

**LEBANON COMMUNITY SCHOOL DISTRICT
SCHOOL BOARD AGENDA
Lebanon School District Office
485 S. 5th St. Lebanon, OR 97355
February 11, 2016
AMENDED**

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5:30 p.m. – EXECUTIVE SESSION UNDER: ORS 192.660 (2)(d) – To conduct deliberations with persons designated by the governing body to carry on labor negotiations. Since 1997, labor negotiations between the board and union have been held in open session unless both parties agree to executive sessions.

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. GOOD NEWS

D. PURSUING EXCELLENCE

1. **Report:** Lebanon High School Improvement Plan/Brad Shreve (Enclosure D-1)
2. **Report:** College and Career Readiness/Laura Foley (Enclosures D-2)

E. GENERAL BUSINESS

1. **Report:** Audit Presentation (Enclosure E-1)
2. **Report:** Superintendent Evaluation Summary (Enclosure E-2)
3. **Action:** Approve 1st 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
4. **Information:** AR Policy Revisions: (Enclosure E-4)
 - IKF-AR – Graduation Requirements
 - KL-AR – Public Complaints Procedures
 - LBE-AR – Public Charter Schools
5. **Information:** February 25th Board Work Session to Discuss School Reconfiguration, Boundary Proposals, Open Enrollment & Survey Feedback

F. FINANCE

- 1. **Report:** Financial Update (Enclosure F-1)
- 2. **Information:** Audit RFP (Enclosure F-2)
- 3. **Action:** Appoint One Budget Committee Member (Enclosure F-3)
- 4. **Action:** Intent to Award Network Upgrade (Enclosure F-4)

G. HUMAN RESOURCES

H. OPERATIONS

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

I. CONSENT AGENDA

- 1. **Action:** Approve January 14, 2016 Board Minutes (Enclosure I-1)
- 2. **Action:** Approve Hiring Marla Gessford, Middle School Teacher, .90 FTE, Seven Oak, TEMP, 1/25/16 – 6/10/16
- 3. **Action:** Approve Reclassification of Paula Shoulders, Secretary to Administrative Assistant, Transportation
- 4. **Action:** Approve Hiring Kelly McAllister, Special Education Teacher, Lebanon High School, Temporary 2/10/16 – 6/10/16.

J. BOARD OF EDUCATION TIME/DISCUSSION

February 25, 2016	6:00 p.m./District Office Board Room	Board Work Session
March 10, 2016	7:00 p.m./District Office Board Room	Special Board/Budget Meeting
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

K. BOARD COMMUNICATION

L. SUPERINTENDENT COMMUNICATION

M. 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.

SCHOOL IMPROVEMENT BEHAVIOR (PBIS) GOAL

9th grade for 2014-15

	<i>Attendance 14-15</i> <i>G = > 90%</i> <i>Y = 85-90%</i> <i>R = < 85%</i>	<i>Behavior 14-15</i> <i>G = 0-1</i> <i>Y = 2-5</i> <i>R = > 5</i>	<i>Attendance Target 15-16</i> <i>G = > 90%</i> <i>Y = 85-90%</i> <i>R = < 85%</i>	<i>Behavior Target 15-16</i> <i>G = 0-1</i> <i>Y = 2-5</i> <i>R = > 5</i>
Green Zone	60%	75%	75%	85%
Yellow Zone	17%	14%	15%	10%
Red Zone	23%	11%	10%	5%

Progress Monitoring

	Attendance 14/15			Referrals 14/15			Suspensions 14/15			Attendance 15/16			Referrals 15/16			Suspensions 15/16		
	G	Y	R	G	Y	R	In	Out	Exp	G	Y	R	G	Y	R	In	Out	Exp
Sept	89	5	6	97	3	0	15	2	0	79	7	14	98	2	0	0	5	0
Oct	71	10	18	93	6	1	15	9	0	79	5	16	93	6	1	5	8	0
Nov	70	9	21	94	5	1	9	2	0	66	16	18	99	1	0	0	1	0
Dec	72	7	21	95	5	0	14	13	0	68	14	18						
Jan	69	12	19	97	3	0	14	13	0	75	7	18						
Feb	66	15	19	98	2	0	4	11	1									
March	65	11	24	93	6	1	21	14	0									
Apr	75	10	15	93	6	1	6	15	1									
May	72	7	21	97	3	0	1	12	0									
June				100	0	0	0	1	1									

SCHOOL IMPROVEMENT BEHAVIOR (PBIS) GOAL

10th grade for 2014-2015

	<i>Attendance 14-15</i> <i>G = > 90%</i> <i>Y = 85-90%</i> <i>R = < 85%</i>	<i>Behavior 14-15</i> <i>G = 0-1</i> <i>Y = 2-5</i> <i>R = > 5</i>		<i>Attendance Target 15-16</i> <i>G = > 90%</i> <i>Y = 85-90%</i> <i>R = < 85%</i>	<i>Behavior Target 15-16</i> <i>G = 0-1</i> <i>Y = 2-5</i> <i>R = > 5</i>
Green Zone	59%	74%		75%	85%
Yellow Zone	15%	17%		15%	10%
Red Zone	26%	9%		10%	5%

Progress Monitoring

	Attendance 14/15			Referrals 14/15			Suspensions 14/15			Attendance 15/16			Referrals 15/16			Suspensions 15/16		
	G	Y	R	G	Y	R	In	Out	Exp	G	Y	R	G	Y	R	In	Out	Exp
Sept	84	8	8	95	4	1	20	8	1	75	6	19	96	4	0	7	4	0
Oct	70	12	18	93	6	1	21	7	0	73	9	18	96	13	1	7	9	0
Nov	67	11	21	95	5	0	10	14	0	64	14	22	99	>1	0	1	0	0
Dec	73	7	20	95	5	0	17	14	0	66	13	21						
Jan	68	12	20	98	2	0	3	6	1	66	9	25						
Feb	69	11	20	98	2	0	3	1	1									
March	59	13	28	97	3	0	21	8	0									
Apr	69	8	23	96	4	0	1	8	1									
May	69	8	23	99	1	0	3	6	0									
June				100	0	0	0	1	0									

**SCHOOL IMPROVEMENT BEHAVIOR (PBIS) GOAL
11th grade for 2014/2015**

	<i>Attendance 14-15</i> <i>G = > 90%</i> <i>Y = 85-90%</i> <i>R = < 85%</i>	<i>Behavior 14-15</i> <i>G = < 0-1</i> <i>Y = 2-5</i> <i>R = > 5</i>	<i>Attendance Target 15-16</i> <i>G = > 90%</i> <i>Y = 85-90%</i> <i>R = < 85%</i>	<i>Behavior Target 15-16</i> <i>G = 0-1</i> <i>Y = 2-5</i> <i>R = > 5</i>
Green Zone	60%	81%	75%	85%
Yellow Zone	15%	14%	15%	10%
Red Zone	25%	5%	10%	5%

Progress Monitoring

	Attendance 14/15			Referrals 14/15			Suspensions 14/15			Attendance 15/16			Referrals 15/16			Suspensions 15/16		
	G	Y	R	G	Y	R	In	Out	Exp	G	Y	R	G	Y	R	In	Out	Exp
Sept	84	8	8	96	4	0	18	2	0	70	10	20	99	1	0	7	4	0
Oct	67	13	20	94	5	1	21	4	0	64	10	26	98	1	1	3	8	0
Nov	69	11	20	97	3	0	3	5	0	61	16	23	99	1	0	0	1	0
Dec	70	8	22	98	2	0	12	4	0	62	14	24						
Jan	66	10	24	99	1	0	2	6	0	68	8	24						
Feb	66	13	21	99	1	0	1	2	0									
March	60	14	26	98	2	0	16	3	1									
Apr	73	7	20	99	1	0	3	3	0									
May	70	7	23	100	0	0	0	1	0									
June				100	0	0	0	0	0									

**SCHOOL IMPROVEMENT BEHAVIOR (PBIS) GOAL
12th grade for 2014-2015**

	Attendance 14-15 G = > 90% Y = 85-90% R = < 85%	Behavior 14-15 G = 0-1 Y = 2-5 R = > 5	Attendance Target 15-16 G = > 90% Y = 85-90% R = < 85%	Behavior Target 15-16 G = 0-1 Y = 2-5 R = > 5
Green Zone	51%	89%	65%	90%
Yellow Zone	13%	10%	20%	8%
Red Zone	36%	1%	15%	2%

Progress Monitoring

	Attendance 14/15			Referrals 14/15			Suspensions 14/15			Attendance 15/16			Referrals 15/16			Suspension 15/16		
	G	Y	R	G	Y	R	In	Out	Exp	G	Y	R	G	Y	R	IN	Out	EXP
Sept	81	6	13	99	1	0	8	0	0	63	12	25	99	1	0	4	3	0
Oct	64	13	23	97	3	0	10	0	0	59	10	31	97	1	1	3	6	0
Nov	65	8	27	100	0	0	3	3	0	50	17	33	<99	1	0	0	0	0
Dec	68	7	25	99	1	0	7	2	1	53	12	35						
Jan	64	16	20	100	0	0	4	2	1	57	9	34						
Feb	62	11	27	100	0	0	1	0	1									
March	51	14	35	98	2	0	12	2	0									
Apr	62	12	26	100	0	0	0	1	0									
May	50	15	35	100	0	0	0	1	0									
June							0	0	0									

Strategies	Timeline	Staff Responsible	Resources	Results	Next Steps
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Action 1: SIP data analyzed and shared monthly with all staff.	• monthly early release	Principal & PBiS team & all staff	SWIS & Attendance Data	Teams analyzed data, and see the a need for resources in the area of attendance	Improve the number and frequency of incentives and consequences around attendance
Action 2: PBiS Team members (attendance, behavior, & climate) implement identified actions to improve outcomes.	Bi-monthly	Staff	PBiS resources as needed, SWIS & Attendance Data, EBIS grant	Teachers created actions plans and are revise monthly	Monitor implantation of the action plan
Action 3: Teachers collect and analyze classroom behavior data and determine students in need of additional support and discuss with PLCs	Bi-monthly or as needed	Teachers	RTI level 1 forms, grades, attendance	Teachers and counselors meet to collect data to bring to teams and refer students to interventions.	Analyze patterns of students that are developing in the data, and look at systematic approaches to improve transitions from middle to high and building support structures for students
Action 4: Teachers bring identified student data to RTI staffing.	Bi-monthly	Teachers & RTI Leaders	RTI paperwork and behavior data	Teachers meet and discuss specific student successes, weaknesses, and actions steps	Counselors will refer students to RTI staffing based on data
Action 5: RTI team determines students in need of Yellow Zone interventions and reviews data.	Weekly	RTI Team	RTI paperwork, behavior data, and notes.	RTI teams have identified more students than we have resources for in yellow zone.	Action plan is to find a way to create yellow zone full day with a cap of 15 students per period.
Action 6: RTI Team meets weekly to review student data for strategic and intensive students (yellow/red zone) to monitor and adjust plans and communicate with students and families	Weekly	Principals, counselors, behavior specialists, case managers	Attendance, FBAs, grades, credit required for graduation, cum file, enrollment history, behavior plans, and SWIS	Team met and discussed student successes, weakness, and actions steps.	Refine the systems with increased services for students. Increase yellow support to maximize student retention at the high school and build relational and academic supports to ensure success
Action 7: RTI Team determines	As needed	Principals, counselors,	Attendance, FBAs, grades,	Team meets to regularly to discuss student placement	Increase support structure for students through

students in need for Intensive support (FBAs, Behavior Plans, Support plans, change of placement.)		behavior specialists, case managers	credit required for graduation, cum file, enrollment history, Behavior Plans, and SWIS	and resources	increased yellow zone and advisory
Action 8: Students and Staff Climate Survey	October May	All Staff & Students	Climate Team Survey	Complied the results and discover the increased need to build relational capacity building wide	Staff/ Student advisory time
Action 9: EBISS grant to facilitate the progress of school wide PBiS	Annually	EBISS team	Grant	Teachers meet and discuss specific student successes, weakness, and actions steps	Student created, teacher supported behavior/ value expectations.

**SCHOOL IMPROVEMENT SMART Goal: BUILDING
MATH 2015-16**

<i>2014-15 SMARTer ELA</i>	<i>Level</i>	<i>Percent or Percentile</i>	<i>Growth Target</i>	<i>2015-16 SMARTer Performance Targets</i>	<i>Level</i>	<i>Percent or Percentile</i>	<i>Growth Target</i>
Level 3-4	-	<u>27%</u>	35%	Level 3-4	-	==	N/A
Level 2	-	<u>28%</u>	35%	Level 2	-	_%	=%
Level 1	-	<u>43%</u>	30%	Level 1			
<u>Subgroup Growth:</u> Econ Disadvantage SPED Hispanic/Latino	<u>4-3</u> <u>4-3</u> <u>4-3</u>	<u>23.7%</u> <u>5.0%</u> <u>28.0%</u>	<u>30%</u> <u>10%</u> <u>35%</u>	<u>Subgroup Growth:</u> Econ Disadvantage SPED Hispanic/Latino	<u>0</u> <u>0</u> <u>0</u>	(Cor. w/SB) <u>00%</u> <u>00%</u> <u>00%</u>	<u>00%</u> <u>00%</u> <u>00%</u>

<i>Strategies</i>	<i>Timeline</i>	<i>Staff Responsible</i>	<i>Resources Needed</i>	<i>Results</i>	<i>Next Steps</i>
Action 1: Staff will become knowledgeable about the CCSS, learn and apply standards to their curriculum and instruction. Learning targets are posted and referred to each lesson.	Daily	Teachers	CCSS documents	PLCs and district-wide CFA are working on CCSS alignment.	Finalize Scope and Sequence.
Action 2: Teachers will create ambitious grade level goals (SMART Goals) and review with administrators.	Annually	Principal, Teachers	SBAC data, MAPs data	Completed by Oct. 15 th .	Review by end of school year.
Action 3: MAPS data will provide the percentage of students who are at benchmark, nearly meets, and low skilled in each class in Fall, Winter and Spring. 9 th and 10 th grade.	Oct 1, January 31, May 31	Teachers	Common Assessments and Scores	October data is complete.	Review by end of school year.
Action 4: Common Content teams meet as a PLCs to plan CCSS, performance tasks, lessons, discuss strategies, and identify common assessments and rubrics to align instruction.	Ongoing	PLCs	Content Standards	PLCs are currently working on CCSS alignment. The PLC's have led to the creation of CFA teams to vertically and horizontally with secondary schools.	Finalize Scope and Sequence.
Action 5: Teachers will increase the level of rigor (via WICOR, AVID strategies and EOS supports) in their classes and prepare students for more rigorous course-loads, including AP and College Now courses, in preparation for post-secondary educational opportunities.	Ongoing	PLCs and AVID PD Team	WICOR, AVID, EOS documents and training	Professional Development on WICOR and AVID strategies.	Ongoing observation of classroom instruction.
Action 6: The RTI team will meet monthly to analyze data to determine appropriate placement of students in small/intervention groups for writing instruction for students identified as strategic or intensive.	Monthly	RTI/PBIS Team (Enclosure D-1)	OAKs, MAPs data, RTI paperwork,	Ongoing data collection and review.	Provide staff data/ongoing intervention plans.

Action 7 Math curriculum adoption district-wide. Adopt curriculum and training plan by the end of the school year. Purchase and train with materials for next year.	Adopt end of the year. Train the beginning of 16-17	Math department	District adoption	Purchased materials and completed training	Monitoring and training on-going with math department
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**SCHOOL IMPROVEMENT SMART Goal: BUILDING
SCHOOLWIDE READING 2015-16**

<i>2014-15 SMARTer ELA</i>	<i>Level</i>	<i>Percent or Percentile</i>	<i>Growth Target</i>	<i>2015-16 SMARTer Performance Targets</i>	<i>Level</i>	<i>Percent or Percentile</i>	<i>Growth Target</i>
Level 3-4	-	<u>56%</u>	65%	Level 3-4	-	==	N/A
Level 2	-	<u>26%</u>	25%	Level 2	-	_%ile	_%ile
Level 1	-	<u>17%</u>	10%	Level 1			
<u>Subgroup Growth:</u> Econ Disadvantage SPED Hispanic/Latino	<u>4-3</u> <u>4-3</u> <u>4-3</u>	<u>53.0%</u> <u>17.4%</u> <u>44.0%</u>	<u>60%</u> <u>20%</u> <u>50%</u>	<u>Subgroup Growth:</u> Econ Disadvantage SPED Hispanic/Latino	<u>0</u> <u>0</u> <u>0</u>	<u>00%ile</u> <u>00%ile</u> <u>00%ile</u>	<u>00%ile</u> <u>00%ile</u> <u>00%ile</u>

SMART Goal:

<i>Strategies</i>	<i>Timeline</i>	<i>Staff Responsible</i>	<i>Resources Needed</i>	<i>Results</i>	<i>Next Steps</i>
Action 1: Teachers will utilize best practices of the WICOR process for instruction in reading and writing.	Daily	Teachers	CCSS documents Website resources, District trainings	Professional Development of WICOR activities	Ongoing implementation
Action 2: Staff will become knowledgeable about the CCSS, learn and apply standards to their curriculum and instruction. Learning targets will be posted and referred to for each lesson.	Daily	Teachers	Common Core State Standards documents	PLCs are working on CCSS alignment.	Finalize Scope and Sequence.
Action 3: Teachers will increase the level of rigor (via AVID strategies and EOS supports) in their classes and prepare students for more rigorous course-loads, including AP and College Now courses, in preparation for post-secondary educational opportunities.	Ongoing	PLCs	WICOR, AVID, EOS documents and training	Professional Development on WICOR/AVID strategies.	Ongoing observation of classroom instruction.
Action 4: Teachers will create ambitious grade level goals (SMART Goals) and review w/admin.	Annual y	Principal, Teachers	OAKS data, MAPs data	Completed by Oct. 15 th .	Review by end of school year.
Action 5: MAPS data will provide the percentage of students who are at benchmark, nearly meets, and low skilled in each class in Fall, Winter and Spring.	Oct 1, Jan 31, May 31	Teachers	Common Assessments and Scores	October data is complete.	Review by end of school year.
Action 6: Common Content teams meet as a PLCs to plan CCSS, performance tasks, lessons, discuss strategies, and identify common assessments and rubrics to align instruction. Implementation of Springboard rigorous curriculum. Trainings by the manufacturer and connecting the new curriculum to standards and current best instructional practices.	Ongoing	PLCs District CFA Group	Content Standards Curriculum Materials Springboard Training	PLCs are currently working on CCSS alignment. The PLC's have led to the creation of CFA teams to vertically and horizontally with secondary schools.	Finalize Scope and Sequence.

(Enclosure D-1)

Action 7: The RTI team will meet monthly to analyze data to determine appropriate placement of students into small groups and intervention groups for writing instruction for students identified as strategic or intensive.	Monthly	RTI/PBIS Team	OAKs, MAPs data, RTI paperwork,	Ongoing data collection and review.	Provide staff data/ongoing intervention plans.
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AVID PROGRESS REPORT 2-11-16

As AVID expands (see draft of three-year expansion) to all schools districtwide it means that the AVID system will be exercised in all classroom. In the middle and high school there will still be the AVID elective class that students are usually selected to enroll in after an application process. Students enrolled in AVID are typically required to enroll in at least one of the middle or high schools most rigorous academic classes in addition to the AVID elective (see data chart for the high school).

The high school and middle school are incorporating the AVID system school-wide which means that they are creating a schoolwide college-going culture that supports high expectations and high levels of achievement for ALL students while they embed AVID strategies in the facilitation of learning in each classroom. The schoolwide AVID Essentials (including WICOR) address the need, and requirements for professional learning and action planning by each school's site team. The goal is that by the end of our fourth year of implementation, AVID will become institutionalized as a schoolwide system and a core function of the each school's efforts to meet the needs of all students. The focus of our AVID schoolwide initiative is to create college-going campuses where all students graduate, and are college, career, and life ready.

The elementary model of AVID (AE) is designed to be school-wide. All students will receive the same best practices that will be delivered in a similar way. Because elementary enrollment is smaller, they don't have the capacity to support the AVID elective. AVID elementary is based on the same learning foundation that underlies the AVID Elective and AVID schoolwide philosophy. Whereas AVID Secondary is a combined effort of dedicated elective class and core content classes to create a schoolwide impact in grades 6-12, AE (AVID Elementary) is designed to integrate into the daily routines and curriculum of all elementary classrooms across entire grade levels to impact schoolwide structures.

The AVID Elementary classes focus on the lens of WICOR (Writing to learn, Inquiry, Collaboration, Organization, and Reading to learn) to enhance the designated curriculum, frameworks, and Common Core expectations per grade level. AE is a metacognitive methodology that promotes best teaching practices to develop consistency in thinking, processing, and delivering information by both students and teachers.

AVID elementary is not intended to replace the AVID Elective or to be taught in isolation at certain times of the day as in an elective structure. The intentional systemic approach (Foundations 1- grades K-2, Foundations 2- grades 3-6, and Bridges grades 6-8) provides different resources for the various levels, settings, and infrastructures (K-8) in order to support all students on their path to college readiness. *Foundations 1* focuses on fundamental communication skills and organizational tools that enable student success. It provides a consistent fundamental approach to learning. *Foundations 2* focuses on

(Enclosure D-2)

accountability. Students are responsible for their own learning. Students interact with each other to support and enhance critical thinking and reflect and redirect their learning using academic tools. The students focus on the processes of behavior and learning. The students are provided support by peer interactions, teacher modeling and opportunities to practice on a daily basis. *Bridges* focuses students on organizing their thoughts and actions. It allows students to move towards analysis and synthesis more quickly. The lessons are designed to process, synthesize and reflect on their learning to make big picture connections. A key component of *Bridges* is reciprocal teaching to promote higher levels of thinking.

Currently in Lebanon's k-8 schools, grades 6-8 are implementing AVID. The k-5 schools and grades k-5 in the K-8 schools are in the exploratory phase this year as they make the decision as to if, how, and why they want to implement AVID in their schools and in the lower grades. Lcomb Elementary has two teachers in grades 3 and 4 who attended the summer institute in 2014-15, are piloting implementation Foundations 2 this school year.

Success relies on fidelity to the AVID Elementary implementation model, which includes four key Essentials (Instruction, Culture, Leadership, Systems).

Essential 1: Instruction

Writing to learn, Inquiry, Collaboration, Organization, and Reading to learn (WICOR) are the foundation for instruction in AVID Elementary classrooms.

Essential 2: Culture

AVID Elementary sites incorporate rigorous, relevant, differentiated opportunities for all students in an environment that promotes college readiness.

Essential 3: Leadership

AVID Elementary leaders support, guide, and facilitate AVID Elementary implementation for all students.

Essential 4: Systems

AVID Elementary sites align their systems through accountability, articulation, assessment, and calibration to ensure the quality of AVID Elementary implementation.

What teachers will be doing differently- They are implementing best practices that are all delivered in a similar way, keeping the focus on CCSS, and learning targets. The Common Core becomes the 'what' and AVID becomes the 'how'. Teachers are becoming the facilitator of learning rather than the 'sage on the stage.'

What can parents can expect- Parents can expect a higher level of rigor being delivered to their student. Their student will take ownership of their learning through WICOR, exercising strategies that will assist their student in problem solving, going deeper into their learning and exploring possibilities, becoming

stronger writers and readers by using techniques and strategies that build these skills, and working together with their peers while building their soft-skills and social adaptability.

- 1) **Binders-** Lebanon Community School's received a 6-year GEAR UP grant that focuses on the current 7th and 8th grade student cohorts in our district. Binders were purchased for these students through the GEAR UP grant. The AVID site teams for the k-8, middle and high school have aligned their AVID site plans (see attached site plans). The site plans address improvements that are aligned and support the district and school improvements plans. Their aligned focus for 2015-16 is organization and inquiry (WICOR) which means that all of the students in grades 6, 7,8,9,10 will all be using the same binder and planner/calendar accountability system and Cornell Notes to assist students in being organized. Students in grade 6 will use the binder that was on their school supply list. Teachers are learning questioning strategies that prompt higher order thinking rather than rote memory.

What's happening at the k-5 schools- Because we are in an AVID exploratory year for grades k-5, Cascades, Green Acres, and Riverview are not implementing the binder and planner/calendar and Cornell notes systems for 2015-16. In February teachers from Cascades have attended APLD (AVID Professional Learning Day) in Salem along with the grades 6-8 (k-8) teachers, middle school teachers and high school teachers. The AVID sponsored training is free to the district, only requiring the district to provide subs for the teachers for the training day. Teachers reported excitement and a feeling of being 'rejuvenated' with the training and networking that they experienced during APLD.

Nike School Innovation Grant- Lebanon received the Nike School Innovation grant for 2014-15. The grant was in the amount of 24,212.00. These funds were used to send eight teachers and an administrator to the AVID Institute in Denver Colorado in July 2015. The grant covered all of their registration fees, travel and lodging expenses, AVID Annual Membership dues, AVID Weekly Curriculum, ADL (AVID District Leader) training, and Data Analysis training. Approximately 60 people from Lebanon went to either the Denver or San Diego AVID Institute in the summer of 2015-16. The GEAR UP grant paid for eight middle school teachers' travel and lodging and registration. The rest of the funding for Lebanon AVID participants came from either Title or district general fund. (*see schedule of teachers trained and in what strands*). The Nike School Innovation was renewed again this year by Nike which will allow our district to send five teachers to the summer institute in Denver again this year and it will pay for their travel expenses. We are currently working through the budget to determine how many teachers we will send to the institute this summer.

AVID's track record- AVID has been well received at each school where it has been implemented. Teachers trained in AVID strategies are no longer using the 'sage on the stage' method of lesson delivery and have moved with confidence to being a facilitator of learning. Teachers are teaching each other how to embed the AVID strategies and sharing their results with each other as to the successes and challenges they face as they move toward becoming facilitators of learning. (*see district professional development schedule & sessions facilitated by teachers*). Students are becoming more actively engaged in their own learning, are becoming comfortable and expect the transparency of the learning process

(posted learning targets, essential questions, standards, and WICOR strategies that will be utilized to facilitate the learning that will be occurring each time they come into the classroom).

Students in both the middle and high school are taking on leadership roles in the community and in their schools. These roles include being a role model for academic success in their classrooms and leading professional development for teachers (tutorials) and presenting to staff as an information panel. AVID students are engaged in their learning, know where they stand as far as what they need to do to improve (weekly grade checks, students create their own SMART goals to help them stay focused, on track and realistic about what they can and want to accomplish).

Data that prompts this expansion- AVID students are enrolling in AP classes and have higher GPA's than students in their same grade cohort. (see attached GPA/Attendance report and MAPS data). Their MAP scores are also above average point gains, especially in math. Reading scores for the majority of students at the high school have improved dramatically.

Students in the middle and high school are accomplishing better grades than their peers in the majority of the subject areas and report higher attendance rates.

Results expected from the expansion- 1) improvement in teacher performance due to AVID professional learning that is meaningful and motivating (consistency in curriculum delivery methods and focused- WICOR), 2) Increased MAP scores for reading, writing, language, and math, 3) Student ownership of learning (evidenced by teacher as facilitator of learning while students explore, inquire, evaluate, problem solve, produce evidence 4) Increased number of students who enroll and persist in colleges/ universities and are ready to successfully enter the world of work, 5) Increase in the number of students enrolled in at least one more rigorous academic class such as honors or AP 6) increased alignment across entire sites and schools with the goal of transforming the instruction, systems, leadership, and culture of every school throughout the Lebanon School District.

AVID monitoring system- This system is an ongoing process thus the data is in flux. It will continue to be measured through the AVID accountability system (Essentials) that are evaluated by the AVID site teams, data and evidence that are compiled, and examined monthly by the site team, District Director, Site Coordinator, and submitted to AVID Center. Each site uses this data to continually improve and make adjustments to the AVID system at their site using the Essentials and their site plans. *(see site plans and CCSS report summaries)*

Plan if we don't get the results we want- We will continue to adjust our plan to meet the needs of our students by examining components of the AVID system- Systems, Leadership, Culture, and Instruction and adjusting them to meet our goals. Within the AVID model there are multiple resources and ways to adjust what we are doing to get the results we are striving for.

How many AVID elective classes- AVID elective classes at the high school have increased to two sections each for grades 9,10, and 11 for 2015-16 and are planned to expand two more sections for 2016-17,

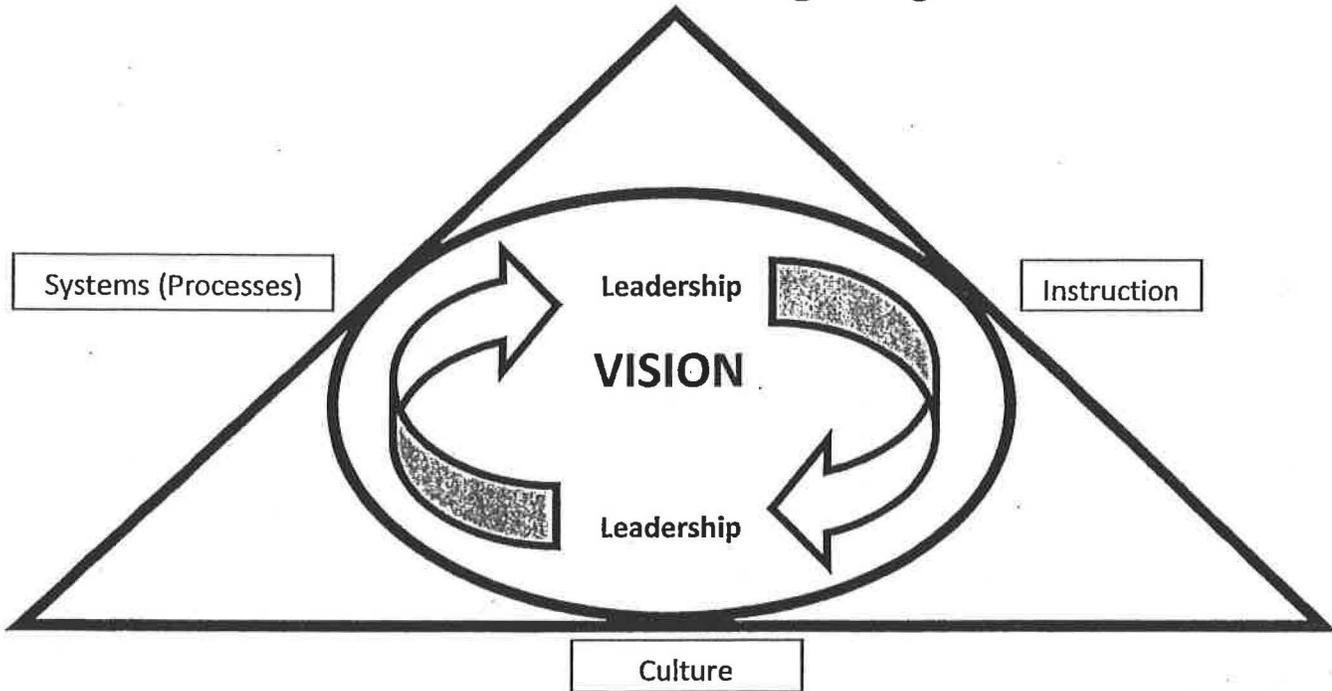
thus grades 9-12 will each have two sections of the AVID elective. The current number of students enrolled is 130. AVID classes at the middle school for grades 7 and 8 was 50 in 2014-15 and has increased to 75 for 2015-16 and a pre-AVID class for grade 6 has also been added. The total number of students participating in AVID in the three k-8 schools (grades 6-8) is currently 312.

AVID in other classes- Because the AVID system is meant to be implemented school-wide, teachers that have participated in the AVID institute will be using the strategies and methodologies that they learned at the institute this summer in their classrooms. In addition, monthly district professional development will include teachers instructing teachers the how and what of their incorporation of these strategies in their classrooms and examining how these methods are effecting instruction and accelerating student learning and engagement.

AVID Projected 3- year growth plan

	LHS	7 Oak	Lacomb	Hamilton Cree	Pioneer	Cascades	Green Acres	Riverview
2015-16	Two elective sections each grades 9-11	One elective section each grades 7 & 8	Grades 6-8	Grades 6-8	Grades 6-8	Exploratory	Exploratory	Exploratory
Summer Institute	elective teachers, site coordinators, new teachers, facilitator interest, administrator	elective teachers, site coordinators, new teachers, facilitator interest, administrator	teachers grades 3-8, administrator	teachers grades 3-8, administrator	teachers grades 3-6, administrator	teachers grades 4 & 5, administrator	teachers grades 4-6, administrator	Principal Only
2016-17	two elective sections each grades 9-12	One elective section each grades 7 & 8	Grades 3-8	Grades 3-8	Grades 3-6	Grades 4 & 5	Grades 4-6	Exploratory
Summer Institute	elective teachers, site coordinators, new teachers, facilitator/staff developer interest, administrator	elective teachers, site coordinators, new teachers, facilitator/staff developer interest, administrator	teachers, grades k-8, administrator	Teachers grades k-8, administrator	Teachers grades k-6, administrator	Teachers grades k-3, administrator	Teachers grades k-3, administrators	Teachers grades 3-6, administrator
2017-18	Maintain two elective sections each grades 9-12	One elective section each grades 7 & 8	Grades k-8	Grades k-8	Grades k-6	Grades k-3	grades k-6	Grades 3-6
Summer Institute	elective teachers, site coordinators, new teachers, facilitator/staff developer interest, administrator	elective teachers, site coordinators, new teachers, facilitator/staff developer interest, administrator	teachers, grades k-8, facilitators/staff developers, administrator	teachers, grades k-8, facilitators/staff developers, administrator	teachers, grades k-6, facilitators/staff developers, administrator	teachers, grades k-3, facilitators/staff developers, administrator	teachers, grades k-6, facilitators/staff developers, administrator	teachers grades 3-6, facilitators/staff developers, administrator

Four Domains Affecting Change



Systems: Protocol, processes and structures that are in place that supports the governance, Curriculum and Instruction, data collection & analysis, professional development, and student and parent outreach.

Leadership: Sets the **vision** and the tone that promotes college-readiness and high expectations for AVID students and all students in the school.

Instruction: Staff at the school utilizes AVID strategies and other best instructional practices and 21st Century tools to ensure college-readiness skills.

Culture: Beliefs, values and behaviors that supports the AVID philosophy and increasing more students have access and succeed in rigorous courses thus meeting college-readiness requirements.

AVID Trained Teachers- Strand Areas

NAME	STRANDS	SCHOOL	YEARS W/ AVID TRAINING
Amo, Maddy	Counseling HS	LHS	2
Benedict, Mardy	Implementation	LHS	3
Bullock, Cheri	Science 1	LHS	2
Caffey, Bill	Critical Reading 1 Writing MS/HS	LHS	3
Chambers, Deanna	Implementation Tutorology	LHS	3
Davenport, Tracie	Math 1	LHS	3
Edwards, Lily	CRT-1 Implementation	LHS	3
Ellis, Kathleen	Writing MS/HS Exploring Text w/ strategic reading	LHS	3
Gomez, Peter	Writing MS/HS	LHS	3
Jacobo, Jordan	Exploring Text w/ strategic reading	LHS	2
Judy, Kris	Math 1 Math 2	LHS	2
Kidd, Brad	Student Success	LHS	1
King, Ryan	Math 1	LHS	3
Lamb, Diane	Science 1	LHS	2
Leingang, Sean	Writing MS/HS	LHS	1
Lloyd, Lindsey	Implementation Informing through writing & speaking	LHS	2
Overton, Delane	Counseling HS	LHS	2
Pierce, Ryan	History/Social Science through high engagement strategies	LHS	2
Poole, Rachael	Science 1 Implementation	LHS	3
Robinson, Steve	Science 1	LHS	3
Sherer, Grant	Math 1	LHS	1
Tomlin, Ty	CRT1 & 2 Implementation Leadership Schoolwide Social Studies Tutorology Advancing the AVID Elective MS/HS	LHS	6
Twomey, Maureen	CRT 2 CRT 1 Critical Reading 1 Critical Reading 2 Essential Academic Skills for College Readiness	LHS	3
Twomey, Steve	Implementation Tutorology	LHS	2

Whitaker, Emmet	Science 1 Science 2	LHS	3
Williams, Anne	Exploring Text w/ strategic reading Informing through writing & speaking	LHS	2
Work, Meredith	ELA informing ourselves through writing and speaking	LHS	1
Bennett, Jeff	Science 1 Student Success	7 Oak	2
Broderick, Erik	CRT1	7 Oak	2
Archer, Laura	Math 1 Science 1	7 Oak	3
Durski, Shantel	Science 1	7 Oak	2
Mason, Aaron	Student Success	7 Oak	2
Medina, Cassie	Implementation	7 Oak	3
Meek, David	History/Social Science through high engagement strategies	7 Oak	2
Moore, Chad	Implementation Exploring Texts w/Strategic Reading	7 Oak	3
Munoz, Laura	Math 1 Math 2	7 Oak	3
Scott, Jennifer	Critical Reading 1	7 Oak	1
VanVeldhuizen, Lisa	History/Social Science through high engagement strategies Implementation	7 Oak	3
Dickey, Nathan	AE- Bridges 6-8	Pioneer	1
Latimer, Emily	AE- Bridges 6-8	Pioneer	1
Winningham, Toby	AE- Bridges 6-8	Pioneer	1
Coleman, Kim	AE- Bridges 6-8	LaComb	1
Mason, Hannah	AE- Bridges 3-6	LaComb	1
Weist, Brandon	AE- Bridges 6-8	LaComb	1
Beiser, Emily	AE- Bridges 3-6	LaComb	1
Cleveland, Kelly	AE- Bridges 6-8	Hamilton Creek	1
Eberhart, Cameron	AE- Bridges 6-8	Hamilton Creek	1
Webb, Nancy	AE- Bridges 6-8	Hamilton Creek	1
Wegner, Julia	AE- Bridges 3-6	Hamilton Creek	1

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9/30/2015 COMMON FORMATIVE ASSESSMENTS AND 6-12 ALIGNMENT IN ALL CONTENT AREAS								
10/07/15 Building Time								
10/21/2015 MAP & SLG for all Secondary Teachers								
November 6 SECONDARY INSERVICE DAY								
AM	CHOICE 1	PRESENTER	CHOICE 2	PRESENTER	CHOICE3	PRESENTER	CHOICE 4	PRESENTER
	MAP- Data Student Growth Planning	Alaina Meek	Carousel Brainstorm (Collaboration)		Numbered Heads (Collaboration)		AVID Library & Strands	Teachers who went to summer institute
	Fishbowl or Philosophical Chair classic style (inquiry)	Lisa V. David Meek	Mock Tutorial	AVID Juniors & 8th grade students	Weeks at Glance & AVID Website- how to's	Deanna Chambers	Google Classroom	Matt Larcombe Jordon Jacobo
PM COMMON FORMATIVE ASSESSMENTS AND 6-12 ALIGNMENT IN ALL CONTENT AREAS								
12/2/2015 Building Time								
12/9/2015 COMMON FORMATIVE ASSESSMENTS AND 6-12 ALIGNMENT IN ALL CONTENT AREAS								
1/6/2016	CHOICE 1	PRESENTER	CHOICE 2	PRESENTER	CHOICE3	PRESENTER	CHOICE 4	PRESENTER
	MINDSET	Abbey Walker	AVID Data	AVID Coordinators	Critical Reading	Cassie Medina	Interactive Notebook	Emmet Whitaker
1/20/2016 COMMON FORMATIVE ASSESSMENTS AND 6-12 ALIGNMENT IN ALL CONTENT AREAS								
2/3/2016	CHOICE 1	PRESENTER	CHOICE 2	PRESENTER	CHOICE3	PRESENTER	CHOICE 4	PRESENTER
	MAP- Data Assessing Student Growth & Semester 2 Goals?	Alaina Meek	Socratic Seminar Wingman Style	Ty Tomlin Lily Edwards	AVID Springboard & GEAR UP!	Ryan King Wendy Eilers	Academic Vocabulary Word Walls & Foldables	Rachael Poole Curtis Gault
2/17/2016 COMMON FORMATIVE ASSESSMENTS AND 6-12 ALIGNMENT IN ALL CONTENT AREAS								
3/2/2016	CHOICE 1	PRESENTER	CHOICE 2	PRESENTER	CHOICE3	PRESENTER	CHOICE 4	PRESENTER
	Relational Capacity (Critical Thinking and Engagement)		Feedback	Wormeli Webinar & Discussion	Socratic Seminar Regular Style		Metacognition (Critical Thinking and Engagement)	AVID site team members
3/16/2016 COMMON FORMATIVE ASSESSMENTS AND 6-12 ALIGNMENT IN ALL CONTENT AREAS								
4/6/2016	ALL	PRESENTER	CHOICE 1	PRESENTER	CHOICE 2	PRESENTER	CHOICE 3	PRESENTER
	AVID Data	AVID Site Coordinators	Philosophical Chair Jury Style		Fishbowl		Collaboration (Critical Thinking and Engagement)	AVID site team members

4/20/2016 COMMON FORMATIVE ASSESSMENTS AND 6-12 ALIGNMENT IN ALL CONTENT AREAS

5/4/2016	CHOICE 1	PRESENTER	CHOICE 2	PRESENTER	CHOICE3	PRESENTER	CHOICE 4	PRESENTER
	MAP Data Celebrating Growth & Next Year Projections & plans	Alaina Meek	Interactive Notebooks		Mock Tutorial	AVID Students	Student leadership development (Critical Thinking and Engagement)	AVID site team members

5/18/2016 COMMON FORMATIVE ASSESSMENTS AND 6-12 ALIGNMENT IN ALL CONTENT AREAS

On the AVID days, staff will choose 2 of the three or four sessions. Each session will be 40 minutes. A more detailed agenda will be sent to staff on the Monday of each ER day.

