-2, 3-5, 6-8 and 9-12

LEGAL REQUIREMENTS SECTION

A. BASAL INSTRUCTIONAL MATERIALS CRITERIA

The submitted materials must make up an organized system of instruction that align with adopted state standards.

Does the program meet the above requirements for basal instructional materials?

☒ Yes

☐ No

B. EQUITY CRITERIA

Submitted materials must provide models, selections, activities and opportunities for responses which promote respect for all people described in ORS 659.850, OAR 581-021-0045 and support program compliance standards described in OAR 581-021-0046.

Does the program meet the above requirements for equity?

☒ Yes

☐ No

C. National Instructional Materials Accessibility Standard (NIMAS)

Submitted materials must include assurance from the publishers agreeing to comply with the most current NIMAS specifications regarding accessible instructional materials.

Does the program meet the above requirements for NIMAS?

☒ Yes

☐ No

D. Digital Manufacturing Standards and Specifications (MSST Form B and M):

Submitted materials must include assurance from the publishers agreeing to comply with the most current digital manufacturing standards and specifications.

Does the program meet the above MSST requirements?

☒ Yes

☐ No

Category 3: CCSS Mathematics – Grades 6-8

I. Alignment to the CCSS Mathematical Content**

The instructional materials demonstrate evidence of key shifts that are reflected in the CCSS:

FOCUS

- ✚ 1. Addresses all grade-level CCSS Mathematics standards by including a clear and explicit purpose for instruction and prioritizing critical concepts for each grade level.

COHERENCE

- ✚ 2. Materials are consistent with the learning progressions in the Standards based on previous understandings.

RIGOR

Requires students to engage with and demonstrate challenging mathematics with appropriate balance among the following:

- ✚ 3. **Application:** Provides opportunities for students to independently apply mathematical concepts in real-world situations.
- ✚ 4. **Conceptual Understanding:** Develops understanding through conceptual problems and questions, multiple representations and opportunities for students to write and speak mathematically.
- ✚ 5. **Procedural Skill and Fluency:** Expects, supports and provides guidelines for procedural skill and fluency with core calculations and mathematical procedures (when called for in the standards for the grade) to be performed quickly and accurately.

II. Alignment to the CCSS Mathematical Practices**

The instructional materials identify and utilize the Standards for Mathematical Practice (MP):

- ✚ 6. The mathematical practices are explicit and central to the lessons, handled in a grade-appropriate way and well connected to the content being addressed.
- ✚ 7. **Overarching habits of mind of a productive mathematical thinker:**
- Engages students in productive struggle through relevant, thought-provoking questions, problems and tasks that stimulate interest and elicit mathematical thinking. (MP.1)
 - Uses and encourages precise and accurate mathematics, academic language, terminology and concrete or abstract representations. (MP.6)
- ✚ 8. **Reasoning and explaining:**
- Provides sufficient opportunities for students to reason mathematically and express reasoning through classroom discussion, written work and independent thinking. (MP.2 & MP.3)
- ✚ 9. **Modeling and using tools:**
- Encourages the strategic use of concrete or abstract representations (e.g. pictures, symbols, expressions, equations, graphics, models, technology-based tools) in the discipline. (MP.4 & MP.5)
- ✚ 10. **Seeing structure and generalizing:**
- Connect prior knowledge in order to retell and reflect on patterns and evaluate reasoning. (MP.7 & MP.8)

III. Instructional Supports

The teacher materials are responsive to varied teacher needs:

- ✚ 1. Includes clear, sufficient and easy to use guidance to support teaching, learning of the targeted standards and vocabulary, including, when appropriate, the use of supported technology, web and media.
- ✚ 2. Provides a discussion of the mathematics addressed within each unit and the mathematical point of each lesson as it relates to the organizing concepts of the unit.
- ✚ 3. Recommends and facilitates a mix of instructional approaches for students with diverse learning needs, such as using multiple representations (e.g., including models, using a range of questions, checking for understanding, flexible grouping, pair-share, etc.).
- ✚ 4. Gradually removes supports, requiring students to demonstrate their mathematical understanding independently.
- ✚ 5. Teacher materials are organized and easy to use.

The materials are responsive to varied student learning needs**:

- ✚ 1. Differentiation for ELD, SPED, students above or below grade level and other special populations is evident. The language in which problems are posed is carefully considered.
- ✚ 2. Uses technology and media to deepen learning.
- ✚ 3. Cultivates student interest and engagement in math through culturally relevant practices free of bias regarding student race, ethnicity, disability status, gender, religion, sexual orientation, national origin, marital status, or color.
- ✚ 4. Provides appropriate extensions scaffolding, differentiation and extra support for a broad range of learners, including supporting students above and below a given course level.

IV. Assessment

The instructional materials regularly assess whether students are mastering standards-based content and skills:

- ✚ 20. Demonstrates grade-level CCSS (content and Mathematical Practices) and are rigorous.
- ✚ 21. Available in digital/non-digital formats and are accessible to all students.
- ✚ 22. Includes rubrics and proficiency criteria.
- ✚ 23. Uses varied modes which must include selected, constructed, extended response items, self-assessments and performance tasks to provide teachers with a range of formative and summative data to inform instruction.

Oregon Definition of Instructional Material: Units/lessons and materials that make up the major instructional vehicle for a given course of study as described in OAR 581-011-0050.

Overall Rating for the Instructional material:

Rating Scale for Criteria #1-10	Rating Scale for Criteria #11-23
4: Meets all criteria (exemplary)	2: Meets criteria
3: Adheres to the criteria	1: Partially meets/some evidence
2: Sometimes adheres to the criteria	0: Does not meet criteria
1: Occasionally adheres to the criteria	
0: Does not meet the criteria	

	Key Criteria (#1-5) (Scores 0-4)	Key Criteria (#6-10) (Scores 0-4)	Key Criteria (#11-19) (Scores 0-2)	Supporting Criteria (#11-15, #20-23) (Scores 0-2)
Exemplifies Quality	100% 3 or 4	100% 3 or 4	100% 1 or 2	100% 1 or 2
Approaching Quality	≥80% 3 or 4	≥80% 3 or 4	≥75% 1 or 2	≥50% 1 or 2
Does not meet standards	<80% 3 or 4	<80% 3 or 4	<75% 1 or 2	<50% 1 or 2

Category 4: CCSS Mathematics – Grades 9-12

I. Alignment to the CCSS Mathematical Content**

The lesson/unit reflects evidence of key shifts that are reflected in the CCSS:

FOCUS

1. Lessons and units targeting the widely applicable prerequisites (at the standard and cluster level) provide an especially in-depth treatment, with especially high expectations.

