

**LEBANON COMMUNITY SCHOOL DISTRICT
SCHOOL BOARD AGENDA
Lebanon School District Office
485 S. 5th St. Lebanon, OR 97355
May 28, 2015**

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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

1. **Report:** Green Acres School-Sabrina Alexander (Enclosure C-1)

D. PURSUING EXCELLENCE

1. **Report:** Green Acres School Report-Sabrina Alexander (Enclosure D-1)
2. **Report:** Special Education-Jan Sansom (Enclosure D-2)

E. GENERAL BUSINESS

1. **Information:** Community Eligibility Provision (CEP) (Enclosure E-1)
2. **Discussion:** Student Drug Testing (Enclosure E-2)
3. **Action:** Approve Transportation Supplemental Plan (Enclosure E-3)

F. FINANCE

1. **Report:** Financial Update

G. HUMAN RESOURCES

H. OPERATIONS

I. CONSENT AGENDA

1. **Action:** Approve May 14, 2015 Board Minutes (Enclosure I-1)
2. **Action:** Approve May 14, 201 Budget Minutes (Enclosure I-2)
3. **Action:** Approve Hiring Catherine Broadhurst, Speech Language Therapist, Student Services
4. **Action:** Approve Hiring Monique Coleman, Culinary Arts Teacher, Lebanon High School
5. **Action:** Approve Hiring Sarah Perkins, Band/Choir Teacher, Seven Oak Middle School
6. **Action:** Approve Hiring Kendra Lawrence, Special Education Teacher
7. **Action:** Approve Hiring Kela Lynn, Behavior Support Specialist, District-wide

J. BOARD OF EDUCATION TIME/DISCUSSION

June 11, 2015

6:00 p.m./District Office Board Room

Public Hearing and Special Board Meeting

K. BOARD COMMUNICATION

L. SUPERINTENDENT COMMUNICATION

- 1. Report: China Trip**

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.

Attached are Enclosures C-1 & D-1
for Green Acres School

**SCHOOL IMPROVEMENT PLAN - PBIS
Green Acres 2014-15**

	Attendance G = > 90% Y = 85-90% R = < 85%	Behavior G = < 3 Y = 3-6 R = > 7	Attendance Target G = > 90% Y = 85-90% R = < 85%	Behavior Target G = < 3 Y = 3-6 R = > 7
Green Zone		62%	90%	85%
Yellow Zone		19%	8%	10%
Red Zone		17%	2%	5%

	Attendance%			Referrals%			Suspensions			Plans		Gender		Age	
	G	Y	R	G	Y	R	In	Out	Exp	CICO	Formal	Boys	Girls	K-5	6-8
Sept	80	11	10	98	2	0	0	5.5	0						
Oct	58	19	23	97.6	2.3	0	1	1	0						
Nov	73	11	20	98	1.6	0	0	3	0						
Dec	68	13	18	97.6	1.9	.3	4	0	0						
Jan	60	16	24	99	.9	0	1	4	0						
Feb	62	14	22	98	1.6	0	3.5	1	0						
March	64	17	19	96.7	2.6	.6	0	3	0						
Apr	70	15	15	96	1.9	1.6	4	0	0						
May															
June															