AVID First (1st) Wednesday P.D. dates:	CFA 3rd Wednesday P.D. Dates:	November 6 Inservice Activities: TBA	BUILDING TIME
	9/30/2015	11/6/2015	10/7/2015
12/2/2015			12/3/2015
1/6/2016	12/9/2015		
2/3/2016	1/20/2016		
3/2/2016	2/17/2016		
4/6/2016	3/16/2016		
5/4/2016	4/20/2016		
	5/18/2016		

*Rev. E: 10/26/15

Topic Information & Descriptions

Topic	Topic Description	Session Time	Facilitator
MAP Data- Student Growth Planning (inquiry)	Understanding and interpreting data to plan for student growth through the examination of the the growth cycle.	Session 1- 8-8:50 Session 2- 9-9:50	Alaina Meek
Carousel Brainstorm (collaboration, inquiry)	A structure that is used to build background knowledge, review materials, or generate opinions by building upon one another's ideas, with maximum participation.	Session 1- 8-8:50 Session 4- 11-11:50	Jeff Bennett Erik Broderick
Strategic Reading (reading, inquiry)	A process that positions the reader to extend beyond the text, interpreting, evaluating, negotiating, and synthesizing to arrive at a new understanding and questioning.	Session 1- 8-8:50 Session 3- 10-10:50	Anne Williams
Philosophical Chair-classic style (collaboration, inquiry)	A structured form of academic discourse that will develop inquiry, oral language, and argumentation skills, through participation in an informed debate on a controversial issue, while considering various points of view.	Session 1 & 2- 8-9:50 Session 3 & 4- 10-11:50	Lisa V. David Meek
Google Classroom (organization, collaboration)	A classroom organization tool that is used for collaboration, feedback, organization and concise communication.	Session 1 & 2- 8-9:50 (Beginning) Session 4 11-11:50 (Advanced)	Jordan Jacobo Matt Larcombe
Mock Tutorial	Help viewers understand this student- led inquiry process by viewing it in action!	Session 2- 9-9:50 Session 3- 10-10:50	AVID students Lindsey Lloyd
Weeks at a Glance & AVID Website how to's	Provides an overview of the Weeks at a Glance materials & AVID website, directions for accessing, the purpose of the content, and suggestions about how to modify it to your needs.	Session 2- 9-9:50 Session 4- 11-11:50	Deanna Chambers

Fishbowl (Collaboration & Inquiry)	<p>A structure that emphasizes the collaborative process as much as the content discussed. Fishbowl is typically used to model a process and for giving groups the opportunity to have a structured discussion, while others have the opportunity for structured listening.</p>	<p>Session 3- 10-10:50 Session 4- 11-11:50</p>	<p>Cassie Medina</p>
Numbered Heads (Collaboration & Inquiry)	<p>Used for quick collaborative discussions with group and individual accountability. Engage in discourse about a topic/question and represent the group in sharing a summary of the discussion/answer with the whole group.</p>	<p>Session 3- 10-10:50 Session 4- 11-11:50</p>	<p>Cheri Bullock Bill Caffey</p>

15-16 LHS AVID SUMMARY**# Students****# ENROLLED IN AP CLASS**

9TH GRADE AVID 1

62

13

10TH GRADE AVID 2

39

9

11TH GRADE AVID 3

34

26

TOTAL

135

14-15 LHS AVID SUMMARY**# Students****# ENROLLED IN AP CLASS**

9TH GRADE AVID 1

38

5

10TH GRADE AVID 2

38

19

TOTAL

76

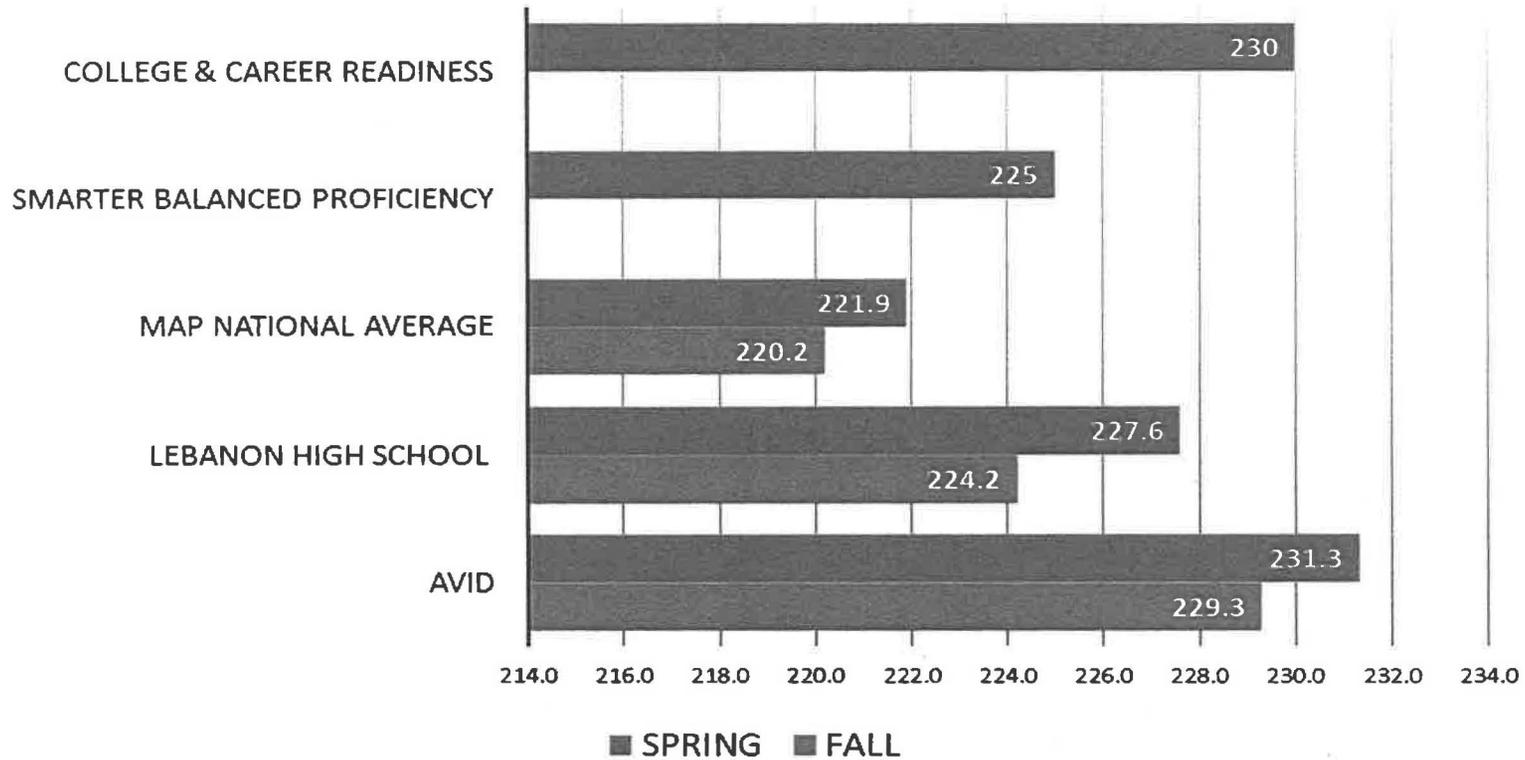
LHS AVID student GPA's grades 9-11

Grading Year	Grade Level	Std. Rank	Credits Earned	Std. GPA	GPA Type
1516	9	1	3.5	4	ACC
1516	9	29	4	3.875	ACC
1516	9	31	3.5	3.8571	ACC
1516	9	36	3.5	3.8333	ACC
1516	9	56	3.5	3.7142	ACC
1516	9	78	3.5	3.5714	ACC
1516	9	81	3	3.5	ACC
1516	9	96	3.5	3.4285	ACC
1516	9	96	3.5	3.4285	ACC
1516	9	96	3.5	3.4285	ACC
1516	9	96	3.5	3.4285	ACC
1516	9	102	3.5	3.3333	ACC
1516	9	102	3.5	3.3333	ACC
1516	9	115	3.5	3.2857	ACC
1516	9	119	3.5	3.1666	ACC
1516	9	127	3.5	3.1428	ACC
1516	9	127	3.5	3.1428	ACC
1516	9	127	3.5	3.1428	ACC
1516	9	130	4	3.125	ACC
1516	9	132	3.5	3	ACC
1516	9	132	3.5	3	ACC
1516	9	145	3.5	2.8571	ACC
1516	9	155	3.5	2.7142	ACC
1516	9	155	3.5	2.7142	ACC
1516	9	155	3.5	2.7142	ACC
1516	9	155	3.5	2.7142	ACC
1516	9	155	3	2.7142	ACC
1516	9	155	3.5	2.7142	ACC
1516	9	155	3.5	2.7142	ACC
1516	9	163	3.5	2.6666	ACC
1516	9	170	4	2.625	ACC
1516	9	170	4	2.625	ACC
1516	9	175	3	2.5714	ACC
1516	9	175	3.5	2.5714	ACC
1516	9	175	3.5	2.5714	ACC
1516	9	175	3	2.5714	ACC
1516	9	180	3.5	2.5	ACC
1516	9	188	3.5	2.4285	ACC
1516	9	188	3.5	2.4285	ACC
1516	9	194	4	2.375	ACC
1516	9	204	3.5	2.2857	ACC
1516	9	212	3	2.1428	ACC
1516	9	212	3.5	2.1428	ACC
1516	9	212	3.5	2.1428	ACC

1516	9	215	4	2.125 ACC
1516	9	223	3	1.875 ACC
1516	9	224	3	1.8571 ACC
1516	9	231	3	1.7142 ACC
1516	9	241	2.5	1.5714 ACC
1516	9	241	3	1.5714 ACC
1516	9	248	3	1.4285 ACC
1516	9	248	2	1.4285 ACC
1516	9	254	1.5	1.2857 ACC
1516	9	259	2.5	1 ACC
1516	9	265	1	0.8571 ACC
1516	9	270	2	0.7142 ACC
1516	9	271	2	0.6666 ACC
1516	9	290	0.5	0.1428 ACC
1516	10	17	10.5	3.9473 ACC
1516	10	29	10.5	3.8571 ACC
1516	10	35	10.5	3.8095 ACC
1516	10	53	10.5	3.619 ACC
1516	10	53	10.5	3.619 ACC
1516	10	58	9	3.5625 ACC
1516	10	62	10.5	3.5238 ACC
1516	10	73	10.5	3.4285 ACC
1516	10	75	10.5	3.421 ACC
1516	10	81	11.5	3.3913 ACC
1516	10	84	10.5	3.3809 ACC
1516	10	98	10.5	3.25 ACC
1516	10	106	10.5	3.1904 ACC
1516	10	116	10.5	3.1 ACC
1516	10	116	10.5	3.1 ACC
1516	10	127	10	3 ACC
1516	10	135	11.87	2.988 ACC
1516	10	136	12	2.9583 ACC
1516	10	146	7	2.909 ACC
1516	10	147	10.5	2.9047 ACC
1516	10	156	10.5	2.8095 ACC
1516	10	163	10.5	2.75 ACC
1516	10	166	10.5	2.7368 ACC
1516	10	166	9.5	2.7368 ACC
1516	10	172	10	2.7142 ACC
1516	10	180	10.5	2.65 ACC
1516	10	198	9.75	2.4444 ACC
1516	10	204	10.25	2.4 ACC
1516	10	205	10	2.3684 ACC
1516	10	211	10.5	2.2857 ACC
1516	10	214	10	2.2105 ACC
1516	10	218	10.5	2.2 ACC
1516	10	230	9	2.05 ACC

1516	10	247	9	1.7894 ACC
1516	10	247	7.5	1.7894 ACC
1516	10	284	8	1.2727 ACC
1516	11	10	17.5	3.9411 ACC
1516	11	10	17.25	3.9411 ACC
1516	11	14	18.5	3.9117 ACC
1516	11	17	18	3.8611 ACC
1516	11	20	17	3.8484 ACC
1516	11	23	17.5	3.8285 ACC
1516	11	29	17.5	3.7575 ACC
1516	11	41	17.5	3.6764 ACC
1516	11	42	16.75	3.6666 ACC
1516	11	44	17.5	3.647 ACC
1516	11	60	17	3.5483 ACC
1516	11	64	17.5	3.5161 ACC
1516	11	67	17.25	3.5 ACC
1516	11	74	20.5	3.3902 ACC
1516	11	81	17	3.3333 ACC
1516	11	86	17	3.3125 ACC
1516	11	90	17.5	3.2857 ACC
1516	11	95	17.5	3.2571 ACC
1516	11	116	17.5	3.0909 ACC
1516	11	131	17.5	2.9655 ACC
1516	11	134	17	2.9411 ACC
1516	11	135	16.25	2.9393 ACC
1516	11	143	16.75	2.8666 ACC
1516	11	147	17.5	2.8484 ACC
1516	11	147	17.5	2.8484 ACC
1516	11	156	13.5	2.75 ACC
1516	11	164	16.5	2.6764 ACC
1516	11	168	16.25	2.6451 ACC
1516	11	169	15	2.6363 ACC
1516	11	171	18	2.6285 ACC
1516	11	186	17.25	2.5161 ACC
1516	11	232	16.74	2.125 ACC
1516	11	245	15.75	1.9714 ACC
1516	11	263	15	1.75 ACC

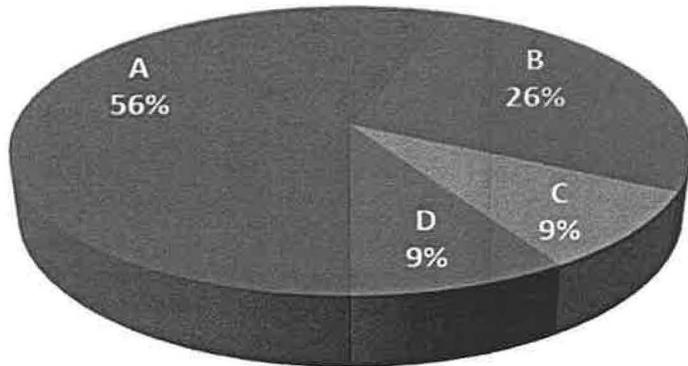
2014-2015 MAP Reading 10th Grade Comparison



10th Grade AVID Language Arts

Semester 1 Grades

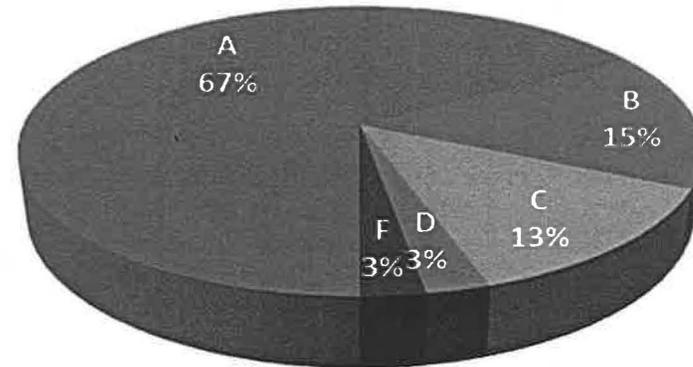
Lebanon Community School District 2014-2015 Academic Year



10th Grade AVID Language Arts

Semester 2 Grades

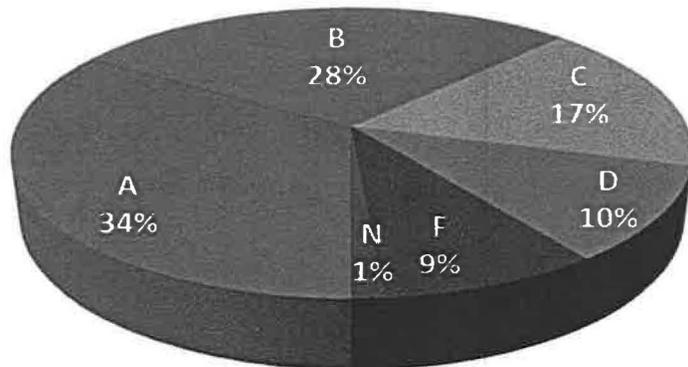
Lebanon Community School District 2014-2015 Academic Year



10th Grade Lebanon High School Language Arts

Semester 1 Grades

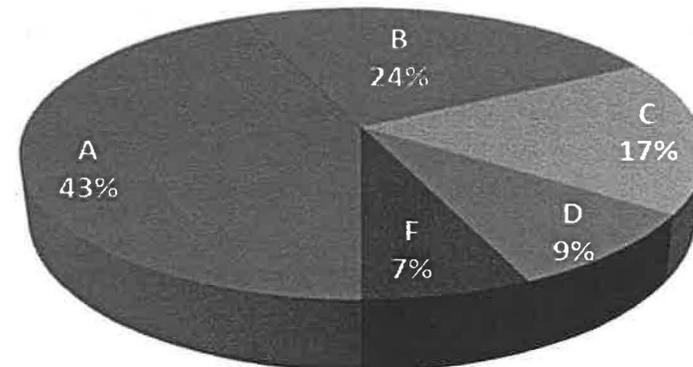
Lebanon Community School District 2014-2015 Academic Year



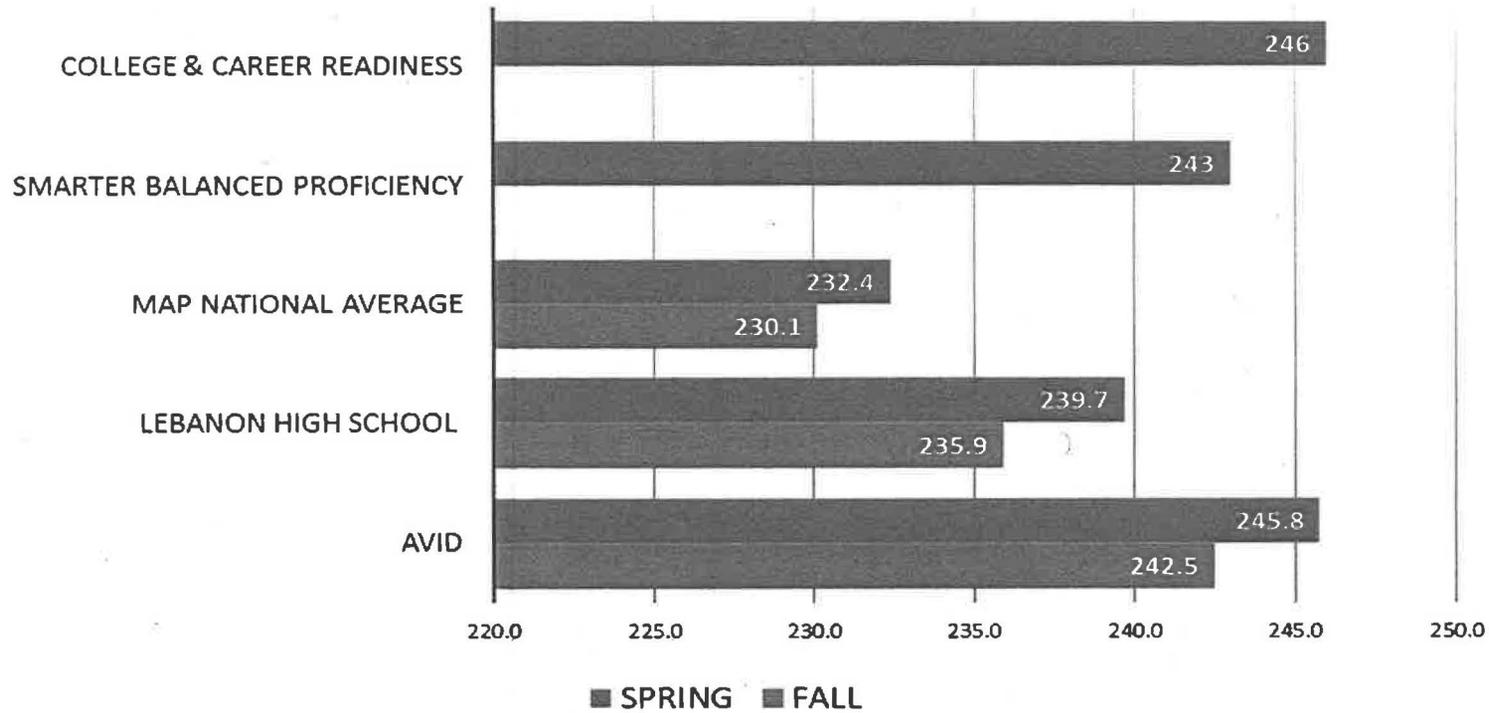
10th Grade Lebanon High School Language Arts

Semester 2 Grades

Lebanon Community School District 2014-2015 Academic Year



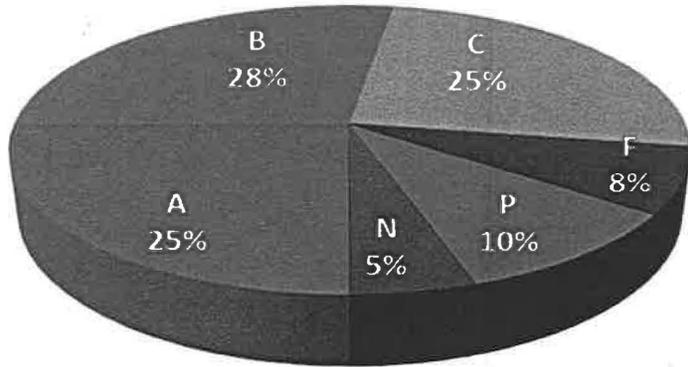
2014-2015 MAP Math 10th Grade Comparison



10th Grade AVID Math

Semester 1 Grades

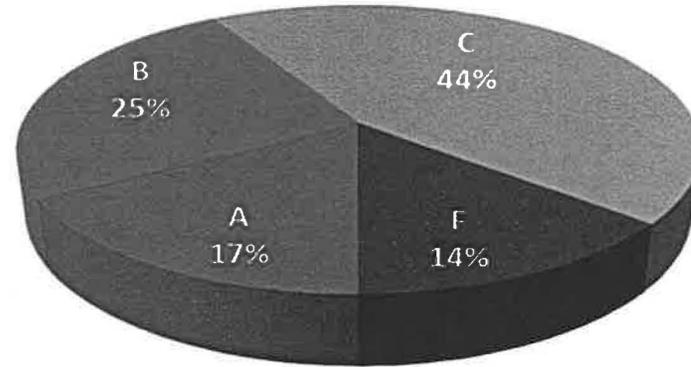
Lebanon Community School District 2014-2015 Academic Year



10th Grade AVID Math

Semester 2 Grades

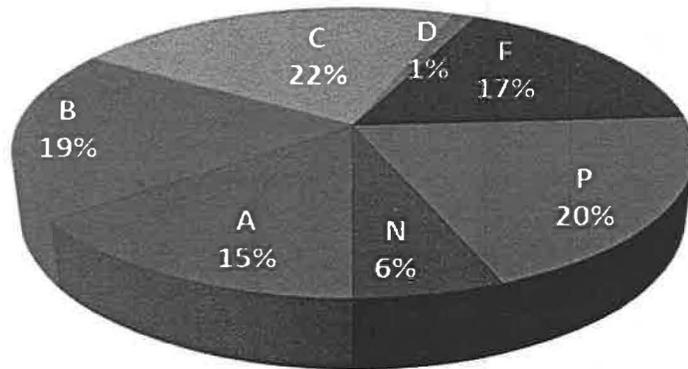
Lebanon Community School District 2014-2015 Academic Year



10th Grade Lebanon High School Math

Semester 1 Grades

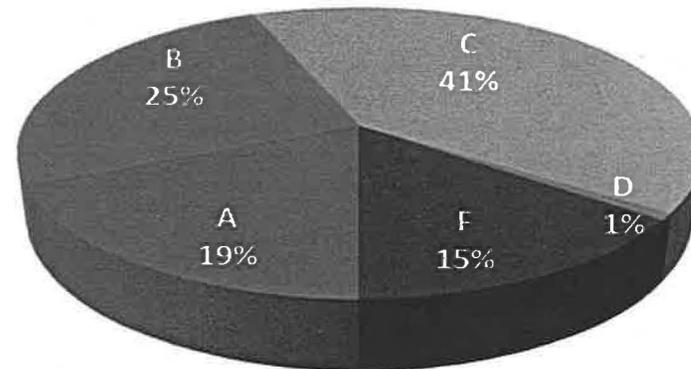
Lebanon Community School District 2014-2015 Academic Year



10th Grade Lebanon High School Math

Semester 2 Grades

Lebanon Community School District 2014-2015 Academic Year



Summary of 2014 -2015 Academic Year

Comparison of 9th Grade AVID Students and Lebanon High School 9th Grade Students

2014-2015 MAP Scores

10th Grade MAP Math					
MAP Testing Term	AVID	Lebanon High School	NWEA National Average	Smarter Balanced Proficiency	College & Career Readiness
FALL	242.5	235.9	230.1		
SPRING	245.8	239.7	232.4	243	246
AVG GROWTH	3.3	3.8	2.3		
10th Grade MAP Reading					
MAP Testing Term	AVID 10th Grade Reading	Lebanon High School Overall 10th Grade Reading Average	10th Grade Reading National Average	Smarter Balanced Proficiency	College & Career Readiness
FALL	229.3	224.2	220.2		
SPRING	231.3	227.6	221.9	225	230
AVG GROWTH	2.0	3.4	1.7		

10th Grade Math Classes

Semester 1	AVID Math		Lebanon High School Math		Semester 1
Grades	Count	%	Count	%	Grades
A	10	25%	59	15%	A
B	11	28%	76	19%	B
C	10	25%	88	22%	C
D	0	0%	5	1%	D

Summary of 2014 -2015 Academic Year

Comparison of 9th Grade AVID Students and Lebanon High School 9th Grade Students

F	3	8%	68	17%	F
I	0	0%	0	0%	I
P	4	10%	80	20%	P
N	2	5%	24	6%	N
TOTAL	40	100%	400	100%	TOTAL

Semester 2	AVID Math		Lebanon High School Math		Semester 2
Grades	Count	%	Count	%	Grades
A	6	17%	49	19%	A
B	9	25%	67	25%	B
C	16	44%	107	41%	C
D	0	0%	2	1%	D
F	5	14%	39	15%	F
I	0	0%	0	0%	I
P	0	0%	0	0%	P
N	0	0%	0	0%	N
TOTAL	36	100%	264	100%	TOTAL

10th Grade Language Arts Classes

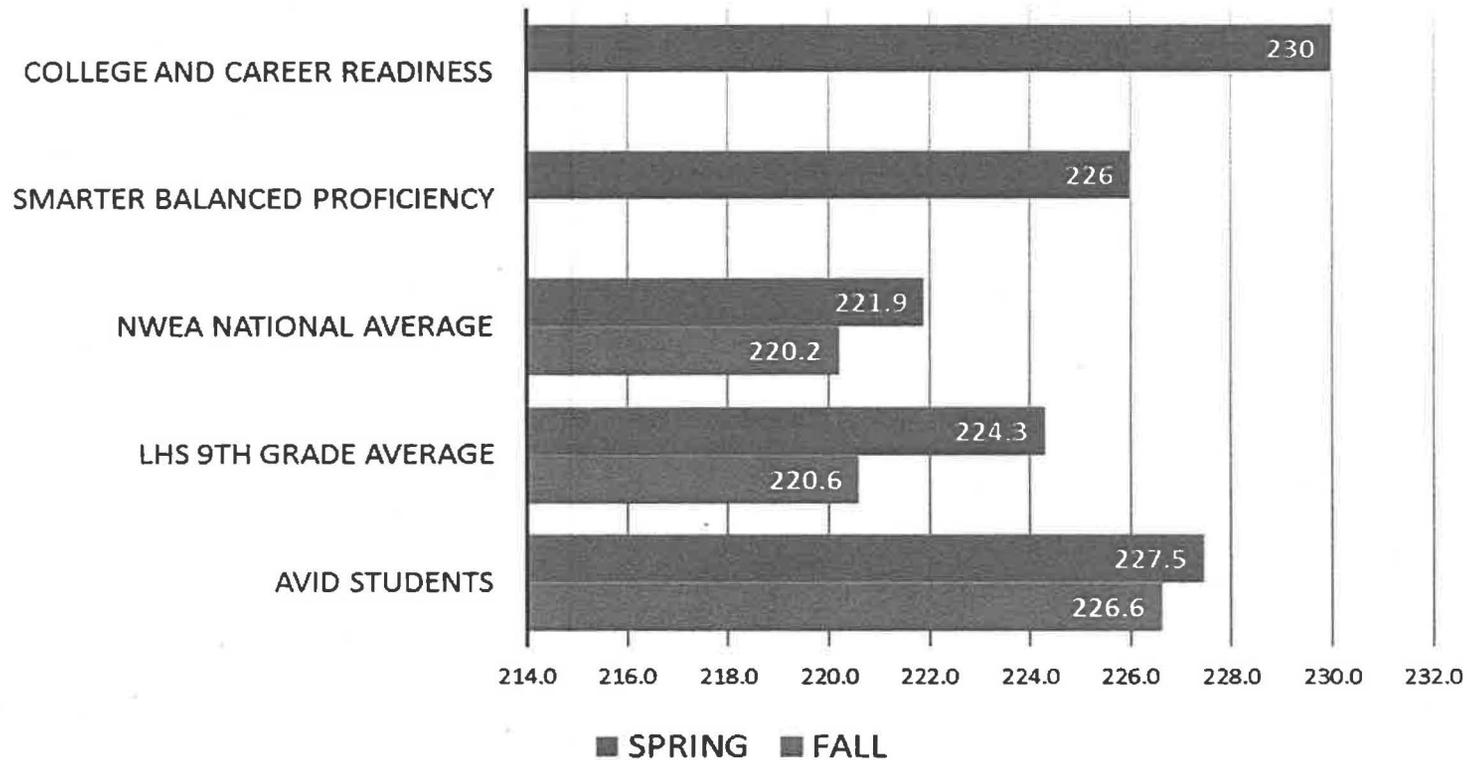
Semester 1	AVID Language Arts		Lebanon High School Language Arts		Semester 1
Grades	Count	%	Count	%	Grades
A	19	56%	104	34%	A
B	9	26%	87	28%	B
C	3	9%	52	17%	C
D	3	9%	32	10%	D
F	0	0%	27	9%	F
I	0	0%	0	0%	I

Summary of 2014 -2015 Academic Year

Comparison of 9th Grade AVID Students and Lebanon High School 9th Grade Students

P	0	0%	0	0%	P
N	0	0%	4	1%	N
TOTAL	34	100%	306	100%	TOTAL
Semester 2	AVID Language Arts		Lebanon High School Language Arts		Semester 2
Grades	Count	%	Count	%	Grades
A	26	67%	129	43%	A
B	6	15%	71	24%	B
C	5	13%	51	17%	C
D	1	3%	26	9%	D
F	1	3%	20	7%	F
I					I
P					P
N	0	0%	0	0%	N
TOTAL	39	100%	297	100%	TOTAL

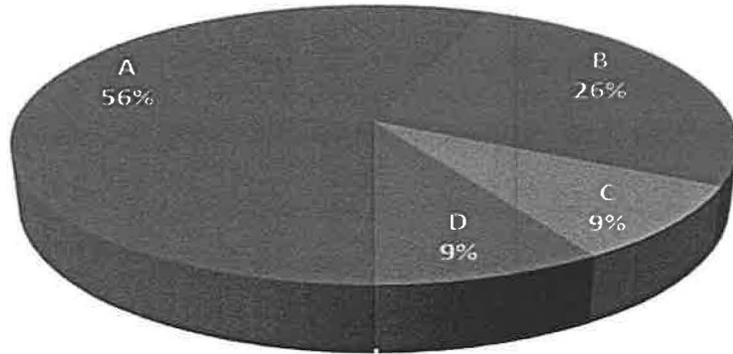
2014-2015 9th Grade MAP Reading Scores Comparison



9th Grade AVID Reading

Semester 1 Grades

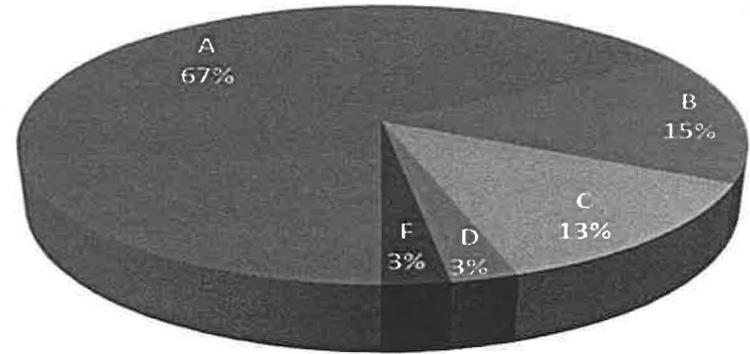
Lebanon Community School District 2014-2015 Academic Year



9th Grade AVID Reading

Semester 2 Grades

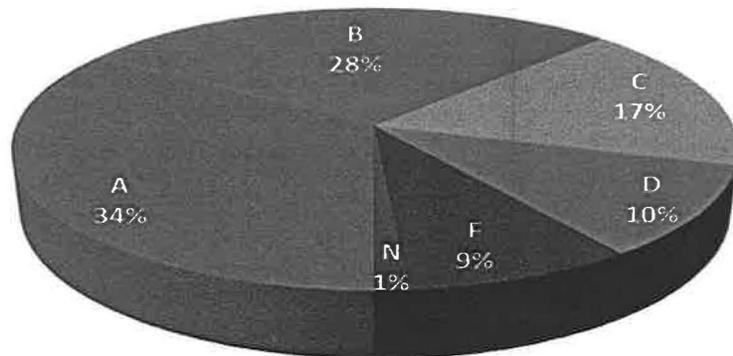
Lebanon Community School District 2014-2015 Academic Year



9th Grade Lebanon High School Reading

Semester 1 Grades

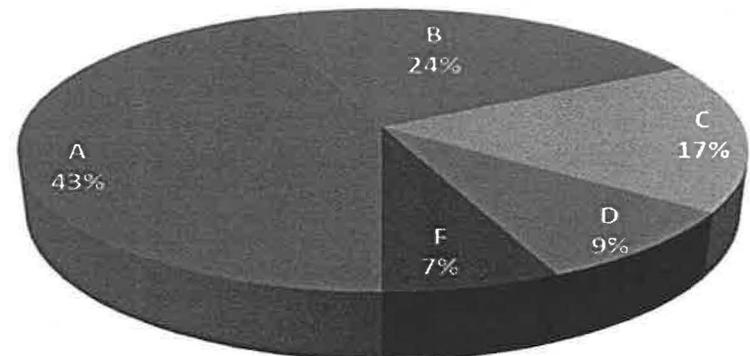
Lebanon Community School District 2014-2015 Academic Year



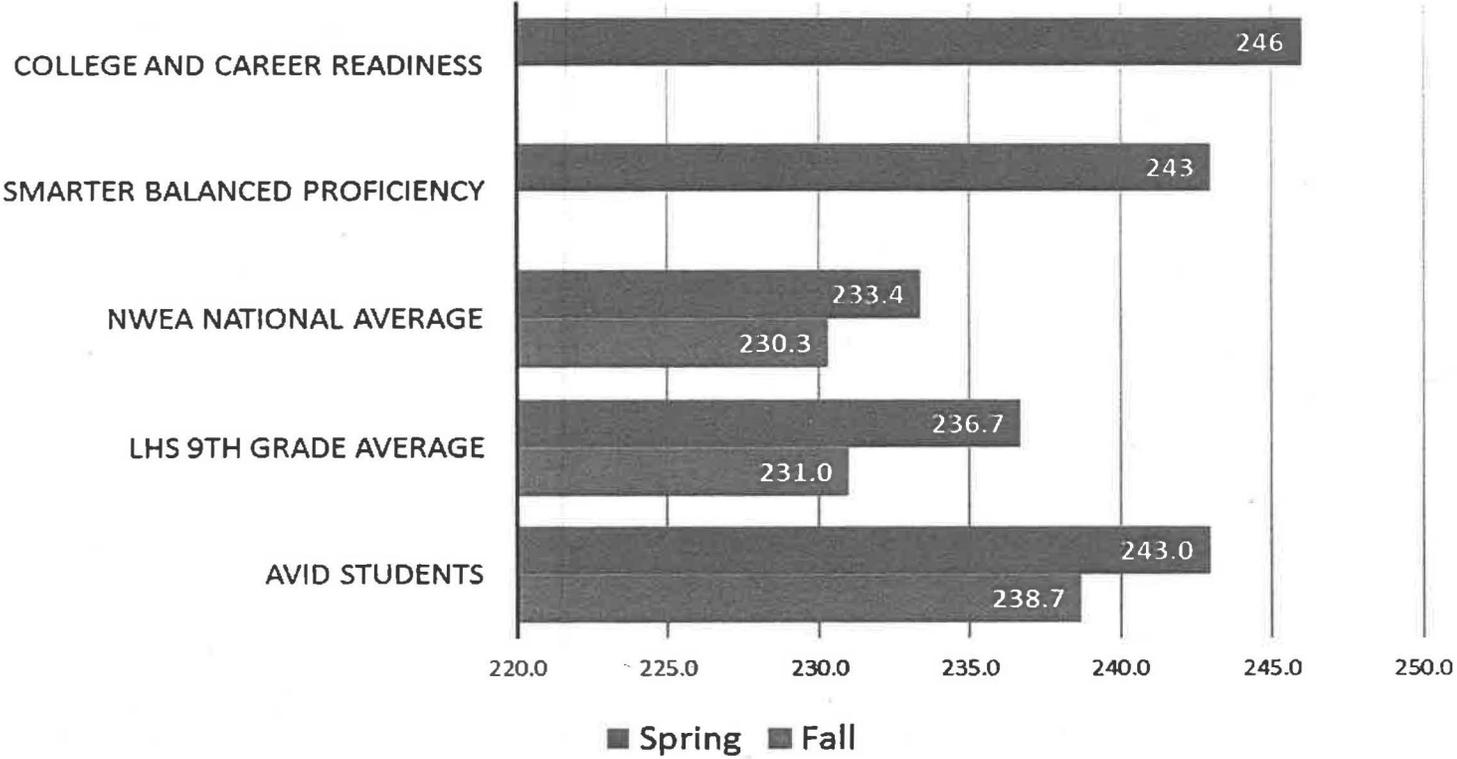
9th Grade Lebanon High School Reading

Semester 2 Grades

Lebanon Community School District 2014-2015 Academic Year



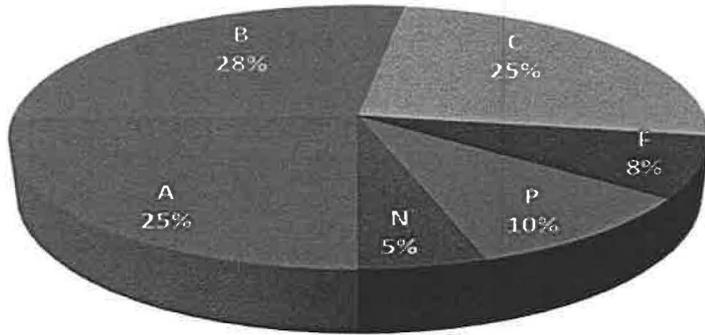
2014-2015 9th Grade MAP Math Scores Comparison



9th Grade AVID Math

Semester 1 Grades

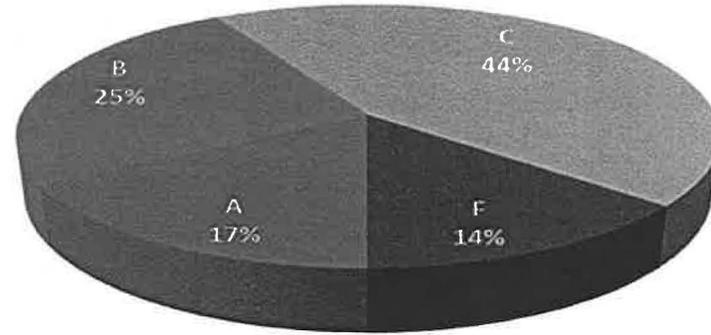
Lebanon Community School District 2014-2015 Academic Year



9th Grade AVID Math

Semester 2 Grades

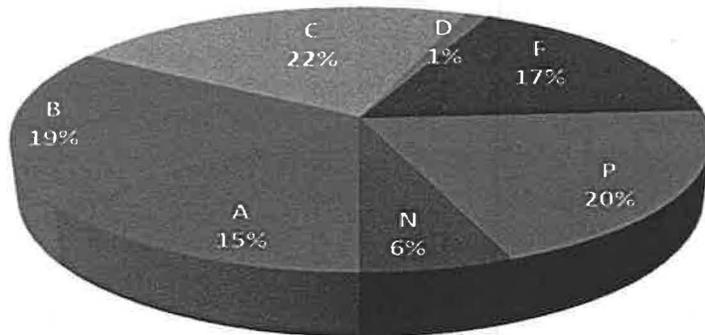
Lebanon Community School District 2014-2015 Academic Year



9th Grade Lebanon High School Math

Semester 1 Grades

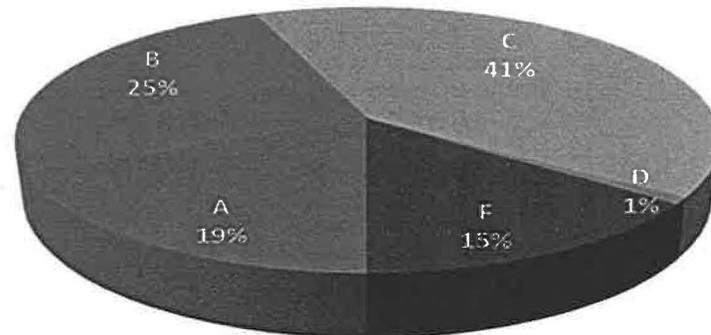
Lebanon Community School District 2014-2015 Academic Year