Lessons and units targeting supporting work of the grade (at the standard and cluster level) have visible connection to the widely applicable prerequisites and are sufficiently brief. Lessons and units do not hold students responsible for material from later grades.

COHERENCE

2. The content develops through reasoning about the new concepts on the basis of previous understandings.

RIGOR

Requires students to engage with and demonstrate challenging mathematics with appropriate balance among the following:

3. **Application:** Provides opportunities for students to independently apply mathematical concepts in real-world situations and problem solve with persistence, choosing and applying an appropriate model or strategy to new situations.
4. **Conceptual Understanding:** Develops students' understanding through brief conceptual problems and questions, multiple representations and opportunities for students to write and speak about their understanding.
5. **Procedural Skill and Fluency:** Expects, supports and provides guidelines for procedural skill and fluency with core calculations and mathematical procedures (when called for in the standards for the grade) to be performed quickly and accurately.

II. Alignment to the CCSS Mathematical Practices**

The instructional materials identify and utilize the Standards for Mathematical Practice (MP):

6. The mathematical practices are explicit and central to the lessons, handled in a grade-appropriate way and well connected to the content being addressed.

7. Overarching habits of mind of a productive mathematical thinker

- Engages students in productive struggle through relevant, thought-provoking questions, problems and tasks that stimulate interest and elicit mathematical thinking. (MP.1)
- Uses and encourages precise and accurate mathematics, academic language, and terminology. (MP.6)

8. Reasoning and explaining

- Materials provide sufficient opportunities for students to reason mathematically and express reasoning through classroom discussion, written work and independent thinking. (MP.2 & MP.3)

9. Modeling and using tools

- Encourages the strategic use of concrete or abstract representations (e.g., pictures, symbols, expressions, equations, graphics, models). (MP.4 & MP.5)

10. Seeing structure and generalizing

- Requires students to look for and make use of structure; and look for and express regularity in repeated reasoning. (MP.7 & MP.8)

III. Instructional Supports

Each lesson is responsive to varied teacher needs:

11. Includes clear and sufficient guidance to support teaching and learning of the targeted standards, including, when appropriate, the use of technology and media.
12. Provides a discussion of the mathematics of the units and the mathematical point of each lesson as it relates to the organizing concepts of the unit.
13. Recommend and facilitate a mix of instructional approaches for students with diverse learning needs, such as using multiple representations (e.g., including models, using a range of questions, checking for understanding, flexible grouping, pair-share).
14. Gradually remove supports, requiring students to demonstrate their mathematical understanding independently.
15. Teacher materials are organized and easy to use.

The materials are responsive to varied student learning needs:**

16. Differentiation for ELD, SPED, students above or below grade level and other special populations is evident. The language in which problems are posed is carefully considered.
17. Allow teacher/student access through digital media to deepen understanding.
18. Cultivates student interest and engagement in math through culturally relevant practices free of bias regarding student race, ethnicity, disability status, gender, religion, sexual orientation, national origin, marital status, or color.
19. Provides appropriate extensions scaffolding, differentiation and extra support for a broad range of learners, including supporting students above and below a given course level.

A course or longer units should:

20. Demonstrate an effective sequence and a progression of learning where the concepts or skills advance and deepen over time.

IV. Assessment

The lesson/unit regularly assesses whether students are mastering standards-based content and skills:

21. Is designed to elicit direct, observable evidence of the degree to which a student can independently demonstrate the targeted standard.
22. Includes aligned rubrics, answer keys and scoring guidelines that provide sufficient guidance for interpreting student performance.
23. Uses varied modes of curriculum embedded assessments (selected, constructed, extended response items, and performances tasks) that may include pre-, formative, summative and self-assessment measures.
24. Assesses student proficiency using methods that are accessible and unbiased, including the use of grade-level language in student prompts.
25. Provides extensions for students with high interest or working above grade level.

Digital Assessment materials:

26. Are easy to manipulate and customize
27. Are clearly linked to the adopted standards
28. Have sufficiently large enough problem banks

Oregon Definition of Instructional Material: Units/lessons and materials that make up the major instructional vehicle for a given course of study as described in OAR 581-011-0050.

Overall Rating for the Instructional material:

Rating Scale for Criteria #1-10	Rating Scale for Criteria #11-23
4: Meets all criteria (exemplary)	2: Meets criteria
3: Adheres to the criteria	1: Partially meets/some evidence
2: Sometimes adheres to the criteria	0: Does not meet criteria
1: Occasionally adheres to the criteria	
0: Does not meet the criteria	

	**Key Criteria (#1-5) (Scores 0-4)	**Key Criteria (#6-10) (Scores 0-4)	**Key Criteria (#16-19) (Scores 0-2)	Supporting Criteria (#11-15, #20-28) (Scores 0-2)
Exemplifies Quality	100% 3 or 4	100% 3 or 4	75% 1 or 2	100% 1 or 2
Approaching Quality	≥80% 3 or 4	≥80% 3 or 4	≥75% 1 or 2	≥50% 1 or 2
Does not meet standards	<80% 3 or 4	<80% 3 or 4	<75% 1 or 2	<50% 1 or 2

Quality Review Rubric for Instructional Materials was originally developed for units/lessons by Tri-State Collaborative (MA, NY, RI – facilitated by Achieve): 7/6/2012.
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VALUE	MEETS	DOESN'T MEET	NOTES
Cost			
Technology Requirements	✓ <i>Chrome Books Classroom</i>		<i>Chromebooks needed!</i>
Digital Access	✓		<i>Resources, Parent Teacher practice manipulati</i>
Training Needs for Teachers	<i>John Anderson Ph.D. ✓</i>		<i>Semi Annual Ph & New Teacher</i>
Ease of use for Students	✓		<i>Homework Help on line +</i>
Ease of use for Parents	✓		<i>Parent Support HW Help</i>
Ease of use for Teachers	✓		<i>TE Detailed</i>
Material Review Results	✓		
Articulated 6-12 curriculum	✓		
Aligned with CCSS	✓		
Embedded WICOR Strategies	✓		
Other guiding values	✓		

(Enclosure C-6)

HW Help.