Strategies	Timeline	Staff	Resources	Results (Review in May)	Next Steps (June-
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		Responsible		(What happened? Reflection)	August
Action 1: The PBIS leadership team will meet in August to prepare for the year and solidify the building model and plan, specifically in regards to the protocol for addressing minor and major behaviors. The team will re-establish these protocols and then plan for building wide staff development in September to ensure 100% buy-in and consistency. (DSC1.1)	August 2014 September 2014	PBIS Leadership Team			
Action 2: The PBIS team will meet monthly, using release time. The team will: 1) review SWIS data, and 2) identify areas (by location, time, number and type of minor and major referrals, etc) that need to be addressed. The team will target specific areas to share with staff and make plans for additional teaching, reinforcing and re-teaching expected behaviors. This will be implemented consistently by all staff and across all settings. (EE2.5, T3)	Each month; 2 nd Thursday each month	PBIS Leadership Team	SWIS Data		
Action 3: Develop/update PBIS handbook for staff that includes the school's vision, expectations, positive incentives, discipline referral system, and consequences and documents all major components of the PBIS system Develop student/parent handbook, an abbreviated version of the staff handbook with expectations, positive reinforcement system, discipline referral system, and ways parents can support their students to demonstrate positive behavior. Handbook provided at registration period and to all new families as well as post it on the school's website. (DSC1 1, T9 and EE2.5, T1)	September 2014	PBIS Leadership Team	Handbook protocols		
Action 4: PBIS Team will engage in a self-assessment process to identify PBIS systems that are, or are not, in place using survey data and SWIS. Action plans will be created to address areas that need further development or revision for the school year. (EE2.5, T5)	January X, 2015	PBIS Leadership Team	Survey tools, SWIS data		
Action 5: Staff will agree upon the behavior expectations that will be consistently reinforced in all settings of the school. PBIS leadership team will lead staff through professional development and calibration activities. The staff will meet as one group in August to calibrate	Monthly 2014-15	PBIS Leadership Team	Handbook		

overall and teachers will continue to meet monthly to participate in a mini-lesson addressing PBIS specific issues. (EE2.5, T4)					
Action 6: Staff will participate in a book study using the book "Courageous Conversations" to facilitate discussion regarding racial inequality within the school system, promote positive school culture and embed more culturally inclusive practices. (LDR5.5, T1)	????	Sabrina Alexander	Copies of <i>Courageous Conversations</i>		
Action 7: Attend the Opportunity Summit sponsored by the district and facilitated by Donna Beagle. At least 10 families will participate and 3 staff and the principal will participate as workers at the Summit. We will debrief the information and experiences with the PBIS team and make a plan on how to disseminate it with staff and parents. (DSC1.1, T7)	October 16th, 2014	Sabrina Alexander, 3 staff members, 10 families	Release time	Marked completed in CAP	
Action 8: Staff will read "Engaging Students in Poverty," participate in discussions, and create action plans specific to their own position. In-building poverty leaders will support teachers as they implement their action plans through regular check-ins as they implement his suggested practices into the classroom. The PBIS team will help to monitor the implementation of these practices. (LDR5.5 and DSC1.1) Replaced with: Action 8: Staff will study work done by Eric Jensen to strengthen our collective understanding of the needs of students and families living in poverty. We will read his book "Engaging students in Poverty" as well as other short writings, and implement his suggested practices into the classroom. The PBIS team will help to monitor the implementation of these practices. (DSC1.1, T6)	Fall 2014- Winter 2015	PBIS Leadership Team All Staff	Copies of <i>Engaging Students in Poverty</i>		
Action 9: Apply practices from Jensen's work and "Courageous Conversations" to create the blueprints for: 1) a preschool to open September 2015, 2) classes for our Spanish and English speaking parents, 3) community events inclusive of all families. (LDR5.5, T5)	Begin early spring 2015	Sabrina Alexander			
Action 10: Implement Second Steps Curriculum	2014-15	Carmen Ryan			

<p>Action 11: Establish a school-wide PBIS model that focuses on a tiered approach to behavior support. School-wide, classroom, and individual systems will be defined and effectively implemented over a one to three year period. (DSC1.1, T10)</p>				<p>Added (in CAP)</p>	
<p>Action 12: The school leadership teams will create a 3 year plan to address the need for racial equality and cultural inclusion. The first year's plan will include, but not be limited to, use of the prior mentioned book in CAP task LDR5.5, T1. (LDR5.5, T2)</p>					