9th Grade Lebanon High School Math

Semester 2 Grades

Lebanon Community School District 2014-2015 Academic Year



Summary of 2014 -2015 Academic Year

Comparison of 9th Grade AVID Students and Lebanon High School 9th Grade Students

2014-2015 MAP Scores

9th Grade MAP Math					
MAP Testing Term	AVID 9th Grade Math	Lebanon High School Overall 9th Grade Math Average	9th Grade Math National Average	9th Grade College & Career Readiness	9th Grade Smarter Balanced Estimated Proficiency Level #3
FALL	238.7	231	230.3		
SPRING	243.0	236.7	233.4	246	243
AVG GROWTH	4.3	5.7	3.1		
9th Grade MAP Reading					
MAP Testing Term	AVID 9th Grade Reading	Lebanon High School Overall 9th Grade Reading Average	9th Grade Reading National Average	9th Grade College & Career Readiness	9th Grade Smarter Balanced Estimated Proficiency Level #3
FALL	226.6	220.6	220.2		
SPRING	227.5	224.3	221.9	230	226
AVG GROWTH	0.8	3.7	1.7		

9th Grade Math Classes

Semester 1	AVID Math		Lebanon High School Math		Semester 1
Grades	Count	%	Count	%	Grades
A	10	25%	59	15%	A
B	11	28%	76	19%	B
C	10	25%	88	22%	C
D	0	0%	5	1%	D
F	3	8%	68	17%	F
I	0	0%	0	0%	I

P	4	10%	80	20%	P
N	2	5%	24	6%	N
TOTAL	40	100%	400	100%	TOTAL

Semester 2	AVID Math		Lebanon High School Math		Semester 2
Grades	Count	%	Count	%	Grades
A	6	17%	49	19%	A
B	9	25%	67	25%	B
C	16	44%	107	41%	C
D	0	0%	2	1%	D
F	5	14%	39	15%	F
I	0	0%	0	0%	I
P	0	0%	0	0%	P
N	0	0%	0	0%	N
TOTAL	36	100%	264	100%	TOTAL

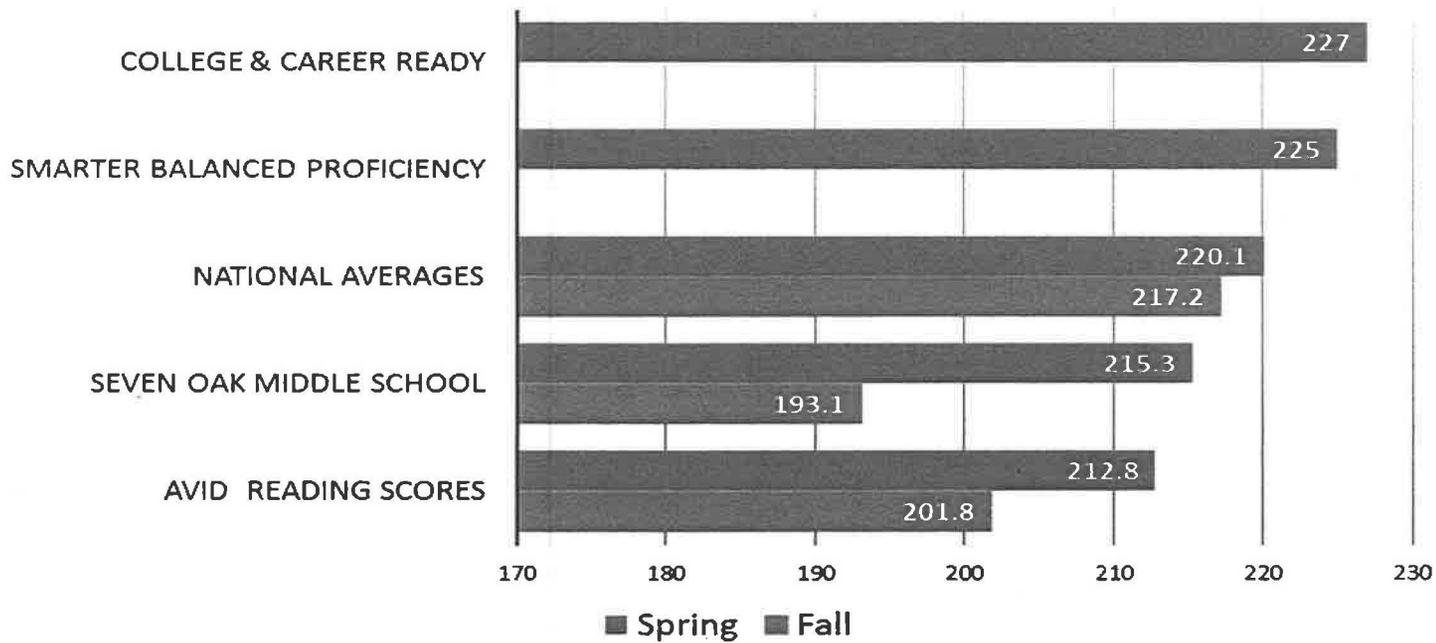
9th Grade Language Arts Classes

Semester 1	AVID Language Arts		Lebanon High School Language Arts		Semester 1
Grades	Count	%	Count	%	Grades
A	19	56%	104	34%	A
B	9	26%	87	28%	B
C	3	9%	52	17%	C
D	3	9%	32	10%	D
F	0	0%	27	9%	F
I	0	0%	0	0%	I
P	0	0%	0	0%	P
N	0	0%	4	1%	N
TOTAL	34	100%	306	100%	TOTAL

Semester 2	AVID Language Arts		Lebanon High School Language Arts		Semester 2
Grades	Count	%	Count	%	Grades
A	26	67%	129	43%	A

B	6	15%	71	24%	B
C	5	13%	51	17%	C
D	1	3%	26	9%	D
F	1	3%	20	7%	F
I					I
P					P
N	0	0%	0	0%	N
TOTAL	39	100%	297	100%	TOTAL

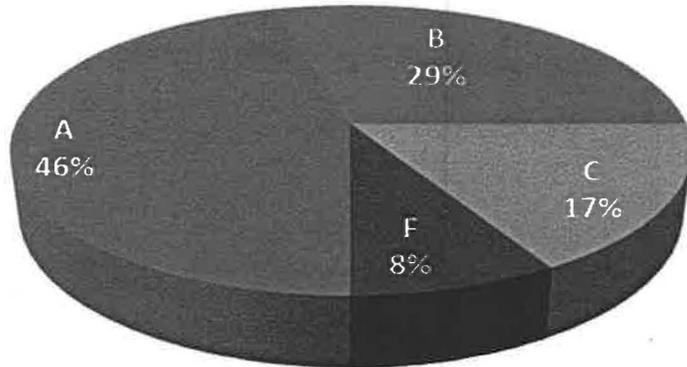
2014-2015 8th Grade MAP Reading Scores Comparison



8th Grade AVID Language Arts

Semester 1 Grades

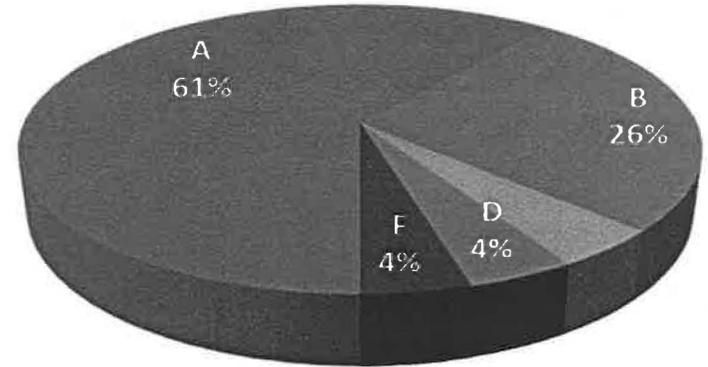
Lebanon Community School District 2014-2015 Academic Year



8th Grade AVID Language Arts

Semester 2 Grades

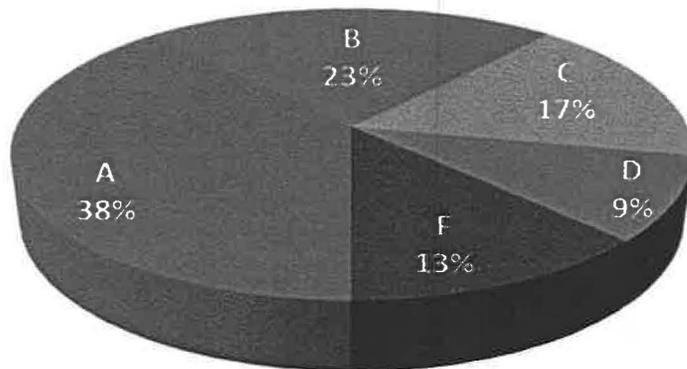
Lebanon Community School District 2014-2015 Academic Year



8th Grade Seven Oak Language Arts

Semester 1 Grades

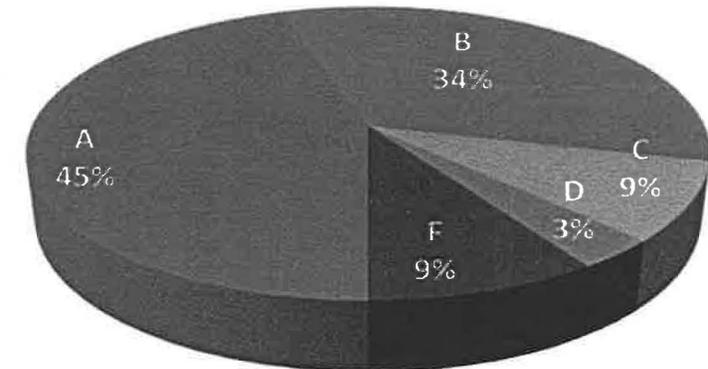
Lebanon Community School District 2014-2015 Academic Year



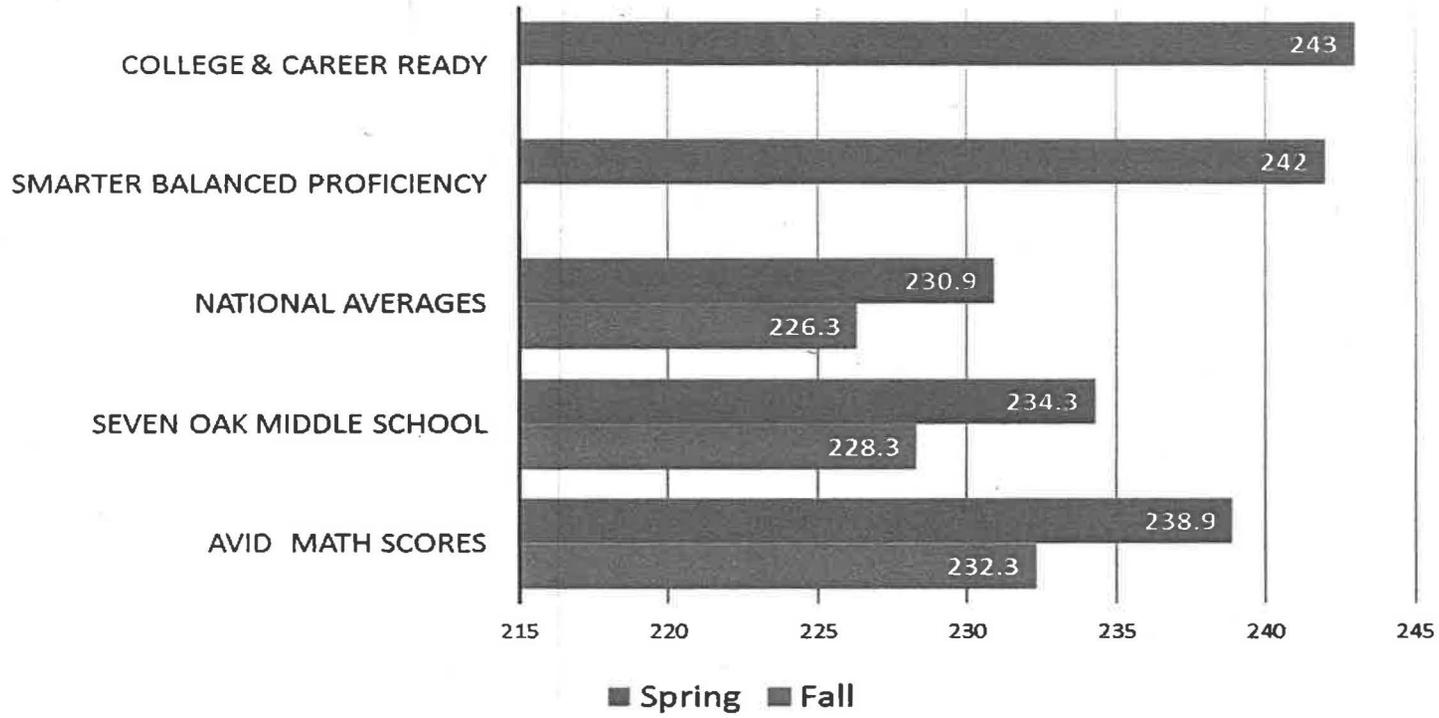
8th Grade Seven Oak Language Arts

Semester 2 Grades

Lebanon Community School District 2014-2015 Academic Year



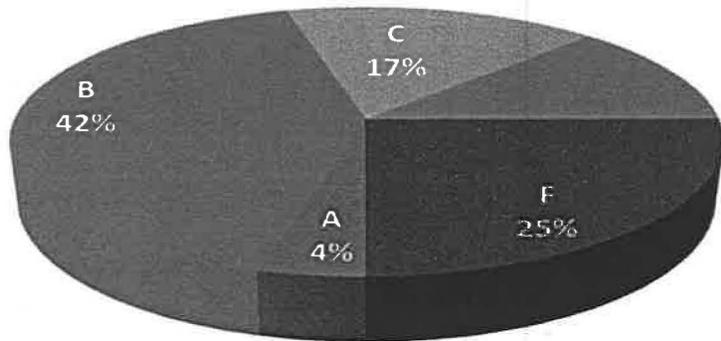
2014-2015 8th Grade MAP Math Scores Comparison



8th Grade AVID Math

Semester 1 Grades

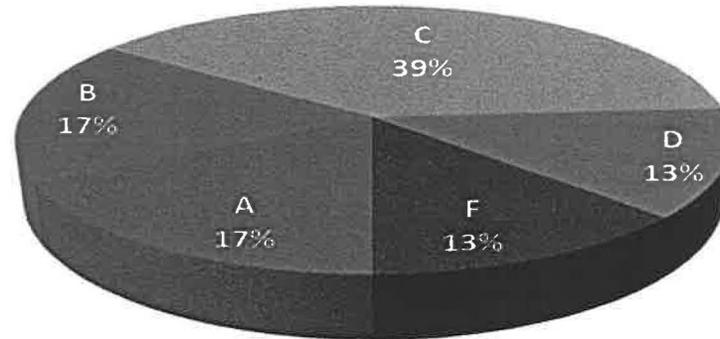
Lebanon Community School District 2014-2015 Academic Year



8th Grade AVID Math

Semester 2 Grades

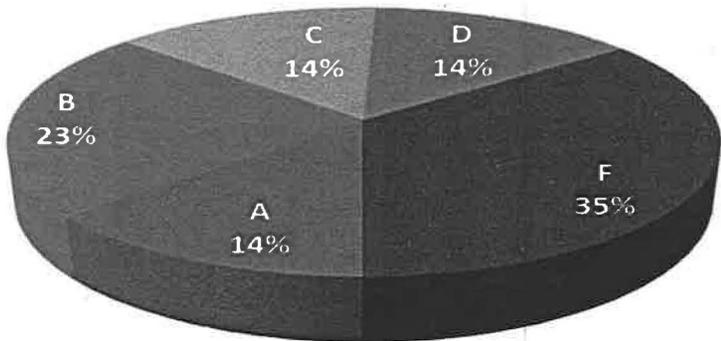
Lebanon Community School District 2014-2015 Academic Year



8th Grade Seven Oak Middle School Math

Semester 1 Grades

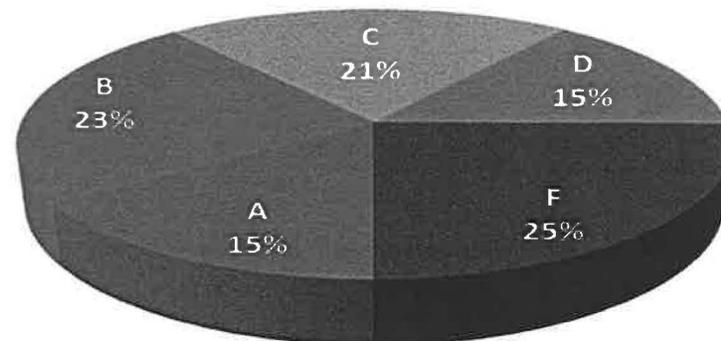
Lebanon Community School District 2014-2015 Academic Year



8th Grade Seven Oak Middle School Math

Semester 2 Grades

Lebanon Community School District 2014-2015 Academic Year



Summary of 2014 -2015 Academic Year

Comparison of 8th Grade AVID Students and Seven Oak 8th Grade Students

2014-2015 MAP Scores

8th Grade MAP Math					
MAP Testing Term	AVID 8th Grade Math	Seven Oak Overall 8th Grade Math Average	8th Grade Math National Average	8th Grade College & Career Readiness	8th Grade Smarter Balanced Estimated Proficiency Level #3
FALL	232.3	228.3	226.3		
SPRING	238.9	234.3	230.9	243	242
AVG GROWTH	6.6	6.0	4.6		
8th Grade MAP Reading					
MAP Testing Term	AVID 8th Grade Reading	Seven Oak Overall 8th Grade Reading Average	8th Grade Reading National Average	8th Grade College & Career Readiness	8th Grade Smarter Balanced Estimated Proficiency Level #3
FALL	201.8	193.1	217.2		
SPRING	212.8	215.3	220.1	227	225
AVG GROWTH	11	22.2	2.9		

8th Grade Math Classes

Semester 1	AVID Math		Seven Oak Middle School Math		Semester 1
Grades	Count	%	Count	%	Grades
A	1	5%	20	14%	A
B	10	48%	34	23%	B
C	4	19%	21	14%	C
D	0	0%	21	14%	D
F	6	29%	52	35%	F
TOTAL	21	100%	148	100%	TOTAL
Semester 2	AVID Math		Seven Oak Middle School Math		Semester 2
Grades	Count	%	Count	%	Grades

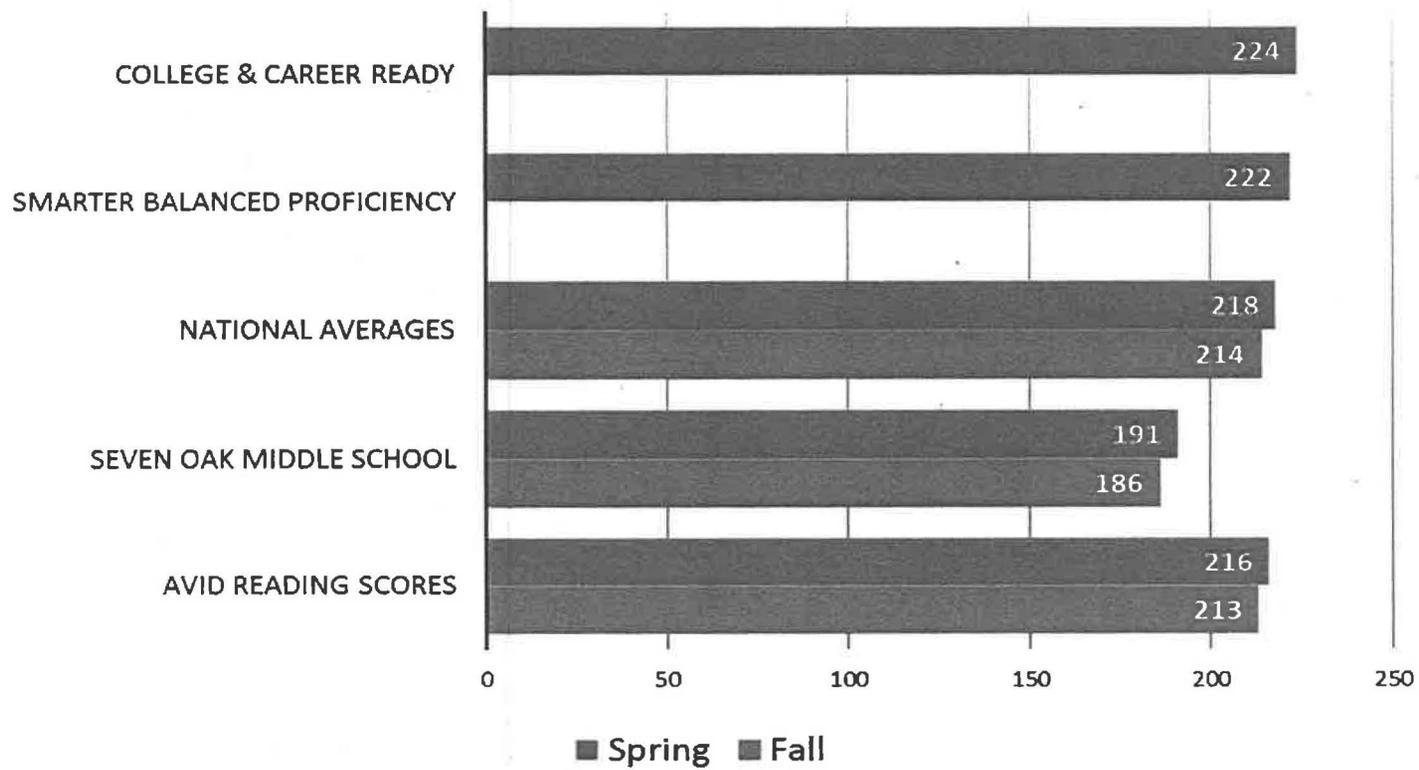
A	4	17%	23	15%	A
B	4	17%	35	23%	B
C	9	39%	32	21%	C
D	3	13%	22	15%	D
F	3	13%	37	25%	F
TOTAL	23	100%	149	100%	TOTAL

8th Grade Language Arts Classes

Semester 1	AVID Language Arts		Seven Oak Middle School Language Arts		Semester 1
Grades	Count	%	Count	%	Grades
A	11	46%	58	38%	A
B	7	29%	35	23%	B
C	4	17%	25	17%	C
D	0	0%	14	9%	D
F	2	8%	19	13%	F
TOTAL	24	100%	151	100%	TOTAL

Semester 2	AVID Language Arts		Seven Oak Middle School Language Arts		Semester 2
Grades	Count	%	Count	%	Grades
A	14	61%	68	45%	A
B	6	26%	51	34%	B
C	1	4%	13	9%	C
D	1	4%	5	3%	D
F	1	4%	14	9%	F
TOTAL	23	100%	151	100%	TOTAL

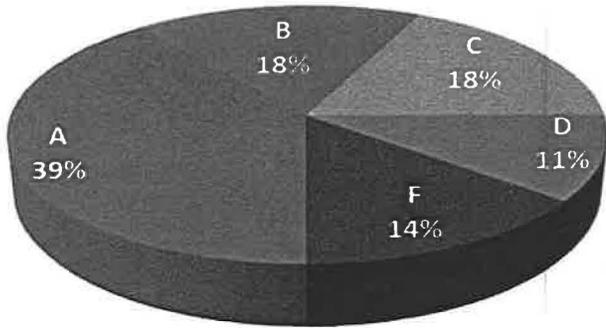
2014-2015 7th Grade MAP Reading Scores Comparison



7th Grade AVID Language Arts

Semester 1 Grades

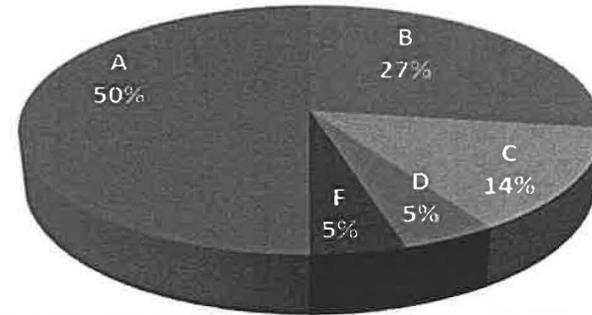
Lebanon Community School District 2014-2015 Academic Year



7th Grade AVID Language Arts

Semester 2 Grades

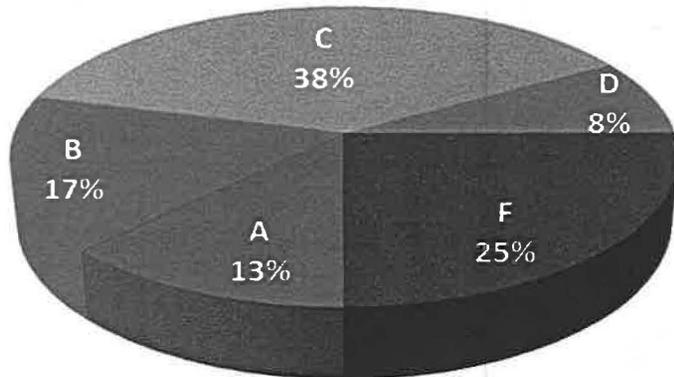
Lebanon Community School District 2014-2015



7th Grade AVID Math

Semester 1 Grades

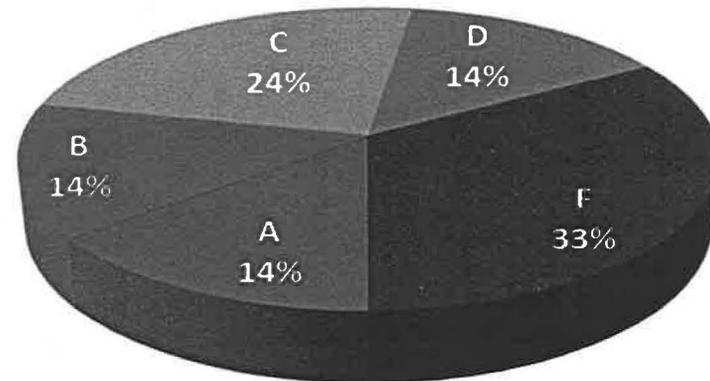
Lebanon Community School District 2014-2015 Academic Year



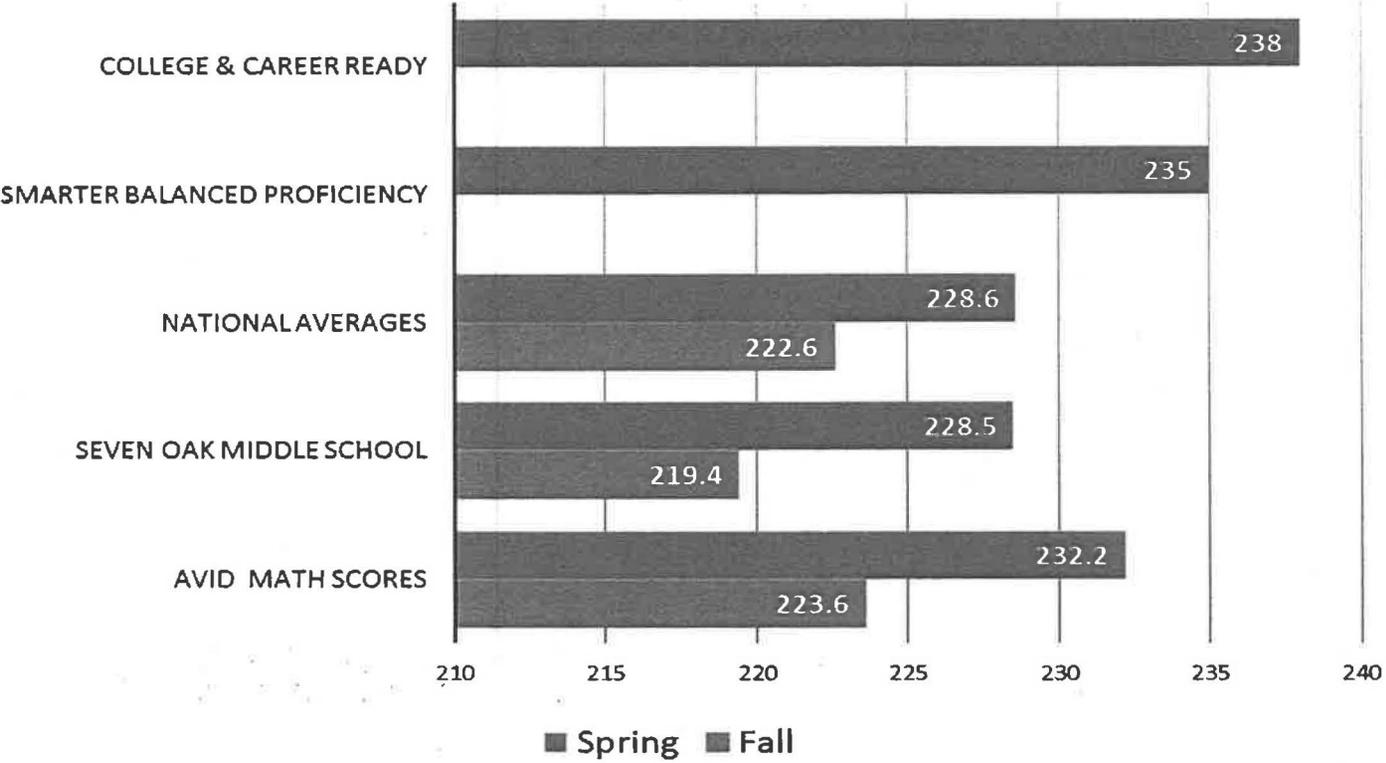
7th Grade AVID Math

Semester 2 Grades

Lebanon Community School District 2014-2015 Academic Year



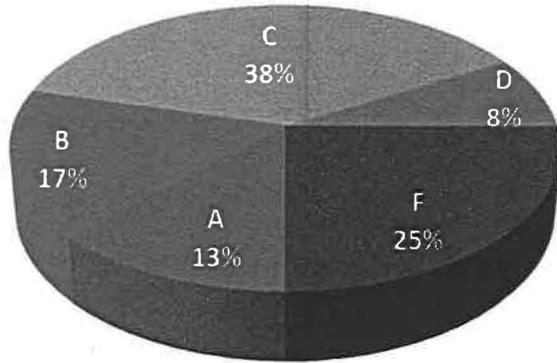
2014-2015 7th Grade MAP Math Scores Comparison



7th Grade AVID Math

Semester 1 Grades

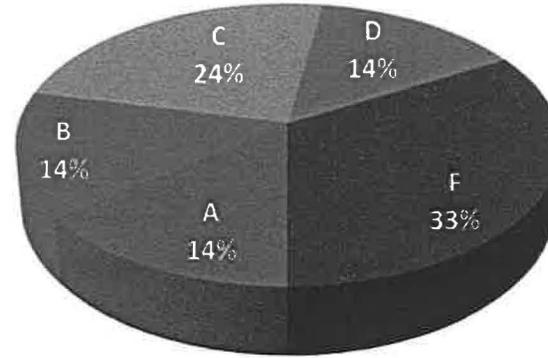
Lebanon Community School District 2014-2015 Academic Year



7th Grade AVID Math

Semester 2 Grades

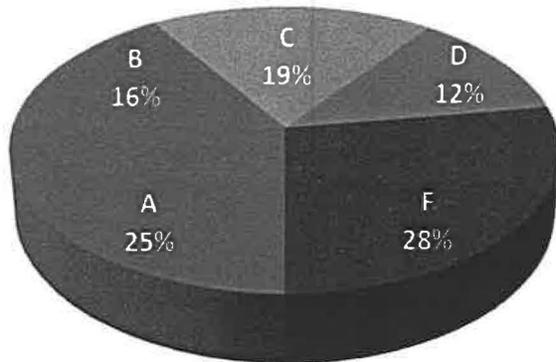
Lebanon Community School District 2014-2015 Academic Year



7th Grade Seven Oak Middle School Math

Semester 1 Grades

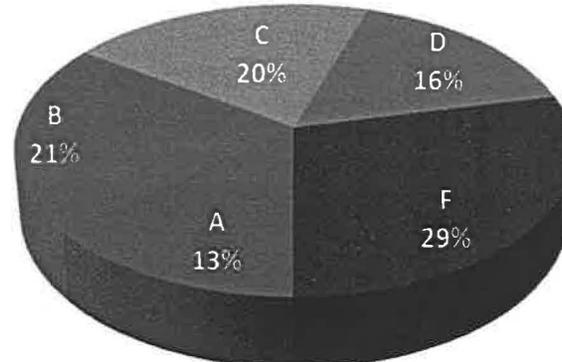
Lebanon Community School District 2014-2015 Academic Year



7th Grade Seven Oak Middle School Math

Semester 2 Grades

Lebanon Community School District 2014-2015 Academic Year



Summary of 2014 -2015 Academic Year

Comparison of 7th Grade AVID Students and Seven Oak 7th Grade Students

2014-2015 MAP Scores

7th Grade MAP Math					
MAP Testing Term	AVID 7th Grade Math	Seven Oak Overall 7th Grade Math Average	7th Grade Math National Average	7th Grade College & Career Readiness	7th Grade Smarter Balanced Estimated Proficiency Level #3
FALL	222.6	219.4	222.6		
SPRING	232.2	228.5	228.6	238	235
AVG GROWTH	9.6	9.1	6		
7th Grade MAP Language Arts					
MAP Testing Term	AVID 7th Grade Language Arts	Seven Oak Overall 7th Grade Language Arts Average	7th Grade Language Arts National Average	7th Grade College & Career Readiness	7th Grade Smarter Balanced Estimated Proficiency Level #3
FALL	213.4	186.4	214.40		
SPRING	216.4	190.8	218.20	224	222
AVG GROWTH	3	4.4	3.8		

7th Grade Math Classes					
Semester 1	AVID Math		Seven Oak Middle School Math		Semester 1
Grades	Count	%	Count	%	Grades
A	3	13%	55	25%	A
B	4	17%	34	16%	B
C	9	38%	42	19%	C
D	2	8%	27	12%	D
F	6	25%	60	28%	F
TOTAL	24	100%	218	100%	TOTAL

Semester 2	AVID Math		Seven Oak Middle School Math		Semester 2
Grades	Count	%	Count	%	Grades
A	3	14%	23	13%	A
B	3	14%	36	21%	B
C	5	24%	35	20%	C
D	3	14%	28	16%	D
F	7	33%	49	29%	F
TOTAL	21	100%	171	100%	TOTAL

7th Grade Language Arts Classes

Semester 1	AVID Language Arts		Seven Oak Middle School Language Arts		Semester 1
Grades	Count	%	Count	%	Grades
A	11	39%	60	33%	A
B	5	18%	50	28%	B
C	5	18%	38	21%	C
D	3	11%	13	7%	D
F	4	14%	20	11%	F
TOTAL	28	100%	181	100%	TOTAL

Semester 2	AVID Language Arts		Seven Oak Middle School Language Arts		Semester 2
Grades	Count	%	Count	%	Grades
A	11	50%	81	46%	A
B	6	27%	43	24%	B
C	3	14%	20	11%	C
D	1	5%	14	8%	D
F	1	5%	19	11%	F
TOTAL	22	100%	177	100%	TOTAL



Lebanon Community School District 2014-2015 Certification Summary

The table below illustrates the percentage of sites at each level of implementation across each of the 11 Essentials. There are 2 Certified middle and high schools represented in the table below.

Certified Middle and High Schools

Essential	Description	Percentage of Sites			
		Not AVID	Meets Certification Standards	Routine Use	Institutionalization
1	Student Selection	0.0%	0.0%	0.0%	100.0%
2	Self-Select to Participate	0.0%	0.0%	100.0%	0.0%
3	Implementation Fidelity	0.0%	50.0%	50.0%	0.0%
4	Enrollment in Rigorous Courses	0.0%	0.0%	50.0%	50.0%
5	Organizational Skills	0.0%	0.0%	100.0%	0.0%
6	Strong Reading and Writing Curriculum	0.0%	50.0%	0.0%	50.0%
7	Inquiry and Collaboration	0.0%	100.0%	0.0%	0.0%
8	Use of College Tutors	0.0%	100.0%	0.0%	0.0%
9	Participate in Data Collection	0.0%	0.0%	100.0%	0.0%
10	Sustainability and Growth	0.0%	0.0%	0.0%	100.0%
11	Establish Interdisciplinary Site Team	0.0%	50.0%	50.0%	0.0%

Essentials most challenging to implement as indicated by highest percentage rated as "Not AVID" and/or lowest percentage of sites at "Routine" or "Institutionalized" levels.

- Inquiry and Collaboration
- Use of College Tutors
- Establish Interdisciplinary Site Team

Essentials most successfully implemented as indicated by lowest percentage of sites rated as "Not AVID" and/or highest percentage of sites rated as "Routine" or "Institutionalized" levels.

- Student Selection
- Enrollment in Rigorous Courses
- Sustainability and Growth

2015-2016 ISS AVID Lebanon High School

Essential 1

What are some of the particular strengths reflected in your evidence of AVID Essential 1 at your school?

Our school and site team play a very active role in the selection process of our AVID students. We now feel as though we have a concrete system up where teachers know how to select kids for the AVID program. At the beginning of every year the AVID coordinator receives a list of possible AVID candidates which is then brought back to our AVID site team and discussed. From there the coordinator will go to councilors to see if the selected student is a good AVID candidate. We also have every department represented in our AVID site team so that every department has the opportunity to reach out to someone if they have a question/concern with the selection process.

What aspects of AVID Essential 1 have room for growth? How might you address these in your site plan?

We did move up in two of our AVID categories so we are very encouraged by this. We do not feel as though we are a level three on 1 and 3. Our site team has shown continuing refinement of the selection process but not to the point of where we feel good about staying at a three. Coordinator needs to communicate better to site team/school about getting kids referred. Lastly we need to do a better job of analyzing data to make the selection process to better address issues such as gender, ethnicity, and socioeconomic status.

Essential 2

What are some of the particular strengths reflected in your evidence of AVID Essential 2 at your school?

The selection process for AVID site team members and AVID elect teachers understand that they do not have to be part of this team that it is all voluntary. We have signed contracts by the AVID elect teachers, and AVID site team members that they understand this and what role they play as a site team member. We again have increased the number of AP classes and opportunities for not only AVID students but for the entire student body. Many of our AVID students are signed up for multiple AP/honors classes.

What aspects of AVID Essential 2 have room for growth? How might you address these in your site plan?

We still need to work on a process that is set up to select an AVID site team members. We do not have a clear process set up so that needs to be pushed forward. The same goes for the selection of AVID elect teachers. We do have something up but nothing in concrete yet so again this must be addressed. We also do not have a level 3 on our first category. We don't feel that we have evidence to support showing parent increased involvement.

Essential 3

What are some of the particular strengths reflected in your evidence of AVID Essential 3 at your school?

We have continued our push for the importance of AVID by teaching AVID to freshman, sophomores, and juniors. Our school has added two new freshman classes this year. We now have a total of 6 AVID elect classes for students. We are continually discussing new recruits for being in AVID and will continue to have another AVID ambush this year before the end of our first semester. All AVID teachers continually use WAG to teach their AVID curriculum following the day by day course work. We also are still continuing work with our summer AVID boot camp to re-energize and welcome back our AVID students to the high school. We moved up in category 1 and 4 in this essential so we again are showing promising results.

What aspects of AVID Essential 3 have room for growth? How might you address these in your site plan?

We still need to work category 3 as our AVID coordinator does not yet have relationships and/or partnerships with college admissions programs. We also are not 100% on if all of our AVID students independently demonstrate skills for accessing digital information from multiple sources. We know that each of our AVID students has a chrome book but we are not sure if they are still using it for this purpose.

Essential 4

What are some of the particular strengths reflected in your evidence of AVID Essential 4 at your school?

95% of all AVID students enrolled in AVID have taken the PSAT. We have also had many of our junior AVID students sign up for the SAT. All AVID students are enrolled in rigorous courses of study that are appropriate for them. All AVID students will have completed their 4-year, 3-year plans to continue their process of graduating and being ready to attend a 4 year institution. Our school has a tutor/mentor program that continues to be open before and after school to help all students if need be. All students also have the opportunity to sign up for personal tutoring if need be.

What aspects of AVID Essential 4 have room for growth? How might you address these in your site plan?

This Essential is one of our lowest essentials as we do not have 4 years of AVID students yet. Lebanon has 9-11th grades so we will be there by next year. We still need to work on moving categories 1&2 to level 3 and category 4 to level 2. We have not yet gotten 100% of our AVID students to take the SAT just yet (this should happen by spring).

Essential 5

What are some of the particular strengths reflected in your evidence of AVID Essential 5 at your school?

We feel very good about essential 5. We have nothing less than a 2 in all categories. We have implemented calendars school wide to help with organizational skills and time management in all of their academic classes. AVID students are independently applying their organizational skills in all classes and are even helping others that are not in the AVID program. Categories 3-5 we are still at a two but right on the verge of a three's. We just don't feel as though we can fully provide evidence of a level three for each of these last three categories.

What aspects of AVID Essential 5 have room for growth? How might you address these in your site plan?

We are right there at having all of essential 5 be at level 3. I believe by the end of the year we will be able to provide enough evidence to make this a reality. We know our juniors and sophomores are continually checking their goals to assess their school performance and find out ways in which to improve. We just need to ask our freshman elect teachers at our next site team meeting to see if the frosh are doing this. For categories 3 & 4 this again is just needing to clarify with all AVID elect teachers to see if our AVID students are trying to use effective strategies to better their overall academic performance. Many of our elect teachers are seeing this through the use of TRF's/Tutorials.

Essential 6

What are some of the particular strengths reflected in your evidence of AVID Essential 6 at your school?

We have now implemented Cornell notes school wide as to help with the rigor of classes taught at the school. Most of our AVID students are role models for other teachers on how to take and use Cornell notes in classes. We are continually reflecting with our AVID students so they can make educated decisions about their academic futures. AVID elective

teachers continue to use AVID weekly reading to help students through the reading process and to help them with higher level reading content. We are continuing to offer professional development for all faculty that embeds or directly instructs on WICOR strategies such as critical reading, Socratic seminars, interactive notebooks, and philosophical chairs.

What aspects of AVID Essential 6 have room for growth? How might you address these in your site plan?

AVID students are growing in their role as leaders not only in the school but academically as well. We had many of our AVID students lead a PD for our teachers on how to implement the use of tutorials in their academic core classes. We will continually work on involving parents in AVID and giving them a voice in what they see in regards to the support that AVID gives to their student. Are 5 year plan has a push for implementing reading and writing strategies school wide within the next few years.