Business Report

By: Linda Darling, Business Director

April 14, 2016

Financial Report: (enclosure D-1)

The 2015-2016 Financial Board report included in this Board packet reflects all of actual (audited) revenue and expenditures for 2014-2015; the budgeted, spent and/or encumbered, and projected amounts for 2015-2016. The April's projected EFB for 2015-2016 is \$2,453,520. This is a decrease from March's \$3,348,700. The major changes in this projection are:

- Decrease in revenues are in the areas of:
 1. the 2015-2016 State School Fund Grant estimate released March 17, 2106 reflected: teacher experience decreasing by .89 (from -1.6 to -2.49) resulting in \$112,816 less, 21.19 reduction in Extended ADMw resulting in \$149,347 less, along with some other changes resulting in a total of \$424,299 less from the November 2015 estimate
 - this is an additional \$600,000 less than the March projection
 2. the 2014-2015 State School Fund Grant estimate released April 4, 2106 reflected: teacher experience decreasing by .89 (from -1.6 to -2.49) resulting in \$112,461 less, there were more local revenues collected than estimated (\$264,679 was Federal Forest Fees that were unexpected), along with some other changes resulting in a total of \$506,459 less
 - in past projections a negative adjustment of \$250,000 was included, this resulted in an additional \$256,000
 - this is not the final adjustment for 2014-2015, there will be one more prior to the May 15th adjustment
- Increase in expenditures in the areas of:
 3. Salaries & Benefits: the March estimate included a hand projection of the financial impact from the recent Licensed Contractual settlement. The settlement resulted along with some other projection changes the overall amount is a decrease in expenditures of \$134,010
 4. Purchased Services: the March projection reflected an adjustment of Beyond LHS and OiSchool (online school) tuition, however there has been additional information which has resulted in the increased projection amount in this area of approx. \$113,690
 5. Supplies & Materials: the cost of fuel is staying at a fairly consistent rate, resulting in the increase of anticipated expenditures by approx. \$9,000.
 6. Transfers: the increase of \$50,000 for Food Service has been included

Intent to Award Audit RFP: (enclosure D-2)

There were two firms that submitted proposals for audit services from 2016-2020. Pauly Rogers and Accuity, LLC both had quality proposals. A team comprised of Russ McUne, Julie Hansen, and myself read and scored the proposals over 9 areas. It is the team's recommendation to award the audit contract to Accuity, LLC.

Correction to Clerical Error in 2015-2016 Budget:

In developing the 2015-2016 Budget Document there was a clerical error in Fund 601 – Unemployment Insurance Fund. Under the resources (Function 5255), Transfer from General Fund the amount \$15,000 was listed in the Budget Document. However, the actual transfer amount recorded in the General Fund Requirements (Object 717) is \$50,000. The Board does not need to take action, just be notified in public meeting. The 2016-2017 Budget Document reflects the correction to the clerical error in Fund 601 – Unemployment Insurance Fund.

(Enclosure F)

2015-2016 General Fund Summary Report

	12/13 Actual	13/14 Actual	14/15 Actual	15/16 Budget	4-4-16 YTD & Enc	4-4-16 Balance	15/16 Project 3/1/2016
General Fund - Revenue							
SSF Formula	30,017,096	33,010,958	34,926,096	35,975,000	30,883,372	5,091,628	35,700,000
SSF Adjustment	337,479	354,709	48,134	-	-	-	(506,500)
State Fiscal Stabilization Fund	-	-	-	-	-	-	-
Federal Ed Jobs	-	-	-	-	-	-	-
School Year SubAccount	-	-	-	-	-	-	-
Loan Receipts	-	-	-	-	-	-	-
Interest	59,860	55,090	62,596	40,000	52,585	(12,585)	75,000
Third Party Billing	50,472	35,680	25,179	50,000	38,451	11,549	50,000
TMR	176,000	189,021	154,930	175,000	74,757	100,243	150,000
JROTC	62,358	44,877	64,220	62,000	49,222	12,778	65,000
Other	422,445	493,650	379,017	367,400	223,420	143,980	265,500
Interfund Transfer	60,000	680,000	60,000	60,000	45,618	14,382	60,000
BFB	2,596,141	1,065,336	3,162,455	3,500,000	3,932,387	(432,387)	3,932,000
Total	33,781,852	35,929,322	38,882,628	40,229,400	35,299,812	4,929,588	39,791,000
	=====	=====	=====	=====	=====	=====	=====
General Fund - Expenses							
Salaries	16,090,527	15,946,123	16,263,399	17,309,590	17,381,374	(71,784)	17,787,500
Benefits	9,467,455	9,581,618	10,020,660	11,260,053	10,461,127	798,926	10,655,680
P. Services	4,635,957	4,781,674	5,112,768	6,235,965	4,226,431	2,009,534	5,033,700
Supplies	1,165,368	1,123,636	1,477,643	1,696,562	1,232,796	463,766	1,294,500
Capital Outlay	23,301	-	6,779	30,000	17,705	12,295	30,000
Other Objects	240,048	262,806	308,993	337,230	268,905	68,325	311,100
Transfers	1,093,860	902,369	1,760,000	2,360,000	2,154,052	205,948	2,225,000
Contingency	-	-	-	1,000,000	-	1,000,000	-
Total	32,716,516	32,598,226	34,950,241	40,229,400	35,742,389	4,487,011	37,337,480
	=====	=====	=====	=====	=====	=====	=====
<i>Projected Ending Fund Balance</i>							<i>2,453,520</i>