Goal Strategies / Actions	Team Comments / Notes - On-Going Documentation & Reflection (Provide dates and all updates)
<p>Action 1: The PBIS leadership team will meet in August to prepare for the year and solidify the building model and plan, specifically in regards to the protocol for addressing minor and major behaviors. The team will re-establish these protocols and then plan for building wide staff development in September to ensure 100% buy-in and consistency. (DSC1.1)</p>	<p>Met on August 14, 2014. Prepared agenda and updated student/parent handbook, referral and discipline flow chart, use of incentives. 10/9/14 Mtg. Notes: need to continue to follow up on this action.</p>
<p>Action 2: The PBIS team will meet monthly, using release time. The team will: 1) review SWIS data, and 2) identify areas (by location, time, number and type of minor and major referrals, etc.) that need to be addressed. The team will target specific areas to share with staff and make plans for additional teaching, reinforcing and re-teaching expected behaviors. This will be implemented consistently by all staff and across all settings. (BE2.5)</p>	<p>Minutes/Topics covered on 9/11/14 The PBIS team is meeting regularly and is starting to review data during these meeting times. For the upcoming year there will be much higher focus on reviewing student data and a focus of teaching and reteaching. The PBIS team will be planning for PD for August, staff wide, and monthly mini lessons through out the year. This year's focus seems to have been mostly around the forming of a team and participating in regular meetings.</p> <ol style="list-style-type: none"> 1) Norms established 2) Check in and follow up on August staff meetings around PBIS topics (new referral system, discipline flow chart, incentives) 3) New incentives and awards established 4) Barometer check on implementation of new structures/systems. Problem-solving protocols. Team will check in with partners. Sarah will work up a check in sheet. Principal will meet with SAs week of Sept. 15 to calibrate and problem solve. 5) Did data check in 6) Mini-lessons topics determined – Sabrina and Natalia will design it for October and focus on Hope and Growth Mindset. 7) Review of all PBIS related CAP tasks. Generated questions. <hr/> <p>10/9/14 Mtg -</p> <ol style="list-style-type: none"> 1. Team reviewed SWIS referral data. September data better than past years. Why? More teaching, strong team, processes identified and put in place. Looked at location breakdown and predicted why playground referrals are down. More supervised, structured play, more pre-teaching, pre-corrections, grades are split more, and redirection could be factors. How do we continue and build what is working? Continue teaching expectations, routines everyday. Suggestions: add expectations/procedures reminder to lesson plan, email reminders (Sabrina), provide monthly data report w/ suggestions and positives (Natalia, Brenda), have a weekly focus. Classroom referrals are up. 2. Sarah reported on her task to check in with teachers on implementation of structures/systems: Teachers report starting to work on them. 3. Discussion on staff implementing interventions prior to writing minors or majors. Intervention list handed out this week. Staff are have good conversations and making great efforts to follow process. Seems to be making a difference. Challenge surfaced for how to positively intervene with students presenting behavior in special spaces, like cafeteria, with staff who don't have same relationship level with the student as does the teacher.
<p>Action 3: Develop/update PBIS handbook for staff that includes the school's vision, expectations, positive</p>	<p>Decision 9/11/14 - Team will create / revise staff handbook addendums to detail out all procedures. Will occur over the year and be ready to roll out fall 2015.</p>