Essential 7

What are some of the particular strengths reflected in your evidence of AVID Essential 7 at your school?

Our AVID site team felt as though our AVID students are leaders in asking higher level questions during tutorials, class discussions, and higher level thinking activities. Categories 2-4 have all moved up one and we are now at a level 3 in category 2 and level 2 in categories 3 & 4. We are starting to see that leadership role from our AVID students. Category 6 we were not sure on what % of "AVID students" model leadership skills while collaborating in their AVID class. We feel as though we are a level 3 here but need to clarify this percentage. We are very encouraged with essential 7 as we are slowly chipping away at it!

What aspects of AVID Essential 7 have room for growth? How might you address these in your site plan?

We are still working on using technology with our AVID students. Each of our AVID students now has a chrome book however we have not yet used it as a collaborative tool in groups. This is something that is very new to many of us and we need to continue to look into what these new avenues are so that we are prepared to help our students. We are still working on a college bound culture here at Lebanon. We are pushing our AVID students and all students the college is a possibility...that the door can be open if you chose it to be.

Essential 8

What are some of the particular strengths reflected in your evidence of AVID Essential 8 at your school?

Not much has changed with essential 8. Our AVID elective teachers believe in the AVID system and are trained in the most up to date AVID tutorial guides. As of now the four AVID teachers have been trained with up to date materials and lead the way when it comes to helping train AP teachers in some of these tutorial methods. We are still training tutors however we are struggling to find enough to cover all classes for all times needed for our AVID elective classes. We are still holding our twice a week tutorials for all 6 AVID classes.

What aspects of AVID Essential 7 have room for growth? How might you address these in your site plan?

We still are struggling to find tutors that will commit to the tutor times. We have many that are willing to help as often as they can (which is great but not enough time yet). We are still implementing and recruiting tutors from NW college here in Lebanon and OSU in Corvallis, Linn Benton community college in Albany. We need to continually reach out to colleges and to our community to see if we cannot get our tutor numbers to increase!

Essential 9

What are some of the particular strengths reflected in your evidence of AVID Essential 9 at your school?

We have a data collection team up and running. We are starting to utilize this data which we did not do a great job of last year. Again for this essential it has been baby steps as we have had many other initiatives in our district and this has not been a top priority in years past. However one of our goals is to evaluate our AVID data this year now that we have three grade levels of AVID elective classes.

What aspects of AVID Essential 9 have room for growth? How might you address these in your site plan?

We did move category four from level 1 to a 2 this past year. We were able to get our maps scores and analyze this data to see what each one of our AVID students excelled at and what they needed extra support in. This did change the way we taught some of our AVID lessons to help our kids grow in their weak areas. Kids were also challenged to improve their scores they struggled in. We are hoping to continue to use this data and use new data to help steer our team in a direction that is best for our AVID students and student body as a whole.

Essential 10

What are some of the particular strengths reflected in your evidence of AVID Essential 10 at your school?

AVID is a line-item for the district and has the full support of the school board. One of the school board members has attended the summer institute and the National AVID conference. AVID continues to drive the school improvement plan and the College and Career readiness initiative. Our junior AVID elect teacher/Coordinator has been to 5 institutions and is continually planning on attending more. All of our other AVID elect teachers have gone to the institutes at least 2 years and again plans on attending this next summer. The AVID strategies and methodologies drive the professional development for the school and are facilitated by AVID trained teachers. Over 50% of the teachers are AVID trained, including all new hires for 2015-2016.

What aspects of AVID Essential 10 have room for growth? How might you address these in your site plan?

We still need to work on looking at our data and seeing how it can drive conversations on what changes may need to be made within the school. However we are at level 3 in all categories of essential 10.

Essential 11

What are some of the particular strengths reflected in your evidence of AVID Essential 11 at your school?

We have moved up in four categories this year in Essential 11. Category two went to level three, three went to level three, four moved up to level 2, and five moved to level 3. We are very pleased with this essential and feel as though our site team is continuing to grow in a positive direction. We have continued to talk with our feeder schools on what we want and have not implemented AVID district wide. All of our AVID site team members support and help with addressing the equity and access issues here at Lebanon.

What aspects of AVID Essential 11 have room for growth? How might you address these in your site plan?

We still have growth to do with our Parent involvement within workshops and school activities. As category six did not move at all this past year. We have this same problem with category one as well. We must do a much better job of finding ways to include parents or community members within our AVID system.

LHS AVID STRATEGIES – Schoolwide Implementation Plan

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Planners	Train/Implement	Maintain /Refine			
Cornell Notes	Train	Train/Implement	Maintain/Refine		
Reading Strategies		Train	Implement/Maintain		Refine
Binders			Train/Implement		Maintain/Refine
Interactive Notebook			Train/Implement		Maintain/Refine
Brief Constructed Response				Train/Implement	
Philosophical Chairs/Socratic Seminar				Train/Implement	

AVID Site Team Plan



AVID's mission is to close the achievement gap by preparing all students for college readiness and success in a global society.

State	Oregon
County	Linn
District	Lebanon Community School District
Site	Seven Oak
Principal	Wayne Reposa
Date	9.25.15
School Year	2015-2016

Site Information

Name: Seven Oak Middle School

Address: 550 Cascades Dr.

City, State, ZIP: Lebanon, OR 97355

AVID Information

Elementary

Site Principal: _____

Number of AVID _____

Elementary Classes: _____

Grade Levels _____

Implementing: _____

Date First _____

Implemented: _____

Secondary

Coordinator: Cassie Medina

Administrator: Wayne Reposa

Number of AVID _____

Elective Sections: 3

Date First _____

Implemented: 2013

Support Needs

Our needs for immediate/ongoing support include:

Site Plan Prepared By:

(Name and Title/Role)

Cassie Medina/AVID Coordinator

Wayne Reposa/Administrator

Jordon Ford/Vice Administrator

Eric Broderick/Site Team Teacher

Chad Moore/Site Team Teacher

Aaron Mason/Site Team Teacher

Jenn Scott/Site Team Teacher

Laura Archer/Site Team Teacher

Jeff Bennett/Site Team Teacher

X

AVID Coordinator

X

Administrator/Designee

X

District Director

AVID Site Team Plan



Essential Number: 5

Experienced Sites: Is this recommended in your CSS? Yes No

AVID Level of Use: Not AVID (0) Meets Certification (1) Routine Use (2) Institutionalization (3)

Objective: As we move towards schoolwide implementation, it is our desire that every student utilize the organizational strategies that are outlined for the AVID Binder.

Outcome	Action	Timeline	Evaluation
<p>What do we want to achieve with each implementing grade level?</p>	<p>How will we make it happen? What expenditures are necessary? Who else needs to be involved (individuals/committees)? Who will take responsibility to see that this is accomplished? What is the relationship to district plans? What is the relationship to vertical alignment of Elementary, MS, and HS curriculum in our district?</p>	<p>When will we complete this? What will be the benchmark?</p>	<p>What evidence will we have to demonstrate our success?</p>
<p>--We want to ensure that our students learn how to effectively organize their binders.</p> <p>--Additionally, we want our students to understand the rationale behind the organizational system.</p>	<p>--Teachers will assist in the set-up of the binders during the first few weeks of school.</p> <p>--Binder Checks will be completed at least once a month during Spartan class time.</p> <p>--Binder Repair Kits will be created and given to each classroom teacher.</p> <p>--Binders/Divider Tabs will be available for purchase through the AVID Coordinator or the front office throughout the school year.</p>	<p>--Binders will be set up by the end of September 2015.</p> <p>--Monthly binder checks will begin in October 2015.</p> <p>--In order to claim successful schoolwide implementation, 85% of our student population must pass binder checks by December 2015.</p>	

Complete the first three columns as you plan. Complete the last column as you gather evidence throughout the school year.

AVID Site Team Plan



Essential Number: 5

Experienced Sites: Is this recommended in your CSS? Yes No

AVID Level of Use: Not AVID (0) Meets Certification (1) Routine Use (2) Institutionalization (3)

Objective: As we move toward schoolwide implementation, it is our desire that every student utilize the organizational strategy of a planner.

Outcome	Action	Timeline	Evaluation
<p>What do we want to achieve with each implementing grade level?</p>	<p>How will we make it happen? What expenditures are necessary? Who else needs to be involved (individuals/committees)? Who will take responsibility to see that this is accomplished? What is the relationship to district plans? What is the relationship to vertical alignment of Elementary, MS, and HS curriculum in our district?</p>	<p>When will we complete this? What will be the benchmark?</p>	<p>What evidence will we have to demonstrate our success?</p>
<p>--We want to ensure that students learn how to effectively utilize their planner.</p> <p>--We want to ensure that teachers understand strategies to communicate planner information in a successful manner.</p>	<p>--Planners will be provided as part of the registration process/packet upon enrollment at Seven Oak.</p> <p>--Planner checks will be conducted by-weekly beginning in October.</p> <p>--Teachers will establish planner completion routines by the end of September 2015.</p> <p>--Additional planners will be available for purchase through the front office throughout the school year.</p>	<p>--Planners and planner routines will be established in all classes by the end of September 2015.</p> <p>--Bi-weekly planner checks during Spartan class will begin in October 2015.</p> <p>--In order to claim successful schoolwide implementation, 85% of our student population must pass planner checks by December 2015.</p>	

Complete the first three columns as you plan. Complete the last column as you gather evidence throughout the school year.

AVID Site Team Plan



Essential Number: 7

Experienced Sites: Is this recommended in your CSS? Yes No

AVID Level of Use: Not AVID (0) Meets Certification (1) Routine Use (2) Institutionalization (3)

Objective: As we move toward schoolwide implementation, it is our desire that every student be taught the Cornell Note taking system as our adopted note taking system for Seven Oak.

Outcome	Action	Timeline	Evaluation
<p>What do we want to achieve with each implementing grade level?</p>	<p>How will we make it happen? What expenditures are necessary? Who else needs to be involved (individuals/committees)? Who will take responsibility to see that this is accomplished? What is the relationship to district plans? What is the relationship to vertical alignment of Elementary, MS, and HS curriculum in our district?</p>	<p>When will we complete this? What will be the benchmark?</p>	<p>What evidence will we have to demonstrate our success?</p>
<p>--We want to ensure that students learn how to take, and utilize, Cornell Notes.</p> <p>--We want to ensure that teachers are giving all students opportunities to take Cornell Notes.</p> <p>--We want to ensure that AVID students are taking Cornell Notes in all classes, even if the note-taking is self-directed.</p>	<p>--Staff will be trained on the four parts of the Cornell Note taking system.</p> <p>--Each part will be emphasized for a quarter; thereby, ensuring that by the end of the fourth quarter, all staff, have been trained on the four parts of the Cornell Note taking system.</p>	<p>--90% of classrooms will be Note-Taking by the end of first quarter.</p> <p>--90% of classrooms will add on Note-Making by the end of second quarter.</p> <p>--90% of classrooms will add on Note-Interacting by the end of third quarter.</p> <p>--90% of classrooms will add on Note-Reflecting by the end of fourth quarter.</p>	

Complete the first three columns as you plan. Complete the last column as you gather evidence throughout the school year.

AVID Site Team Plan



Essential Number: _____

Experienced Sites: Is this recommended in your CSS? Yes No

AVID Level of Use: Not AVID (0) Meets Certification (1) Routine Use (2) Institutionalization (3)

Objective: _____

Outcome	Action	Timeline	Evaluation
What do we want to achieve with each implementing grade level?	How will we make it happen? What expenditures are necessary? Who else needs to be involved (individuals/committees)? Who will take responsibility to see that this is accomplished? What is the relationship to district plans? What is the relationship to vertical alignment of Elementary, MS, and HS curriculum in our district?	When will we complete this? What will be the benchmark?	What evidence will we have to demonstrate our success?

Complete the first three columns as you plan. Complete the last column as you gather evidence throughout the school year.

Seven Oaks Data

Summer Institute Training

33% of our teaching staff have attended 2 or more years

23% of our teaching staff have attended 1 year

56% of our teaching staff have been formally trained at SI

This is significant considering that 29% of our staff are new for the 2015-2016 school year!

Summer Institute Training Topics

AVID Elective

Critical Reading 1

Math 1 & 2

Social Studies 1 & 2

Student Success

Tutorology

Science 1 & 2

Leadership for Implementation

Leadership for Advancement

Leadership for Schoolwide

Student Demographics

62% of our AVID students qualify for free/reduced Lunch; 57% of our total student population qualifies for free/reduced lunch

55 Students (7 & 8 Grade)

- 28 7th Grade Students (18 Female; 10 Male); 17% of our 7th grade student population
- 27 8th Grade Students (16 Female; 11 Male); 13% of our 8th grade student population

AVID 7

AVID 8

Pre-AVID 6 (Introduction to the main components of AVID)

- Since we do not have a full AVID Elective option at the sixth grade level, this is an opportunity for our sixth grade students to get a taste of the AVID Elective. Utilizing the 6th Grade AVID WAG, we hit on all the major components of the AVID Elective in a quick, nine-week introductory course to AVID. Throughout the quarter, students learn to collaborate, take *good* Cornell Notes, learn the tutorial process, engage in socratic seminars and philosophical chairs, and ultimately learn about AVID so that when it comes time to apply, they are able to better determine if AVID is right for them.

62% Female

38% Male

95% met GPA requirements for semester 1 (Minimum GPA of 2.0)

- Schoolwide average GPA was 2.56 for 1st Semester
- AVID average GPA was 3.05 for 1st Semester

51% of our AVID Elective students are currently enrolled in at least one advanced course

- 13 of our 7th Grade AVID students are enrolled in either Advanced Language Arts; or Advanced Math
 - 8 Female; 5 Male

- 10 Students (5 Female; 5 Male) are in Advanced Math
- 3 Students (3 Female) are in *both* Advanced Math *and* Advanced Language Arts
- 10% of our 7th Grade AVID students are in Advanced Language Arts; 17% of our 7th Grade students are in Advanced Language Arts
- 36% of our 7th Grade AVID students are in Advanced Math; 31% of our 7th Grade students are in Advanced Math
- 14 of our 8th Grade AVID students are enrolled in either Advanced Language Arts, Advanced Social Studies, or Algebra 1
 - 11 Female; 3 Male
 - 1 Student (Female) is in both Advanced Social Studies *and* Algebra
 - 4 Students (3 Female; 1 Male) are in Advanced Social Studies *only*
 - 3 Students (Female) are in Advanced Language Arts *and* Advanced Social Studies
 - 3 Students (2 Female; 1 Male) are in *all three* advanced courses
 - 2 Students (Female) are in Advanced Language Arts *only*
 - 1 Student (Male) is in Algebra *only*
 - 30% of our 8th Grade AVID students are in Advanced Language Arts; 34% of our 8th Grade students are in Advanced Language Arts
 - 41% of our 8th Grade AVID students are in Advanced Social Studies; 32% of our 8th Grade students are in Advanced Social Studies
 - 18% of our 8th Grade AVID students are in Algebra 1; 21% of our 8th Grade students are in Algebra

For the 2014-2015 school year, our AVID students had an overall attendance rate of 95%; compared to the overall attendance rate of 90%

Site Team

15 Members - all core content areas and grade levels are represented
51% of our full-time teaching staff are members of our site team.

Student Quotes

"AVID means discipline. It means you stay organized all the time, and stay focused and determined."

"AVID is a place where all my dreams about my future will come true. No matter how hard it is."

"AVID is hard work...but it is worth it."

"AVID is a place where you *get* to learn, not *have* to learn."

"Work hard. Try hard. Don't give up. AVID."

"AVID is not class where you can just say, 'I quit.' It is a class where you say, 'I've got this.'"

"AVID means help, support, and most of all...FAMILY."

SOK AVID FIVE YEAR PLAN

	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Planners	Train/Implement		Maintain/Refine		
Binders		Train/Implement	Maintain/Refine		
Cornell Notes	Train/Implement		Maintain/Refine		
Critical Reading			Train/Implement		Maintain/Refine
Interactive Notebooks			Train/Implement		Maintain/Refine
Philosophical Chairs/Socratic Seminars				Train/Implement	
Brief Constructed Response				Train/Implement	
Student Recruitment Plan	<u>AVID Electives</u> 1 – 8 th Grade 1 – 7 th Grade	<u>AVID Electives</u> 1 – 8 th Grade 1 – 7 th Grade 1 – 7 th /8 th Grade	<u>AVID Electives</u> 1 – 8 th Grade 1 – 7 th Grade 1 – 7 th /8 th Grade 1 – 6 th Grade		Maintain/Refine

AVID Site Team Plan



Essential Number: 1-2 Notetaking

Experienced Sites: Is this recommended in your CSS? Yes No

AVID Level of Use: Not AVID (0) Meets Certification (1) Routine Use (2) Institutionalization (3)

Objective: Begin the implementation of WICOR with a focus on organization and writing.

Outcome	Action	Timeline	Evaluation
<p>What do we want to achieve with each implementing grade level?</p>	<p>How will we make it happen? What expenditures are necessary? Who else needs to be involved (individuals/committees)? Who will take responsibility to see that this is accomplished? What is the relationship to district plans? What is the relationship to vertical alignment of Elementary, MS, and HS curriculum in our district?</p>	<p>When will we complete this? What will be the benchmark?</p>	<p>What evidence will we have to demonstrate our success?</p>
<p>6th grade - 8th grade will use 3-column notes with fidelity.</p>	<p>1. modeling } 2. we do } gradual release 3. you do }</p> <p>Site team lead and P.D. for Staff. Geno/Julia Aligned with district mirrors middle school plan creating foundations for Cornell notes</p>	<p>June 2016 every 3-4 weeks</p>	<ul style="list-style-type: none"> • Student work samples • lesson plans • professional development • Agenda/m min. • Attending site meeting.

Complete the first three columns as you plan. Complete the last column as you gather evidence throughout the school year.

AVID Site Team Plan



Essential Number: 1-5

Experienced Sites: Is this recommended in your CSS? Yes No

AVID Level of Use: Not AVID (0) Meets Certification (1) Routine Use (2) Institutionalization (3)

Objective: Begin the implementation of WICOR with a focus on organization.

Outcome	Action	Timeline	Evaluation
<p>What do we want to achieve with each implementing grade level?</p>	<p>How will we make it happen? What expenditures are necessary? Who else needs to be involved (individuals/committees)? Who will take responsibility to see that this is accomplished? What is the relationship to district plans? What is the relationship to vertical alignment of Elementary, MS, and HS curriculum in our district?</p>	<p>When will we complete this? What will be the benchmark?</p>	<p>What evidence will we have to demonstrate our success?</p>
<p>8th graders will all have the same AVID binders.</p> <p>6th & 7th will be encouraged to all have binders.</p> <p>All 6th, 8th will use planners that match the AVID system</p>	<ul style="list-style-type: none"> - Gear-up grant - Counselor/SPED teacher - highschool mini-academy - binder repair kits \$\$ - student supply list - site team/Geno/Julia - mirrors middle school plan - creating foundations for highschool binders. 	<p>June 2010 every 3-4 weeks</p> <p>1/week in homeroom</p>	<ul style="list-style-type: none"> • Rubrics • Photos • work samples • quarter grade

Complete the first three columns as you plan. Complete the last column as you gather evidence throughout the school year.

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AVID Site Team Plan



Essential Number: 2-3

Experienced Sites: Is this recommended in your CSS? Yes No

AVID Level of Use: Not AVID (0) Meets Certification (1) Routine Use (2) Institutionalization (3)

Objective: Begin implementation of an AVID culture with a focus on parent awareness.

Outcome	Action	Timeline	Evaluation
What do we want to achieve with each implementing grade level?	How will we make it happen? What expenditures are necessary? Who else needs to be involved (individuals/committees)? Who will take responsibility to see that this is accomplished? What is the relationship to district plans? What is the relationship to vertical alignment of Elementary, MS, and HS curriculum in our district?	When will we complete this? What will be the benchmark?	What evidence will we have to demonstrate our success?
6 th -8 th grade parents and community members will be provided 2 or more opportunities to gain understanding about AVID.	<ol style="list-style-type: none"> ① Obtain and distribute an informational handout about AVID. • Invite parents and community members to AVID workshops. ② Paper & evening team pay ③ Laura, site committee, community members! ④ Site committee ⑤ Aligned with district plan ⑥ mirrors middle school plan for parent awareness 	June June 2016 <ul style="list-style-type: none"> • conferences • open house 	<ul style="list-style-type: none"> • photos • handouts • feed back/sign-in form/questions.

Complete the first three columns as you plan. Complete the last column as you gather evidence throughout the school year.

AVID Site Team Plan



AVID's mission is to close the achievement gap by preparing all students for college readiness and success in a global society.

State	OREGON
County	UNITED STATES
District	LEBANON
Site	PIONEER
Principal	Tonya Cairo
Date	August 2015
School Year	2015-2016

Site Info

Name Pioneer School
 Address 500 South 5th Street
 City, State, ZIP Lebanon, OR 97355

Administrator

Name Tonya Cairo
 Email Tonya.Cairo@lebanon.k12.or.us
 Phone 541-451-8487 ext. 1232

Assistant - Administrator

Name Amanda Plummer
 Email amanda.plummer@lebanon.k12.or.us
 Phone 541-451-8487 ext. 1224

AVID Coordinator

Name Toby Winningham
 Email Toby.Winningham@Lebanon.k12.or.us
 Phone 541-451-8487 ext. 1213

AVID Info

Number of AVID
 Elective sections All MS classes - 5
 Date first
 implemented August 11, 2015

Site Plan Status

Complete
 Delivered to District Director
 Incomplete
 Will be delivered to District Director

Support Needs

Our needs for immediate/ongoing support include:

Site Plan Prepared By

(Name and Title/Role)

Tonya Cairo, AVID site Admin, Bld. Admin.
Amanda Plummer, AVID site Admin, Bld. Assistant Admin.
Toby Winningham, AVID site coordinator, Math Teacher
Nathan Dickey, Language Arts Teacher
Emily Latimer, Science Teacher
Abbey Walker, 7th Grade Teacher
Rose Gregory, 6th Grade Teacher

X Toby Winningham
 AVID Coordinator

X Tonya Cairo
 Administrator/Designee

X Nathan Dickey
 District Director

AVID Site Team Plan



Essential Number: 1.5

Experienced Sites: Is this recommended in your CSS? Yes No

AVID Level of Use: Not AVID (0) Meets Certification (1) Routine Use (2) Institutionalization (3)

Objective: **Pioneer Middle School students will develop organization skills that promote academic self-management.**

Outcome	Action	Timeline	Evaluation
<p>What do we want to achieve?</p>	<p>How will we make it happen? What expenditures are necessary? Who else needs to be involved (Individuals/committees)? Who will take responsibility to see that this is accomplished? What is the relationship to district plans? What is the relationship to vertical alignment of ML and HS curriculum in our district?</p>	<p>When will we complete this? What will be the benchmark?</p>	<p>What evidence will we have to demonstrate our success?</p>
<p>School Wide Binders/Planners</p>	<p><input type="checkbox"/> School wide planner/binder checks</p> <p><input type="checkbox"/> Common MS Expectations</p> <p><input type="checkbox"/> Teachers provide time in class</p> <p><input type="checkbox"/> Planner is hall pass</p> <p><input type="checkbox"/> Order planners for 16/17 school year</p>	<p>Weekly/Monthly</p> <p>9/2015</p> <p>Daily</p> <p>Immediately effective</p> <p>Spring</p>	<p>3 copies of same students' development in Planner use from each home room.</p> <p>Rubrics/expectations for planner/binder checks.</p> <p>85% or of more of students complete planner for all academic course regularly by end of semester 1</p> <p>85% or of more of students Organize binder for all academic course regularly by end of semester 1</p>

Complete the first three columns as you plan. Complete the last column as you gather evidence throughout the school year.

AVID Site Team Plan



Essential Number: 2.3

Experienced Sites: Is this recommended in your CSS? Yes No

AVID Level of Use: Not AVID (0) Meets Certification (1) Routine Use (2) Institutionalization (3)

Objective: Pioneer will increase communication between home and school.

Outcome	Action	Timeline	Evaluation
<p>What do we want to achieve?</p>	<p>How will we make it happen? What expenditures are necessary? Who else needs to be involved (individuals/committees)? Who will take responsibility to see that this is accomplished? What is the relationship to district plans? What is the relationship to vertical alignment of ML and HS curriculum in our district?</p>	<p>When will we complete this? What will be the benchmark?</p>	<p>What evidence will we have to demonstrate our success?</p>
<p>Increase family involvement through workshops and trainings</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Schedule 2 or more parent nights for AVID families <input type="checkbox"/> Align/Coordinate with MS/HS team <input type="checkbox"/> District Director will be included <input type="checkbox"/> Recruit parents to assist with future trainings (level 4 goal) <input type="checkbox"/> Support district goal of "college readiness" 40/40/20 Goal 	<p>1st will be quarter 1</p> <p>2nd will be semester 2</p>	<p>Agenda/Meeting dates</p> <p>Workshop attendance</p> <p>Feedback forms</p>

Complete the first three columns as you plan. Complete the last column as you gather evidence throughout the school year.



AVID Site Team Plan

Essential Number: 3.2 and 3.4

Experienced Sites: Is this recommended in your CSS? Yes No

AVID Level of Use: Not AVID (0) Meets Certification (1) Routine Use (2) Institutionalization (3)

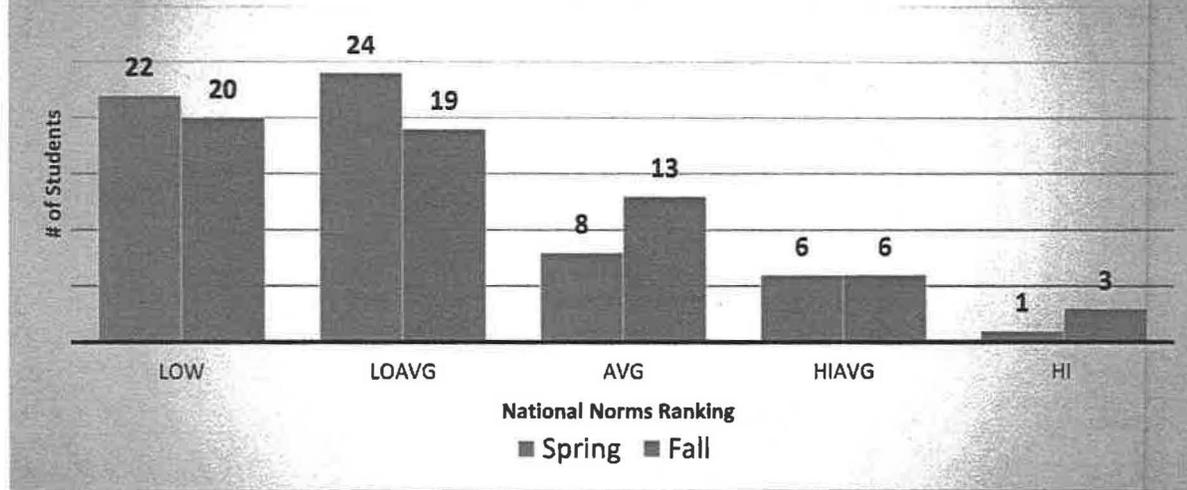
Objective: **Pioneer will establish a site team that meets monthly to collaborate in implementing AVID site plan.**

Outcome	Action	Timeline	Evaluation
What do we want to achieve?	How will we make it happen? What expenditures are necessary? Who else needs to be involved (individuals/committees)? Who will take responsibility to see that this is accomplished? What is the relationship to district plans? What is the relationship to vertical alignment of ML and HS curriculum in our district?	When will we complete this? What will be the benchmark?	What evidence will we have to demonstrate our success?
Establish AVID Site Team that meets regularly.	<input type="checkbox"/> Establish meeting times – PIO Site Team <input type="checkbox"/> K-8 Schools Alignment Meetings <input type="checkbox"/> 3 District Alignment Meetings <input type="checkbox"/> Create Individual Action Plans <input type="checkbox"/> Develop Site Plan mission, vision, and goals <ul style="list-style-type: none"> <input type="checkbox"/> Establish AVID strategy focus <input type="checkbox"/> AVID Weekly <input type="checkbox"/> Develop 5 year AVID implementation plan	Monthly 3 rd Wed. 1:15-2:00 Sept., Jan. May September October Monthly October/November	Meeting Notes Action Plans AVID – Artifact/Evidence Folder

Complete the first three columns as you plan. Complete the last column as you gather evidence throughout the school year.

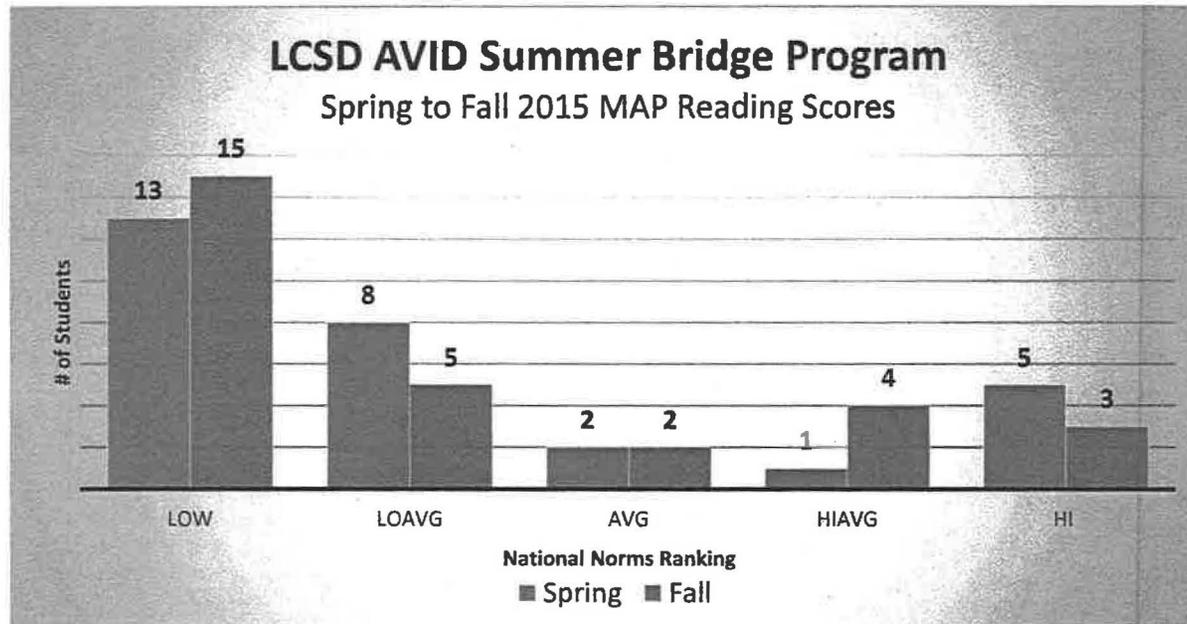
LCSD AVID Summer Bridge Program

Spring to Fall 2015 MAP Math Scores



LCSD AVID Summer Bridge Program

Spring to Fall 2015 MAP Reading Scores





Overview

The AVID Summer Bridge Programs are designed to strengthen students' math and science skills. Each of the programs is aligned to state and national content standards and skills. The programs use WICOR strategies such as Cornell note-taking, interactive notebooks, writing and vocabulary activities, and team building to engage the students in deep learning of math and science concepts. The engaging, interactive lessons and collaborative activities incorporate strategies that also provide support for English language learners. The curriculum for each of the four programs is designed for 60 hours of student contact time (15 units of 4 hours each).

<p>Math for 7th Grade</p>	<ul style="list-style-type: none"> • Program can be used to accelerate students from on-level 6th grade math to advanced 7th grade math or as an additional instruction/enrichment program prior to or after 7th grade math • Content focus areas include measurement (2-D figures), rational numbers (fractions, decimals, percent), algebraic concepts (expressions, equations, multiple representations), coordinate graphing, inequalities, ratios, and proportions. • Results of an end-of-bridge exam provided by the school district, state exam scores, and previous course grade averages can be used to determine placement in 7th grade math
<p>Algebra Readiness</p>	<ul style="list-style-type: none"> • Program can be used to accelerate students from on-level 7th grade math to 8th grade Algebra 1, or as an additional instruction/enrichment program prior to or after 8th grade math • Content focus areas include measurement (Pythagorean Theorem, surface area, volume), rational numbers (squares, square roots, negative numbers), algebraic concepts (solving equations, linear equations), multiple representations of functions, coordinate graphing, and transformations • Results of an end-of-bridge exam provided by the school district, state exam scores, and previous course grade averages can be used to determine placement in 8th grade math or Algebra 1
<p>Mission Possible</p>	<ul style="list-style-type: none"> • Middle school science with primary focus on the 7th to 8th grade transition • Students virtually track an evil scientist, Dr. Vicious, around the world to prevent his development and release of a deadly microorganism • Scientific investigations in biology, chemistry, physics, environmental science, and math that relate to the geographic areas where Dr. Vicious travels • Engaging hands-on investigations to help develop critical thinking and scientific problem-solving skills and to have fun with science
<p>ProPhone and the Environment</p>	<ul style="list-style-type: none"> • Project-based learning integrating math and science and using inquiry-based activities and investigations in environmental science, biology, and math • Designed for students in the 8th to 9th grade or 9th to 10th grade transition • Project culminates in student presentations to an adult panel of judges • Focus areas include student investigations in experimental design and analysis, soil and water testing, topographical maps, biodiversity, population growth, data collection and mathematical analysis, critical thinking, and problem solving • Designed to be team-taught by biology or environmental science teacher and algebra teacher, or a teacher skilled in both content areas



AVID STEM Math and Science Summer Bridge Program Benefits Package for 2016

District Pricing Per Program

Summer Bridge programs are available to all AVID districts, but an application is required. The per-program fees are district-wide fees and can apply to multiple schools within the district or to a single school, if only one school will implement a program.

New District/School		Returning District/School*	
One bridge program	\$3100	One bridge program	\$1550
Two bridge programs	\$5150	Two bridge programs	\$2575
Three bridge programs	\$6700	Three bridge programs	\$3350
Four bridge programs	\$6700	Four bridge programs	\$3350

**Returning districts that purchase different Summer Bridge programs than they have purchased in the past will receive the discounted rate for all programs.*

Per-program implementation fees include:

- Online on-demand introductory module for program administrators
- Online on-demand training modules for teachers
- Option to offer multiple sections of a program for a single program fee
- Planning and implementation support via online and phone exchanges with AVID Center staff

Curriculum Materials *

- Required teacher curriculum guide, including CD's of handouts, for new Bridge teachers or returning teachers who would like an additional copy: \$89
- Required interactive notebooks for student participants: printed by district (electronic copy on curriculum guide CD) or purchased from AVID Center
 - Individual student notebooks: \$17 per notebook
 - Pack of 10 notebooks: \$13 per notebook

** Please note that a 10% shipping and handling fee will be added to the total cost of all printed materials.*

Additional In-District Considerations

- Curriculum supplies
- Teacher stipends
- Facilities and student transportation

MY AVID STORY.....

Trauma is defined by Rice and Groves, 2005, as *an exceptional experience in which powerful and dangerous events overwhelm a person's capacity to cope*. In my younger life this meant, abandonment, raising two siblings before the age of eight, mental abuse, exposure to sexual situations; I experienced all of this and more. Your stereotypical family of a Mom, Dad, and kids was not something that I was to experience. When I was little, I lived with my biological mother, which meant bouncing from house to house, hotel to hotel and to friends' houses; I was never in a stable environment. My memories of my bio mother as a 'mother' are diluted as her identity came from drugs; that had been her life since I can remember. Living with my mother off and on until I was 8 years old, I had to take on the role of a parent as well as other adult responsibilities. I learned to 'make do' for my siblings and myself by providing lighting in our house with candles or bathing at the neighbors as a consequence of not paying bills. I learned that addiction to drugs doesn't damage just one person but all those around them. It would come to be that my mother was definitely not suited for the job of parenting; the courts decided I was better off with my bio father. This meant that I had to leave the two sisters that I had been caring for behind due to being the only child between my blood parents.

With this move came a new school, new home, new mom, and new siblings. As I tried to fit into this new family it quickly became evident that I was the black sheep. My new siblings attended private school while I was placed in a public school where I walked to and from home in the big city of Santa Clara, California unaccompanied at the age of eight. Complex trauma exposure

refers to the simultaneous or sequential occurrences of child maltreatment- including emotional abuse and neglect, that is chronic and begins in early childhood that create a range of symptoms that appear after this type of exposure. (Cook, Blaustein, Spinazzola, & van der Kolk, 2003, p. 5).

Due to the complex trauma I had already endured, I was a very unstable girl; my behaviors certainly demonstrated this! I was dishonest, argued more than your normal kid and stole things from the school I was attending. I had a very hard time learning due the toxins that were being deposited in my brain and the rest of my body from all the trauma. At home, there was constant yelling and fighting between my stepmother and myself which flowed over to constant fighting between my parents about their imperfect child. I needed the kind of attention that my parents were not able to provide thus my cries for help manifested themselves in behaviors like calling the police because, in my mind, my step mother was a very bad and abusive person. A child should be loved, cared for and taught in a way that leads to a positive impact. My father and stepmother couldn't find a way to do this so they threw up their hands and sent me to live with my grandparents in rural Lebanon, Oregon which was quite a change from the metropolitan life I had come from. My grandparents had inherited a child who had all of the symptoms of fight or flight.

However, living with my grandparents began a turnaround in my life. I was given back the childhood from which I had been robbed. I was taught that education was important which led me to having a passion for learning. As I entered my freshmen year of high school, I was encouraged to sign up for the AVID elective class by my grandparents.

The three years I have spent in the AVID elective have profoundly changed my life. Currently, I am readying myself to be a senior at Lebanon High School with solid plans for my future career path and the education and skills required for me to pursue it. When I think back to how scared I once was in entering into high school with all of its academic and social demands, I realize that I lacked confidence, largely because I didn't know how to find this courage inside myself.

Through AVID, I was able to explore and learn about myself which resulted in changing my mindset from being very 'fixed' to being 'growth' oriented. I learned to advocate for myself in respectful and assertive ways.

As a student who entered into high school on an IEP (individual education plan), I had always lacked the confidence and knowledge exposure that sometimes comes with being 'labeled' as Special Education. As an IEP student I was not only labeled but what was expected of me by my teachers and how I was taught by them was at a lower level of demand than that of my peers. However, through AVID, I learned how to prove to myself and to my teachers that I was capable of learning at a higher and more in depth level, therefore I no longer needed the services that an IEP provided. I truly believe that I would still be on an IEP today had it not been for AVID.

AVID has prepared me for not just the demands of college but for 'real world' situations such as managing my time effectively, staying organized, to think critically and to question. As a result, I find myself being more creative and innovative than I had ever thought possible. I find myself to be highly reflective which gives me the power to be the change I want to see in myself and to lead not only myself to new heights but for my peers as well. I relish my time with my colleagues, especially during tutorials where I am able to ask rhetorical questions that not only

benefit myself but all of us. What AVID has given me is a light to guide me and keeps me passionate about learning and thriving even when things are tough. I strongly believe that AVID is a system that provides hope, enables courage, and capitalizes on the resilience of the human spirit. This system has the potential to impact all people in a positive way should they choose to follow the growth mindset that it offers as it helps people to maneuver through any obstacle that comes with the challenges of living life.

Through AVID I have gained life skills that will make the next steps of my life chapter in pursuing career goals that require higher education, a reality that I am prepared for. However, I would be remiss if I did not give substantial credit to my guide and mentor, my AVID elective teacher, Ty Tomlin. He taught me that life goes on and you don't have to give up and that my life matters. THAT I MATTER! He demonstrated for me every day that a positive attitude and hard work can make the difference between success or failure; it is all a matter of what my mindset is and that I have choice every second of every day. Mr. Tomlin created a SAFE environment for me and my fellow classmates that allowed us to discuss our struggles, find ways to conquer them, and to celebrate our victories. His strength and caring heart gave me the opportunity to build connections that resulted in experiencing a genuine family; something that I had to learn to embrace outside of what my grandparents have provided. I have truly been blessed with a gift!

And so, I find urgency in my message because sadly, in my current school, there are many students with stories similar to mine and are filled with the challenges of poverty, abuse, neglect and a lack of stability. Consequently, they lack motivation and direction that manifests

itself into an attitude of apathy and indifference. They have no direction or purpose. I can say with great conviction that the AVID system can change all of that. I strongly believe that the AVID elective is needed for people with a story such as mine and I can also say that ALL students need the skills that the AVID system has to offer. All teachers need to be trained as to how to assist their students who are dealing with multiple and severe stressors as they profoundly affect how a student can interpret their world. AVID helps to look at the prevalence of adversity that many of us have to face in our lives and it also celebrates the power of our resilience. It teaches us how to find ways to survive the not-OK.

AVID is the key to my success story. It has shown me the 'secrets' to success and, if upheld and shared, can do the same for anyone who chooses to embrace that which this system has to offer. Because of my AVID family, I have the skills, confidence and determination to show the world what one impactful mentor teacher, a group of resilient students and a system that capitalizes on success can do to change lives. It has certainly changed mine.

What AVID Means To Me....

Madysen M

AVID is a home away from home. An AVID classroom is a family. Everyone knows, trusts, and loves each other. AVID gives us all a place to go when we are feeling down. There is always someone willing to help you or make you smile.

Kayla B

AVID to me is like a college prep class, It's where I can feel safe and not feel like my comments are going to get judged. It also is a big help to know that if I am struggling on something that I have Tutorial on Tuesdays and Thursdays. It also means that I am going to be successful. I know that it is going to help me. AVID to me means you have to really want something in order to achieve it. If you want success in your life then you're going to have to work for it. Success doesn't come on a golden platter.

Fatima Guzman

To me AVID means opportunity. An opportunity to prepare yourself for success. AVID has helped me in many different ways, like getting my grades up and with attitude and behavior. AVID is an amazing opportunity to succeed in your future.