2015-2016 General Fund Summary Report

	12/13 Actual	13/14 Actual	14/15 Actual	15/16 Budget	4-4-16 YTD	4-4-16 Balance	15/16 Project 4/5/2016
SSF Formula							
Taxes	7,841,946	7,903,432	8,234,812	8,170,000	8,064,419	105,581	8,410,000
Federal Forest Fees	226,617	270,219	264,679	-	-	-	251,000
Common School	348,692	390,784	409,884	405,000	196,805	208,195	394,000
County School	-	-	-	-	-	-	-
State Timber	53,044	210,996	405,152	100,000	121,425	(21,425)	200,000
School Support Fund	21,546,797	24,235,526	25,578,283	27,300,000	22,500,723	4,799,277	26,445,000
Adjustments to SSF Payments			-				
Adj for HC Disability Grant	8,476	44,585	33,286	-	-	-	-
Adj for 11/12 payment	329,004	-	-	-	-	-	-
Adj for 12/13 payment	-	310,123	-	-	-	-	-
Adj for 13/14 payment	-	-	48,134	-	-	-	-
Adj for 14/15 payment	-	-	-	-	-	-	(506,500)
State Fiscal Stabilization Fund	-	-	-	-	-	-	-
Federal Ed Jobs	-	-	-	-	-	-	-
School Year SubAccount	-	-	-	-	-	-	-
Total SSF Formula	30,354,576	33,365,667	34,974,231	35,975,000	30,883,372	5,091,628	35,193,500
Loan Receipts	-	-	-	-	-	-	-
Interest of Investments	59,860	55,090	62,596	40,000	52,585	(12,585)	75,000
Third Party billing - Medicaid	50,472	35,680	25,179	50,000	38,451	11,549	50,000
TMR	176,000	189,021	154,930	175,000	74,757	100,243	150,000
JROTC reimbursement	62,358	44,877	64,220	62,000	49,222	12,778	65,000
Other							
Outdoor School	-	-	-	-	-	-	-
Rental Fees	24,695	24,989	27,828	24,000	5,277	18,723	8,000
Fees Charged to Grants	53,440	-	-	50,000	-	50,000	-
Miscellaneous	278,595	396,771	282,468	233,400	135,232	98,168	174,500
E-Rate reimbursement	65,715	71,891	68,721	60,000	82,910	(22,910)	83,000
Interfund Transfer - Athletics	60,000	680,000	60,000	60,000	45,618	14,382	60,000
Beginning Fund Balance	2,596,141	1,065,336	3,162,455	3,500,000	3,932,387	(432,387)	3,932,000
Total	<u>33,781,852</u>	<u>35,929,322</u>	<u>38,882,628</u>	<u>40,229,400</u>	<u>35,299,812</u>	<u>4,929,588</u>	<u>39,791,000</u>

2015-2016 General Fund Summary Report

Obj	Description	12/13	13/14	14/15	15/16	4-4-16	4-4-16	4-4-16	4/5/2016
		Actual	Actual	Actual	Budget	YTD	Encumb	Balance	15/16 Project
111	Certified salaries	9,691,110	9,312,212	9,311,147	9,848,605	5,930,598	4,215,724	(297,717)	10,165,000
112	Classified salaries	3,570,418	3,821,771	4,164,521	4,550,655	2,915,629	1,629,456	5,570	4,551,000
113	Administrative salaries	1,356,839	1,409,054	1,464,907	1,668,123	1,232,271	411,566	24,285	1,645,000
114	Managerial - classified	124,134	92,856	94,714	96,608	134,066	44,689	(82,147)	178,800
116	Retirement stipends	98,858	99,065	76,123	51,135	41,921	9,213	1	52,000
118	Retirement Support Program	159,600	159,600	-	-	-	-	-	-
119	Confidential salaries	146,195	125,872	125,785	132,974	60,564	23,940	48,470	84,500
121	Certified subs	337,851	364,590	373,350	381,400	259,543	-	121,857	400,000
122	Classified subs	109,047	147,575	148,818	127,625	89,076	-	38,549	148,000
123	Temp certified	51,529	61,461	62,030	53,500	29,193	-	24,308	61,000
124	Temp classified	-	3,775	982	500	-	-	500	-
127	Student helpers salaries	2,884	12,466	11,768	6,000	5,852	-	148	9,000
132	Compensation time	12,822	19,026	23,861	20,500	4,713	-	15,787	30,000
133	Extra duty	174,502	149,434	254,381	207,565	211,119	20,290	(23,844)	300,000
134	Classified extra hrs	127,482	123,909	142,975	135,000	110,402	-	24,598	150,000
135	Vacation Payoff	31,234	17,384	4,377	24,000	-	-	24,000	9,500
136	Mentor teacher pay	2,438	1,568	990	-	111	-	(111)	1,700
137	Personal Leave Payout	25,750	22,057	75	-	-	-	-	-
138	Department Head Extra Duty	2,300	2,122	2,159	4,000	1,075	-	4,000	1,500
140	Salary Settlements	64,867	-	-	-	-	-	-	-
142	Taxable Meal Reimbursement	667	328	436	1,400	363	-	1,037	500
	Total Salaries	16,090,527	15,946,123	16,263,399	17,309,590	11,026,495	6,354,879	(71,784)	17,787,500
210	PERS	3,708,868	3,955,693	3,976,407	4,378,647	2,560,232	1,549,577	268,838	4,198,500
220	Social Security	1,173,990	1,183,575	1,207,537	1,303,449	818,649	470,078	14,722	1,319,800
231	Worker's Comp	130,637	119,163	136,822	183,311	116,685	56,244	10,382	175,600
241	Employee Ins - Admin	163,789	-	177,948	217,470	157,497	55,365	4,608	212,900
242	Employee Ins - Certified	2,038,405	2,146,033	2,307,416	2,601,416	1,355,162	978,358	267,896	2,341,000
243	Employee Ins - Classified	1,691,683	1,721,374	1,874,827	2,223,221	1,320,320	795,723	107,178	2,124,000
244	Employee Ins - Other	31,766	20,636	20,700	38,729	5,799	1,931	30,998	7,730
245	Employee Ins - Retired	472,809	389,149	276,090	270,000	178,515	-	91,485	235,150
246	Classified Insurance Pool	4,979	-	-	-	-	-	-	-
247	TSA	50,530	45,996	42,912	43,810	27,093	13,898	2,819	41,000
	Total Benefits	9,467,455	9,581,618	10,020,660	11,260,053	6,539,952	3,921,175	798,926	10,655,680