<p>incentives, discipline referral system, and consequences and documents all major components of the PBIS system. Develop student/parent handbook, an abbreviated version of the staff handbook with expectations, positive reinforcement system, discipline referral system, and ways parents can support their students to demonstrate positive behavior. Handbook provided at registration period and to all new families as well as post it on the school's website. (DSC1.1 and --EE2.5)</p>	<p>(Parent/student handbook is completed and distributed.)</p> <hr/> <p>10/9/14 Mtg Notes: Handbook has gone out to parents. PBIS team working on handbook for staff for November PBIS meeting (Elenor and Sabrina) Update for pick up and drop off (Sabrina and Brenda)</p>
<p>Action 4: PBIS Team will engage in a self-assessment process to identify PBIS systems. An RtI process for behavior will be initiated. (EE2.5)</p>	<p>Decision 9/11/14 - In January the team will conduct a survey. 10/9/14 Mtg - Action 4 was revised at this meeting to incorporate an RtI process for behavior. A document has been developed to track behaviors and provide identify documentation for interventions over time.</p>
<p>Action 5: Staff will agree upon the behavior expectations that will be consistently reinforced in all settings of the school. PBIS leadership team will lead staff through professional development and calibration activities. The staff will meet as one group in August to calibrate overall and teachers will continue to meet monthly to participate in a mini-lesson addressing PBIS specific issues. (EE2.5)</p>	<p>10/9/14 Mtg - Continue to reinforce behavior expectations</p>
<p>Action 6: Staff will participate in a book study using the book "Courageous Conversations" to facilitate discussion regarding racial inequality within the school system, promote positive school culture and embed more culturally inclusive practices. (LDR5.5)</p>	<p>10/9/14 Mtg - Sabrina attending Courageous Conversations conference at end of October. Will put plan in place to share with staff over time.</p>
<p>Action 7: Attend the Opportunity Summit sponsored by the district and facilitated by Donna Beagle. At least 10 families will participate and 3 staff and the principal will participate as workers at the Summit. We will debrief the information and experiences with the PBIS team and make a plan on how to disseminate it with staff and parents. (DSC1.1)</p>	<p>10/9/14 Mtg - Opportunity Summit on Oct. 17. 15 families and 4 staff identified to attend. Will come back to PBIS and plan out navigators and neighbors.</p>
<p>Action 8: Staff will read "Engaging Students in Poverty," participate in discussions, and create action plans specific to their own position. In-building poverty leaders will support teachers as they implement their action plans through regular check-ins as they implement his suggested practices into the classroom. The PBIS team will help to monitor the implementation of these practices. (LDR5.5 and DSC1.1)</p>	<p>10/9/14 Mtg - Poverty team put in place. Staff reading book. Mini lessons being developed to do with all staff. First mini lesson on "hope and mindset" week of October 13. (Sabrina and Natalia)</p>
<p>Action 9: Apply practices from Jensen's work and "Courageous Conversations" to create the blueprints for: 1) a preschool to open September 2015, 2) classes for</p>	<p>10/9/14 Mtg - Preschool team-Jana and Sabrina and any other staff welcome. Need to develop plan. Have the funds. Will be classes for both English and Spanish speaking parents.</p>

our Spanish and English speaking parents, 3) community events inclusive of all families. (LDR5.5)	
Action 10: Implement Second Steps Curriculum	10/9/14 Mtg - What are the expectations and how to monitor?
Action 11: An Rtl process for behavior will be initiated. (EE2.5)	

SPECIFIC

MEASUREABLE

ALIGNED

RESULTS DRIVEN

TIMELY

SCHOOL IMPROVEMENT PLAN-LITERACY
Green Acres 2014-15

Overall Level = 3 (AA=3, AG=4, SG=4)				Overall Level = (AA=, AG=, SG=)			
2013-14 OAKS Performance	Level	Percent or Percentile	Growth Target	2014-15 OAKS Target	Level	Percent or Percentile	Growth Target
Academic Achievement	3	67.9% (1 yr.)	N/A	Academic Achievement	3		
Academic Growth	3	42%ile (2 yrs.)	37%ile	Academic Growth	4		
Subgroup Growth: Econ Disadvantage SPED ELL	3 3	41.5%ile 52%ile 39.5%ile	38.5%ile 54%ile 59.5%ile	Subgroup Growth: Econ Disadvantage SPED ELL	4		

ad	% by:	% Benchmark			% Strategic			% Intensive			Target % BM		Target % Strat		Target % Int	
		Fall	Win	Spr.	Fall	Win	Spr.	Fall	Win	Spr	Win	Spr.	Win	Spr.	Win	Spr.
K	Risk	7	67		39	19		54	15							
1	Risk	36	45		38	29		26	26			54		28		18
2	Risk	24	35		35	44		41	22			45		37		18
3	Risk	33	28		38	44		29	27			54		25		19
4	Risk	25	15		46	44		29	41			29		41		29
5	Risk	28	27		37	44		35	29			64		24		11

Formative Goal:

Desired percentages: Benchmark – 80%, Strategic – 15%, Intensive – 5%

Strategies	Timeline	Staff Responsible	Resources	Results (Assess actions in May)	Next Steps (To inform next plan)
Action 1: Engage in collaborative planning and training on exemplary literacy instruction across all levels as a continuation of work done in previous year. This will include, but not be limited to, student engagement, addressing the big 5, and whole group/small group instructional strategies. The trainings will also address comprehension, vocabulary, and syllabication. DSC1.6, T6	5 trainings will be scheduled, beginning in June 2014, and will continue over the 2014-15 school year <i>Monitor progress and/or needs during grade level RtI meeting.</i>	Building Literacy Team, Sabrina Alexander	Teresa Lewellen Beth Kreder <i>Expand student engagement work through close read PD.</i>		
Action 2: Identify and use a literacy walk-through protocol to provide feedback to staff. EE2.2, T5	<i>BLT will assist with protocol development and timeline for implementing</i>	Sabrina Alexander and BLT	RtI Handbook Teresa Lewellen School Coach		
Action 3: Train all new staff in Ashlock templates and lesson maps. EE2.3	August and on-going	Sabrina Alexander	Beth Kreder Teresa Lewellen	(marked as "completed" or occurring routinely in CAP)	
Action 4: Use screeners and diagnostic data to place students in instructional profiles to determine time, materials and intervention needs. EE2.4	August 2014 and May 2015 <i>Adjustments made at RtI 6 week cycle</i>	Building Literacy Team	Teresa Lewellen	(marked as "completed" or occurring routinely in CAP)	
Action 5: Grade level teams create identify common assessments and performance tasks based on ELA CCSS. Teachers will participate in district and building initiated training to learn how to design and select items. Use a PLC format in their grade level teams, on a monthly basis, to agree on which assessments to use with students, become knowledgeable about the DOK task level (high, medium, low)	<i>Occurs during PLC time at ER</i>	Building Literacy Team Sabrina Alexander	Early Release (district schedule) PLC protocols SBAC practice tests		

analyze results, and make instructional shifts to address student learning needs and increase rigor EE2 4, T6					
Action 6: Collaborate in grade level teams to align instruction and assessments to ELA CCSS practices <i>Focus on Close Reads/Text dependent questions (also addresses student engagement)</i> Literacy reps report grade level progress, challenges, needs at BLT meetings TL4 1, T6	<i>Occurs during PLC time at ER</i>	Grade level teams Building Literacy Team	Harcourt materials America Achieves videos Achievethecore.org Teaching Channel		
Action 7: Use benchmark data to set goals for tier I-III students, administer additional diagnostics to underperforming students and groups, monitor progress at RtI data team meetings and make changes TL4 2	Benchmark periods (3 times) RtI data team meetings every 6 weeks	Building Literacy Team, Sabrina Alexander, Grade Levels, Specialists	RtI protocols Data	(Marked as "completed" or occurring routinely in CAP)	
Action 8: Continue to refine the building literacy model to further document processes and protocols, with special emphasis on SPED and Title, for creating instructional groups, scheduling and aligning ELA core and interventions, training staff, determining decision rules for transitioning students within and across instructional and grade level groups DSC1 6, T5	September 2014- November 2014	Title I, SPED, Sabrina Alexander Building Literacy Team	Teresa Lewellen		

Growth Level Cutoffs	
On Track Growth	
Yes	No
60 & above	70 & above
45 to 59.5	55 to 69.5
35 to 44.5	45 to 54.5
30 to 34.5	40 to 44.5
Less than 30	Less than 40

Reading Achievement Level Cutoffs	
Level 5	87.2 & above
Level 4	69.0 to 87.1
Level 3	58.8 to 68.9
Level 2	49.6 to 58.7
Level 1	Less than 49.6

(See italicized updates on pp. 2-3)