Xavier A

AVID for me is my ticket to college. It will prepare and support me in being college ready. It will show me how to manage my time and how to take the right kind of notes.

Guneet A

AVID is a way to organize and prepare myself for college. AVID is going to help me develop useful skills that will last a lifetime. AVID is a resource that I get to use and I'm lucky to have it although I may not realize that sometimes.

Milo L

To me AVID is a place to learn and to make myself a better person. It helps me be prepared for college and the future.

Ruby B

AVID is something that you have to think twice about honestly. Yea, there will be times when you want to give up and time where it is definitely hard, but in the end it's worth it. You get so many benefits out of it, not only college but also personal. It has taught me a lot.

AVID is a college readiness class. This helps me and my friends.

-8th grade, 1st year in AVID

We get to do TRF's and I get my grades up by doing them. I like Tutorials.

-7th grade, 1st year in AVID

I love AVID because it helps me stay organized and I'm always on top of work. I know that I'll have an easier time trying to get into college because of this class.

-1st year in AVID

AVID helps me stay organized and prepares me for colleges and helps me get higher grades.

-7th grade, 1st year in AVID

AVID means I have an organized binder, good grades and good behavior. That's what AVID means to me.

-8th grade, 1st year in AVID

TRF's help me with stuff I need help with in classes. AVID means Individual Determination to me.

-7th grade, 1st year in AVID

AVID, to me, is a support group and a family. They help me through things.

-8th grade, 1st year in AVID

AVID is fun, helpful and encouraging. I love how in AVID you can be yourself and a big family.

-7th grade, 1st year in AVID

I get a lot out of AVID. With TRF's, I hate them but they help me so much with math problems twice a week.

-7th grade, 1st year in AVID

What I like about AVID is the fun games we play.

-7th grade, 1st year in AVID

AVID means to me, family and team work. Making our dreams work!

-8th grade, 2nd year in AVID

AVID is a program that helps push me forward to what I'm wanting. I've had a lot of help and am getting my grades up. I find AVID interesting because we do different things and get out of our comfort zone. (That's a good thing!)

-8th grade, 2nd year in AVID

AVID helps me with my other classes.

-8th grade, 2nd year in AVID

AVID is very important to me. It has got me to where I am now. AVID is important because it pushes you to be a better student and person. They are also your family.

-8th grade, 2nd year in AVID

AVID is a fun class but it's also work. Yes, it's a lot of work but it helps me a lot. I love my AVID family.

-8th grade, 2nd year in AVID

AVID give you a sense of family and self confidence that if you have a question you aren't afraid to ask your question.

-8th grade, 2nd year in AVID

AVID is a place where you can learn something new and at the same time help educate your peers.

-8th grade, 2nd year in AVID

AVID helps me keep organized and keeps my grades up. If you don't stay organized Mrs. V will cut the front pockets out of your binder. :-)

-8th grade, 2nd year in AVID

AVID is a place for kids to feel welcome and have peers around you helping out. Along with helping you reach your best potential, no matter how hard it is.

-8th grade, 2nd year in AVID

AVID helps me fill out my planner, clean out my binder and keep organized.

-8th grade, 2nd year in AVID

AVID means hard work. AVID means trying. AVID means no giving up.

-8th grade, 2nd year in AVID

AVID isn't just an elective that's just to waste your time. It's really a valuable and great elective and it's more precious and valuable than anything else you can do in school.

-8th grade, 2nd year in AVID

AVID makes me feel like I can do things with my life one day. It makes me feel like I can go to college. It also makes me feel like I have the biggest family in the world.

-8th grade, 2nd year in AVID

AVID is like another family that will help you through your road to success.

-8th grade, 2nd year in AVID

AVID is fun and is very helpful for my grades.

-8th grade, 2nd year in AVID



Welcome, **Laura Foley**



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[Home](#) | [Certification](#) | [Community](#) | [Curriculum](#) | [Data Collection](#) | [E-Learning](#) | [Event Registration](#)

2016 AVID Summer Institutes

Files in this Section:

- [2016 Summer Institute ...](#)
- [2016 Summer Institute ...](#)

Content in this Section:

- [Frequently Asked Questions](#)
- [Register for Summer Institute](#)

[Strand Availability and Descriptions](#)

Schedule

- [Honolulu - June 6-8](#)
- [Tampa - June 13-15](#)
- [Minneapolis - June 14-16](#)
- [San Diego 1 - Downtown - June 21-23](#)
- [Dallas - June 22-24](#)
- [Anaheim - June 28-30](#)
- [Orlando - July 6-8](#)
- [Denver - July 6-8](#)
- [Sacramento - July 11-13](#)
- [Philadelphia - July 18-20](#)
- [San Antonio - July 27-29](#)
- [San Diego 2 - Mission Valley - August 1-3](#)

Related Links

[Registration Help Form 2016](#)



Summer Institute is AVID's annual professional learning event where contracted sites come to learn the latest in AVID methodologies and strategies to successfully implement AVID in their schools.

****Registration opens February 16th, 2016****



[Frequently Asked Questions](#)



[Strand Availability & Descriptions](#)



[How to Register](#)

Locations & Dates

Honolulu	June 6-8
Tampa	June 13-15
Minneapolis	June 14-16
San Diego 1 - Downtown	June 21-23
Dallas	June 22-24
Anaheim	June 28-30
Orlando	July 6-8
Denver	July 6-8
Sacramento	July 11-13
Philadelphia	July 18-20
San Antonio	July 27-29
San Diego 2 - Mission Valley	August 1-3

Registration Fees & Deadlines*

Early Bird Discount: \$725
*Available through May 2nd
 Honolulu: available through April 15th*

Regular Registration: \$799
*Available May 3rd to three weeks prior to event date
 Honolulu: available April 16th to three weeks from the event date*

Late Registration: \$899
Less than three weeks prior to the event start date

*The registration deadline is two weeks before the start date of each Summer Institute. Registrations will be accepted as space allows after the registration deadline.



Need help? [Contact us.](#)
 Send payment to avidregistration@avid.org



Phone: (858) 380-4800, ext. 2

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follow us on:

AVID//GEAR UP PARENT

NIGHT



WHEN

Thursday
February 18, 2016
6:00 – 8:00 p.m.

WHERE

LHS Auditorium

WHO

All Lebanon High School/ Middle
School AVID Families

WHY

... Learn more about AVID and GEAR UP as well as get information on the “How To’s” of high school and opportunities reserved for successful students.

Please let us know how many of your family are planning to attend this special event so that we can prepare adequately. Return the completed bottom portion of this flyer to school with your child by February 5, 2016. Thank you!

Your Name _____ Child _____ Number Attending _____



Accuity, LLC

CERTIFIED PUBLIC ACCOUNTANTS

Board of Directors
Lebanon Community School District No. 9
Lebanon, Oregon 97355

We have audited the financial statements of the governmental activities, each major fund, and the remaining fund information of Lebanon Community School District No. 9 for the year ended June 30, 2014, and issued our report thereon dated December 28, 2015. Professional standards require that we provide you with information about our responsibilities under auditing standards generally accepted in the United States of America and *Government Auditing Standards*, as well as certain information related to the planned scope and timing of our audit. We have communicated such information in our engagement letter dated May 17, 2015. Professional standards also require that we communicate to you the following information related to our audit.

Significant Accounting Policies

Qualitative Aspects of the District's Significant Accounting Practices

Management is responsible for the selection and use of appropriate accounting policies. The significant accounting policies used by Lebanon Community School District No. 9 are described in Note I to the financial statements. One new accounting policy was adopted during the year ended June 30, 2015 - GASB Statement No. 68, Accounting and Financial Reporting for Pensions, was implemented by the District. We noted no transactions entered into by the District during the year for which there is a lack of authoritative guidance or consensus. All significant transactions have been recognized in the financial statements in the proper period.

Accounting estimates are an integral part of the financial statements prepared by management, and are based on management's knowledge and experience about past and current events and assumptions about future events. Certain accounting estimates are particularly sensitive because of their significance to the financial statements and because of the possibility that future events affecting them may differ significantly from those expected. The most sensitive estimates affecting the District's financial statements were:

- Management's estimate of depreciable lives and salvage values of capital assets, which are based on expected useful lives of the assets and current market conditions. We evaluated the key factors and assumptions used to develop the depreciable lives and salvage values and determined that they are reasonable in relation to the basic financial statements taken as a whole and in relation to the applicable opinion units.

Certain financial statement disclosures involve significant judgment and are particularly sensitive because of their significance to financial statement users. The most sensitive disclosures affecting Lebanon Community School District No. 9's financial statements relate to long-term liabilities, pensions, and post-employment benefits.

The financial statement disclosures are neutral, consistent, and clear.

Corrected and Uncorrected Misstatements

Professional standards require us to accumulate all known and likely misstatements identified during the audit, other than those that are trivial, and communicate them to the appropriate level of management. Management has corrected all such misstatements. In addition, none of the misstatements detected as a result of audit procedures and corrected by management were material, either individually or in the aggregate, to each opinion unit's financial statements taken as a whole.

Difficulties Encountered in Performing the Audit

We encountered no significant difficulties in dealing with management in performing and completing our audit.

Disagreements with Management

For purposes of this letter, professional standards define a disagreement with management as a financial accounting, reporting, or auditing matter, whether or not resolved to our satisfaction, that could be significant to the financial statements or the auditor's report. We are pleased to report that no such disagreements arose during the course of our audit.

Management Representations

We have requested certain written representations from management, which are included in the attached letter dated December 28, 2015.

Management Consultations with Other Independent Accountants

In some cases, management may decide to consult with other accountants about auditing and accounting matters, similar to obtaining a "second opinion" on certain situations. If a consultation involves application of an accounting principle to the entity's financial statements or a determination of the type of auditor's opinion that may be expressed on those statements, our professional standards require the consulting accountant to check with us to determine that the consultant has all the relevant facts. To our knowledge, there were no such consultations with other accountants.

Other Information in Documents Containing Audited Financial Statements

With respect to the supplementary information accompanying the financial statements, we made certain inquiries of management and evaluated the form, content, and methods of preparing the information to determine that the information complies with accounting principles generally accepted in the United States of America, the method of preparing it has not changed from the prior period, and the information is appropriate and complete in relation to our audit of the financial statements. We compared and reconciled the supplementary information to the underlying accounting records used to prepare the financial statements or to the financial statements themselves.

Other Matters

We generally discuss a variety of matters, including the application of accounting principles and auditing standards, with management each year prior to retention as the District's auditors. However, these discussions occurred in the normal course of our professional relationship and our responses were not a condition to our retention.

Restriction on Use

This information is intended solely for the use of board of directors and management of Lebanon Community School District No. 9, and is not intended to be, and should not be used by anyone other than these specified parties.


Accuity, LLC

December 28, 2015

Accuity, LLC
Certified Public Accountants
330 Washington Street SW
P.O. Box 1072
Albany, Oregon 97321

We are providing this letter in connection with your audit of the financial statements of Lebanon Community School District No. 9 as of June 30, 2015, and for the year then ended for the purpose of expressing an opinion as to whether the financial statements present fairly, in all material respects, the respective financial position of the governmental activities, each major fund, and the remaining fund information of Lebanon Community School District No. 9, and the respective changes in financial position and cash flows thereof in conformity with accounting principles generally accepted in the United States of America. We confirm that we are responsible for the fair presentation of the aforementioned financial statements in conformity with accounting principles generally accepted in the United States of America. We are also responsible for adopting sound accounting policies, establishing and maintaining effective internal control over financial reporting, and preventing and detecting fraud.

Certain representations in this letter are described as being limited to matters that are material. Items are considered material if they involve an omission or misstatement of accounting information that, in light of surrounding circumstances, makes it probable that the judgment of a reasonable person relying on the information would be changed or influenced by the omission or misstatement. An omission or misstatement that is monetarily small in amount could be considered material as a result of qualitative factors.

We confirm, to the best of our knowledge and belief, as of the date of signature of this letter, the following representations made to you during your audit.

1. The financial statements referred to above are fairly presented in conformity with accounting principles generally accepted in the United States of America, and include all properly classified funds and other financial information of the District required by accounting principles generally accepted in the United States of America to be included in the financial reporting entity.
2. We have made available to you all:
 - a. Financial records and related data.
 - b. Minutes of the meetings of the board of directors of Lebanon Community School District No. 9 or summaries of actions of recent meetings for which minutes have not yet been prepared.

3. There have been no communications from regulatory agencies concerning noncompliance with, or deficiencies in, accounting, internal control, or financial reporting practices.
4. There are no material transactions that have not been properly recorded in the accounting records underlying the financial statements or the schedule of expenditures of federal awards.
5. We are in agreement with the adjusting journal entries you have proposed, and they have been posted.
6. We acknowledge our responsibility for the design and implementation of programs and controls to prevent and detect fraud.
7. We have no knowledge of any fraud or suspected fraud affecting the District involving:
 - a. Management,
 - b. Employees who have significant roles in internal control, or
 - c. Others where the fraud could have a material effect on the financial statements.
8. We have no knowledge of any allegations of fraud or suspected fraud affecting the District received in communications from employees, former employees, analysts, regulators, or others.
9. We have a process to track the status of audit findings and recommendations.
10. We have identified to you any previous audits, attestation engagements, and other studies related to the audit objectives and whether related recommendations have been implemented.
11. The District has no plans or intentions that may materially affect the carrying value or classification of assets, liabilities, or equity.
12. The following, if any, have been properly recorded or disclosed in the financial statements:
 - a. Related party transactions, including revenues, expenditures/expenses, loans, transfers, leasing arrangements and guarantees, and amounts receivable from or payable to related parties.
 - b. Guarantees, whether written or oral, under which the District is contingently liable.
 - c. All accounting estimates that could be material to the financial statements, including the key factors and significant assumptions underlying those estimates and measurements. We believe that the estimates and measurements are reasonable in the circumstances.

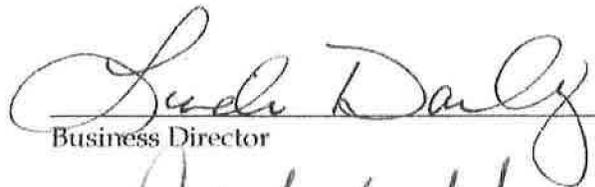
13. We are responsible for compliance with the laws, regulations, and provisions of contracts and grant agreements applicable to us, including tax or debt limits and debt contracts; and we have identified and disclosed to you all laws, regulations, and provisions of contracts and grant agreements that we believe have a direct and material effect on the determination of financial statement amounts or other financial data significant to the audit objectives, including legal and contractual provisions for reporting specific activities in separate funds.
14. Except as disclosed to you, there are no:
 - a. Violations or possible violations of budget ordinances, laws and regulations (including those pertaining to adopting, approving, and amending budgets), provisions of contracts and grant agreements, tax or debt limits, and any related debt covenants whose effects should be considered for disclosure in the financial statements, or as a basis for recording a loss contingency, or for reporting on noncompliance.
 - b. Pending or threatened litigation, claims, or assessments or unasserted claims or assessments that are required to be accrued or disclosed by accounting principles generally accepted in the United States of America, and we have not consulted a lawyer concerning litigation, claims, or assessments.
 - c. Other liabilities or gain or loss contingencies that are required to be accrued or disclosed by accounting principles generally accepted in the United States of America.
15. As part of your audit, you assisted with preparation of the financial statements and related notes, and schedule of expenditures of federal awards. We have designated an individual with suitable skill, knowledge, or experience to oversee your services and have made all management decisions and performed all management functions. We have reviewed, approved, and accepted responsibility for those financial statements and related notes, and schedule of expenditures of federal awards.
16. In regards to the depreciation calculation services performed by you, we have:
 - a. Made all management decisions and performed all management functions.
 - b. Designated an individual with suitable skill, knowledge, or experience to oversee the services performed.
 - c. Evaluated the adequacy and results of the services performed.
 - d. Accepted responsibility for the results of the services performed.
17. The District has satisfactory title to all owned assets, and there are no liens or encumbrances on such assets, nor has any asset been pledged as collateral.

18. The District has complied with all aspects of contractual agreements that would have a material effect on the financial statements in the event of noncompliance.
 19. We have followed all applicable laws and regulations in adopting, approving, and amending budgets.
 20. The financial statements include all component units, as well as joint ventures with an equity interest, and properly disclose all other joint ventures and other related organizations.
 21. The financial statements properly classify all funds and activities.
 22. All funds that meet the quantitative criteria in GASB Statement Nos. 34 and 37 for presentation as major are identified and presented as such and all other funds that are presented as major are particularly important to financial statement users.
 23. Components of net assets (invested in capital assets, net of related debt; restricted; and unrestricted) and equity amounts are properly classified and, if applicable, approved.
 24. Provisions for uncollectible receivables have been properly identified and recorded.
 25. Expenses have been appropriately classified in or allocated to functions and programs in the statement of activities, and allocations have been made on a reasonable basis.
 26. Revenues are appropriately classified in the statement of activities within program revenues, general revenues, contributions to term or permanent endowments, or contributions to permanent fund principal.
 27. Interfund, internal, and intra-entity activity and balances have been appropriately classified and reported.
 28. Deposits, investment securities, and derivative transactions are properly classified as to risk and are properly disclosed.
 29. Capital assets, including infrastructure and intangible assets, are properly capitalized, reported, and, if applicable, depreciated.
 30. The possibility exists that the value of specific significant capital assets or certain identifiable intangibles may be impaired. We have reviewed capital assets, including certain identifiable intangibles for impairment, whenever events or changes in circumstances have indicated that the carrying amount of the assets might not be recoverable, and have appropriately recorded the adjustment.
 31. We have appropriately disclosed the District's policy regarding whether to first apply restricted or unrestricted resources when an expense is incurred for purposes for which both restricted and unrestricted net assets are available and have determined that net assets were properly recognized under the policy.
-

32. We acknowledge our responsibility for the required supplementary information (RSI). The RSI is measured and presented within prescribed guidelines and the methods of measurement and presentation have not changed from those used in the prior period. We have disclosed to you any significant assumptions and interpretations underlying the measurement and presentation of the RSI.
 33. With respect to the management's discussion and analysis and budgetary comparison information:
 - a. We acknowledge our responsibility for presenting the management's discussion and analysis and budgetary comparison information in accordance with accounting principles generally accepted in the United States of America, and we believe this information, including its form and content, is fairly presented in accordance with accounting principles generally accepted in the United States of America. The methods of measurement and presentation of the management's discussion and analysis and budgetary comparison information have not changed from those used in the prior period, and we have disclosed to you any significant assumptions or interpretations underlying the measurement and presentation of the supplementary information.
 34. We have evaluated the District's ability to continue as a going concern and have included appropriate disclosures, as necessary, in the financial statements.
 35. With respect to federal award programs:
 - a. We are responsible for understanding and complying with, and have complied with, the requirements of OMB Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*, including requirements relating to preparation of the schedule of expenditures of federal awards.
 - b. We have prepared the schedule of expenditures of federal awards in accordance with OMB Circular A-133, and have included and disclosed in the schedule, expenditures made during the audit period for all awards provided by federal agencies in the form of grants, federal cost-reimbursement contracts, loans, loan guarantees, property (including donated surplus property), cooperative agreements, interest subsidies, insurance, food commodities, direct appropriations, and other assistance.
 - c. We acknowledge our responsibility for presenting the schedule of expenditures of federal awards in accordance with the requirements of OMB Circular A-133 §310.b, and we believe the schedule of expenditures of federal awards, including its form and content, is fairly presented in accordance with the Circular. The methods of measurement and presentation of the schedule have not changed from those used in the prior period and we have disclosed to you any significant assumptions and interpretations underlying the measurement and presentation of the schedule of expenditures of federal awards.
-

- d. We have identified and disclosed to you all of our government programs and related activities subject to OMB Circular A-133.
- e. We are responsible for understanding and complying with, and have complied with, the requirements of laws, regulations, and the provisions of contracts and grant agreements related to each of our federal programs and have identified and disclosed to you the requirements of laws, regulations, and the provisions of contracts and grant agreements that are considered to have a direct and material effect on each major federal program.
- f. We are responsible for establishing and maintaining, and have established and maintained, effective internal control over compliance requirements applicable to our federal programs that provides reasonable assurance that we are managing our federal awards in compliance with laws, regulations, and the provisions of contracts and grant agreements that could have a material effect on our federal programs. We believe the internal control system is adequate and is functioning as intended.
- g. We have made available to you all contracts and grant agreements (including amendments, if any) and any other correspondence with federal agencies or pass-through entities relevant to federal programs and related activities.
- h. We have not received requests from a federal agency to audit one or more specific programs as a major program.
- i. We have complied with the direct and material compliance requirements, including, when applicable, those set forth in the OMB Circular A-133 Compliance Supplement, relating to federal awards and have identified and disclosed to you all amounts questioned and all known noncompliance with the requirements of federal awards.
- j. We have disclosed any communications from grantors and pass-through entities concerning possible noncompliance with the direct and material compliance requirements, including communications received from the end of the period covered by the compliance audit to the date of the auditor's report.
- k. Amounts claimed or used for matching were determined in accordance with relevant guidelines in OMB Circular A-87, *Cost Principles for State, Local, and Tribal Governments*, and OMB's *Uniform Administrative Requirements for Grants and Cooperative Agreements to State and Local Governments*.
- l. We have disclosed to you our interpretation of compliance requirements that may have varying interpretations.
- m. We have made available to you all documentation related to the compliance requirements, including information related to federal program financial reports and claims for advances and reimbursements.

- n. We have disclosed to you the nature of any subsequent events that provide additional evidence about conditions that existed at the end of the reporting period affecting noncompliance during the reporting period.
 - o. There are no such known instances of noncompliance with direct and material compliance requirements that occurred subsequent to the period covered by the auditor's report.
 - p. No changes have been made in internal control over compliance, or other factors that might significantly affect internal control, subsequent to the date as of which compliance was audited.
 - q. Federal program financial reports and claims for advances and reimbursements are supported by the books and records from which the financial statements have been prepared.
 - r. The copies of federal program financial reports provided to you are true copies of the reports submitted, or electronically transmitted, to the respective federal agency or pass-through entity, as applicable.
 - s. We have charged costs to federal awards in accordance with applicable cost principles.
 - t. We are responsible for and have accurately prepared the auditee section of the Data Collection Form, as required by OMB Circular A-133.
36. We have evaluated and classified any subsequent events as recognized or unrecognized through the date of signature of this letter. No events, including instances of noncompliance, have occurred subsequent to the balance sheet date and through the date of signature of this letter that would require adjustment to or disclosure in the aforementioned financial statements.


Business Director

12/28/15
Date


Superintendent

12/28/15
Date



Rob Hess, Superintendent

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

February 11, 2016

Regarding: Superintendent Evaluation

The Superintendent's Evaluation was completed by the School Board in Executive Session on January 14, 2016. The Board evaluated the Superintendent nine standards. The score ranges from 1 to 4 with 1 being unacceptable to 4 being exemplary. Rob Hess's overall score was 3.83.

Dr. Hess continues to demonstrate exceptional leadership through empowering staff and integration and implementation of shared values and visions. His keen insight for public school governance has increased communication with the School Board, staff and community. He diligently is building community support through town hall meetings in schools with parents, students, and staff as well as participating in high profile community clubs.

Curriculum planning and development has been a focus of Dr. Hess through rigorous implementation of AVID and continued support of Beyond LHS. Under Dr. Hess, collaboration is exceedingly exceptional at all levels keeping the focus of student learning and improvement at the forefront of his efforts.

As a truly effective communicator Dr. Hess has proposed a truly innovative program which has strategically addressed and will implement proactive measurable goals for increased graduation and attendance rates. He has effectively incorporated staff, parents, hosted town hall meetings ensuring every voice has an opportunity to be heard and all ideas evaluated and incorporated as much as possible. This has brought new enthusiasm from community members and our vital parents and staff. The proposed sister school concept is addressing goals of academic excellence for decades to come. His foresight, dedication and willingness to stay dedicated to the success of all Lebanon students as they achieve academic excellence is demonstrated through numerous meetings and conversation to ensure the continued leadership as superintendent for many years to come. Some parents have even asked if Dr. Hess is willing to see this through until final achieved goals are met and Dr. Hess has always responded with a resounding "yes". Dr. Hess has committed to and will continue to stay the course, as long as we as a board and community at whole continue to provide him with the ability to carry out and achieve these rigorous goals. We have a lot of hard work ahead of us and we as the Lebanon School Board have the upmost confidence Dr. Hess is the person to lead us to the lofty achievements and goals for all children.

(Enclosure E-2)

Board Policy Updates

February 11, 2016

Policies BBFA, BBFB, GBC – Policy language was revised to better reflect the definition of “relative” from Oregon Revised Statute 224.020(15)

Policy DJFA – Changes reflect current practice

Policy GCDA/GDDA – ORS 342.232 was repealed during the 2015 Legislative session. This statute included language stating districts could hire non-licensed employees and allow them to report to work pending the return of a state and national criminal background check. This repeal was effective January 1, 2016. The OSBA sample policy have been revised to reflect the best practice available to districts.

Policy IGBAF-AR – The State Board of Education made a change in OAR 581-015-2200, in the content of and IEP to reflect the revisions made to the guidance for IEP teams in the selection of statewide assessments for students on IEPs. “In order to take into account the pervasive nature of a significant cognitive disability and allow the states” assessment models to appropriately measure the student populations they were designed to measure, Oregon IEP teams will be required to select the Oregon’s Extended Assessment as the only option for all subject areas assessed. Students who participate in the Oregon’s Extended Assessment will not participate in Oregon’s general assessments.

Policies IKF, IKF-AR – HB 2655 amended ORS Chapter 329 to include that school districts must annually provide notice to adult students and parents of students of the time frame in which the statewide assessments will take place, and of the right of an adult student or a student’s parent to request an exemption from taking the statewide summative assessments.

Policies JEA, JEBA, JEC – SB 321 lowered the compulsory attendance age for Oregon students from age 7 to age 6. A “child” is considered to be age 6, if the child’s sixth birthday occurred on or before September 1 immediately preceding the beginning of the current school term.

Policies JEC-AR(1), JEC-AR(3) – Changes to Open Enrollment Policy to address overcrowding school buildings.

Policies KL, KL-AR – In response to additional requests from OSBA members for more guidance to boards, OSBA added recommended language in the board policies.

Policy LBE-AR – HB 2186 added ORS 342.856 (core teaching standards and required evaluations of teachers and administrators) to the statutes and rules that apply to public charter schools. The ORS was added to the list of laws public charter schools must comply with.

Board Member Ethics and Conflicts of Interest

No Board member will use his/her official position or office to obtain personal financial benefit or to avoid financial detriment for him or herself, relatives or household members, or for any business with which the Board member, a household member or a relative is associated.

This prohibition does not apply to any part of an official compensation package, honorarium allowed by ORS 244.042, reimbursement of expenses, or unsolicited awards of professional achievement. Further, this prohibition does not apply to gifts from one without a legislative or administrative interest. Nor does it apply if the gift is under the annual \$50 gift limit from one who has a legislative or administrative interest in any matter subject to the decision or vote of the Board member. District-provided meals at board meetings are acceptable under the reimbursement of expenses exception.

I. Conflicts of Interest

“Business” means any corporation, partnership, proprietorship, enterprise, association, franchise, firm, organization, self-employed individual or any legal entity operated for economic gain. This definition excludes any income-producing tax exempt 501(c) not-for-profit corporation with which a public official or a relative of the public official is associated only as a member or board director or in a nonremunerative capacity.

“Business with which a Board member or relative is associated” means any private business or closely held corporation of which a Board member or relative is a director, officer, owner, employee or agent or any private business or closely held corporation in which a Board member or relative owns or has owned stock, another form of equity interest, stock options or debt instruments worth \$1,000 or more at any point in the preceding year; any publicly held corporation in which a Board member or relative owns or has owned \$100,000 or more in stock or another form of equity interest, stock options or debt instruments at any point in the preceding calendar year; or any publicly held corporation of which a Board member or relative is a director or officer.

“Relative” means: 1) the Board member’s or candidate’s spouse¹, parent, step-parent, child, sibling, step-sibling, son-in-law or daughter-in-law of the Board member; or 2) the spouse of the Board member’s or candidate’s parent, step-parent, child, sibling, step-sibling, son-in-law or daughter-in-law of the spouse of the Board member. Relative also includes any individual for whom the Board member has a legal support obligation, whose employment provides benefits² to the Board member, or who receives any benefit from the Board member’s public employment.

“Member of the household” means any person who resides with the public official.

¹The term spouse includes domestic partner.

²Examples of benefits may include, but not be limited to, elements of an official compensation package including benefits such as insurance, tuition or retirement allotments.

No Board member will solicit or receive, either directly or indirectly, any pledge or promise of future employment based on any understanding that the Board member's vote, official action or judgment would be thereby influenced.

No Board member will attempt to use or use for personal gain any confidential information gained through his/her official position or association with the district. A Board member will respect individuals' privacy rights when dealing with confidential information gained through association with the district.

If a Board member participates in the authorization of a public contract, the Board member may not have a direct beneficial financial interest in that public contract for two years after the date the contract was authorized.

Individual Board members and the Board as a public entity are bound by the ethics laws for public officials as stated in Oregon law.

Potential Conflict of Interest

"Potential conflict of interest" means any action or any decision or recommendation by a Board member that could result in a financial benefit or detriment for self or relatives or for a business with which the Board member or relatives are associated, unless otherwise provided by law.

A Board member must publicly declare a potential conflict of interest. A Board member may, after declaring his/her potential conflict of interest, either vote or abstain on the issue. Abstaining from a vote does not meet the legal requirement of publicly stating a potential conflict.

Actual Conflict of Interest

"Actual conflict of interest" means any action or any decision or recommendation taken by a Board member that would result in a financial benefit or detriment to self or relatives or for any business with which the Board member or relatives are associated, unless otherwise provided by law.

A Board member must publicly declare an actual conflict of interest. The Board member may not vote lawfully if an actual conflict of interest exists unless a vote is needed to meet a minimum requirement of votes to take official action. Such a vote does not allow the Board member to participate in any discussion or debate on the issue out of which an actual conflict arises.

Class Exception

It will not be a conflict of interest if the Board member's action would affect to the same degree a class consisting of all inhabitants of the state, or a smaller class consisting of an industry, occupation or other group including one of which or in which the person, or the person's relative or business with which the person or the person's relative is associated, is a member or is engaged. For example, if a Board member's spouse is a member of the collective bargaining unit, the Board member may vote to approve the contract, as it will affect all members of that class to the same degree. However, if the collective bargaining unit is very small, the class exception may not apply. Similarly, if the contract contains special provisions that might apply only to particular persons, then the class exception may not apply. For example, if a Board member's spouse is the only one in the bargaining unit that has a doctorate and there is a pay differential for employees with doctorates in the collective bargaining agreement, the Board member should not vote on the contract.

II. Gifts

Board members are public officials and therefore will not solicit or accept a gift or gifts with an aggregate value in excess of \$50 from any single source in a calendar year that has a legislative or administrative interest in any matter subject to the decision or vote of the Board member. All gift related provisions apply to the Board member, their relatives, and members of their household. The \$50 gift limit applies separately to the Board member and to the Board member's relatives or members of household, meaning that the Board member, each member of their household and relative can accept up to \$50 each from the same source/gift giver. 1.—"Gift" means something of economic value given to a Board member without valuable consideration of equivalent value, which is not extended to others who are not public officials on the same terms and conditions.

2.—"Relative" means: a) the ~~Board member's or candidate's~~ spouse³, parent, step-parent, child, sibling, step-sibling, son-in-law or daughter-in-law of the Board member; or b) the ~~spouse of the Board member's or candidate's~~ parent, step-parent, child, sibling, step-sibling, son-in-law or daughter-in-law of the spouse of the Board member. Relative also includes any individual for whom the Board member has a legal support obligation, whose employment provides benefits⁴ to the Board member, or who receives any benefit from the Board member's public employment.

3.—"Member of the household" means any person who resides with the Board member.

Determining the Source of Gifts

Board members should not accept gifts in any amount without obtaining information from the gift giver as to who is the source of the gift. It is the Board member's personal responsibility to ensure that no single source provides gifts exceeding an aggregate value of \$50 in a calendar year, if the source has a legislative or administrative interest in any matter subject to the decision or vote of the Board member. If the giver does not have a legislative/administrative interest, the ethics rules on gifts do not apply and the Board member need not keep track of it, although they are advised to do so anyway in case of a later dispute.

Determining Legislative and Administrative Interest

A "legislative or administrative interest" means an economic interest distinct from that of the general public, in any action subject to the decision or vote of a person acting in the capacity of a Board member. For example, everyone within a county has a general interest in the fire department, but the person who sells the uniforms to the fire department has a legislative or administrative interest in the fire department that is distinct from the general public.

Determining the Value of Gifts

The fair market value of the merchandise, goods, or services received will be used to determine benefit or value.

"Fair market value" is the dollar amount goods or services would bring if offered for sale by a person who desired, but was not obligated, to sell and purchased by one who is willing, but not obligated, to buy. Any portion of the price that was donated to charity, however, does not count toward the fair market value of the gift if the Board member does not claim the charitable contribution on personal tax returns. Below are acceptable ways to calculate the fair market value of a gift:

³Ibid. p. 1

⁴Ibid. p. 1

1. In calculating the per person cost at receptions or meals the payor of the Board member's admission or meal will include all costs other than any amount donated to a charity.
For example, a person with a legislative or administrative interest buys a table for a charitable dinner at \$100 per person. If the cost of the meal was \$25 and the amount donated to charity was \$75, the benefit conferred on the Board member is \$25. This example requires that the Board member does not claim the charitable contribution on personal tax returns.
2. For receptions and meals with multiple attendees, but with no price established to attend, the source of the Board member's meal or reception will use reasonable methods to determine the per person value or benefit conferred. The following examples are deemed reasonable methods of calculating value or benefit conferred:
 - a. The source divides the amount spent on food, beverage and other costs (other than charitable contributions) by the number of persons whom the payor reasonably expects to attend the reception or dinner;
 - b. The source divides the amount spent on food, beverage and other costs (other than charitable contributions) by the number of persons who actually attend the reception or dinner; or
 - c. The source calculates the actual amount spent on the Board member.
3. Upon request by the Board member, the source will give notice of the value of the merchandise, goods, or services received.
4. Attendance at receptions where the food or beverage is provided as an incidental part of the reception is permitted without regard to the fair market value of the food and beverage provided.

Value of Unsolicited Tokens or Awards: Resale Value

Board members may accept unsolicited tokens or awards that are engraved or are otherwise personalized items. Such items are deemed to have a resale value under \$25 (even if the personalized item cost the source more than \$50), unless the personalized item is made from gold or some other valuable material that would have value over \$25 as a raw material.

Entertainment

Board members may not solicit or accept any gifts of entertainment over \$50 in value from any single source in a calendar year that has a legislative or administrative interest in any matter subject to the decision or vote of the Board member unless:

1. The entertainment is incidental to the main purpose of another event (i.e., a band playing at a reception). Entertainment that involves personal participation is not incidental to another event (such as a golf tournament at a conference); or
2. The Board member is acting in their official capacity for a ceremonial purpose.

Entertainment is ceremonial when a Board member appears at an entertainment event for a "ceremonial purpose" at the invitation of the source of the entertainment who requests the presence of the Board member at a special occasion associated with the entertainment. Examples of an appearance by a Board member at an entertainment event for a ceremonial purpose include throwing the first pitch at a baseball game, appearing in a parade and ribbon cutting for an opening ceremony.

Exceptions

The following are exceptions to the ethics rules on gifts:

3. Campaign contributions are not considered gifts under the ethics rules;
4. Gifts from “relatives” and “members of the household” to the Board member are permitted in an unlimited amount; they are not considered gifts under the ethics rules;
5. Informational or program material, publications, or subscriptions related to the recipient’s performance of official duties;
6. Contributions made to a legal expense trust fund if certain requirements are met;
7. Food, lodging, and travel generally count toward the \$50 aggregate amount per year from a single source with a legislative or administrative interest, with the following exceptions:
 - a. Organized Planned Events. Board members are permitted to accept payment for travel conducted in the Board member’s official capacity, for certain limited purposes:
 - (1) Reasonable expenses (i.e., food, lodging, travel, fees) for attendance at a convention, fact-finding mission or trip, or other meeting do not count toward the \$50 aggregate amount IF:
 - (a) The Board member is scheduled to deliver a speech, make a presentation, participate on a panel, or represent the district; AND
 - i) The giver is a unit of a:
 - a) Federal, state, or local government;
 - b) An Oregon or federally recognized Native American Tribe; OR
 - c) Nonprofit corporation.
 - (b) The Board member is representing the district:
 - i) On an officially sanctioned trade-promotion or fact-finding mission; OR
 - ii) Officially designated negotiations or economic development activities *where receipt of the expenses is approved in advance by the Board.*
 - (2) The purpose of this exception is to allow Board members to attend organized, planned events and engage with the members of organizations by speaking or answering questions, participating in panel discussions or otherwise formally discussing matters in their official capacity. This exception to the gift definition does not authorize private meals where the participants engage in discussion.
8. Food or beverage, consumed at a reception, meal, or meeting IF held by an organization and IF the Board member is representing the district. Again, this exception does not authorize private meals where the participants engage in discussion.

“Reception” means a social gathering. Receptions are often held for the purpose of extending a ceremonial or formal welcome and may include private or public meetings during which guests are honored or welcomed. Food and beverages are often provided, but not as a plated, sit-down meal;

9. Food or beverage consumed by Board member acting in an official capacity in the course of financial transactions between the public body and another entity described in ORS 244.020(6)(b)(I)(i);
10. Waiver or discount of registration expenses or materials provided to Board member at a continuing education event that the Board member may attend to satisfy a professional licensing requirement;
11. A gift received by the Board member as part of the usual or customary practice of the Board member’s private business, employment or position as a volunteer that bears no relationship to the Board member’s holding of public office.

Honoraria

A Board member may not solicit or receive, whether directly or indirectly, honoraria for the Board member or any relative or member of the household of the Board member if the honoraria are solicited or received in connection with the official duties of the Board member.

The honoraria rules do not prohibit the solicitation or receipt of an honorarium or a certificate, plaque, commemorative token or other item with a value of \$50 or less; or the solicitation or receipt of an honorarium for services performed in relation to the private profession, occupation, avocation or expertise of the Board member or candidate.

END OF POLICY

Legal Reference(s):

[ORS 162.015 to -162.035](#)
[ORS 162.405 to -162.425](#)

[ORS 244.010 to -244.400](#)
[ORS 332.055](#)

[OAR 199-005-00030001 to -199-020010-00200150](#)

38 OR. ATTY. GEN. OP. 1995 (1978)

OR. ETHICS COMM’N, OR. GOV’T ETHICS LAW, A GUIDE FOR PUBLIC OFFICIALS.

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Board Member Ethics and Nepotism

In order to avoid both potential and actual conflicts of interests, Board members will abide by the following rules when a Board member's relative or member of the household is seeking and/or holds a position with the district:

1. A Board member may not appoint, employ, promote, discharge, fire, or demote or advocate for such an employment decision for a relative or member of the household, unless the Board member complies with the conflict of interest requirements of ORS Chapter 244.

2. This policy does not apply to decisions regarding unpaid volunteer positions unless it is a Board member position or another Board-related unpaid volunteer position (i.e. a Board committee position).
2. 3. A Board member may not participate as a public official in any interview, discussion, or debate regarding the appointment, employment, promotion, discharge, firing, or demotion of a relative or member of the household. A Board member may still serve as a reference or provide a recommendation.

For the purposes of this policy;

a "Member of the household" means any person who resides with the Board member, and

"Relative" means: 1. The Board member's spouse¹, parent, step-parent, child, sibling, step-sibling, son-in-law or daughter-in-law of the Board member; or 2. The spouse of the Board member's parent, step-parent, child, sibling, step-sibling, son-in-law or daughter-in-law of the spouse of the Board member. Relative also includes any individual for whom the Board member has a legal support obligation, whose employment provides benefits² to the Board member, or who receives any benefit from the Board member's public employment.

Class Exception

It will not be a conflict of interest if the Board member's action would affect to the same degree a class including the Board member's relative or household member. For example, if a Board member's spouse is a member of the collective bargaining unit, the Board member may vote to approve the contract, as it will affect all members of that class to the same degree. However, if the collective bargaining unit is very small, the class exception may not apply. Similarly, if the contract contains special provisions that might apply only to particular persons, then the class exception may not apply. For example, if a Board

¹The term spouse includes domestic partner.

²Examples of benefits may include, but not be limited to, elements of an official compensation package including benefits such as insurance, tuition or retirement allotments.

member's spouse is the only one in the bargaining unit that has a doctorate and there is a pay differential for employees with doctorates in the collective bargaining agreement, the Board member should not vote on the contract.

END OF POLICY

Legal Reference(s):

[ORS 244.010 to -244.400](#)
[ORS 659A.309](#)

[OAR 199-005-00030001](#) to -199-
[020010-00200150](#)

OR. ETHICS COMM'N, OR. GOV'T ETHICS LAW, A GUIDE FOR PUBLIC OFFICIALS.
HR6/12/14/1/14/16 | PH

Lebanon Community Schools

Code: **DJFA**
Adopted: 5/6/10
Readopted: 10/18/12

Credit/Purchase Cards

The Board authorizes the superintendent to hold a bank credit/purchase card in the name of the district and to issue such cards to designated employees. Approved card holders will be held responsible for maintaining sole possession and security of issued cards at all times. Credit/purchase cards will have a maximum amount with the need of the individual commensurate holder within the following maximum limits:

- \$30,000 for operation (no more than 2 3 cards issued at any time)
- \$10,000 for operation (no more than 2 3 cards issued at any time)
- \$7,500 for operation (no more than 2 3 cards issued at any time)
- \$5,000 for travel (no more than 2 3 cards issued at any time)
- \$4,000-\$2,000 for department or building needs (designated as needed)
- \$1,000 for Administration & Office managers for day to day business (default)
- \$500 for other staff for a specific purpose (default)

Credit/purchase cards issued to employees may only be used to purchase items authorized by the adopted district budget.