2015-2016 General Fund Summary Report

									4/5/2016
Obj	Description	12/13 Actual	13/14 Actual	14/15 Actual	15/16 Budget	4-4-16 YTD	4-4-16 Encumb	4-4-16 Balance	15/16 Project
311	Instructional Services	300	69,272	152,856	260,800	85,433	-	175,367	125,000
312	Instr Prog Improve Service	8,800	18,733	43,468	32,000	32,023	6,878	(6,901)	45,000
319	Other Instr-Prof-Tech SVCS	20,884	14,977	21,870	15,000	9,745	-	5,255	21,000
322	Repairs & Maintenance	87,245	101,489	163,270	107,300	141,162	12,639	(46,501)	180,000
323	Radio Service	1,188	-	-	-	7,767	-	(7,767)	7,800
324	Rentals	137,321	121,204	135,308	144,350	57,614	69,687	17,049	130,000
325	Electricity	414,837	440,338	467,896	472,100	347,695	-	124,405	472,600
326	Fuel	159,642	187,486	177,759	236,000	147,554	-	88,446	185,000
327	Water & Sewer	130,496	112,986	139,255	145,900	91,985	-	53,915	130,000
328	Garbage	82,910	77,676	86,324	95,600	58,903	-	36,697	88,000
329	Other Property Services	675	420	13,001	11,400	-	-	11,400	25,000
330	Reimb. Student Transportation	-	4,204	6,950	8,800	-	-	8,800	-
340	Travel	62,436	65,317	114,592	176,565	101,726	12,837	62,002	130,000
343	Travel - Student - Out of Dist.	191	1,665	-	2,700	-	-	2,700	-
346	Meals/Transportation	228	148	104	500	48	-	452	100
348	Staff Tuition	15,033	30,645	49,577	41,000	36,112	528	4,360	40,000
351	Telephone	66,659	67,513	82,642	71,300	51,617	2,693	16,991	75,000
353	Postage	17,610	25,894	23,607	29,250	11,565	-	17,685	24,000
354	Advertising	1,316	1,874	4,416	4,700	2,522	275	1,903	3,500
355	Printing & Binding	14,735	13,897	68,861	83,800	44,765	1,551	37,484	55,000
360	Charter School Payments	1,800,976	1,954,971	2,064,403	2,423,000	1,719,260	-	703,740	1,970,000
362	Insurance Reimbursement	643	-	-	-	-	-	-	-
371	Tuitions Payments to Other Dist.	32,878	37,250	40,570	175,000	29,701	-	145,299	30,000
373	Tuition Pay Private School	-	-	-	5,000	-	-	5,000	-
374	Other Tuition	906,502	782,257	605,954	811,000	280,334	179,355	351,311	615,000
381	Audit Services	21,950	27,150	27,650	30,000	25,150	-	4,850	26,000
382	Legal Services	6,776	9,011	2,028	25,000	3,410	-	21,590	5,900
384	Negotiation Services	5,449	14,344	5,934	10,000	9,102	-	898	15,000
386	Data Processing SVCS	53,576	57,261	59,787	100,300	60,028	-	40,273	75,000
387	Statistical Services	1,000	-	-	-	-	-	-	-
388	Election Services	6,410	-	4,565	-	-	-	-	-
389	Other Non_instr Pro/Tech	543,914	510,398	515,889	675,200	418,966	129,304	126,930	523,400
391	Physical Exams - Drivers	2,540	2,175	2,380	3,700	1,358	1,242	1,100	2,400
392	Drug Tests Drivers	1,535	1,110	1,110	3,000	600	1,400	1,000	1,300
393	Child Care Services	22,000	22,000	22,000	25,000	15,400	6,600	3,000	22,000
394	Sub calling service	5,464	5,536	5,559	6,800	7,489	-	(689)	7,500
396	Criminal History checks	1,440	2,332	2,546	2,900	2,410	-	490	2,600
398	Fingerprinting	400	138	639	1,000	-	-	1,000	600
Total P. Services		4,635,957	4,781,674	5,112,768	6,235,965	3,801,443	424,988	2,009,534	5,033,700

2015-2016 General Fund Summary Report

Obj	Description	12/13	13/14	14/15	15/16	4-4-16	4-4-16	4-4-16	4/5/2016
		Actual	Actual	Actual	Budget	YTD	Encumb	Balance	15/16 Project
406	Gas Oil & Lubricants	202,584	189,904	152,805	231,000	67,864	127,921	35,215	110,000
410	Supplies & Materials	359,880	356,317	457,671	465,630	308,731	25,395	131,504	380,000
413	Vehicle repair parts	41,968	54,783	50,201	63,000	34,332	15,066	13,602	49,000
414	Transportation operations	4,379	5,262	5,674	5,300	3,635	1,651	14	6,000
420	Textbooks	120,737	173,653	240,685	261,500	87,149	21,864	152,486	150,000
430	Library Books	10,819	6,636	9,934	13,000	4,492	2,314	6,193	7,000
440	Periodicals	4,440	3,753	6,012	5,320	2,325	-	2,995	3,500
460	Equipment under 5K	141,047	122,132	125,632	221,880	109,340	2,146	110,393	140,000
470	Computer software	118,839	139,153	173,513	230,648	158,036	2,943	69,669	174,000
480	Computer hardware	160,675	72,041	255,516	199,284	183,893	73,697	(58,306)	275,000
	Total Supplies & Materials	1,165,368	1,123,636	1,477,643	1,696,562	959,798	272,998	463,766	1,294,500
540	Equipment	23,301	-	6,779	30,000	17,705	-	12,295	30,000
	Total Capital Outlay	23,301	-	6,779	30,000	17,705	-	12,295	30,000
621	Regular Interest	-	-	-	500	-	-	500	-
640	Dues & Fees	50,998	51,933	92,488	103,130	50,237	29	52,864	92,000
650	Insurance & Judgments	189,050	210,873	216,456	233,600	218,639	-	14,961	219,000
670	Taxes & Licenses	-	-	49	-	-	-	-	100
	Total Other Objects	240,048	262,806	308,993	337,230	268,876	29	68,325	311,100
710	Transfer - Technology	50,000	50,000	175,000	200,000	200,000	-	-	200,000
711	Transfer - Classroom Furniture	-	-	50,000	50,000	50,000	-	-	50,000
712	Transfer - Textbook Adoption	200,000	50,000	350,000	350,000	350,000	-	-	350,000
713	Transfer - Capital Improvement	200,000	150,000	225,000	250,000	250,000	-	-	250,000
714	Transfer - Track and Turf Fund	100,000	100,000	110,000	110,000	110,000	-	-	110,000
715	Transfer - Athletic Fund	336,000	336,000	365,000	365,000	365,000	-	-	365,000
716	Transfer - Bus Replacement	150,000	150,000	250,000	250,000	250,000	-	-	250,000
717	Transfer - Unemploy Ins	-	50,000	25,000	50,000	15,000	-	35,000	50,000
718	PERS Reserve	-	-	150,000	500,000	500,000	-	-	500,000
719	Transfer - Food Service	17,860	16,369	50,000	235,000	64,052	-	170,948	100,000
730	Transfer - Debt Service	30,000	-	-	-	-	-	-	-
731	Transfer - Academic Achievemer	10,000	-	10,000	-	-	-	-	-
	Total Transfers	1,093,860	902,369	1,760,000	2,360,000	2,154,052	-	205,948	2,225,000
810	Reserve/Contingency	-	-	-	1,000,000	-	-	1,000,000	-
	Grand Total	32,716,516	32,598,226	34,950,241	40,229,400	24,768,321	10,974,068	4,487,011	37,337,480