Goal Strategies / Actions	Literacy Team Comments / Notes - On-Going Documentation & Reflection (Provide dates and all updates)
<p>Action 1: Engage in collaborative planning and training on exemplary literacy instruction across all levels as a continuation of work done in previous year. This will include, but not be limited to, student engagement, addressing the big 5, and whole group/small group instructional strategies. The trainings will also address comprehension, vocabulary, and syllabication. DSC1.6</p>	<p>BLT feels that Vocabulary, Syllabication, and Small group instructional strategies are in motion but need monitored The BLT wants to see new emphasis put on Student Engagement in reading (9/24)</p>
<p>Action 2: Identify and use a literacy walk-through protocol to provide feedback to staff. EE2.2</p>	<p>BLT is ready to put in a place a literacy walk through model, timing/expectations? (9/24) BLT Meeting on 12/3/14 What are we looking for? Engagement (interactive, involved in the learning, writing, reading, conversations, comprehending material, more than one right answer, open ended) The big 5 happening Students aware of objective Good strategies (pair share, instead of hand calling, no round robins -choral reading, partner reading) Meaningful lessons Fun and relationships. Form to be developed at next BLT mtg - January 7, 2015 In January, take one or two preps to visit another BLTs reading block.</p>
<p>Action 3: Train all new staff in Ashlock templates and lesson maps. EE2.3</p>	<p>Ashlock training is in place. Is there a need for feedback here at all? (9/24)</p>
<p>Action 4: Use screeners and diagnostic data to place students in instructional profiles to determine time, materials and intervention needs. EE2.4</p>	<p>Mostly in place, however, we are still learning in the student profiling system for small group instruction (9/24)</p>
<p>Action 5: Grade level teams create and identify common assessments and performance tasks based on ELA CCSS. Teachers will participate in district and building initiated training to learn how to design and select items. Use a PLC format in their grade level teams, on a monthly basis, to agree on which assessments to use with students, become knowledgeable about the DOK task level (high, medium, low) analyze results, and make instructional shifts to address student learning needs and increase rigor. EE2.4</p>	<p>There is a need for common assessments that also address DOK, alignment of assessments to standards, higher rigor (9/24) <u>11-13-14 Update:</u> We have now completed one ELA assessment cycle. The outcome of that cycle was:</p> <ol style="list-style-type: none"> 1. Each grade level team selected a common assessment to administer. 2. They broke apart the assessment to identify: the standards addressed, learning targets for the lessons correlated to the assessment, the content vocabulary to be used, any reviews or warm ups given, and the agreed scoring rubric/decisions. 3. The team then taught and administered the assessment. 4. The team met and looked at the completed assessments. 5. They sorted the results into four piles: below the standard, nearly meeting standard, meets standard, and exceeds standard. 6. They listed each student from each pile, and then discussed one assessment from each of the four piles. From there they identified the themes of that particular pile and what next steps in instruction are necessary for that student to move up in proficiency. There was also discussion

	<p>about whether the assessment itself met the intended purpose when the team originally met.</p> <p>Evidence of progress: There have been significant changes due to these conversations. Fourth grade has shifted their weekly assessments to a standard-based assessment with specific scoring criteria. Teachers in each of the 1st-5th grade are using standard specific data now to plan for the next weeks lessons.</p>
<p>Action 6: Collaborate in grade level teams to align instruction to ELA CCSS practices. Literacy reps report grade level progress, challenges, needs at BLT meetings. TL4.1</p>	<p>A temporary alignment to the common core until a new curriculum is adopted, what do we want to put our time into this year? (9/24)</p>
<p>Action 7: Use benchmark data to set goals for tier I-III students, administer additional diagnostics to underperforming students and groups, monitor progress at Rtl data team meetings and make changes. TL4.2</p>	<p>BLT will review and address the grade level goals and plans at October BLT meeting (9/24)</p>
<p>Action 8: Continue to refine the building literacy model to further document processes and protocols, with special emphasis on SPED and Title, for creating instructional groups, scheduling and aligning ELA core and interventions, training staff, determining decision rules for transitioning students within and across instructional and grade level groups. DSC1.6</p>	<p>BLT would need to see the current plan that is being created to build and evaluate (9/24)</p>
<p>Activities</p>	<p>Open library time, OBOB, reading buddies, read-ins, books for kids, AR, book clubs, literacy night(s), kindles, MyOn, Leb Library, Pajama night</p>