Purchase slips and receipts must be turned in to the business office within 5 days of the billing cycle. The business office shall pay in full the credit/purchase card balance no later than the due date so that finance charges will not be incurred.

District-issued credit/purchase cards shall be subject to the following:

1. Personal items shall not be charged on district-issued credit/purchase cards. If a personal item is inadvertently purchased on a district-issued credit/purchase card in violation of this policy, repayment by the employee must be through in an automatic deduction from the individual's next payroll disbursement. Accordingly, the district will require individuals issued credit/purchase cards to sign a written authorization for payroll deduction in the event of such personal use;
2. The purchase of alcoholic beverages is strictly prohibited. The purchase of gasoline for a privately-owned vehicle is prohibited without prior authorization;
3. Leaving a gratuity that exceeds 15 percent is prohibited;
4. Airline tickets may be purchased with a district-issued credit/purchase card only with prior superintendent or designee approval. If the issued credit/purchase card provides for purchase incentives (i.e., points, discounts or airline mileage credits), such incentives shall only be redeemed for authorized district business.

Violation of the provisions of this policy may result in the revocation of the credit/purchase card and/or discipline up to and including dismissal.

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)

[ORS 652.610\(3\)](#)

Or. Gov't Standards and Practices Comm'n, Advisory Opinion 01A-1007 (Aug. 29, 2001).

Staff Ethics

I. Conflict of Interest

No district employee will use his/her district position to obtain personal financial benefit or avoidance of financial detriment or financial gain or avoidance of financial detriment for relatives, household members or for any business with which the employee, household member or relative is associated.

This prohibition does not apply to any part of an official compensation package, honorarium allowed by ORS 244.042, reimbursement of expenses, or unsolicited awards of professional achievement. Further, this prohibition does not apply to gifts from one without a legislative or administrative interest. Nor does it apply if the gift is under the \$50 gift limit for one who has a legislative or administrative interest in any matter subject to the decision or vote of the district employee.

District employees will not engage in, or have a financial interest in, any activity that raises a reasonable question of conflict of interest with their duties and responsibilities as staff members. This means that:

1. Employees will not use their position to obtain financial gain or avoidance of financial detriment from students, parents or staff;
2. Any device, publication or any other item developed during the employee's paid time shall be district property;
3. Employees will not further personal gain through the use of confidential information gained in the course of or by reason of position or activities in any way;
4. No district employee may serve as a Board or budget committee member in the district.
5. An employee will not perform any duties related to an outside job during his/her regular working hours or during the additional time that he/she needs to fulfill the position's responsibilities; nor will an employee use any district facilities, equipment or materials in performing outside work;
6. If an employee authorizes a public contract, the employee may not have a direct beneficial financial interest in that public contract for two years after the date the contract was authorized.

If an employee has a potential or actual conflict of interest, the employee must notify his/her supervisor in writing of the nature of the conflict and request that the supervisor dispose of the matter giving rise to the conflict.

In order to avoid both potential and actual conflicts of interests, district employees must abide by the following rules when an employee's relative or member of the household is seeking and/or holds a position with the district:

1. A district employee may not appoint, employ, promote, discharge, fire, or demote or advocate for such an employment decision for a relative or a member of the household, unless he/she complies with the conflict of interest requirements of ORS Chapter 244. This rule does not apply to employment decisions regarding unpaid volunteer position, unless it is a Board-related position;
2. A district employee may not participate as a public official in any interview, discussion, or debate regarding the appointment, employment, promotion, discharge, firing, or demotion of a relative or a member of the household. An employee may still serve as a reference, provide a recommendation, or perform other acts that are part of the normal job functions of the employee;
3. More than one member of an employee's family may be hired as a regular district employee. In accordance with Oregon law, however, the district may refuse to hire individuals, or may transfer current employees, in situations where an appointment would place one family member in a position of exercising supervisory, appointment or grievance adjustment authority over another member of the same family. Employees who are members of the same family may not be assigned to work in the same building except by the superintendent's approval.

In the *conflict of interest context*:

a. "Member of household" means any person who resides with the employee, and

"Relative" means: 1. The employee's spouse¹, parent, step-parent, child, sibling, step-sibling, son-in-law or daughter-in-law of the employee; or 2. The spouse of the employee's parent, step-parent, child, sibling, step-sibling, son-in-law or daughter-in-law of the spouse of the employee. Relative also includes any individual for whom the employee has a legal support obligation, whose employment provides benefits² to the employee, or who receives any benefit from the employee's public employment.

II. Gifts

District employees must comply with the following rules involving gifts:

Employees are public officials and therefore will not solicit or accept a gift or gifts with an aggregate value in excess of \$50 from any single source in a calendar year that has a legislative or administrative interest in any matter subject to the decision or vote of the district employee. All gift-related provisions apply to the employee, their relatives, and members of their household. The \$50 gift limit applies separately to the employee, and to the employee's relatives or members of household, meaning that the employee and each member of their household and relative can accept up to \$50 each from the same source/gift giver. 1. "Gift" means something of economic value given to an employee without valuable consideration of equivalent value, which is not extended to others who are not public officials on the same terms and conditions.

2. "Relative" means: a. The employee's spouse³, parent, step-parent, child, sibling, step-sibling, son-in-law or daughter-in-law of the employee; or b. The spouse of the employee's parent, step-parent, child,

¹The term spouse includes domestic partner.

²Examples of benefits may include, but not be limited to, elements of an official compensation package including benefits such as insurance, tuition or retirement allotments.

³Ibid. p. 2

sibling, step-sibling, son-in-law or daughter-in-law of the spouse of the employee. Relative also includes any individual for whom the employee has a legal support obligation, whose employment provides benefits⁴ to the employee, or who receives any benefit from the employee's public employment.

3. "Member of the household" means any person who resides with the employee.

Determining the Source of Gifts

Employees should not accept gifts in any amount without obtaining information from the gift giver as to who is the source of the gift. It is the employee's personal responsibility to ensure that no single source provides gifts exceeding an aggregate value of \$50 in a calendar year, if the source has a legislative or administrative interest in any matter subject to the decision or vote of the district employee. If the giver does not have a legislative or administrative interest, the ethics rules on gifts do not apply and the employee need not keep track of it, although they are advised to do so anyway in case of a later dispute.

Determining Legislative and Administrative Interest

A "legislative or administrative interest" means an economic interest, distinct from that of the general public, in any action subject to the official decision of an employee.

A decision means an act that commits the district to a particular course of action within the employee's scope of authority and that is connected to the source of the gift's economic interest. A decision is not a recommendation or work performed in an advisory capacity. If a supervisor delegates the decision to a subordinate but retains responsibility as the final decision maker, both the subordinate and supervisor's actions would be considered a "decision."

Determining the Value of Gifts

The fair market value of the merchandise, goods, or services received will be used to determine benefit or value.

"Fair market value" is the dollar amount goods or services would bring if offered for sale by a person who desired, but was not obligated, to sell and purchased by one who is willing, but not obligated, to buy. Any portion of the price that was donated to charity, however, does not count toward the fair market value of the gift if the employee does not claim the charitable contribution on personal tax returns. Below are acceptable ways to calculate the fair market value of a gift:

1. In calculating the per person cost at receptions or meals the payor of the employee's admission or meal will include all costs other than any amount donated to a charity.

For example, a person with a legislative or administrative interest buys a table for a charitable dinner at \$100 per person. If the cost of the meal was \$25 and the amount donated to charity was \$75, the benefit conferred on the employee is \$25. This example requires that the employee does not claim the charitable contribution on personal tax returns.

2. For receptions and meals with multiple attendees, but with no price established to attend, the source of the employee's meal or reception will use reasonable methods to determine the per person value or benefit conferred. The following examples are deemed reasonable methods of calculating value or benefit conferred:

⁴Ibid. p. 2

- a. The source divides the amount spent on food, beverage and other costs (other than charitable contributions) by the number of persons whom the payor reasonably expects to attend the reception or dinner;
 - b. The source divides the amount spent on food, beverage and other costs (other than charitable contributions) by the number of persons who actually attend the reception or dinner; or
 - c. The source calculates the actual amount spent on the employee.
3. Upon request by the employee, the source will give notice of the value of the merchandise, goods, or services received.
 4. Attendance at receptions where the food or beverage is provided as an incidental part of the reception is permitted without regard to the fair market value of the food and beverage provided.

Value of Unsolicited Tokens or Awards: Resale Value

Employees may accept unsolicited tokens or awards that are engraved or are otherwise personalized items. Such items are deemed to have a resale value under \$25 (even if the personalized item cost the source more than \$50), unless the personalized item is made from gold or some other valuable material that would have value over \$25 as a raw material.

Entertainment

Employees may not solicit or accept any gifts of entertainment over \$50 in value from any single source in a calendar year that has a legislative or administrative interest in any matter subject to the decision of the employee unless:

5. The entertainment is incidental to the main purpose of another event (i.e., a band playing at a reception). Entertainment that involves personal participation is not incidental to another event (such as a golf tournament at a conference); or
6. The employee is acting in their official capacity for a ceremonial purpose.

Entertainment is ceremonial when an employee appears at an entertainment event for a “ceremonial purpose” at the invitation of the source of the entertainment who requests the presence of the employee at a special occasion associated with the entertainment. Examples of an appearance by an employee at an entertainment event for a ceremonial purpose include: throwing the first pitch at a baseball game, appearing in a parade and ribbon cutting for an opening ceremony.

Exceptions

The following are exceptions to the ethics rules on gifts that apply to employees:

7. Gifts from “relatives” and “members of the household” to the employee are permitted in an unlimited amount; they are not considered gifts under the ethics rules;
8. Informational or program material, publications, or subscriptions related to the recipient’s performance of official duties;
9. Food, lodging, and travel generally count toward the \$50 aggregate amount per year from a single source with a legislative or administrative interest, with the following exceptions:
 - a. Organized Planned Events. Employees are permitted to accept payment for travel conducted in the employee’s official capacity, for certain limited purposes:
 - (1) Reasonable expenses (i.e., food, lodging, travel, fees) for attendance at a convention, fact-finding mission or trip, or other meeting do not count toward the \$50 aggregate amount IF:
 - (a) The employee is scheduled to deliver a speech, make a presentation, participate on a panel, or represent the district; AND
 - i) The giver is a unit of a:
 - a) Federal, state, or local government;
 - b) An Oregon or federally recognized Native American Tribe; OR
 - c) Nonprofit corporation.
 - (b) The employee is representing the district:
 - i) On an officially sanctioned trade-promotion or fact-finding mission; OR
 - ii) Officially designated negotiations or economic development activities where receipt of the expenses is approved in advance by the superintendent.
 - (2) The purpose of this exception is to allow employees to attend organized, planned events and engage with the members of organizations by speaking or answering questions, participating in panel discussions or otherwise formally discussing matters in their official capacity. This exception to the gift definition does not authorize private meals where the participants engage in discussion.
10. Food or beverage, consumed at a reception, meal, or meeting IF held by an organization and IF the employee is representing the district.

“Reception” means a social gathering. Receptions are often held for the purpose of extending a ceremonial or formal welcome and may include private or public meetings during which guests are honored or welcomed. Food and beverages are often provided, but not as a plated, sit-down meal;
11. Food or beverage consumed by employee acting in an official capacity in the course of financial transactions between the public body and another entity described in ORS 244.020(6)(b)(I)(i);

12. Waiver or discount of registration expenses or materials provided to employee at a continuing education event that the employee may attend to satisfy a professional licensing requirement;
13. A gift received by the employee as part of the usual or customary practice of the employee's private business, employment or position as a volunteer that bears no relationship to the employee's district employment;
14. Reasonable expenses paid to employee for accompanying students on an educational trip.

Honoraria

An employee may not solicit or receive, whether directly or indirectly, honoraria for the employee or any relative or member of the household of the employee if the honoraria are solicited or received in connection with the official duties of the employee.

The honoraria rules do not prohibit the solicitation or receipt of an honorarium or a certificate, plaque, commemorative token, or other item with a value of \$50 or less; or the solicitation or receipt of an honorarium for services performed in relation to the private profession, occupation, avocation, or expertise of the employee.

END OF POLICY

Legal Reference(s):

[ORS 244.010 to -244.400](#)
[ORS 332.016](#)
[ORS 659A.309](#)

[OAR 199-005-00030001](#) to -199-020-0020
[OAR 584-020-0040](#)

OR. ETHICS COMM'N, OR. GOV'T ETHICS LAW, A GUIDE FOR PUBLIC OFFICIALS.

HR6/12/14/1/14/16 | PH

Lebanon Community Schools

Code: GCDA/GDDA
Adopted: 08/04/08
Readopted: 09/16/10, 11/15/12

Criminal Records Checks/Fingerprinting* (Version 2)

All newly hired employees shall be required to submit to a nationwide criminal records check and fingerprinting. Individuals contracting with the district and their employees, who have direct, unsupervised contact with students, shall also be required to submit to a nationwide criminal records check and fingerprinting.

The Board may require an Oregon criminal history check for other individuals considered for volunteer service for the district who have direct, unsupervised contact with students.

The district shall begin the employment of an individual or terms of a district contractor on a probationary basis pending the return and disposition of such criminal records check and/or fingerprinting. **The service of a volunteer will not begin before the return and disposition of a criminal records check.**

An individual who has failed to disclose the presence of criminal convictions that would not otherwise prevent his/her employment with the district as provided by law may be employed or contracted with, by the district. The district's use of criminal history must be relevant to the specific requirements of the position, services or employment.

Criminal records checks and fingerprinting fees as required by the Teacher Standards and Practices Commission shall be paid by the individual. Fees as required for all other individuals subject to such checks and/or fingerprinting shall be paid by the individual.

Employees not requiring licensure may request that the required fees be withheld from the employee's paycheck. Such fees may be deducted only upon the request of the individual.

The superintendent is directed to develop administrative regulations to meet the requirements of applicable Oregon Revised Statutes and Oregon Administrative Rules.

END OF POLICY

Legal Reference(s):

[ORS 181.525](#)
[ORS 181.555](#)
[ORS 183.413 to -183.470](#)
[ORS 326.603](#)
[ORS 326.607](#)

[ORS 336.631](#)
[ORS 338.115](#)
[ORS 342.143](#)
[ORS 342.223](#)

[OAR 414-061-0010](#)
[OAR 581-021-0500](#)
[OAR 581-022-1730](#)
[OAR 584-036-0062](#)

Title VII of the Civil Rights Act of 1964, as amended, 42 U.S.C. § 2000e, et. seq. (2012).
R6/25/15 1/14/16 | PH

Special Education - Individualized Education Program (IEP)**

1. General IEP Information

- a. The district ensures that an IEP is in effect for each eligible student:
 - (1) Before special education and related services are provided to a student;
 - (2) At the beginning of each school year for each student with a disability for whom the district is responsible; and
 - (3) Before the district implements all the special education and related services, including program modifications, supports and/or supplementary aids and services, as identified on the IEP.
- b. The district uses:
 - (1) The Oregon standard IEP; or
 - (2) An IEP form that has been approved by the Oregon Department of Education.
- c. The district develops and implements all provisions of the IEP as soon as possible following the IEP meeting.
- d. The IEP will be accessible to each of the student's regular education teacher(s), the student's special education teacher(s) and the student's related services provider(s) and other service provider(s).
- e. The district takes steps to ensure that parent(s) are present at each IEP meeting or have the opportunity to participate through other means.
- f. The district ensures that each teacher and service provider is informed of:
 - (1) Their specific responsibilities for implementing the IEP specific accommodations, modifications and/or supports that must be provided for, or on behalf of the student; and
 - (2) Their responsibility to fully implement the IEP including any amendments the district and parents agreed to make between annual reviews.

The district takes whatever action is necessary to ensure that parents understand the proceedings of the IEP team meeting, including arranging for an interpreter for parents with deafness or whose native language is other than English.

- g. The district provides a copy of the IEP to the parents at no cost.

2. IEP Meetings

- a. The district conducts IEP meetings within 30 calendar days of the determination that the student is eligible for special education and related services.
- b. The district convenes IEP meetings for each eligible student periodically, but not less than once per year.
- c. At IEP meetings, the team reviews and revises the IEP to address any lack of expected progress toward annual goals and in the general curriculum, new evaluation data or new information from the parent(s), the student's anticipated needs, or the need to address other matters.
- d. Between annual IEP meetings, the district and the parent(s) may amend or modify the student's current IEP without convening an IEP team meeting using the procedures in the Agreement to Amend or Modify IEP subsection.
- e. When the parent(s) requests a meeting, the district will either schedule a meeting within a reasonable time or provide timely written prior notice of the district's refusal to hold a meeting.
- f. If an agency other than the district fails to provide agreed upon transition services contained in the IEP, the district convenes an IEP meeting to plan alternative strategies to meet the transition objectives and, if necessary, to revise the IEP.

3. IEP Team Members

- a. The district's IEP team members include the following:
 - (1) The student's parent(s);
 - (2) The student, if the purpose of the IEP meeting is to consider the student's postsecondary goals and transition services (beginning for IEPs in effect at age 16), or for younger students, when appropriate;
 - (3) At least one of the student's special education teachers or, if appropriate, at least one of the student's special education providers;
 - (4) At least one of the student's regular education teachers if the student is or may be participating in the regular education environment. If the student has more than one regular education teacher, the district will determine which teacher or teachers will participate;
 - (5) A representative of the district (who may also be another member of the team) who is qualified to provide or supervise the provision of special education and is knowledgeable about district resources. The representative of the district will have the authority to commit district resources and be able to ensure that all services identified in the IEP can be delivered;
 - (6) An individual, who may also be another member of the team, who can interpret the instructional implications of the evaluation results; and
 - (7) At the discretion of the parent or district, other persons who have knowledge or special expertise regarding the student.
- b. Student participation:
 - (1) Whenever appropriate, the student with a disability is a member of the team.

- (2) If the purpose of the IEP meeting includes consideration of postsecondary goals and transition services for the student, the district includes the student in the IEP team meeting.
 - (3) If the purpose of the IEP meeting includes consideration of postsecondary goals and transition services for the student, and the student does not attend the meeting, the district will take other steps to consider the student's preferences and interests in developing the IEP.
- c. Participation by other agencies:
- (1) With parent or adult student written consent, and where appropriate, the district invites a representative of any other agency that is likely to be responsible for providing or paying for transition services if the purpose of the IEP meeting includes the consideration of transition services (beginning at age 16, or younger if appropriate); and
 - (2) If the district refers or places a student in an education service district, state-operated program, private school or other educational program, IEP team membership includes a representative from the appropriate agencies. Participation may consist of attending the meeting, conference call or participating through other means.

4. Agreement for Nonattendance and Excusal

- a. The district and the parent may consent to excuse an IEP team member from attending an IEP meeting, in whole or in part, when the meeting involves a discussion or modification of team member's area of curriculum or service. The district designates specific individuals to authorize excusal of IEP team members.
- b. If excusing an IEP team member whose area is to be discussed at an IEP meeting, the district ensures:
 - (1) The parent and the district consent in writing to the excusal;
 - (2) The team member submits written input to the parents and other members of the IEP team before the meeting; and
 - (3) The parent is informed of all information related to the excusal in the parent's native language or other mode of communication according to consent requirements.

5. IEP Content

- a. In developing the IEP, the district considers the student's strengths, the parent's concerns, the results of the initial or most recent evaluation, and the academic, developmental and functional needs of the student.
- b. The district ensures that IEPs for each eligible student includes:
 - (1) A statement of the student's present levels of academic achievement and functional performance that:
 - (a) Includes a description of how the disability affects the progress and involvement in the general education curriculum;
 - (b) Describes the results of any evaluations conducted, including functional and developmental information;

- (c) Is written in language that is understood by all IEP team members, including parents;
 - (d) Is clearly linked to each annual goal statement;
 - (e) Includes a description of benchmarks or short term objectives for children with disabilities who take alternative assessments aligned to alternate achievement standards.
- (2) A statement of measurable annual goals, including academic and functional goals, or for students whose performance is measured by alternate assessments aligned to alternate achievement standard, statements of measurable goals and short term objectives. The goals and, if appropriate, objectives:
- (a) Meet the student's needs that are present because of the disability, or because of behavior that interferes with the student's ability to learn, or impedes the learning of other students;
 - (b) Enable the student to be involved in and progress in the general curriculum, as appropriate; and
 - (c) Clearly describe the anticipated outcomes, including intermediate steps, if appropriate, that serve as a measure of progress toward the goal.
- (3) A statement of the special education services, related services, supplementary aids and services that the district provides to the student:
- (a) The district bases special education and related services, modifications and supports on peer-reviewed research to the extent practicable to assist students in advancing toward goals, progressing in the general curriculum and participating with other students (including those without disabilities), in academic, nonacademic and extracurricular activities.
 - (b) Each statement of special education services, related or supplementary services, aids, modifications or supports includes a description of the inclusive dates, amount or frequency, location and who is responsible for implementation.
- (4) A statement of the extent, if any, to which the student will not participate with nondisabled students in regular academic, nonacademic and extracurricular activities.
- (5) A statement of any individual modifications and accommodations in the administration of state or districtwide assessments of student achievement.
- (a) A student will not be exempt from participation in state or districtwide assessment because of a disability unless the parent requests an exemption;
 - (b) If the IEP team determines that the student will take **an the** alternate assessment ~~in any area~~ instead of a **the** regular **statewide** or **a** districtwide assessment, a statement of why the student cannot participate in the regular assessment and why the alternate assessment ~~selected~~ is appropriate for the student.
- (6) A statement describing how the district will measure student's progress toward completion of the annual goals and when periodic reports on the student's progress toward the annual goals will be provided.

6. Agreement to Amend or Modify IEP

Between annual IEP meetings, the district and the parent may agree to make changes in the student's current IEP without holding an IEP meeting. These changes require a signed, written agreement between the district and the parent.

- a. The district and the parent record any amendments, revisions or modifications on the student's current IEP. If additional IEP pages are required these pages must be attached to the existing IEP.
- b. The district files a complete copy of the IEP with the student's education records and informs the student's IEP team and any teachers or service providers of the changes.
- c. The district provides the parent prior written notice of any changes in the IEP and upon request, provides the parent with a revised copy of the IEP with the changes incorporated.

7. IEP Team Considerations and Special Factors

- a. In developing, reviewing and revising the IEP, the IEP team considers:
 - (1) The strengths of the student and concerns of the parent for enhancing the education of the student;
 - (2) The results of the initial or most recent evaluation of the student;
 - (3) As appropriate, the results of the student's performance on any general state or districtwide assessments;
 - (4) The academic, developmental and functional needs of the child.
- b. In developing, reviewing and revising the student's IEP, the IEP team considers the following special factors:
 - (1) The communication needs of the student; and
 - (2) The need for assistive technology services and/or devices.
- c. As appropriate, the IEP team also considers the following special factors:
 - (1) For a student whose behavior impedes his or her learning or that of others, strategies, positive behavioral intervention and supports to address that behavior;
 - (2) For a student with limited English proficiency, the language needs of the student as those needs relate to the IEP;
 - (3) For a student who is blind or visually impaired, instruction in Braille and the use of Braille unless the IEP team determines (after an evaluation of reading and writing skills, needs and media, including evaluation of future needs for instruction in Braille or the use of Braille, appropriate reading and writing), that instruction in Braille or the use of Braille is not appropriate;
 - (4) For a student who is deaf or hard of hearing, the student's language and communication needs, including opportunities for direct communication with peers and professional personnel in the student's language and communication mode, academic level and full range of needs, including opportunities for direct instruction in the student's language and communication mode; and

- (5) A statement of any device or service needed for the student to receive a free appropriate public education (FAPE).
- d. In addition to the above IEP contents, the IEP for each eligible student of transition age includes:
- (1) Beginning not later than the IEP in effect when the student turns 16, or younger if determined appropriate by the IEP team, and updated annually thereafter, the IEP must include:
 - (a) Appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training education, employment, and where appropriate, independent living skills; and
 - (b) The transition services (including courses of study) needed to assist the student in reaching those goals.
 - (2) At least one year before a student reaches the age of majority (student reaches the age of 18, or has married or been emancipated, whichever occurs first), a statement that the district has informed the student that all procedural rights will transfer at the age of majority; and
 - (3) If identified transition service providers, other than the district, fail to provide any of the services identified on the IEP, the district will initiate an IEP meeting as soon as possible to address alternative strategies and revise the IEP if necessary.

8. Incarcerated Youth

- a. For students with disabilities who are convicted as adults, incarcerated in adult correctional facilities and otherwise entitled to FAPE, the following IEP requirements do not apply:
 - (1) Participation of students with disabilities in state and districtwide assessment; and
 - (2) Transition planning and transition services, for students whose eligibility will end because of their age before they will be eligible to be released from an adult correctional facility based on consideration of their sentence and eligibility for early release.
- b. The IEP team may modify the student's IEP, if the state has demonstrated a bona fide security or other compelling interest that cannot be otherwise accommodated.

9. Extended School Year Services

- a. The district makes extended school year (ESY) services available to all students for whom the IEP team has determined that such services are necessary to provide FAPE.
- b. ESY services are:
 - (1) Provided to a student with a disability in addition to the services provided during the typical school year;
 - (2) Identified in the student's IEP; and
 - (3) Provided at no cost to the parent.
- c. The district does not limit consideration of ESY services to particular categories of disability or unilaterally limit the type, amount or duration of service.
- d. The district provides ESY services to maintain the student's skills or behavior, but not to teach new skills or behaviors.
- e. The district's criteria for determining the need for extended school year services include:
 - (1) Regression (a significant loss of skills or behaviors) and recoupment time based on documented evidence; or
 - (2) If no documented evidence, on predictions according to the professional judgment of the team.
- f. "Regression" means significant loss of skills or behaviors in any area specified on the IEP as a result of an interruption in education services.
- g. "Recoupment" means the recovery of skills or behaviors specified on the IEP to a level demonstrated before the interruption of education services.

10. Assistive Technology

- a. The district ensures that assistive technology devices or assistive technology services, or both, are made available if they are identified as part of the student's IEP. These services and/or devices may be part of the student's special education, related services or supplementary aids and services.
- b. On a case-by-case basis, the district permits the use of district-purchased assistive technology devices in the student's home or in other settings if the student's IEP team determines that the student needs access to those devices to receive a free appropriate public education. In these situations, district policy will govern liability and transfer of the device when the student ceases to attend the district.

11. Transfer Students

- a. In state:

If a student with a disability (who had an IEP that was in effect in a previous district in Oregon) transfers into the district and enrolls in a district school within the same school year, the district (in consultation with the student's parents) provides a free appropriate public education to the student (including services comparable to those described in the student's IEP from the previous district), until the district either:

- (1) Adopts the student's IEP from the previous district; or
- (2) Develops, adopts and implements a new IEP for the student in accordance with all of the IEP provisions.

b. Out of state:

If a student transfers into the district with a current IEP from a district in another state, the district, in consultation with the student's parents, will provide a free appropriate public education to the student, including services comparable to those described in the student's IEP from the previous district, until the district:

- (1) Conducts an initial evaluation (if determined necessary by the district to determine Oregon eligibility) with parent consent and determines whether the student meets eligibility criteria described in Oregon Administrative Rules.
- (2) If the student is eligible under Oregon criteria, the district develops, adopts and implements a new IEP for the student using the Oregon Standard IEP or an approved alternate IEP.
- (3) If the student does not meet Oregon eligibility criteria, the district provides prior written notice to the parents explaining that the student does not meet Oregon eligibility criteria and specifying the date when special education services will be terminated.

R12/31/071/14/16 | RS

Graduation Requirements (Version 2)

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

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

Essential Skills

The district will allow English Language Learner (ELL) students to demonstrate proficiency in the Essential Skills of Apply Mathematics, in a variety of settings, in the student's language of origin for those students who by the end of their 11th grade year are:

1. On track to meet all other graduation requirements; and
2. Unable to demonstrate proficiency in the Essential Skills in English.

The district will allow ELL students to demonstrate proficiency in Essential Skills other than Apply Mathematics, in a variety of settings, in the student's language of origin for those students who by the end of their 11th grade year:

1. Are on track to meet all other graduation requirements;
2. Are unable to demonstrate proficiency in the Essential Skills in English;
3. Have been enrolled in a U.S. school for five years or less; and
4. Receives at least a level 3 (Intermediate) on the English Language Proficiency Assessment (ELPA).

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

The district may not deny a student, who has the documented history of an inability to maintain grade level achievement due to significant learning and instructional barriers, or of a medical condition that creates a

barrier to achievements, the opportunity to pursue a diploma with more stringent requirements than a modified diploma or an extended diploma for the sole reason the student has the documented history.

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

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

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

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

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

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

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

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

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

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

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

The district will issue a high school diploma, upon request, to a person who served in the Armed Forces¹, as specified in Oregon law, if the person was discharged or released under honorable conditions and has received either a General Educational Development, a post-secondary degree or has received a minimum score on the Armed Services Vocational Aptitude Battery.

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

END OF POLICY

Legal Reference(s):

[ORS 329.095](#)
[ORS 329.451](#)
[ORS 332.107](#)
[ORS 332.114](#)
[ORS 338.115](#)
[ORS 339.115](#)
[ORS 339.505](#)

[ORS 343.295](#)
[OAR 581-022-0615](#)
[OAR 581-022-0617](#)
[OAR 581-022-1130](#)
[OAR 581-022-1131](#)
[OAR 581-022-1133](#)
[OAR 581-022-1134](#)

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

HB 2655 (2015)

TEST ADMINISTRATION MANUAL, APPENDIX L-REQUIREMENTS FOR ASSESSMENT OF ESSENTIAL SKILLS.
R10/24/131/14/16 | PH

¹The policy applies to any person who:

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

Lebanon Community Schools

Code: JEA
Adopted: 9/5/00
Readopted: 1/20/11, 4/4/13
Orig. Code(s): JEA

Compulsory Attendance**

Except when exempt by Oregon law, all students between ages 7-6 and 18 who have not completed the 12th grade are required to regularly attend regularly, a public full-time school full-time during the entire school term.

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

Persons having legal control of a student between the ages 7-6 and 18, who has not completed the 12th grade, are required to have the student attend and maintain the child in regular attendance during the school term. Persons having legal control of a student who is five or six years of age and has enrolled the child in a public school, are required to have the student attend and maintain the child in regular attendance during the school term.

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

The district will develop procedures for issuing a citation.

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

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

Exemptions from Compulsory School Attendance

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

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

- a. When a student is taught or is withdrawn from a public school to be taught by a parent or private teacher, the parent or teacher must notify the Linn-Benton-Lincoln Education Service District (ESD) in writing within 10 days of such occurrence. In addition, when a home-schooled student moves to a new ESD, the parent shall notify the new ESD in writing, within 10 days, of the intent to continue home schooling. The ESD superintendent shall acknowledge receipt of any notification in writing within 90 days of receipt of the notification. The ESD is to notify, at least annually, school districts of home-schooled students who reside in their district;
 - b. Each student being taught by a parent or private teacher shall be examined no later than August 15, following grades 3, 5, 8 and 10:
 - (1) If the student was withdrawn from public school, the first examination shall be administered at least 18 months after the date the student withdrew;
 - (2) If the student never attended public or private school, the first examination shall be administered prior to the end of grade 3;
 - (3) Procedures for home-schooled students with disabilities are set out in **Oregon Administrative Rule (OAR) 581-021-0029**.
 - c. Examinations testing each student shall be from the list of approved examinations from the State Board of Education;
 - d. The examination must be administered by a neutral individual qualified to administer tests on the approved list provided by the Oregon Department of Education;
 - e. The person administering the examination shall score the examination and report the results to the parent. Upon request of the ESD superintendent, the parent shall submit the results of the examination to the ESD;
 - f. All costs for the test instrument, administration and scoring are the responsibility of the parent;
 - g. In the event the ESD superintendent finds that the student is not showing satisfactory educational progress, the ESD superintendent shall provide the parent with a written statement of the reasons for the finding, based on the test results and shall follow the guidelines in Oregon Revised Statutes and Oregon Administrative Rules.
5. Students excluded from attendance as provided by law;
6. An exemption may be granted to the parent of any student 16 or 17 years of age who is lawfully employed full-time, **or who is** lawfully employed part-time and enrolled in school, a community college or **an** alternative education program as defined in ORS 336.615.

END OF POLICY

Legal Reference(s):

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

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

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

HR2/28/13 1/14/16 | PH

Lebanon Community Schools

Code: JEB
Adopted: 1/20/11

Early Entrance**

~~In compliance with state law, all students registering for first grade, or requesting an inter-district transfer for first grade must be six years of age on or before September 1 of the school year for which they are registering. In addition, a student whose sixth birthday occurs after that date may be admitted to the first grade if he/she:~~

- ~~1. — Is a first grade student transferring from a public school in another district, or from a private school;~~
- ~~2. — Completed a successful year in a public kindergarten the previous year and would be continuing his/her formal education.~~

~~All students registering for kindergarten, or requesting an inter-district transfer for kindergarten, must be five years of age on or before September 1 of the school year for which they are registering, or be a kindergarten student transferring from a public school in another district. Students must show proof of required immunizations and other health requirements.~~

~~END OF POLICY~~

Legal Reference(s):

ORS 327.006
ORS 336.095
ORS 339.115
ORS 343.395

Lebanon Community Schools

Code: JEC
Adopted: 4/15/10
Readopted: 1/20/11
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.

~~In compliance with state statutes, all students registering for the first grade must be six years of age on or before September 1 of the school year for which they are registering. All students registering for kindergarten must be five years of age on or before September 1 of the school year for which they are registering.~~ 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: **KL**

Adopted: 03/17/11, 09/10/15,
12/10/15

Public Complaints* (Version 1)

~~Although no~~ No staff, student, parent or community member will be denied the right to petition the Board for redress of a grievance, complaints will be referred through the proper administrative channels process for resolution before investigation or action by the Board. Exceptions are complaints that concern the superintendent or involve Board actions or Board operations.

The Board advises the public there is a proper channeling process for resolving complaints, including but not limited to concerns in the following areas:

1. Instruction;
2. Discipline;
3. Learning materials; or
4. Retaliation against a student or a student's parent who in good faith reported information that the student believes is evidence of a violation of state and federal law, rule or regulation.

Community members, staff, parents and students who have a complaint are encouraged to start at the lowest level in the organization to attempt to resolve the complaint.

~~Such complaints should be handled in the~~ The following order will be used unless otherwise identified (See administrative regulation KL-AR - Public Complaint Procedure for specific procedures and timelines):

5. Teacher/Employee;
6. Principal;
7. Superintendent;
8. Board.

Any complaint about school personnel other than the superintendent will be investigated by the administration before consideration and action by the Board. The Board will not hear complaints against employees in open a session open to the public unless an employee requests an open session.

Complaints against the principal may be filed with the superintendent.

Complaints against the superintendent should be referred to the Board chair on behalf of the Board. ~~The Board may refer the investigation to a third party.~~

Complaints against the Board as a whole or against an individual Board member should be made to the Board chair ~~and may be referred to district counsel~~ **on behalf of the Board.**

Complaints against the Board chair may be made directly to the Board vice chair **on behalf of the Board.**

The superintendent will develop and administer the general complaint process, as appropriate.

If a complaint alleges a violation of state standards or a violation of other statutory or administrative rule ~~that the~~ **for which the** State Superintendent of Public Instruction has appeal responsibilities, and **the complaint** is not resolved at the local level, the district will supply the complainant with appropriate information ~~in order~~ to file a direct appeal to the State Superintendent as outlined in Oregon Administrative Rules (OAR) 581-022-1940.

END OF POLICY

Legal Reference(s):

[ORS 192.610 to -192.690](#)
[ORS 332.107](#)

[OAR 581-022-1940](#)
[OAR 581-022-1941](#)

House Bill (HB) 3371 (2015)

Anderson v. Central Point Sch. Dist., 746 F.2d 505 (9th Cir. 1984).

Connick v. Myers, 461 U.S. 138 (1983).

HR10/08/15/1/14/16 | PH

Lebanon Community Schools

Code: **IKF-AR**
 Adopted: 6/3/10
 Readopted: 12/16/10, 05/05/2011,
 11/7,13

Graduation Requirements

Diploma

A high school diploma will be awarded to students in grades 9 through 12 who complete a minimum of 24 credits depending upon when the student first enrolled as a freshman according to the following table:

Subject	Student first enrolled in grade nine during 2010-11 school year or first enrolled in grade nine in any subsequent years (Graduates of 2014 and beyond)
English	4 (one unit in written comprehension)
Math	3 (at Algebra I level and higher)
Science	3
Social Studies	3
Health	1
PE	1
Career Technical Ed, The Arts or World Language (in any one or combination thereof)	3
Electives	6
Total credits required to graduate:	24
Essential Skills required:	Read and comprehend a variety of text, write clearly and accurately, apply math.
	Enrolled in grade nine during 2011-12 school year or first enrolled in grade nine in any subsequent school year (Graduates of 2015 and beyond): Read and comprehend a variety of text, write clearly and accurately, apply math, any additional Essential Skills adopted by the State Board of Education.
Other graduation requirements:	Develop an education plan and build an education profile
	Demonstrate extended application through a collection of evidence
	Participate in career-related learning experiences

The district shall offer students credit options provided the method for obtaining such credit is described in the student's personal education plan and the credit is earned by meeting requirements described in OAR 581-022-1131.

Essential Skills Appeal

The district will follow Board policy KL - Public Complaints in the event of an appeal for the denial of a diploma based on the Essential Skills graduation requirement. The district will retain student work samples and student performance data to ensure that sufficient evidence is available in the event of an appeal.

Oregon University System High School Course Requirements for Fall 2012 (Informational Only)

Applicants must satisfactorily (grade of C- or above) complete at least 14 units¹ (one year equal to one unit) of college preparatory work in the following areas. Graduates of Oregon high schools may also use the Proficiency-based Admission Standards System (PASS) option to substitute for English, mathematics, science, social science and second language subject requirements.

English	4 units
Mathematics	3 units
Science	2 units
Social Studies	3 units
Second Language	2 units

Source: www.ous.edu/stucoun/prospstu/files/Admission%20policy%202011-12%Board%20Final.pdf

Modified Diploma

A modified diploma will be awarded only to students who have demonstrated the inability to meet the full set of academic standards for a high school diploma even with reasonable modifications and accommodations. A modified diploma may only be awarded to a student who meets the eligibility criteria listed below:

1. Has a documented history of an inability to maintain grade level achievement due to significant learning and instructional barriers; or
2. Has a documented history of a medical condition that creates a barrier to achievement.

Having met the above eligibility criteria, a modified diploma will be awarded to students who, while in grade nine through completion of high school, complete 24 credits which shall include:

Subject	Modified Diploma Requirements
English	3
Math	2
Science	2
Social Studies	2

¹ Minimum requirements for admission to UO include these 14 units. For automatic admission, students must complete two additional approved units in any of the five subject requirements.

Subject	Modified Diploma Requirements
Health	1
PE	1
Career Technical Ed, The Arts or World Language	1
Electives	12
Total credits required for modified diploma:	24
Essential Skills required:	Read and comprehend a variety of text, write clearly and accurately, apply math.

Essential Skills required:	Enrolled in grade nine during 2011-12 school year or first enrolled in grade nine in any subsequent school year (Graduates of 2015 and beyond): Read and comprehend a variety of text, write clearly and accurately, apply math, any additional Essential Skills adopted by the State Board of Education.
Other graduation requirements:	Develop an education plan and build an education profile. Demonstrate extended application through a collection of evidence.

Districts may make modifications to the assessment for students who seek a modified diploma when the following conditions are met:

- For a student on an IEP, any modifications to work samples must be consistent with the requirements established in the IEP. Modifications are changes to the achievement level, construct or measured outcome of an assessment. This means that IEP or school teams responsible for approving modifications for a student's assessment may adjust the administration of the assessment and/or the assessment's achievement standard.
- For a student not on an IEP, any modifications to work samples must have been provided to the student during his/her instruction in the content area to be assessed, and in the year in which the student is being assessed, and modifications must be approved by the school team that is responsible for monitoring the student's progress toward the modified diploma.

Students not on an IEP or a 504 Plan may not receive a modified OAKS assessment.

A student's school team shall decide that a student should work toward a modified diploma no earlier than the end of grade six and no later than two years before the student's anticipated exit from high school. A student's school team may decide to revise a modified diploma decision.

A student's school team may decide that a student who was not previously working towards a modified diploma should work towards one when the student is less than two years from anticipated exit from high school if the documented history has changed.

Extended Diploma

An extended diploma will be awarded only to students who have demonstrated the inability to meet the full set of academic content standards for a diploma while receiving modifications and accommodations. To be eligible for an extended diploma, a student must:

1. While in grade nine through completion of high school, complete 12 credits, which may not include more than six credits in a self-contained special education classroom and will include:
 - a. Two credits of mathematics;
 - b. Two credits of English;
 - c. Two credits of science;
 - d. Three credits of history, geography, economics or civics;
 - e. One credit of health;
 - f. One credit of physical education;
 - g. One credit of the arts or a world language.
2. Have a documented history of:
 - a. An inability to maintain grade level achievement due to significant learning and instructional barriers;
 - b. A medical condition that creates a barrier to achievement; or
 - c. A change in the student's ability to participate in grade level activities as a result of a serious illness or injury that occurred after grade eight.

Alternative Certificates

Alternative certificates will be awarded to students who do not satisfy the requirements for a diploma, a modified diploma or an extended diploma if the students meet minimum credit requirements established by the district. Alternative certificates will be awarded based on individual student needs and achievement.

Assessment

Students may opt-out of the Smarter Balanced or alternate Oregon Extended Assessment by completing the Oregon Department of Education's Opt-out Form² and submitting the form to the district.

R10/24/13 | RS

²www.ode.state.or.us: or navigate to Teaching & Learning > Testing - Student Assessment > Smarter Balanced

Oregon School Boards Association Selected Sample Policy

Code: **KL-AR**
Revised/Reviewed:

Public Complaint Procedure

Initiating a Complaint: Step One

Any member of the public who wishes to express a complaint should discuss the matter with the school employee involved.