2015-2016 General Fund Summary Report

All Funds

Fund	Description	12/13 Actual	13/14 Actual	14/15 Actual	14/15 EFB	15/16 Adopted Budget	4-4-16 Y-T-D	4-4-16 Encumb	4-4-16 Balance	15/16 Proj. Actual	15/16 Proj. EFB
100	General Fund	32,716,516	32,766,866	34,950,241	3,932,387	40,229,400	24,768,321	10,974,068	4,487,011	37,337,480	2,453,520
200	Grant Funds	3,903,906	2,663,753	2,591,884	1,765	5,200,000	1,487,707	765,800	2,946,493	2,592,000	2,000
205	Senate Bill 1149	-	-	185,000	9,649	83,700	-	-	83,700	-	92,000
212	Academic Achievement	-	1,500	-	18,650	28,650	-	-	28,650	10,000	8,600
230	Bus Replacement	452,440	-	100,735	304,882	550,000	-	-	550,000	-	554,000
232	Classroom Furniture	-	-	50,000	-	53,000	39,139	-	13,861	40,000	10,000
240	Textbook Adoption	180,885	107,421	18,550	410,537	761,000	576,605	-	184,395	580,000	185,000
272	Capital Improvments	1,164,624	319,070	284,536	-	250,000	149,200	1,138	99,662	170,000	80,000
274	Technology	76,157	52,899	124,500	71,444	271,445	-	-	271,445	-	271,400
277	Track and Turf Replacement	-	100,000	100,000	56,554	200,000	100,000	-	100,000	100,000	78,000
279	Student Activity	550,340	593,221	590,053	467,082	1,120,000	386,119	24,656	709,225	590,000	500,000
286	High School Athletics	439,681	445,218	445,055	77,015	517,000	361,141	61,838	94,021	445,000	74,000
296	Nutrition Services	1,946,080	1,683,116	1,596,163	235,307	2,006,350	990,237	405,332	610,782	1,640,000	250,000
299	PERS Reserve	-	630,000	-	150,000	650,000	-	-	650,000	-	650,000
300	Debt Service	3,276,831	3,359,330	3,442,481	197,102	3,528,482	1,026,741	-	2,501,741	3,528,500	75,000
310	Debt Service / SB 1149	-	5,151	-	-	-	-	-	-	-	-
311	2011 Non-Bonded Debt	223,547	223,547	223,547	152,494	349,715	48,607	-	301,108	223,500	152,500
601	Unemployment	47,106	37,166	37,539	91,276	100,000	4,265	-	95,735	15,000	95,000
Grand Total		44,978,112	42,988,258	44,740,285	6,176,143	55,898,742	29,938,083	12,232,830	13,727,829	47,271,480	5,531,020

130 YEARS
OF EDUCATION



LEBANON Community Schools

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3/17/2016

Accuity, LLC
330 Washington Street
Albany, OR 97321

Dear Mr. Kearns,

This letter is to formally notify you of our intent to award the Joint Audit Services Request for Proposals to Accuity, LLC, subject to Board approval at our meeting on April 14, 2016. As noted in the initial RFP, our district is making our selection independent of others involved in the process.

We appreciate the time and effort your institution invested in the preparation of the proposal and your interest in doing business with Lebanon Community School District. The process demonstrated the depth and breadth of services available.

Sincerely,

A handwritten signature in black ink that reads "Linda Darling". The signature is fluid and cursive, with the first name "Linda" and last name "Darling" clearly distinguishable.

Linda Darling
Business Director

Enclosure: D-2

LEBANON COMMUNITY SCHOOLS
Lebanon, Linn County, Oregon
March 10, 2016

A Regular Meeting of the Board of Directors was held in the District Office Board Room on March 10, 2016. Chairman Richard Borden called the meeting to order at 6:06 p.m. Those present included:

Richard Borden	Director	Rob Hess	Superintendent
Jerry Williams	Director	Jennifer Meckley	HR Director
Mike Martin	Director	Bo Yates	Assistant Superintendent
Russ McUne	Director	Linda Darling	Business Manager
Liz Alperin	Director		

AUDIENCE COMMENTS

Parent and PTA President Theresa Peltier expressed her concern that students would not be uprooted from their existing school. She feels that this would be detrimental. She would like to have kids and their siblings grandfathered into their current schools. She shared her view that the data that Mike Martin shared at the February 11 meeting around the k-8 vs middle school student success at high school might not be accurate depending on the core structure that was compared. She hopes that the Board comes together as a united front on whatever decision(s) that they make in regards to boundaries, reconfiguration, and open enrollment.

Parent Natalie Ellis expressed her frustration that the survey that went out to parents of 6th and 7th grade students at the feeder schools did not go out to all parents. The survey did not ask for the parent's name, only the student's name. Some parents thought that the survey was confusing.

GOOD NEWS

Rob Hess shared that two hundred 6th grade students are attending outdoor school at Tadmor this week. Twenty high school students are working with the kids. This is a great opportunity for students to learn outside of the school walls.

PURSUING EXCELLENCE

1. Report: Green Acres School Improvement Plan/Sabrina Alexander (Enclosure D-1)

Green Acres Principal Sabrina Alexander shared a Power Point presentation speaking to the following points:

- 1) Peek Inside
- 2) Strong Attendance
- 3) Strong Academic programs
- 4) Strong Ideas

Mike Martin asked if Green Acres will be a Focus School next year as well.

Sabrina Alexander explained that Green Acres will be a Focus School for another year, which is great as they get extra help.

Richard Borden questioned if Sabrina feels that Green Acres is in need of anything.

Sabrina Alexander said that they could really use more counseling for students and families as there are so many families in crisis. The community has so many drug and alcohol related issues that need to be addressed.

(Enclosure F-1)

Liz Alperin really liked the idea of moving away from using "perfect attendance" to "strong attendance". She appreciated all the work that Green Acres is doing around addressing chronic absentees.

GENERAL BUSINESS

1. Action: Superintendent's Recommendations for Renewal and Non-renewal (Enclosure E-1)
Mike Martin made a motion to approve the superintendent's recommendations for renewal and non-renewal as presented. Russ McUne seconded.

Liz Alperin questioned if the recommendations are for one year only and if administration will look at the need for the additional associate principal at the high school. She wondered if principals are trained to evaluate AP teachers.

Rob Hess explained that the state requires a certain ratio of administrators to students. Therefore the additional administrator is needed to be in compliance. Rob shared that there is an instructional coordinator for AP teachers and that all teachers get evaluated equally, which is according to law.

Richard Borden called for the vote. The motion carried unanimously.

2. Discussion: Make Up Snow Day
The Board discussed whether to make up the one day that was used for snow. The state allows for 2 emergency days.

Russ McUne made a motion to have students make up the snow day on June 10. Jerry Williams seconded. Jerry Williams, Russ McUne, Mike Martin, and Liz Alperin voted yes. Richard Borden voted no. The motion carried by majority.

3. Action: Approve 2nd Reading on policies: (Enclosures E-3)

- BBFA – Board members Ethics and Conflicts of Interest
- BBFB – Board Member Ethics and Nepotism
- DJFA – Credit/Purchase Cards
- GBC – Staff Ethics
- GCDA/GDDA – Criminal Records Checks/Fingerprinting
- IGBAF-AR – Special Education-Individualized Education Program
- IKF – Graduation Requirements
- JEA – Compulsory Attendance
- JEBA – Early Entrance
- JEC – Admissions
- KL – Public Complaints

Jerry William made a motion to adopt on 2nd reading the policies as presented. Mike Martin seconded.

Liz Alperin questioned the need for an additional second language requirement for graduation.

Richard Borden called for the vote. Mike Martin, Jerry William, Russ McUne, and Richard Borden voted yes. Liz Alperin voted no. The motion carried by majority.

- 4. Action:** Approve 1st Reading of Policy: (Enclosure E-4)
- ING – Animals in District Facilities

Jennifer Meckley explained that she brought policy “ING-Animals in the Classroom” forward for revision because there have been some cases where staff want to bring their dog to work. She explained that she has done some research and this policy has many variations. She is recommending this policy revision because it has clearer language than our current policy. Jennifer would like the Board’s input on staff bringing animals to work.

The Board discussed the need for clear guidelines. They also discussed their concerns with animals in the classroom and the educational use of them.

Liz Alperin made a motion to approve the 1st reading of policy ING as presented. Mike Martin seconded. The motion carried unanimously.

- 5. Information:** AR Policy Revisions: (Enclosure E-5)
- JEC-AR (1) – Open Enrollment/School Attendance Areas
- JEC-AR (3) – Application for Open Enrollment

Rob Hess pointed out that he revised the Open Enrollment ARs by setting enrollment caps at each school.

Mike Martin would like to see the JEC policy changed by eliminating the sentence in the 8th paragraph on page 1 “This right does not supersede the district’s right to place students at another neighborhood school when overcrowding exists or when a different placement is considered to be in the best interest of the students”. He pointed out that families buy a home in a certain area so that their children may attend that school.

Liz Alperin questioned the need to cap 6th grade at Seven Oak if we have not decided on the configuration.

Rob Hess explained that 6th grade is in a more contained classroom situation and some classes are too large.

- 6. Information:** K-12 Contract

Linda Darling shared that the K-12 on-line schools have not seen long range success. K-12 also notified the District that they are raising their prices significantly effective May 1st. Administration is recommending that we discontinue the K-12 on-line school next year.

- 7. Discussion:** Boundary Changes and School Configuration
- 7-8 Parent Request Data (from K-8 Schools)
- LHS Feeder Success Data

Rob Hess explained that he gathered the data that was requested for the February 25th Work Session: 1) Feeder success rates at High School, and 2) 7th and 8th graders that might go to Seven Oak next year with/without transportation. Rob Hess and Bo Yates presented that data to the Board.

Rob Hess pointed out that from the data received he feels that moving the Pioneer 7th and 8th graders to Seven Oak next year would be beneficial. He would recommend leaving the Hamilton Creek and Lacombe K-8. Parents wishing to send their student to a smaller school than Seven Oak could choose to attend Hamilton Creek. He will bring a proposal to the next Board meeting.

Bo Yates said that the District feels that two boundary moves are needed and would have the least impact on

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March 10, 2016,

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families. One boundary move is north of Airport Rd. moving students from Cascades to Green Acres. The second move is south of Grant St. moving students from Riverview and Cascades to Pioneer.

Rob explained that students living in these areas would be grandfathered to their current school (if they want) through Open enrollment. He pointed out that over time these moves would help: 1) eliminate over-crowding at Riverview and Cascade, 2) help with under enrollment at Green Acres and Hamilton Creek, 3) improve services to 7th and 8th grade students from Pioneer, Hamilton Creek, and Seven Oak, and 4) support parent/student choice and options.

Liz Alperin wanted to know if a new survey that was less confusing and discussed at the Board Work Session went out to parents. She feels that parents need to have accurate and clear information and be able to respond if the District is going to reconfigure their school. She pointed out that the Board decided at the Board Work Session that reconfiguration was not going to happen for at least a year. She did not feel that one year of data was enough information for reconfiguration of a school.

Russ McJone said that he feels that the schools need enrollment caps so he is okay with the revisions to the policy ARs. He would like student to be grandfathered into their current schools. He feels that the Board should give administration leadway to make small changes when looking at enrollment of schools and classrooms.

Richard Borden felt that moving Pioneer 7th and 8th graders to Seven Oak or allowing them to Open Enroll to Hamilton Creek would give parents more choices.

Mike Martin felt that the District had not received clear data. He wondered if what we are offering students and parents is sustainable. He pointed out that the survey seemed to commit the District to electives and programs. In the past the District has started many programs that no longer are offered. He questions what we are gaining as far as student achievement by reconfiguring.

The consensus of the Board was for Administration to have at least two informational meetings at Pioneer before the next Board meeting.

The Board requested that they be sent the March 1 parent surveys and the data.

FINANCE

1. **Report:** Financial Update (Enclosure F-1)

Linda Darling will give the Financial Update during the Special Board/Budget Meeting to follow this meeting.