The Administrator: Step Two

If the complainant is unable to resolve a problem or concern at step one, within five working days of the meeting with the employee, the complainant may file a written, signed complaint with the principal. The principal shall evaluate the **evidence complaint** and render a decision within five working days after receiving the complaint.

The Superintendent: Step Three

If ~~such a discussion with the principal~~ **Step 2** does not resolve the complaint, within 10 working days of the meeting with the principal, the complainant, if he/she wishes to pursue the action, shall file a signed, written complaint with the superintendent clearly stating the nature of the complaint and a suggested remedy. (A form is available, but is not required.)

The superintendent shall investigate the complaint, confer with the complainant and the parties involved and prepare a written report of his/her findings and his/her conclusion and provide the written report to the complainant within 10 working days after receiving the written complaint.

The Board: Step Four

If the complainant is dissatisfied with the superintendent's findings and conclusion, the complainant may appeal the decision to the Board within five working days of receiving the superintendent's decision. The Board may hold a hearing to review the findings and conclusion of the superintendent, to hear the ~~complainant~~ **complaint** and to hear and evaluate **such any** other evidence as it deems appropriate. Generally all parties involved, including the school administration, will be asked to attend such meeting for the purposes of presenting additional facts, making further explanations and clarifying the issues.

The Board may elect to hold the hearing in executive session if the subject matter qualifies under Oregon Revised Statutes.

The complainant shall be informed of the Board's decision within 20 working days from the hearing of the appeal by the Board. The Board's decision will be final.¹

¹The timelines may be extended upon written agreement between both parties.

The complaint procedure set out above will not be longer than 90 days from the filing date of the original complaint with the principal.

Complaints against the principal may be filed with the superintendent.

Complaints against the superintendent should be referred to the Board chair on behalf of the Board. ~~{The Board may refer the investigation to a third party.}~~ The Board chair shall present the complaint to the Board. If the Board decides an investigation is warranted, the Board may refer the investigation to a third party. When the investigation is complete, the results will be presented to the Board. After receiving the results of the investigation, the Board shall decide in open session what action, if any, is warranted.

Complaints against the Board as a whole or against an individual Board member should be made to the Board chair ~~and may be referred to district counsel~~ on behalf of the Board. The Board chair shall present the complaint to the Board. If the Board decides an investigation is warranted, the Board may refer the investigation to a third party. When the investigation is complete, the results will be presented to the Board. After receiving the results of the investigation, the Board shall decide in open session what action, if any, is warranted.

Complaints against the Board chair may be made directly to the Board vice chair on behalf of the Board. The Board vice chair shall present the complaint to the Board. If the Board decides an investigation is warranted, the Board may refer the investigation to a third party. When the investigation is complete, the results will be presented to the Board. After receiving the results of the investigation, the Board shall decide in open session what action, if any, is warranted.

If a complaint alleges a violation of state standards or a violation of other statutory or administrative rule ~~that the~~ for which the State Superintendent of Public Instruction has appeal responsibilities, and the complaint is not resolved at the Board level, the district will supply the complainant with appropriate information ~~in order~~ to file a direct appeal to the State Superintendent as outlined in Oregon Administrative Rule (OAR) 581-022-1940.

Lebanon Community School District

COMPLAINT FORM

TO: District Office _____ (Name of School)

Person Making Complaint _____

Telephone Number _____ Date _____

Nature of Complaint _____

Who should we talk to and what evidence should we consider? _____

Suggested solution/resolution/outcome: _____

Office Use: Disposition of Complaint: _____ _____ Signature: _____ Date: _____
--

cc: District Office

HR10/08/151/14/16 | PH

Public Charter Schools

1. Definitions

- a. "Applicant" means any person or group that develops and submits a written proposal for a public charter school to the district.
- b. "Public charter school" means an elementary or secondary school offering a comprehensive instructional program operating under a written agreement entered into between the district and an applicant.
- c. "Virtual Public Charter School" means a public charter school that provides online courses, but does not primarily serve students in a physical location.
 - (1) For the purpose of this definition, an "online course" is a course in which instruction and content are delivered on a computer using the internet, other electronic network or other technology such as CDs or DVDs; the student and teacher are in different physical locations for the majority of instructional time; the student is not required to be in a physical location of a school while participating in the course; and the online instruction is integral to the academic program of the charter school.
 - (2) For the purpose of this definition, "primarily serving students in a physical location" means that more than 50 percent of the core courses offered are not online courses; more than 50 percent of the total number of students attending the school are not receiving instructional services in an online course; and more than 50 percent of the school's required instructional hours are not through an online course.
- d. "Remote and necessary school district" means a school district that offers kindergarten through grade 12 and has: (a) an average daily membership (ADM), as defined in ORS 327.006, in the prior fiscal year of less than 110; and (b) a school that is located, by the nearest traveled road, more than 20 miles from the nearest school or from a city with a population of more than 5,000.
- e. "Sponsor" means the district Board.

2. Proposal Process

- a. The public charter school applicant shall submit the proposal to the district no later than 180 days prior to the proposed starting date-January 31 for a September starting date¹.

¹The date shall be at least 180 days prior to the date that the public charter school would begin operating and give a reasonable period of time for the school district board to complete the approval process and the public charter school to begin operating by the beginning of the school year.

- b. To be considered complete, the proposal for a public charter school shall include the following:
- (1) The identification of the applicant;
 - (2) The name of the proposed public charter school;
 - (3) A description of the philosophy and mission of the public charter school and how it differs from the district's current program and philosophy;
 - (4) A description of any distinctive learning or teaching techniques to be used;
 - (5) A description of the curriculum of the public charter school;
 - (6) A description of the expected results of the curriculum and the verified methods of measuring and reporting results that will allow comparisons with district schools;
 - (7) The governance structure public charter school board membership, selection, duties and responsibilities];
 - (8) The projected enrollment including the ages or grades to be served;
 - (9) The target population of students the public charter school is designed to serve;
 - (10) The legal address, facilities and physical location of the public charter school and applicable occupancy permits and health and safety approvals;
 - (11) A description of admission policies and application procedures;
 - (12) The statutes and rules that shall apply to the public charter school;
 - (13) The proposed budget and financial plan including evidence that the proposed budget and financial plan are financially sound;
 - (14) A financial management system that includes:
 - (a) A description of a financial management system for the public charter school. The financial management system must include a budget and accounting system that:
 - (i) Is compatible with the budget and accounting system of the sponsor of the school; and
 - (ii) Complies with the requirements of the uniform budget and accounting system adopted by the State Board of Education under OAR 581-023-0035.
 - (b) A plan for having the financial management system in place at the time the school begins operating.
 - (15) The standards for behavior and the procedures for the discipline, suspension or expulsion of students;
 - (16) The proposed school calendar, including the length of the school day and length of the school year;
 - (17) A description of the proposed school staff and required qualifications of teachers including a breakdown of professional staff who hold a valid teaching license issued by the Teacher Standards and Practices Commission (TSPC) and those who do not hold a license but are registered with the TSPC (At least one-half of the full-time equivalent teaching and administrative staff of the public charter school shall be licensed.);
 - (18) The date upon which the public charter school would begin operating;
 - (19) The arrangements for any necessary special education and related services for students with disabilities who qualify under the Individuals with Disabilities Education Act (IDEA) and special education or regular education and related services for students who qualify under Section 504 of the Rehabilitation Act of 1973 who may attend the public charter school;

- (20) Information on the manner in which community groups may be involved in the planning and development process of the public charter school;
- (21) The term of the charter;
- (22) The plan for performance bonding or insuring the public charter school, including buildings and liabilities;
- (23) A proposed plan for the placement of public charter school teachers, other employees and students upon termination or nonrenewal of a charter;
- (24) The manner in which the public charter school program review and fiscal audit will be conducted;
- (25) In the case of a district school's conversion to charter status, the following additional criteria must be addressed:
 - (a) The alternate arrangements for students who choose not to attend the public charter school and for teachers and other school employees who choose not to participate in the public charter school;
 - (b) The relationship that will exist between the public charter school and its employees including terms and conditions of employment.
- (26) The district will not complete the review required under ORS 338.055 of an application that does not contain the required components listed in ORS 338.045 (2)(a) - (y). A good faith determination of incompleteness is not a denial for purposes of requesting state board review under ORS 338.075;
- (27) In addition to the minimum requirements enumerated in ORS 338.045 (2)(a) - (y), the district, under ORS 338.045 (3), may require the applicant to submit any of the following information as necessary to add detail or clarity to the minimum requirements or that the Board considers relevant to the formation or operation of the public charter school:
 - (a) Curriculum, Instruction and Assessment
 - (i) Description of a curriculum for each grade of students, which demonstrates in detail alignment with Oregon's academic content standards;
 - (ii) Description of instructional goals in relationship to Oregon's academic content standards and benchmarks;
 - (iii) A planned course statement for courses taught in the program, including related content standards, course criteria, assessment practices and state required work samples that will be collected;
 - (iv) Documentation that reflects consideration of credits for public charter school course work a student may perform at any other public school;
 - (v) Explanation of grading practices for all classes and how student performance is documented;
 - (vi) Explanation of how the proposed academic program will be aligned with that of the district. (If an applicant is proposing an elementary level public charter school, please describe how the curriculum is aligned at each grade level with the district's curriculum, including an explanation of how a student in the public charter school will be adequately prepared to re-enter the district's public school system after completing the charter school's program.);

- (vii) Description of the student assessment system, including how student academic progress will be measured at each grade level and any specific assessment instruments that will be used;
- (viii) Description of the plan for reporting student progress to parents, students and the community;
- (ix) Description of policies and procedures regarding diplomas and graduation;
- (x) Description of policies and practices for meeting the needs of students who are not successful in the regular program;
- (xi) Identification of primary instructional materials by publisher, copyright date, version and edition for each academic content area in each grade;
- (xii) Identification of major supplementary material in core academic content areas and the criteria for use with students;
- (xiii) Description of how the public charter school will meet the unique learning needs of students working above and below grade level, including but not limited to, talented and gifted students;
- (xiv) Description of how the public charter school staff will identify and address students' rates and levels of learning;
- (xv) Description of strategies the public charter school staff will use to create a climate conducive to learning and positive student engagement;
- (xvi) Documentation that demonstrates improvements in student academic performance over time (both individual and program/grade level) from any private alternative school operated by the public charter school applicant, if applicable;
- (xvii) Description of how teachers will utilize current student knowledge and skills to assist in the design of appropriate instruction;
- (xviii) Identification of how the public charter school will provide access to national assessments such as PSAT, SAT and ACT, if applicable;
- (xix) Description of parental involvement, content of planned meetings and how the school will adjust any meeting to meet the needs of working parents;
- (xx) Description of distance learning options available to students, including the grade levels and amount of instruction offered to students, if applicable.

(b) State and Federal Mandates/Special Education

- (i) Description of how the public charter school will meet any and all requirements of No Child Left Behind, which also specifically addresses adequate yearly progress (AYP) and the safe schools aspects of the law;
- (ii) Description of how the public charter school will collect AYP information on all subgroup populations in the school;
- (iii) Description of specific program information regarding curriculum and how specially designed instruction is delivered for special education students. (Include methodologies, data collection systems and service delivery models used.);
- (iv) Description of how the public charter school will serve the needs of talented and gifted students, including screening, identification and services;
- (v) Description of how the public charter school will deliver services and instruction to English Language Learners (ELL), including descriptions of curriculum, methodology and program accommodations;
- (vi) Description of how the public charter school will work with the district to comply with Section 504 accessibility requirements and nondiscrimination requirements in admissions and staff hiring;

- (vii) Explanation of how the public charter school will work with the district to implement Child Find requirements;
- (viii) Explanation of how the public charter school will work with the district to manage IDEA 2004 mandates regarding eligibility, individual education program (IEP) and placement meetings;
- (ix) Explanation of how the public charter school will work with the district in which the public charter school is located to implement accommodations and modifications contained in the IEP or Section 504 plan;
- (x) Explanation of how the public charter school will work with the district to include parents in implementing IEPs;
- (xi) Explanation of how the public charter school intends to work with the district in which the public charter school is located to provide special education services for eligible students.

(c) Teacher Certification

- (i) Identification regarding the training and/or certification of staff, including areas of industry training, endorsements and the TSPC licensure;
- (ii) Explanation of how the public charter school will meet the federal mandate of "highly qualified" teachers contained in No Child Left Behind;
- (iii) Identification of which teachers are Oregon Proficiency-based Admission Standards System (PASS) trained by content areas and year of training or re-training, if applicable;
- (iv) Explanation of how the public charter school will comply with the TSPC requirements for all staff, including all TSPC Oregon Administrative Rules pertaining to its staff.

(d) Professional Development

- (i) Provide the public charter school's plan for comprehensive professional development for all staff;
- (ii) Identification of how the public charter school's licensed staff will obtain their required Continuing Professional Development units for licensure renewal.

(e) Budget

- (i) Explanation of projected budget item for the Public Employees Retirement System (PERS) contributions that would be required of the public charter school;
- (ii) Description of planned computer and technology support;
- (iii) Description of planned transportation costs, if applicable;
- (iv) Explanation of projected budget items for teaching salaries and other personnel contracts;
- (v) Explanation on facilities costs, including utilities, repairs, and rent;
- (vi) Copies of municipal audits for any other public charter school operated by the public charter school applicant, if applicable.

(f) Policy

Copies of any policy that the public charter school intends to adopt:

- (i) Which address expectations of academic standards for students and transcribing of credits;
- (ii) On student behavior, classroom management, suspensions and expulsions, which must contain an explanation of how the charter school will handle a student expelled from another district for reasons other than a weapons violation;
- (iii) Regarding corporal punishment including descriptions;
- (iv) Regarding dispensing of medication to students who are in need of regular medication during school hours;
- (v) Regarding reviewing and selecting instructional materials;
- (vi) Regarding solicitation/advertising/fundraising by nonschool groups;
- (vii) Regarding field trips;
- (viii) Regarding student promotion and retention;
- (ix) Regarding student publications;
- (x) Regarding staff/student vehicle parking and use;
- (xi) Regarding diplomas and graduation, and also participation in graduation exercises;
- (xii) Regarding student/parent/public complaints;
- (xiii) Regarding visitors;
- (xiv) Regarding staff discipline, suspension or dismissal.

(g) Other Information

- (i) Plans for use of any unique district facilities including, but not limited to, gymnasiums, auditoriums, athletic fields, libraries, cafeterias, computer labs and music facilities;
- (ii) Plans for child nutrition program(s);
- (iii) Plans for student participation in extracurricular activities pursuant to Oregon School Activities Association and Board policy, regulations and rules;
- (iv) Plans for counseling services;
- (v) Explanation of contingency plans for the hiring of substitute professional and classified staff;
- (vi) Description of how the public charter school will address the rights and responsibilities of students;
- (vii) Description of how the public charter school will handle situations involving student, possession, use or distribution of illegal drugs, weapons, flammable devices and other items that may be used to injure others;
- (viii) Description of procedures on how the public charter school will handle disciplinary referrals and how they will impact student promotion and advancement;
- (ix) Copies of program reviews conducted by other school districts that may have referred students to another public charter school operated by the public charter school applicant, if applicable;
- (x) Description of the typical school day for a student, including a master schedule, related activities, breaks and extracurricular options;

- (xi) Description of how student membership will be calculated, including a description of the type of instruction and location of instruction that contributes to ADM;
- (xii) Documentation and description of how long most students remain in the program, and documentation of student improvement in academic performance, disciplinary referrals, juvenile interventions, or any other disciplinary action while in the program;
- (xiii) Explanation of the legal relationship between the public charter school and any other public charter school, if applicable. (Please provide any contracts or legal documents that will create the basis of the relationship between the entities. Please also provide all financial audits and auditor's reports.);
- (xiv) If a public charter school applicant is operating any other public charter school, documentation that the public charter school applicant has established a separate Oregon nonprofit corporation, legally independent of any other public charter school in operation;
- (xv) If a public charter school applicant has not secured a facility at the time of submitting a public charter school proposal, a written and signed declaration of intent that states:

If given any type of approval (conditional or unconditional), the public charter school applicant promises to provide to the school district liaison, at least sixty (60) days before the intended date to begin operation of the public charter school, proof that it will be able to secure, at least thirty (30) days before the intended date to begin operation of the public charter school, a suitable facility, occupancy and safety permits and insurance policies with minimum coverages required by the school district in school board policy and administrative regulation LBE that sets forth the requirements and process for the school board in reviewing, evaluating and approving a public charter school.

If the public charter school applicant fails to provide proof of an ability to secure a facility and all necessary occupancy and safety permits and insurance that is required by the school district as a condition of approval by the due date, it will withdraw its application to begin operation of a public charter school for the upcoming school year.

By signing this document, I affirm that I am authorized to make the promises stated above on behalf of the public charter school applicant. I understand that failure to fulfill the conditions listed above will result in an approval becoming void, and will automatically revoke any type of approval that the school board previously granted to the public charter school applicant.

Name

Date

On behalf of the [ADD APPLICANT'S NAME]

The public charter school applicant will organize and label all information required in section 27 to correspond to the requested numbers.

- (28) Each member of the proposed public charter school's governing body must provide an acknowledgment of understanding of the standards of conduct and the liabilities of a director of a nonprofit organization in ORS 65.

3. Proposal Review Process

- a. The superintendent may appoint an advisory committee to review public charter school proposals and submit a recommendation to the Board. The committee will consist of district representatives, community members and others as deemed appropriate.
- b. Within 30 business days of receipt of a proposal, the district will notify the applicant as to the completeness of the proposal and identify the specific elements of the proposal that are not complete. The district shall provide the applicant with a reasonable opportunity to complete the proposal. ~~Proposals that minimally address or leave out any of the required components are not complete and may be returned to the applicant.~~
- c. Within 60 days after the receipt of a completed proposal that meets the requirements of law and the district, the Board shall hold a public hearing on the provisions of the public charter school proposal.
- d. The Board must evaluate a proposal in good faith using the following criteria:
 - (1) The demonstrated sustainable support for the proposal by teachers, parents, students and other community members, including comments received at the public hearing;
 - (2) The demonstrated financial stability of the proposed public charter school including the demonstrated ability of the school to have a sound financial management system that:
 - (a) Is in place at the time the school begins operating;
 - (b) Is compatible with the budget and accounting system of the sponsor of the school; and
 - (c) Complies with the requirements of the uniform budget and accounting system adopted by the State Board of Education under OAR 581-023-0035.
 - (3) The capability of the applicant in terms of support and planning to provide comprehensive instructional programs;
 - (4) The capability of the applicant in terms of support and planning to provide comprehensive instructional programs to students identified by the applicant as academically low achieving;
 - (5) The adequacy of the information provided as required in the proposal criteria;
 - (6) Whether the value of the public charter school is outweighed by any directly identifiable, significant and adverse impact on the quality of the public education of students residing in the district.

A "directly identifiable, significant and adverse impact" is defined as an adverse loss or reduction in staff, student, program or funds that may reduce the quality of existing district educational programs. This may include, but not be limited to, the following current data as compared to similar data from preceding years:

- (a) Student enrollment;
- (b) Student teacher ratio;
- (c) Staffing with appropriately licensed or endorsed personnel;

- (d) Student learning and performance;
 - (e) Specialty programs or activities such as music, physical education, foreign language, talented and gifted and English as a second language;
 - (f) Revenue;
 - (g) Expenditure for maintenance and upkeep of district facilities.
- (7) Whether there are arrangements for any necessary special education and related services;
 - (8) Whether there are alternative arrangements for students, teachers and other school employees who choose not to attend or be employed by the public charter school if the public charter school is converting an existing district school;
 - (9) The prior history, if any, of the applicant in operating a public charter school or in providing educational services.
- e. The Board must either approve or deny the proposal within 30 days of the public hearing.
 - f. Written notice of the Board's action shall be sent to the applicant. If denied, the notice must include the reasons for the denial with suggested remedial measures. The applicant may then resubmit the proposal. The Board must either approve or deny the resubmitted proposal within 30 days. The Board may, with good cause, request an extension in the approval process timelines from the State Board of Education.

4. Terms of the Charter Agreement

- a. Upon Board approval of the proposal, the Board will become the sponsor of the public charter school. The district and the applicant must develop a written charter agreement, subject to Board approval, which shall act as the legal authorization for the establishment of the public charter school.
- b. The charter agreement shall be legally binding and must be in effect for a period of not more than five years but may be renewed by the district.
- c. The district and the public charter school may amend a charter agreement through joint agreement.
- d. It is the intent of the Board that the charter agreement be detailed and specific to protect the mutual interests of the public charter school and the district. The agreement shall incorporate the elements of the approved proposal and will address additional matters, statutes and rules not fully covered by law or the proposal that shall apply to the public charter school including, but not limited to, the following:
 - (1) Sexual harassment (ORS 342.700, 342.704);
 - (2) Pregnant and parenting students (ORS 336.640);
 - (3) Special English classes for certain children (ORS 336.079);
 - (4) Student conduct (ORS 339.250);
 - (5) Alcohol and drug abuse program (ORS 336.222);
 - (6) Student records (ORS 326.565);
 - (7) Oregon Report Card (ORS 329.115);
 - (8) Recovery of costs associated with property damage (ORS 339.270);
 - (9) Use of school facilities (ORS 332.172);
 - (10) Employment status of public charter school employees:
 - (a) Public charter school law requires the following:
 - (i) Employee assignment to a public charter school shall be voluntary;

- (ii) A public charter school or the sponsor of the public charter school may be considered the employer of any employees of the public charter school;
 - (iii) If the Board is not the sponsor of the public charter school, it shall not be the employer and shall not collectively bargain with the employees;
 - (iv) A public charter school employee may be a member of a labor organization or organize with other employees to bargain collectively. The bargaining unit may be separate from other bargaining units of the district;
 - (v) The public charter school governing body shall control the selection of employees at the public charter school;
 - (vi) The Board shall grant a leave of absence to any employee who chooses to work in the public charter school. The length and terms of the leave of absence shall be set by collective bargaining agreement or by Board policy; however, the length of leave of absence may not be less than two years unless:
 - 1) The charter of the public school is terminated or the public charter school is dissolved or closed during the leave of absence; or
 - 2) The employee and the Board have mutually agreed to a different length of time.
 - (vii) An employee of a public charter school operating within the district who is granted a leave of absence and returns to employment with the district shall retain seniority and benefits as an employee, pursuant to the terms of the leave of absence.
- (b) The terms and conditions of employment addressed in the agreement may include, but not limited to, the following provisions:
- (i) A proposed plan for the placement of teachers and other school employees upon termination or nonrenewal of the charter;
 - (ii) Arrangements for employees who choose not to be employed or participate in the public charter school, if a district school has been converted to a public charter school;
 - (iii) Salary for professional staff or wages for classified staff;
 - (iv) Health benefits;
 - (v) Leaves, including timing, commencement and duration of leave; voluntary and involuntary termination and return to work; whether the leave is paid or unpaid; and a description of benefits upon termination of leave (i.e., same, similar or available position and salary schedule placement);
 - (vi) Work year;
 - (vii) Working hours;
 - (viii) Discipline and dismissal procedures;
 - (ix) Arrangements to secure substitutes;
 - (x) Arrangements to ensure that 50 percent of the total full-time equivalent teaching and administrative staff are licensed;
 - (xi) Hiring practices;
 - (xii) Evaluation procedures.
- (11) Student enrollment, application procedures and whether the public charter school will admit nonresident students and on what basis:

- (a) Public charter school law requires the following:
 - (i) Student enrollment shall be voluntary. If the number of applicants exceeds the capacity, students shall be selected through a lottery process. An equitable lottery may incorporate a weighted lottery for historically underserved students. All resident applicants will have their names written on a uniform-sized card to be placed in a covered container. Names will be drawn individually until all available slots are filled. If slots remain after resident applicants are placed, the remaining slots may be filled by nonresident applicants using an identical process. The drawing shall be made in the presence of at least two employees of the public charter school and two employees of the district. If the public charter school has been in operation one or more years, priority enrollment will be given to those students who:
 - 1) Were enrolled in the public charter school the prior year;
 - 2) Have siblings who are presently enrolled in the public charter school and who were enrolled the prior year;
 - 3) Only when the public charter school is party to a cooperative agreement for the purpose of forming a partnership to provide educational services, reside in:
 - a) The public charter school's sponsoring district; or
 - b) A district which is a party to the cooperative agreement.
 - (ii) A public charter school may not limit student admission based on ethnicity, national origin, race, religion, disability, sex, sexual orientation, income level, proficiency in the English language or athletic ability but may limit admission within a given age group or grade level, and may implement a weighted lottery for historically underserved students. Historically underserved students are at risk because of any combination of two or more factors including their race, ethnicity, English language proficiency, socioeconomic status, gender, sexual orientation, disability and geographic location.

(12) Transportation of students:

- (a) Public charter school law requires the following:
 - (i) The public charter school shall be responsible for providing transportation for its students and may negotiate with the district for the provision of transportation services;

- (ii) The district shall provide transportation for public charter school students pursuant to ORS 327.043. Resident public charter school students will be transported under the same conditions as students attending private or parochial schools located along or near established district bus routes. The district shall not be required to add or extend existing bus routes;
 - (iii) Public charter school students who reside outside the district may use existing bus routes and transportation services of the district in which the public charter school is located;
 - (iv) Any transportation costs incurred by the district shall be considered approved transportation costs.
- (13) The plan for performance bonding or insuring the public charter school sufficient to protect the district. Documentation shall be submitted prior to agreement approval.
- (a) Insurance²:
- (i) Commercial General Liability Insurance in an amount of not less than \$1,000,000 combined single limit per occurrence/\$3,000,000 annual aggregate covering the public charter school, the governing board, employees and volunteers against liability for damages because of personal injury, bodily injury, death or damage to property including the loss of use thereof. Coverage to include, but not limited to, contractual liability, advertisers' liability, employee benefits liability, professional liability and teachers' liability;
 - (ii) Liability Insurance for Directors and Officers in an amount not less than \$1,000,000 each loss/\$3,000,000 annual aggregate covering the public charter school, the governing board, employees and volunteers against liability arising out of wrongful acts and employment practices. Continuous "claims made" coverage will be acceptable, provided the retroactive date is on the effective date of the charter;
 - (iii) Automobile Liability Insurance in an amount not less than \$1,000,000 combined single limit covering the public charter school, the governing board, employees and volunteers against liability for damages because of bodily injury, death or damage to property, including the loss of use thereof arising out of the ownership, operation, maintenance or use of any automobile. The policy will include underinsured and uninsured motorist vehicle coverage at the limits equal to bodily injury limits;
 - (iv) Workers' Compensation Insurance shall also be maintained pursuant to Oregon laws (ORS Chapter 656). Employers' liability insurance with limits of \$100,000 each accident, \$100,000 disease each employee and \$500,000 each policy limit;
 - (v) Honesty Bond to cover all employees and volunteers. Limits to be determined by the governing board, but no less than \$25,000. Coverage shall include faithful performance and loss of moneys and securities;

²Insurance requirements for individual public charter schools may vary and should be reviewed by legal counsel and an insurance representative.

- (vi) Property Insurance shall be required on all owned or leased buildings or equipment. The insurance shall be written to cover the full replacement cost of the building and/or equipment on an "all risk of direct physical loss basis," including earthquake and flood perils.
- (b) Additional requirements:
 - (i) The district shall be an additional insured on commercial general and automobile liability insurance. The policies shall provide for a 90-day written notice of cancellation or material change. A certificate evidencing all of the above insurance shall be furnished to the district;
 - (ii) The public charter school shall also hold harmless and defend the district from any and all liability, injury, damages, fees or claims arising out of the operations of the public charter school operations or activities;
 - (iii) The district shall be loss payee on the property insurance if the public charter school leases any real or personal district property;
 - (iv) The coverage provided and the insurance carriers must be acceptable to the district.
 - e. If the district and the public charter school enter a cooperative agreement with other school districts for the purpose of forming a partnership to provide educational services, then the agreement must be incorporated into the charter of the public charter school.
 - f. In addition to any other terms required to be in the charter agreement, a virtual public charter school must have in the charter of the school, a requirement that the school:
 - (1) Monitor and track student progress and attendance; and
 - (2) Provide student assessments in a manner that ensures that an individual student is being assessed and that the assessment is valid.

5. Public Charter School Operation

- a. The public charter school shall operate at all times in accordance with the public charter school law, the terms of the approved proposal and the charter agreement.
- b. Statutes and rules that apply to the district shall not apply to the public charter school except the following, as required by law, shall apply:
 - (1) Federal law, including applicable provisions of the No Child Left Behind Act of 2001;
 - (2) Public records law (ORS 192.410 to 192.505);
 - (3) Public meetings law (ORS 192.610 to 192.690);
 - (4) ORS Chapters 279A, 279B and 279C (Public Contracting Code);
 - (5) ORS 326.565, 326.575 and 326.580 (student records);
 - (6) Municipal audit law (ORS 297.405 to 297.555 and 297.990);
 - (7) Criminal records check (ORS 181.539, 181.534, 326.603, 326.607, 342.223 and 342.232);
 - (8) Textbooks (ORS 337.150);
 - (9) ORS 339.119 (considerations for educational services);
 - (10) Tuition and fees (ORS 339.141, 339.147 and 339.155);
 - (11) Discrimination (ORS 659.850, and 659.855 and 659.860);
 - (12) Tort claims (ORS 30.260 to 30.300);
 - (13) ORS 342.856 (core teaching standards);
 - (14) ORS 659.850, 659.855 and 659.860 (discrimination);

- (15) ORS Chapter 657 (Employment Department Law);
- (16) Health and safety statutes and rules;
- (17) Any statute or rule listed in the charter;
- (18) The statewide assessment system developed by the Oregon Department of Education (ODE) for mathematics, science and English under ORS 329.485 (2);
- (19) ORS 329.045 (academic content standards and instruction);
- (20) Any statute or rule that establishes requirements for instructional time;
- (21) ORS 339.250 (12) (prohibition of infliction of corporal punishment);
- (22) ORS 339.326 (notice concerning students subject to juvenile court petitions);
- (23) ORS 339.370, 339.372, 339.388 and 339.400 (reporting of suspected abuse of a child and sexual conduct, and training on prevention and identification of abuse and sexual conduct);
- (24) ORS 329.451 (diploma, modified diploma, extended diploma and alternative certificate standards);
- (25) Statutes and rules that expressly apply to public charter schools;
- (26) Statutes and rules that apply to special government body as defined in ORS 174.117, or public body as defined in ORS 174.109; and
- (27) ORS Chapter 338.

- c. The public charter school may employ as a teacher or administrator a person who is not licensed by the TSPC; however, at least one-half of the total full-time equivalent teaching and administrative staff at the public charter school shall be licensed by the commission, pursuant to ORS 342.135, 342.136, 342.138 or 342.140.
- d. A board member of the school district in which the public charter school is located may not serve as a voting member of the public charter school's board, yet may serve in an advisory capacity.
- e. The public charter school shall participate in the PERS.
- f. The public charter school shall not violate the Establishment Clause of the First Amendment to the United States Constitution or Section 5, Article I of the Oregon Constitution, or be religion based.
- g. The public charter school shall maintain an active enrollment of at least 25 students, unless the public charter school is providing educational services under a cooperative agreement entered into for the purpose of forming a partnership to provide educational services.
- h. The public charter school may sue or be sued as a separate legal entity.
- i. The public charter school may enter into contracts and may lease facilities and services from the district, education service district, state institution of higher education, other governmental unit or any person or legal entity.
- j. The public charter school may not levy taxes or issue bonds under which the public incurs liability.
- k. The public charter school may receive and accept gifts, grants and donations from any source for expenditure to carry out the lawful functions of the school.
- l. The district shall offer a high school diploma, modified diploma, extended diploma, alternative certificate to any public charter school student located in the district who meets the district's and state's standards for a high school diploma, modified diploma, extended diploma, alternative certificate.
- m. A high school diploma, modified diploma, extended diploma, alternative certificate issued by a public charter school shall grant to the holder the same rights and privileges as a high school diploma, modified diploma, extended diploma, alternative certificate issued by a nonchartered public school.
- n. Upon application by the public charter school, the State Board of Education may grant a waiver of certain public charter school law provisions if the waiver promotes the development

of programs by providers, enhances the equitable access by underserved families to the public education of their choice, extends the equitable access to public support by all students or permits high quality programs of unusual cost. This waiver request must specify the reasons the public charter school is seeking the waiver and further requires the public charter school to notify the sponsor if a waiver is being considered.

6. Virtual Public Charter School Operation

- a. In addition to the other requirements for a public charter school, a virtual public charter school must have:
- (1) A plan for academic achievement that addresses how the school will improve student learning and meet academic content standards required by ORS 329.045;
 - (2) Performance criteria the school will use to measure the progress of the school in meeting the academic performance goals set by the school for its first five years of operation;
 - (3) A plan for implementing the proposed education program of the school by directly and significantly involving parents and guardians of students enrolled in the school and involving the professional employees of the school;
 - (4) A budget, business plan and governance plan for the operation of the school;
 - (5) An agreement that the school will operate using an interactive, Internet-based technology platform that monitors and tracks student progress and attendance in conjunction with performing other student assessment functions;
 - (6) An agreement to employ only licensed teachers who are highly qualified as described in the Federal No Child Left Behind Act of 2001;
 - (7) A plan that ensures:
 - (a) All superintendents, assistant superintendents and principals of the schools are licensed by the TSPC to administrate; and
 - (b) Teachers who are licensed to teach by the TSPC and who are highly qualified as described in the federal No Child Left Behind Act of 2001 teach at least 95 percent of the school's instructional hours.
 - (8) A plan for maintaining student records and school records, including financial records, at a designated central office of operations;
 - (9) A plan to provide equitable access to the education program of the school by ensuring that each student enrolled in the school:
 - (a) Has access to and use of a computer and printer equipment as needed;
 - (b) Is offered an Internet service cost reimbursement arrangement under which the school reimburses the parent or guardian of the student, at a rate set by the school, for the costs of obtaining Internet service at the minimum connection speed required to effectively access the education program provided by the school; or
 - (c) Has access to and use of computer and printer equipment and is offered Internet service cost reimbursement.
 - (10) A plan to provide access to a computer and printer equipment and the Internet service cost reimbursement as described in (8) above by students enrolled in the school who are from families that qualify as low-income under Title I of the federal Elementary and Secondary Education Act of 1965 (20 USC 6301 et seq);

- (11) A plan to conduct school-sponsored optional educational events at least six times each school year at locations selected to provide convenient access to all students in the school who want to participate;
 - (12) A plan to conduct biweekly meetings between teachers and students enrolled in the school, either in person or through the use of conference calls or other technology;
 - (13) A plan to provide opportunities for face-to-face meetings between teachers and students enrolled in the school at least six times each school year;
 - (14) A plan to provide written notice to both the sponsoring district and the district in which the student resides upon enrollment or withdrawal for a reason other than graduation from high school:
 - (a) If notice is provided due to enrollment, then the notice must include the student's name, age, address and school at which the student was formerly enrolled;
 - (b) If notice is provided due to withdrawal for a reason other than graduation from high school, then notice must include the student's name, age, address, reason for withdrawal (if applicable) and the name of the school in which the student intends to enroll (if known).
 - (15) An agreement to provide a student's education records to the student's resident school district or to the sponsor upon request of the resident school district or sponsor.
- b. The sponsor of a virtual public charter school or a member of the public may request access to any of the documents described in a. above.
 - c. If a virtual public charter school or the sponsor of a virtual public charter school contracts with a for-profit entity to provide educational services through the virtual public charter school, the for-profit entity may not be the employer of any employees of the virtual public charter school.
 - d. The following limitations apply:
 - (1) School board members of the virtual public charter school's sponsoring district may not be:
 - (a) An employee of the virtual public charter school;
 - (b) A member of the governing body of the virtual public charter school;
 - (c) An employee or other representative of any third-party entity with which the virtual public charter school has entered into a contract to provide educational services.
 - (2) Members of the governing body of the virtual public charter school may not be an employee of a third-party entity with which the virtual public charter school intends to enter or has entered into a contract to provide educational services;
 - (3) If a third-party entity contracts with a virtual public charter school to provide educational services to the school, then:
 - (a) No third-party entity's employee or governing board member may attend an executive session of the sponsoring district's school board;
 - (b) No virtual public charter school employee may promote the sale or benefits of private supplemental services or classes offered by the third-party entity;
 - (c) The educational services must be consistent with state standards and requirements;

- (d) The virtual public charter school must have on file the third-party entity's budget for the provision of educational services, including itemization of:
 - (i) The salaries of supervisory and management personnel and consultants who are providing educational or related services for a virtual public charter school in this state; and
 - (ii) The annual operating expenses and profit margin of the third-party entity for providing educational services to a virtual public charter school in this state.

7. Charter Agreement Review

- a. The public charter school shall report at least annually on the performance of the school and its students to the State Board of Education and the district.
- b. The Board or designee shall visit the public charter school at least annually to assure compliance with the terms and provisions of the charter.
- c. The public charter school shall be audited annually in accordance with the Municipal Audit Law. After the audit, the public charter school shall forward a copy of the audit to ODE and the following to the sponsoring district:
 - (1) A copy of the annual audit;
 - (2) Any statements from the public charter school that show the results of operations and transactions affecting the financial status of the charter school during the preceding annual audit period for the school; and
 - (3) Any balance sheet containing a summary of the assets and liabilities of the public charter school and related operating budget documents as of the closing date of the preceding annual audit period for the school.
- d. The sponsoring district may request at any time an acknowledgment from each member of the public charter school governing body that the member understands the standards of conduct and liabilities of a director of a nonprofit organization.
- e. The public charter school shall submit to the Board quarterly financial statements that reflect the school's financial operations. The report shall include, but not be limited to, revenues, expenditures, loans and investments.

8. Charter School Renewal

- a. The first renewal of a charter shall be for the same time period as the initial charter. Subsequent renewals of a charter shall be for a minimum of five years but may not exceed 10 years.
- b. The Board and the public charter school shall follow the timeline listed below, unless a different timeline has been agreed upon by the Board and the public charter school:
 - (1) The public charter school shall submit a written renewal request to the Board for consideration at least 180 days prior to, ~~but no earlier than 210 days before~~ the expiration of the charter;
 - (2) Within 45 days after receiving a written renewal request from a public charter school, the Board shall hold a public hearing regarding the renewal request;
 - (3) Within 30 days after the public hearing, the Board shall approve the charter renewal or state in writing the reasons for denying charter renewal;

- (4) If the Board approves the charter renewal, the Board and the public charter school shall negotiate a new charter within 90 days unless the Board and the public charter school agree to an extension of the time period. Notwithstanding the time period specified in the charter, an expiring charter shall remain in effect until a new charter is negotiated;
- (5) If the Board does not renew the charter, the public charter school may address the reasons stated for denial of the renewal and any remedial measures suggested by the Board and submit a revised request for renewal to the Board;
- (6) If the Board does not renew the charter based on the revised request for renewal or the parties do not negotiate a charter contract within the timeline established in this policy, the public charter school may appeal the Board's decision to the State Board of Education for a review of whether the Board used the process required by Oregon law in denying the charter renewal.
 - (a) If the State Board of Education finds that the Board used the appropriate process in denying the request for renewal, it shall affirm the decision of the Board. A public charter may seek judicial review of this order.
 - (b) If the State Board of Education finds that the Board did not use the appropriate process in denying the request for renewal, it shall order the Board to reconsider the request for renewal. If after reconsideration the Board does not renew the charter, the public charter school may seek judicial review of the Board's decision.
- (7) The Board shall base the charter renewal decision on a good faith evaluation of whether the public charter school:
 - (a) Is in compliance with all applicable state and federal laws;
 - (b) Is in compliance with the charter of the public charter school;
 - (c) Is meeting or working toward meeting the student performance goals and agreements specified in the charter or any other written agreements between the Board and the public charter school;
 - (d) Is fiscally stable and used the sound financial management system described in the proposal submitted under ORS 338.045 and incorporated into the written charter agreement; and
 - (e) Is in compliance with any renewal criteria specified in the charter of the public charter school.
- (8) The Board shall base the renewal evaluation described above primarily on a review of the public charter school's annual performance reports, annual audit of accounts and annual site visit and review and any other information mutually agreed upon by the public charter school and the Board;
- (9) For purposes of this section, the phrase "good faith evaluation" means an evaluation of all criteria required by this section resulting in a conclusion that a reasonable person would come to who is informed of the law and the facts before that person.

9. Charter School Termination

- a. The public charter school may be terminated by the Board for any of the following reasons:
- (1) Failure to meet the terms of an approved charter agreement or any requirement of ORS Chapter 338 unless waived by the State Board of Education;
 - (2) Failure to meet the requirements for student performance as outlined in the charter agreement;
 - (3) Failure to correct a violation of federal or state law;
 - (4) Failure to maintain insurance;
 - (5) Failure to maintain financial stability;
 - (6) ~~On or after July 1, 201~~ Failure to maintain, for two or more consecutive years, a sound financial management system described in the proposal submitted under ORS 338.045 and incorporated into the written charter under ORS 338.065;
 - (7) Failure to maintain the health and safety of the students.
- b. If a charter school is terminated by the Board for any reason listed in sections a. (1) through a. (6), the following shall occur:
- (1) The district shall give the public charter school a 60-day written notification of its decision;
 - (2) If the grounds for termination include failure to maintain financial stability or failure to maintain a sound financial management system, the sponsor and the public charter school may agree to develop a plan to correct deficiencies. The plan to correct deficiencies will follow the process as per ORS 338.105;
 - (3) The district shall state the grounds for termination and deliver notification to the business office of the public charter school;
 - (4) The public charter school may request a hearing by the district. The request must be made in writing and delivered to the business address of the sponsor;
 - (5) Within 30 days of receiving the request for a hearing, the sponsor must provide the public charter school with the opportunity for a hearing on the proposed termination;
 - (6) The public charter school may appeal the decision to terminate to the State Board of Education;
 - (7) If the public charter school appeals the decision to terminate to the State Board of Education, the public charter school will remain open until the State Board issues its final order;
 - (8) If the State Board's final order upholds the decision to terminate and at least 60 days have passed since the notice of intent to terminate was received by the public charter school, the district's sponsorship of the public charter school will terminate;
 - (9) The final order of the State Board may be appealed under the provision of ORS 183.484;
 - (10) Throughout the ORS 183.484 judicial appeals process the public charter school shall remain closed;
 - (11) If terminated or dissolved, assets of the public charter school purchased by the public charter school with public funds, shall be given to the State Board of Education.

- c. If the public charter school is terminated by the Board for any reason related to student health or safety as provided in section a. (7), the following shall occur:
- (1) If the district reasonably believes that a public charter school is endangering the health or safety of the students enrolled in the public charter school, the district may act to immediately terminate the approved charter and close the public charter school without providing the notice required in section b. (1);
 - (2) A public charter school closed due to health or safety concerns may request a hearing by the sponsor. Such a request must be made in writing and delivered to the business address of the district;
 - (3) Within 10 days of receiving the request for a hearing, the district must provide the public charter school with the opportunity for a hearing on the termination;
 - (4) If the district acts to terminate the charter following the hearing, the public charter school may appeal the decision to the State Board of Education;
 - (5) The State Board will hold a hearing on the appeal within 10 days of receiving the request;
 - (6) The public charter school will remain closed during the appeal process unless the State Board orders the district not to terminate and to re-open the public charter school; and
 - (7) The final order of the State Board may be appealed under the provisions of ORS 183.484.
- d. If the public charter school is terminated, closed or dissolved by the governing body of the public charter school, it shall be done only at the end of a semester and with 180 days' notice to the district, unless the health and safety of the students are in jeopardy. Such notice must be made in writing and be delivered to the business address of the sponsor.
- (1) Assets of a terminated, closed or dissolved public charter school that were obtained with grant funds will be dispersed according to the terms of the grant. If the grant is absent any reference to ownership or distribution of assets of a terminated, closed or dissolved public charter school, all assets will be given to the State Board of Education for disposal.

10. District Immunity

The district, members of the Board and employees of the district are immune from civil liability with respect to the public charter school's activities.

Business Report

By: Linda Darling, Business Director

February 11, 2016

Audit Presentation: (enclosure E-1)

Accuity, LLC will be presenting the June 30, 2015 Audit. The new accounting process for GASB Statement No. 68 is reflecting in this report. GASB Statement No. 68 is where we have to do accounting and financial reporting for pensions.

Financial Report: (enclosure F-1)

The 2015-2016 Financial Board report included in this Board packet reflects all of actual (audited) revenue and expenditures for 2014-2015 and 2015-2016 along with the budgeted, spent and/or encumbered, and projected amounts for 2015-2016. The February's projected EFB for 2015-2016 is \$3,627,900, this is a decrease from January's \$3,901,728. The major changes in this projection are:

- Decrease in revenues are in the areas of:
 - local revenue increased which decreases the state school funding (approx. \$75,000)
 - miscellaneous revenue is not coming in as it has in the past (approx. \$75,000)
- Increase in expenditures in the areas of:
 - Salaries & Benefits: small change of approx. \$125,000 between these two categories, we have a significant need to cover positions from individuals on leave or to support new students.
 - Purchased Services: the current trend appears to slightly decrease costs by approx. \$7,500
 - Supplies & Materials: the current trend appears to be increased costs by approx. \$13,000

These projections DO NOT reflect any contractual changes or any out of the usual expenditures.

Request for Proposals (RFP) for Professional Audit Services: (enclosure F-2)

We currently have a contract with Accuity for audit services through June 2016. The Linn Benton Lincoln ESD is working with the following districts in a joint Request for Proposal for Professional Audit Services:

Linn Benton Lincoln ESD
Greater Albany Public School District 8J
Lincoln County School District
Philomath School District 17J
Alsea School District 7J
Lebanon Community Schools 9
Harrisburg School District 7
Pleasant Hill School District 1
Scio School District
Santiam Canyon School District 129J
Eddyville Charter School
Oakridge School District
South Lane School District 45J3
Kings Valley Charter School

I have enclosed the timeline for the process. If any of the Board Members would like to be on the selection committee please let me know.

Budget Committee Applications: (enclosure F-3)

We received a Budget Committee Member resignation from David Champion the week of January 18th. David's work schedule has changed and he would not be able to attend meetings. The first Budget meeting (Presentations) is March 10th. In order to try to fill this position before the 10th, I posted the vacated position immediately. The position will be open for application until Feb. 9th with Board interviewing on the 11th. The application for William Barish is included in your Board packet. He was the only applicant as of Feb. 2nd for the one 3-year term Budget Committee opening. William Barish had previously served on the Budget Committee from Feb. 2007 – June 2013. If there are additional applicants the information will be provided at the Board Meeting.

Intent to Award Network Upgrade: (enclosure F-4)

Included in your packet is the information on the three qualified responding companies to the District RFP for the Network Upgrade. The District is recommending that Ednetics be awarded the contract.

2015-2016 General Fund Summary Report

	12/13 Actual	13/14 Actual	14/15 Actual 1/5/2016	15/16 Budget	2-1-16 YTD & Enc	2-1-16 Balance	15/16 Project 2/2/2016
General Fund - Revenue							
SSF Formula	30,017,096	33,010,958	34,926,096	35,975,000	26,165,033	9,809,967	35,798,000
SSF Adjustment	337,479	354,709	48,134	-	-	-	-
Federal Ed Jobs	-	-	-	-	-	-	-
School Year SubAccount	-	-	-	-	-	-	-
Loan Receipts	-	-	-	-	-	-	-
Interest	59,860	55,090	62,596	40,000	42,824	(2,824)	75,000
Third Party Billing		35,680	25,179	50,000	33,223	16,777	50,000
TMR	176,000	189,021	154,930	175,000	-	175,000	175,000
JROTC	62,358	44,877	64,220	62,000	38,015	23,985	65,000
Other	422,445	493,650	379,017	367,400	187,539	179,861	283,500
Interfund Transfer	60,000	680,000	60,000	60,000	35,077	24,923	60,000
BFB	2,596,141	1,065,336	3,162,455	3,500,000	3,932,387	(432,387)	3,932,000
Total	33,731,379	35,929,322	38,882,628	40,229,400	30,434,312	9,795,088	40,438,500
	=====	=====	=====	=====	=====	=====	=====
General Fund - Expenses							
Salaries	16,090,527	15,946,123	16,263,399	17,309,590	16,751,107	558,483	17,299,400
Benefits	9,467,455	9,581,618	10,020,660	11,260,053	10,116,719	1,143,334	10,545,390
P. Services	4,635,957	4,781,674	5,112,768	6,235,965	3,215,559	3,020,406	5,092,710
Supplies	1,165,368	1,123,636	1,477,643	1,696,562	995,905	700,657	1,357,000
Capital Outlay	23,301	-	6,779	30,000	11,000	19,000	30,000
Other Objects	240,048	262,806	308,993	337,230	259,672	77,558	311,100
Transfers	1,093,860	902,369	1,760,000	2,360,000	2,140,000	220,000	2,175,000
Contingency	-	-	-	1,000,000	-	1,000,000	-
Total	32,716,516	32,598,226	34,950,241	40,229,400	33,489,962	6,739,438	36,810,600
	=====	=====	=====	=====	=====	=====	=====
				<i>Projected Ending Fund Balance</i>			3,627,900

2015-2016 General Fund Summary Report

	12/13 Actual	13/14 Actual	14/15 Actual 1/5/2016	15/16 Budget	2-1-16 YTD	2-1-16 Balance	15/16 Project 2/2/2016
SSF Formula							
Taxes	7,841,946	7,903,432	8,234,812	8,170,000	7,831,500	338,500	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	18,015,303	9,284,697	26,793,000
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	-	-	-	-	-	-	(250,000)
State Fiscal Stabilization Fund	-	-	-	-	214	(214)	-
Federal Ed Jobs	-	-	-	-	-	-	-
School Year SubAccount	-	-	-	-	-	-	-
Total SSF Formula	30,354,576	33,365,667	34,974,231	35,975,000	26,165,247	9,809,753	35,798,000
Loan Receipts	-	-	-	-	-	-	-
Interest of Investments	59,860	55,090	62,596	40,000	42,824	(2,824)	75,000
Third Party billing - Medicaid		35,680	25,179	50,000	33,223	16,777	50,000
TMR	176,000	189,021	154,930	175,000	-	175,000	175,000
JROTC reimbursement	62,358	44,877	64,220	62,000	38,015	23,985	65,000
Other							
Outdoor School	-	-	-	-	-	-	-
Rental Fees	24,695	24,989	27,828	24,000	4,189	19,811	8,000
Fees Charged to Grants	53,440	-	-	50,000	-	50,000	-
Miscellaneous	278,595	396,771	282,468	233,400	100,440	132,960	192,500
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	35,077	24,923	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	33,731,379	35,929,322	38,882,628	40,229,400	30,434,312	9,795,088	40,438,500

2015-2016 General Fund Summary Report

Obj	Description	12/13	13/14	14/15	15/16	2-1-16	2-1-16	2-1-16	2/2/2016
		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	4,082,968	5,664,393	101,244	9,691,000
112	Classified salaries	3,570,418	3,821,771	4,164,521	4,550,655	2,147,649	2,410,964	(7,959)	4,561,000
113	Administrative salaries	1,356,839	1,409,054	1,464,907	1,668,123	947,027	678,182	42,914	1,625,000
114	Managerial - classified	124,134	92,856	94,714	96,608	103,241	73,744	(80,377)	177,000
116	Retirement stipends	98,858	99,065	76,123	51,135	32,818	18,316	1	52,000
118	Retirement Support Program	159,600	159,600	-	-	-	-	-	-
119	Confidential salaries	146,195	125,872	125,785	132,974	44,172	39,496	49,307	84,000
121	Certified subs	337,851	364,590	373,350	381,400	141,397	-	240,003	400,000
122	Classified subs	109,047	147,575	148,818	127,625	64,927	-	62,698	157,000
123	Temp certified	51,529	61,461	62,030	53,500	12,770	-	40,730	61,000
124	Temp classified	-	3,775	982	500	-	-	500	-
127	Student helpers salaries	2,884	12,466	11,768	6,000	4,681	-	1,319	8,000
132	Compensation time	12,822	19,026	23,861	20,500	2,244	-	18,256	24,000
133	Extra duty	174,502	149,434	254,381	207,565	172,241	31,311	4,013	301,000
134	Classified extra hrs	127,482	123,909	142,975	135,000	77,381	-	57,619	150,000
135	Vacation Payoff	31,234	17,384	4,377	24,000	-	-	24,000	4,000
136	Mentor teacher pay	2,438	1,568	990	-	57	-	(57)	1,700
137	Personal Leave Payout	25,750	22,057	75	-	-	-	-	-
138	Department Head Extra Duty	2,300	2,122	2,159	4,000	910	-	4,000	2,200
140	Salary Settlements	64,867	-	-	-	-	-	-	-
142	Taxable Meal Reimbursement	667	328	436	1,400	217	-	1,183	500
	Total Salaries	16,090,527	15,946,123	16,263,399	17,309,590	7,834,702	8,916,406	558,483	17,299,400
								-	
210	PERS	3,708,868	3,955,693	3,976,407	4,378,647	1,833,040	2,041,744	503,863	4,140,600
220	Social Security	1,173,990	1,183,575	1,207,537	1,303,449	581,062	658,712	63,676	1,281,700
231	Worker's Comp	130,637	119,163	136,822	183,311	84,998	82,719	15,594	171,300
241	Employee Ins - Admin	163,789	-	177,948	217,470	120,580	92,275	4,615	212,900
242	Employee Ins - Certified	2,038,405	2,146,033	2,307,416	2,601,416	962,313	1,342,922	296,181	2,326,000
243	Employee Ins - Classified	1,691,683	1,721,374	1,874,827	2,223,221	963,290	1,162,872	97,058	2,129,000
244	Employee Ins - Other	31,766	20,636	20,700	38,729	4,519	3,219	30,991	7,740
245	Employee Ins - Retired	472,809	389,149	276,090	270,000	141,464	-	128,536	235,150
246	Classified Insurance Pool	4,979	-	-	-	-	-	-	-
247	TSA	50,530	45,996	42,912	43,810	20,286	20,705	2,819	41,000
	Total Benefits	9,467,455	9,581,618	10,020,660	11,260,053	4,711,551	5,405,168	1,143,334	10,545,390

2015-2016 General Fund Summary Report

Obj	Description	12/13	13/14	14/15	15/16	2-1-16	2-1-16	2-1-16	2/2/2016
		Actual	Actual	Actual	Budget	YTD	Encumb	Balance	Project
311	Instructional Services	300	69,272	152,856	260,800	57,988	55	202,757	145,000
312	Instr Prog Improve Service	8,800	18,733	43,468	32,000	26,584	12,578	(7,162)	52,200
319	Other Instr-Prof-Tech SVCS	20,884	14,977	21,870	15,000	9,745	-	5,255	20,900
322	Repairs & Maintenance	87,245	101,489	163,270	107,300	116,294	12,113	(21,107)	183,400
323	Radio Service	1,188	-	-	-	567	-	(567)	600
324	Rentals	137,321	121,204	135,308	144,350	56,631	69,738	17,981	129,300
325	Electricity	414,837	440,338	467,896	472,100	254,738	-	217,362	472,600
326	Fuel	159,642	187,486	177,759	236,000	71,179	-	164,821	180,000
327	Water & Sewer	130,496	112,986	139,255	145,900	72,942	-	72,958	127,600
328	Garbage	82,910	77,676	86,324	95,600	44,446	-	51,154	88,000
329	Other Property Services	675	420	13,001	11,400	-	-	11,400	4,700
330	Reimb. Student Transportation	-	4,204	6,950	8,800	-	-	8,800	1,000
340	Travel	62,436	65,317	114,592	176,565	69,034	1,552	105,980	125,000
343	Travel - Student - Out of Dist.	191	1,665	-	2,700	-	-	2,700	-
346	Meals/Transportation	228	148	104	500	48	-	452	160
348	Staff Tuition	15,033	30,645	49,577	41,000	35,352	760	4,888	50,000
351	Telephone	66,659	67,513	82,642	71,300	45,113	1,432	24,754	82,000
353	Postage	17,610	25,894	23,607	29,250	7,271	-	21,979	24,751
354	Advertising	1,316	1,874	4,416	4,700	916	-	3,784	2,100
355	Printing & Binding	14,735	13,897	68,861	83,800	40,519	537	42,745	71,900
360	Charter School Payments	1,800,976	1,954,971	2,064,403	2,423,000	1,400,884	-	1,022,116	2,010,000
362	Insurance Reimbursement	643	-	-	-	-	-	-	-
371	Tuitions Payments to Other Dist.	32,878	37,250	40,570	175,000	-	-	175,000	40,000
373	Tuition Pay Private School	-	-	-	5,000	-	-	5,000	-
374	Other Tuition	906,502	782,257	605,954	811,000	278,231	-	532,769	606,000
381	Audit Services	21,950	27,150	27,650	30,000	17,650	-	12,350	28,000
382	Legal Services	6,776	9,011	2,028	25,000	960	-	24,040	5,900
384	Negotiation Services	5,449	14,344	5,934	10,000	5,367	-	4,633	20,000
386	Data Processing SVCS	53,576	57,261	59,787	100,300	40,979	1,523	57,798	61,800
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	253,664	173,029	248,508	523,400
391	Physical Exams - Drivers	2,540	2,175	2,380	3,700	973	1,527	1,200	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	8,800	13,200	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	1,152	-	1,748	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	2,926,116	289,443	3,020,406	5,092,710

2015-2016 General Fund Summary Report

Obj	Description	12/13	13/14	14/15	15/16	2-1-16	2-1-16	2-1-16	2/2/2016
		Actual	Actual	Actual	Budget	YTD	Encumb	Balance	15/16 Project
406	Gas Oil & Lubricants	202,584	189,904	152,805	231,000	52,474	135,811	42,715	140,000
410	Supplies & Materials	359,880	356,317	457,671	465,630	236,539	30,481	198,610	420,000
413	Vehicle repair parts	41,968	54,783	50,201	63,000	28,949	13,684	20,368	49,000
414	Transportation operations	4,379	5,262	5,674	5,300	3,096	2,170	34	6,000
420	Textbooks	120,737	173,653	240,685	261,500	45,354	12,507	203,639	165,000
430	Library Books	10,819	6,636	9,934	13,000	2,002	3,804	7,194	7,000
440	Periodicals	4,440	3,753	6,012	5,320	2,276	-	3,044	5,000
460	Equipment under 5K	141,047	122,132	125,632	221,880	92,081	2,898	126,901	135,000
470	Computer software	118,839	139,153	173,513	230,648	149,376	3,531	77,741	174,000
480	Computer hardware	160,675	72,041	255,516	199,284	173,376	5,498	20,410	256,000
	Total Supplies & Materials	1,165,368	1,123,636	1,477,643	1,696,562	785,522	210,384	700,657	1,357,000
540	Equipment	23,301	-	6,779	30,000	11,000	-	19,000	30,000
	Total Capital Outlay	23,301	-	6,779	30,000	11,000	-	19,000	30,000
621	Regular Interest	-	-	-	500	-	-	500	-
640	Dues & Fees	50,998	51,933	92,488	103,130	41,004	29	62,097	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	259,643	29	77,558	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	50,000	-	185,000	50,000
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	2,140,000	-	220,000	2,175,000
810	Reserve/Contingency	-	-	-	1,000,000	-	-	1,000,000	-
	Grand Total	32,716,516	32,598,226	34,950,241	40,229,400	18,668,533	14,821,429	6,739,438	36,810,600

2015-2016 General Fund Summary Report

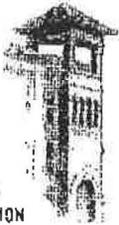
All Funds

Fund	Description	12/13 Actual	13/14 Actual	13/14 EFB	14/15 Actual	14/15 EFB	15/16 Adopted Budget	2-1-16 Y-T-D	2-1-16 Encumb	2-1-16 Balance	15/16 Proj. Actual
100	General Fund	32,716,516	32,766,866	3,162,455	34,950,241	3,932,387	40,229,400	18,668,533	14,821,429	6,739,438	36,810,600
200	Grant Funds	3,903,906	2,663,753	1,765	2,591,884	1,765	5,200,000	1,093,713	1,025,537	3,080,750	2,592,000
205	Senate Bill 1149	-	-	117,971	185,000	9,649	83,700	-	-	83,700	-
212	Academic Achievement	-	1,500	8,650	-	18,650	28,650	-	-	28,650	10,000
230	Bus Replacement	452,440	-	155,617	100,735	304,882	550,000	-	-	550,000	-
232	Classroom Furniture	-	-	-	50,000	-	53,000	35,866	-	17,134	50,000
240	Textbook Adoption	180,885	107,421	79,087	18,550	410,537	761,000	560,755	24,419	175,826	580,000
272	Capital Improvments	1,164,624	319,070	59,536	284,536	-	250,000	140,067	1,138	108,795	250,000
274	Technology	76,157	52,899	20,944	124,500	71,444	271,445	-	-	271,445	-
277	Track and Turf Replacement	-	100,000	27,354	100,000	56,554	200,000	100,000	-	100,000	100,000
279	Student Activity	550,340	593,221	437,050	590,053	467,082	1,120,000	277,380	40,058	802,562	600,000
286	High School Athletics	439,681	445,218	61,442	445,055	77,015	517,000	262,946	52,539	201,515	445,000
296	Nutrition Services	1,946,080	1,683,116	169,759	1,596,163	235,307	2,006,350	724,430	553,582	728,338	1,640,000
299	PERS Reserve	-	630,000	-	-	150,000	650,000	-	-	650,000	-
300	Debt Service	3,276,831	3,359,330	128,655	3,442,481	197,102	3,528,482	1,026,741	-	2,501,741	3,528,500
310	Debt Service / SB 1149	-	5,151	-	-	-	-	-	-	-	-
311	2011 Non-Bonded Debt	223,547	223,547	924	223,547	152,494	349,715	48,607	-	301,108	223,500
601	Unemployment	47,106	37,166	103,815	37,539	91,276	100,000	4,265	-	95,735	41,000
	Grand Total	44,978,112	42,988,258	4,535,024	44,740,285	6,176,143	55,898,742	22,943,304	16,518,701	16,436,738	46,870,600
		=====	=====	=====	=====	=====	=====	=====	=====	=====	=====

AUDIT RFP - TIMELINE

Event	Deadline/Date
Issue Draft RFP document and RFP notice to agencies for review	1/21/2016
Submit Notice of RFP to Advertisers: -Albany Democrat Herald -Gazette Times -Newport News Times -Register Guard	1/22/2016
Updates to RFP document and RFP notice due to LBLESD	1/25/2016
Identify agencies to send Notification of RFP process to (List provided of the 5 agencies currently doing audits in Linn, Benton, Lincoln, and Lane counties)	1/26/2016
Final RFP document done	1/26/2016
Publish Notice of RFP	1/26/2016 through 1/29/2016
Issue RFP to identified vendors	1/26/2016
Proposal must be received by (<i>minimum 30 days after proposal issued</i>)	2/29/2016 - Noon
Review of proposals	3/1/16 – 3/4/16
Notification of finalists for interview, if interviews held	3/7/2016
Interviews of finalists, if interviews held	3/10/16 - 3/11/16
Decision time, reference checks, select finalist	3/14/16 - 3/17/16
Intent to award letters issued (<i>minimum 14 days prior board approval</i>)	3/18/2016
Board Approval: April Board meeting	April 2016
Contracts signed after board approval	Target by 4/22/16

130 YEARS
OF EDUCATION



LEBANON Community Schools

485 SOUTH 5th STREET • LEBANON, OR 97355 • PHONE: 541-451-8462 • FAX: 541-451-8519 • www.lebanon.k12.or.us

APPLICATION FOR BUDGET COMMITTEE MEMBERSHIP

Name William Barish, MD Date 2/2/2016
 Address 31300 S. Main Rd Lebanon, OR
 Email wbarish@samhealth.org
 Phone 541.451.3213 (home) 541.979.6739 (cell) 541.451.7127 (work)

Term: One position for a 3 year appointment expiring June 30, 2018

To be eligible for appointment the candidate: 1) must live in the District, 2) must not be an officer or employee of the District, and 3) must be a qualified voter of the District (ORS 294.336).

If you are eligible, state briefly why you would like to be considered for appointment to the Budget Committee:

I have served previously.
I understand an opening on the committee has occurred.
I am a strong believer in public education and
community service.
I am happy to help the Lebanon School District

Return Application to Lebanon Community School District Business Office by 4:00 p.m. on February 9th. Appointment to the Budget Committee will be made at the February 11, 2016 Board of Director's meeting. Please plan on attending the meeting for possible interview by the Board of Directors.

[Signature]

Feb 2, 2016

Signature

Date

Linda Darling, Business Director • Phone: 541-451-8511, ext. 233 • Fax: 541-451-8519 • E-mail: Linda.darling@lebanon.k12.or.us

(Enclosure F-3)

Technology Wired Network Upgrade RFP
Intent to Award

This last fall we approached the board with the desire to pursue upgrading the District's wired network using 80% reimbursable funds from the federal USAC E-Rate program (initially up fronted by school district funds). The board approved this request and we proceeded to file our E-Rate form 470 and accompanying Request for Proposal (RFP). The district received 3 qualifying responses to this RFP.

We (the technology department and Linda Darling) carefully reviewed each proposal and interviewed the accompanying references included with the proposals. Based on this review and our interviews with references we scored each of the vendors on the qualifications listed in "Table 2" below. As a result, we are recommending that the board award the Lebanon School District Wired Network Upgrade proposal to Ednetics, Inc.

Table 1

Pricing from each of the responding vendors and notes about their proposal.

Company	Pricing	Notes
Ednetics	\$417,434.89	<p>* Product Quoted: Cisco</p> <p>* Ednetics presented by far the most complete response to our RFP. Their proposal was very well organized with detailed drawings and descriptions of the services they were going to perform. All interviewed references gave very positive feedback concerning pre-engineering, implementation, ability to keep to schedules, and post-support.</p> <p>*Cisco products are the very top of the line and will easily integrate into our current environment. The district currently uses Cisco for their core (layer 3) equipment. The Linn-Benton-Lincoln ESD currently manages our core (layer 3) network equipment and have the majority of their expertise and experience working with Cisco gear and Cisco proprietary routing protocols.</p> <p>* The only area that Ednetics scored lower than the other vendors was the on-going support cost for maintenance/software upgrades.</p>
Structured Communications	\$309,741.58	<p>* Product Quoted: Juniper</p> <p>* The low cost proposal presented by Structured Communications was due to them leaving out a major portion of our Request for Proposal. Accordingly, we were forced to give them a grade of "0" in the price category as there was no fair way to evaluate them on price. Otherwise, we did receive favorable comments from their references and on the Juniper product they quoted. They would seem to have been a strong</p>

		<p>competitor if they had provided all of the requested items.</p> <p>*Juniper products would have required some additional configuration to fit in our environment. Due to their lack of experience and training with Juniper gear, the District would not have the same level of support internal or from Linn-Benton-Lincoln ESD.</p>
CDWG	\$441,672.69	* Product Quoted: Hewett Packard
		<p>* CDWG's proposal seemed the most disorganized of the proposals that we received. They included very little design in the proposal. CDWG outsourced the engineering and implementation to a 3rd party vendor (IPVision). We were able to get very little information on IPVision and, from what they documented in the RFP, they seemed to have a relatively small engineering/implementation team. Also, based on their references, they seemed to focus most of their work on installing IP security systems. Overall we felt they provided the weakest engineering/implementation team of the three proposals.</p> <p>* HP products received good reviews and would have provided no -cost maintenance/software upgrades. The district currently uses HP equipment for its non-core switching infrastructure.</p>

Criteria	Max Score	Weight	Ednetics		Structured		CDWG	
			Raw Score	Weighted Score	Raw Score	Weighted Score	Raw Score	Weighted Score
Price	4	15	4	60	0	0	4	60
Quality of Design	4	14	4	56	2	28	3	42
Quality/Reputation/Compatibility/Features of Product/Services	4	14	4	56	4	56	3.5	49
Fringe Benefits of Product/Services	4	5	3	15	3	15	3	15
Quality of Engineering/Implementation Team	4	14	4	56	4	56	1.5	21
Terms-of-Service	4	12	3	36	3	36	3	36
On-Going Support Costs	4	14	3	42	4	56	4	56
Post Implementation Support and Training of District/Other Personnel	4	12	3	36	3	36	2	24
Weighted Totals		100		357		283		303

Winning Bidder:
"Ednetics"

Board policy FF.

I would like to clarify my request to the board regarding renaming the Lebanon High School track and turf facility. I am requesting that the facility be named "Warrior Memorial Track and Field". The name would be put on the side facing Airport Road. I propose that the facility be used to recognize community members who in the past have made contributions to the development of the facility and to our schools and Kids. The process would continue to follow board policy FF. Anyone wishing to have someone recognized would need to submit the request to the board for discussion and determination. I would suggest the board consider proposals once a year. When a person has been approved by the board, their name will be placed on the sign and they will be recognized during half time at the first home football game.

In compliance with the preceding policy I am submitting a recommendation for the first inductee.

In compliance of board policy FF, I am making this official request that the high school track and field be given the official name of, Warrior Memorial Field_ and its' first inductee be Jim McDaniel's. Jim recently passed away and I certainly wish I would have brought this to the board prior to his passing.

I am attaching Jim's obituary which outlines things that Jim has done for the community of Lebanon. I first met Jim when I was a student of his in economics. His stately manner and slow deliberate speech are traits that made Jim stand out. His impact as an educator inspired me to pursue my initial BA in economics.

In addition to all the support that Jim and his wife Heather have provided for the community as outlined in his obituary, they also were major contributors to the development of the football field and track at Lebanon High School. Jim and Heather were one of our main outside contributors towards this project. I believe it is fitting and deserved that Jim McDaniel's be the first inductee. I propose that signage be developed and a small ceremony be held to show the school districts gratitude and recognize Jim and Heather's contributions.

Prior to Jim's passing, I was able to sit down with Jim at his home for a few hours discuss Lebanon, education, and other community issues and concerns. Jim's position was that he wanted to know what we needed to help our kids and what could he do to help. Jim's love of Lebanon and the future of our children were at the forefront of his concerns although he was quietly losing his battle with cancer.

Jim McDaniel moved to Lebanon in 1957 to teach and coach at Lebanon High School. He expected to stay a few years, but remained a lifetime, teaching and giving, to the lasting benefit of the Lebanon community.

McDaniel, 80, died on Christmas day 2015 with his wife by his side.

Though McDaniel didn't plan on teaching as a career when he began, it became so when he "absolutely fell in love with it," he told the Lebanon Express in 2012. The best thing about teaching "is when students say, 'You made a difference in my life,' he said."

One of McDaniel's jobs with the school district was as director of health, physical education and Community Schools.

(Enclosure H-1)

Always forward-thinking and optimistic, McDaniel brought the Optimist Club to Lebanon and has been instrumental in the past couple of years in bringing the local membership to 100.

McDaniel, was born in Armore, Oklahoma, the youngest of 11 children, never stopped being a teacher and loved becoming a mentor to young and new community supporters, such as Wyatt King, Lebanon's 2014 Junior First Citizen and fellow member of the Lebanon Optimist Club.

"He knew he had a special opportunity to connect people who were just starting out with people and resources they needed, and he never missed an opportunity to develop a new leader as well as a new friendship," King said. "He never accused or corrected, but he would always have just the right story to show what the right perspective was. He taught me about priorities and not having excuses."

King said that McDaniel taught him to make sure he always expressed gratitude.

"These lessons will always stick with me, as I am sure that they will also be with the countless McDaniel apprentices he has blessed our community with," King said.

Youth was in his mind a few years earlier, too, when he told the Lebanon Skate Park Committee that if it could raise \$100,000 in the next six months, he would donate \$50,000.

He often used a similar strategy to raise funds for projects - large and small - that he supported.

The skate park committee was unable to raise \$100,000; however, McDaniel donated \$25,000 to the Lebanon Skate Park when the Optimist Club reached 100 members in August last year.

At a Lebanon Rotary meeting a few months ago he pledged \$1,500 to an effort led by Linn County United Way to get 60 free age-appropriate books to every child in the county age birth to 5. So far his donation has been doubled by members, who are now working to triple it.

In the 1960s he thought Lebanon needed an organization to participate in the Strawberry Festival and promote the town - something similar to the Portland Rosarians. He and a local businessman started the Strawberrians. He also was involved in starting up the Lebanon Greeters, now called the Lebanon Chamber Ambassadors.

His service in the community also included about 10 years on the Lebanon Planning Commission and time on the Lebanon Library Advisory Board. He was a Soup Kitchen cook for years, through he started as dishwasher, he said. He and his wife were honored as Soup Kitchen volunteers of the year in 2015.

"Jim loved Lebanon and always tried to make it a better place to live," Rauch said. Even in his last few years, after being diagnosed with cancer, he "made a vow to do what he could to help make

"Right from the very beginning we became very close friends," Marks said. "For the short time I was here, this was a man who was serious about his love for the community. That's what drew us together as friends."

Marks said he will miss the bar nights at McDaniel's house where they would sit at McDaniel's bar shooting the breeze and talking about community events.

McDaniel worked on ways to improve the community even during his last days, Marks added.

"He was working on a deal that I can't even I talk about yet," Marks said. "Even to the end, he was busy trying to find ways to advance the community, even when he felt terrible, because it meant so much to him."

McDaniel was also working on a way to help the city address a wetlands mitigation issue.

That issue came to McDaniel's attention after a midsize American retail corporation was looking to expand on the West coast and it wanted build a distribution center in Lebanon, Marks said. The company decided against Lebanon because to build here it would have to pay for wetlands mitigation in order to build. A company recruiter told Marks that Lebanon was perfect in every other way.

"McDaniel became aware of the wetlands issue and how it's hampering our ability to attract industry," Marks said.

So McDaniel started working on a way to use some of his land he owned by the Willamette Speedway as a way to offer wetlands mitigation.

"It's an idea I still need to kick around, but I haven't found the plan yet," Marks said.

Marks concluded that McDaniel had a huge heart and love for his community.

"He made the place he lives a better place for everyone," Marks said. "I wish we could all have that legacy when we're gone."

In an interview in 2012, McDaniel told the Lebanon Express he learned to give from his parents, who raised nine children in a cash-poor depression household in Oklahoma. It was a lesson he took to heart.

"I truly believe it is better to give than receive," he said.

"My mom and dad were just very giving people," he said. "When they couldn't give of their fortune – because they didn't have one – they gave of themselves."

LEBANON COMMUNITY SCHOOLS
Lebanon, Linn County, Oregon
January 14, 2016

A Regular Meeting of the Board of Directors was held in the District Office Board Room. Chairman Richard Borden called the meeting to order at 6:01 p.m. Those present included:

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

Liz Alperin was absent from this meeting

AUDIENCE COMMENTS

Hamilton Creek Principal Geno Bates shared his thoughts and views regarding the proposed K-6 & 7-8 reconfiguration. He felt that students would benefit by attending a 7-8 middle school. It would allow for growth, academic achievement, connections, electives and a smoother transition to high school.

Retired teacher Jennifer Walter still thinks the school board has a role to play in the display of the confederate flag and swastika on school property. She would like to ensure that staff knows how to handle racial discrimination. She would like handbooks to have language with steps on how to handle discrimination.

Parent and PTA President Theresa Peltier expressed her concern that students be allowed to be grandfathered into the schools which they are currently open enrolled into. She is in support of the restructure which would allow 7-8 grade students opportunities that are not offered at all schools at this time.

Parent Natalie Ellis shared her concerns that choice is being taken away from students with 7-8 reconstructing and boundary changes. She would like to be certain that students will be allowed to stay at their open enrolled schools.

Parent Jean Mueller stated that her students have done very well at Hamilton Creek. She shared her view that the District should continue to offer parents choices for their students at the 7-8 grade levels.

Parent Alice McCammon expressed her concern that her daughter who is open enrolled at Hamilton Creek might not be allowed to continue attending Hamilton Creek.

Parent Renee Long expressed her concern that parents were not told of the proposal first hand, but first heard about the reconfiguration through rumors. She is in favor of parents having choices as to where to send their students to school.

Parent Michelle O'Driscoll expressed her concern with leaving one lone school as a K-8 which would create a new set of consequences. She feels that the reconfiguration would help with the dropout rates and academic achievement and with recruiting the best teachers possible.

Parent Patty Allydice had questions concerning the reconfiguration: 1) Will 7th grade have several classes or will they have a year of transition, as 6th graders do now? 2) What about advanced math? 3) What will bussing time look like with the boundary changes?

(Enclosure I-1)

GOOD NEWS

1. Recognition: School Board Appreciation

Rob Hess read the read the Proclamation for School Board Appreciation Month signed by Oregon Governor Kate Brown. The Board Members received a certificate and small appreciation gift for their service.

GENERAL BUSINESS

1. Report: Sand Ridge School Report (Enclosure E-1)

Sand Ridge Principal Audrey Cota was at this night's meeting to answer any questions that the Board might have regarding the Sand Ridge yearly report.

Mike Martin pointed out that Sand Ridge is requesting additional state money, but the 20% of monies from the state that is held back for Lebanon and the 80% that is given to Sand Ridge is standard practice. Additional funding of more than 80%, that Sand Ridge is requesting, would be negotiated for during contract negotiations and it would be a School Board decision.

Russ McUne pointed out that Sand Ridge is doing a very good job on their test scores.

Richard Borden wondered if Sand Ridge is considering bringing the high school classes back again.

Audrey Cota explained that the student body is too small for Sand Ridge to offer the classes that are needed for students.

2. Action: Division 22 (Enclosure E-2)

Jerry Williams wondered why students are not meeting the minimum of instructional hours as reported on the Division 22 report.

Jennifer Meckley said that Beyond LHS students, Alternative Education students and quite a few other students do not have full schedules.

Mike Martin wondered how seniors are meeting the demonstration for diploma.

Jennifer Meckley pointed out that seniors are required to take an economics course, do a research paper on a prospective career, and attend the career fair.

Russ made motion to approve the Division 22 report as presented. Jerry Williams seconded. The motion carried by majority.

3 Action: Approve Open Enrollment of Non-Resident Students (Enclosure E-3)

Russ McUne made a motion that "The Board of Directors has established that all nonresident students shall receive written consent for admission under ORS 339.133(5) (b) for the 2016-2017 school year." Mike Martin seconded. The motion carried by majority.

4. Action: Approve Inter-District Transfers of Nonresident Students (Enclosure E-4)

Jerry Williams made a motion that "The Board of Directors has established that all nonresident students shall receive written consent for admission under the inter-district transfer policy for the 2016-2017 school year." Mike Martin seconded. The motion carried by majority.

Jerry Williams made a motion that "The Board of Directors has established that all resident students shall receive written consent for transfers out of the District under the inter-district transfer policy for the 2016-2017 school year." Mike Martin seconded. The motion carried by majority.

5. Information: Policy JFCF Findings (Enclosure E-5)

Jennifer Meckley pointed out that Peggy Holdstedt from OSBA had responded via e-mail to the Board's questions regarding policy JFCF. Peggy Holdstedt's response was included in the Board packet (see enclosure).

6. Information: Athletic Handbook (Enclosure E-6)

Bo Yates pointed out that Kraig Hoene amended the athletic handbook. The changes are in red and blue.

The Board discussed the changes.

Mike Martin feels that language for offences should state that discipline is determined by not only the Athletic Director, but also by an additional person.

7. Discussion: K-6: 7-8 Reconfiguration Timeline (Enclosure E-7)

Rob Hess pointed out that the timeline for the reconfiguration is a list of activities, but do not include a date to begin the reconfiguration. Rob stated that since he has been gathering information and data he would recommend beginning the boundary changes in the fall of 2016 and look at any changes to the open enrollment policies for the fall of 2017. He shared other ideas which are emerging such as sister schools pre-2, 3-6.

Bo Yates expressed that without changing the boundaries and open enrollment at the same time there would be no impact to school enrollment, which is what they are trying to address. Pioneer and Riverview are too full and Hamilton Creek and Green Acres are too empty.

The Board discussed the boundaries and reconfiguration of schools

The consensus of the Board was to slow down, gather information and data and schedule a Board Work Session.

8. Discussion: School Closure Make Up Day

Rob Hess pointed out that the District took an inclement weather day on January 4, 2016 so there was no school. According to contract the Board will make the decision whether to make up the day or not.

The consensus of the Board was to table until March to see if the District uses any more inclement weather days.

9. Action: Approve 2016-2017 Resolution for Linn Benton Lincoln Education Service District Local Service Plan (Enclosure E-9)

Russ made a motion to approve the 2016-2017 Resolution for Linn Benton Lincoln Education Service District Local Service plan as presented. Mike Martin seconded. The motion carried by majority.

FINANCE

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

Linda Darling explained that the financial packet reflects all of the actual revenue and expenditures for 2014-15 and 2015-16 along with the budgeted, spent and/or encumbered and projected amounts for 2015-16.

Linda Darling shared that the audit has been finalized and printed. Accuity will present the audit at the February Board meeting.

Richard Borden questioned the expense for supplies in the budget.

Linda Darling explained why those costs might be high (i.e. paper purchases).

Linda Darling shared that the Statesman Journal reported the Governor's proposal for minimum wage. Linda will keep the Board apprised of that moving forward.

2. Action: Appoint One Budget Committee Member (Enclosure F-2)

Linda Darling explained that there was one Budget Committee opening for a 3 year term. Terry Deacon was the only applicant. Terry previously served on the Budget Committee from January 2013 to June 2015.

Russ McUne made a motion to appoint Terry Deacon to the 3 year Budget Committee opening. Mike Martin seconded. The motion carried by majority.

OPERATIONS

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

Bo Yates explained that he brought the request for renaming the football field. He would like to amend his request to name the field "Lebanon Memorial Track and Field". Names could then be added to honor folks in the Community who contribute to the field in their lifetime. Bo will bring the request back to the Board in February with a process and design.

Mike Martin appreciated the way that Bo Yates brought the proposal forward.

CONSENT AGENDA

1. **Action:** Approve December 10, 2015 Board Minutes (Enclosure I-1)
2. **Action:** Approve Hiring Amelia White, Special Education Teacher, Seven Oak Middle School, TEMP 1/5/16 – 6/10/16
3. **Action:** Approve Hiring Iviee Giesy, Elective Teacher, Green Acres School, .50 FTE, TEMP 1/5/16 – 6/10/16
4. **Action:** Approve Hiring Sherralee Fuller, Special Education Teacher, Lebanon High School, .50 FTE, TEMP 12/7/15 – 6/10/16

Russ McUne made a motion to approve the Consent Agenda as presented. Mike Martin seconded. The motion carried by majority.

BOARD OF EDUCATION TIME/DISCUSSION

February 11, 2016	6:00 p.m./District Office Board Room	Regular Board Meeting
March 10, 2016	7:00 p.m./District Office Board Room	Special Board/Budget Meeting
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

The Board will e-mail to Kathy Schurr dates that they are available during the first week to hold a "School Boundaries and School Reconfiguration" Work Session.

BOARD COMMUNICATION

Mike Martin thanked the Hamilton Creek parents for being here to speak regarding the boundary changes and school reconfiguration.

SUPERINTENDENT COMMUNICATION

Rob Hess explained that the state legislators have been working on the 5th Year Programs bringing forth a bill that would limit how the 5th Year Programs would work. He pointed out that "Oregon Promise" will affect our 5th Year Program. Rob said that he will bring new information as it comes.

Rob reported that he has been working with other Superintendents trying to secure stable funding for education. There is a petition circulating, which is creating a lot of debate from the legislature.

ADJOURNMENT

The meeting adjourned at 7:55 p.m. into Executive Session under **ORS 192.660 (2) (I)**: *To review and evaluate the performance of the chief executive officer or any other public officer, employee or staff members, unless the person whose performance is being reviewed and evaluated requests an open hearing.*

(Recorded by Kathy Schurr)

Richard Borden, Board Chair

Rob Hess, Superintendent