2. **Report:** P-Card Program (Enclosure F-2)

Linda Darling reported that the P-card program history was included in the board packet. This year the rebate from the P-card was \$18,006. The P-card system also saves staff time and reduces the District's fraud liability.

OPERATIONS

1. **Discussion:** Request to Name Football Field (Enclosure H-1)

Bo Yates made a request to the Board to rename the track and field at the High School "The Warrior Memorial"
H:\Kathy\Kathy Schurr\Superintendent's\BOARD\2014.2015 Board\M2.12.15 Board Meeting .docx (Enclosure F-1)

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Track and Field". He is requesting support from the Board for the name change.

Russ McUne pointed out that it does not have to be for those who have passed away.

Liz Alperin likes the name change but does not want any imagery.

The Consensus of the Board was that they like the renaming of the field.

Bo Yates will bring the request back to the Board in April for initial consideration.

CONSENT AGENDA

1. Action: Approve February 11, 2016 Board Minutes (Enclosure I-1)
2. Action: Approve February 25, 2016 Special Board Meeting Minutes (Enclosure I-2)
3. Action: Approve February 25, 2016 Board Work Session Minutes (Enclosure I-3)
4. Action: Approve Hiring Walter Johnson, 6th Grade, Pioneer, Temporary 2/22/16 to 6/10/16

Russ McUne made a motion to approve the Consent Agenda as presented. Jerry Williams seconded. The motion carried unanimously.

BOARD OF EDUCATION TIME/DISCUSSION

April 14, 2016	6:00 p.m./District Office Board Room	Regular Board Meeting
April 14, 2016	7:00 p.m./District Office Board Room	Budget Committee Meeting #1
April 28, 2016	6:00 p.m./District Office Board Room	Regular Board Meeting
April 28, 2016	7:00 p.m./District Office Board Room	Budget Committee Meeting #2
May 12, 2016	6:00 p.m./District Office Board Room	Regular Board Meeting
May 12, 2016	7:00 p.m./District Office Board Room	Budget Committee Meeting #3
May 26, 2016	7:00 p.m./District Office Board Room	Public Budget Hearing & Special Board Meeting
June 9, 2016	6:00 p.m./District Office Board Room	Regular Board Meeting

BOARD COMMUNICATION

Liz Alperin said that the Board should consider adding a Public Comment time at the beginning and end of the meeting, especially during the time that the Board is discussing reconfiguration and boundary changes.

Russ McUne pointed out that in the past the practice of having two public comment times caused some issues. He also pointed out that OSBA did not recommend the practice.

SUPERINTENDENT COMMUNICATION

Bo Yates said that he will be discussing the CTE program during the Special Board/Budget meeting. He would like the Board to consider an option of selling two pieces of property as seed money for the CET program. The two pieces of property are the old Waterloo site and the old Crowfoot site.

Richard Borden said that he would like to see what properties the District now owns and how much was being considered to sell off.

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Russ McUne and Mike Martin voiced their concern that the program gets started by selling property and then cannot be sustained.

Liz Alperin asked Bo Yates to bring the CTE program descriptions and what their needs are.

ADJOURN

The meeting adjourned at 7:58 p.m.

Richard Borden, Board Chair

Rob Hess, Superintendent

LEBANON COMMUNITY SCHOOLS
Lebanon, Linn County, Oregon
Special Board/Budget Committee Minutes
March 10, 2016

A Special Board/Budget Committee meeting was held in the Board Room at the District Office on March 10, 2016. Richard Borden, Board Chairperson, called the meeting to order at 8:05 p.m. Those present included:

Richard Borden	Board Member	Bill Barish	Budget Member
Jerry Williams	Board Member	Macey France	Budget Member
Liz Alperin	Board Member	John Snyder	Budget Member
Russ McUne	Board Member	Linda Darling	Business Director
Rob Hess	Superintendent		
Jennifer Meckley	HR Director		
Bo Yates	Assistant Superintendent		

Mike Martin, Todd Gestrin, and Terry Deacon were absent.

1. Information:

a.) Budget Committee Roles & Responsibility (Booklet Enclosed)

Linda Darling pointed out that the Budget Committee Roles and Responsibility booklet was included in packets. Linda explained that the Budget Committee can began having discussions, but cannot make program decisions until the first official meeting which is April 14.

b.) Financial Information (Enclosure 2-b)

Linda Darling shared financial information. She shared a handout on Oregon's Biennial Revenue Growth. Linda pointed out that the State has stabilized in funding, and are not experiencing growth as in the past.

Rob shared a handout from the Legislatively Fiscal Office. He pointed out that the portion of the state's general fund going to schools continues to decrease.

Linda shared a handout from the State School Fund Grant. She spoke to the ADMw and she does not seeing any changes in enrollment. Linda pointed out that the State School Funding is calculated on a biennium. The District will receive \$400,000 more in 16/17, but we had expected to receive 1M more. She explained that minimum wage is going up over the next seven years. She shared that the District can only serve those student in the 5th year program who completed the application for Oregon Promise and did not qualify. All of these things will affect the budget going into the 2016-2017 fiscal year.

Linda Darling shared the financial report that included projections of revenues and expenditures. She pointed out that the unknowns are retro pay.

c.) School & Operation Requests (Enclosure 2-c)

Linda shared a Power Point presentation with each school desires (see attached):

Liz Alperin question if AVID is built in the budget for additional schools.

Rob Hess said that it is.

Linda Darling pointed out that there are still funds through grant money for AVID and some funds that

designated from the General Fund.

Bo Yates presented department reports (see board packet handout).

Bo spoke about the CTE programs and about possibility selling some land to fund the startup of the programs.

2. Public Comment

Patron Jeff Vandiver spoke to the importance of vocational classes being offered at the High School.

3. Request for Information

There was no request for additional information.

Budget Committee Meeting Dates

April 14, 2016	7:00 p.m./District Office Board Room	Budget Committee Meeting #1
April 28, 2016	7:00 p.m./District Office Board Room	Budget Committee Meeting #2
May 12, 2016	7:00 p.m./District Office Board Room	Budget Committee Meeting #3
May 26, 2016	6:00 p.m./District Office Board Room	Public Budget Hearing & Special Board Meeting

Adjournment

The meeting adjourned at 8:52 p.m.

(Recorded by Kathy Schurr)

Rob Hess, Superintendent

Richard Borden, Board Chair