**SCHOOL IMPROVEMENT PLAN-MATH
GREEN ACRES 2014-15**

Overall Level = 3 (AA=3, AG=4, SG=4)				Overall Level = (AA= , AG= , SG=)			
2013-14 OAKS Performance	Level	Percent or Percentile	Growth Target	2014-15 OAKS Target	Level	Percent or Percentile	Growth Target
Academic Achievement	3	59 8% (1 yr)	N/A	Academic Achievement	3		
Academic Growth	4	54%ile (2 yrs)	54%ile	Academic Growth	4		
Subgroup Growth Econ Disadvantage SPED ELL	3	53%ile 79 5%ile 42%ile	57%ile 72%ile 72%ile	Subgroup Growth Econ Disadvantage SPED ELL	4		
Overall SMART Goal							

Gr ad	% by	% Benchmark			% Strategic			% Intensive			Target % BM		Target % Strat		Target % Int	
		Fall	Win	Spr	Fall	Win	Spr	Fall	Win	Spr	Win	Spr	Win	Spr	Win	Spr
K	Risk	22			39			39								
1	Risk	30	27		32	29		38	44							
2	Risk	41	59		21	19		38	22							
3	Risk	43	35		32	38		25	27							
4	Risk	25	26		36	26		39	47							
5	Risk	21	42		27	31		52	27							
Formative Goal																

Desired percentages Benchmark – 80% Strategic – 15%, Intensive – 5%

Strategies	Timeline	Staff Responsible	Resources Needed	Results	Next Steps
Action 1: Work in grade level teams to create and/or select CCSS common assessments and performance tasks to 1) be knowledgeable about the DOK task level	Monthly	Math Leadership Team	Engage NY curriculum, PLC protocols		

Specific

Measurable

Aligned

Results Driven

Time

Growth Level Cutoffs		
Level	On Track Growth	
	Yes	No
Level 5	60 & above	70 & above
Level 4	45 to 59.5	55 to 69.5
Level 3	35 to 44.5	45 to 54.5
Level 2	30 to 34.5	40 to 44.5
Level 1	Less than 30	Less than 40

Math Achievement Level Cutoffs	
Level 5	82.3 & above
Level 4	66.0 to 82.2
Level 3	49.2 to 65.9
Level 2	39.3 to 49.1
Level 1	Less than 39.1

Goal Strategies / Actions	Math Leadership Team Comments / Notes – On-Going Documentation & Reflection (Provide dates and all updates)
<p>Action 1: Work in grade level teams to create and/or select CCSS common assessments and performance tasks to: 1) be knowledgeable about the DOK task level (high, medium, low) 2) analyze results, and make instructional shifts to address student learning needs, 3) participate in district and building initiated training to learn how to design and select items. Staff will work in vertical groups, (k-2, 3-5) in the spring to align formative and summative assessments and use a PLC protocol to guide the work. EE2.4 and TL4.3</p>	<p>(PLC teams met on 10/14/14 and reviewed assessments, DOK levels, and adopted an assessment cycle to follow targeting individual students at the classroom level. Teachers are using a standardized protocol across all levels.) [Documented in CAP] <u>11-13-14 Update:</u> We have now completed one math assessment cycle. The outcome of that cycle was:</p> <ol style="list-style-type: none"> 1. Each grade level team selected a common assessment to administer. 2. They broke apart the assessment to identify: the standards addressed, learning targets for the lessons correlated to the assessment, the content vocabulary to be used, any reviews or warm ups given, and the agreed scoring rubric/decisions. 3. The team then taught and administered the assessment. 4. The team met and looked at the completed assessments. 5. They sorted the results into four piles: below the standard, nearly meeting standard, meets standard, and exceeds standard. 6. They listed each student from each pile, and then discussed one assessment from each of the four piles. From there they identified the themes of that particular pile and what next steps in instruction are necessary for that student to move up in proficiency. There was also discussion about whether the assessment itself met the intended purpose when the team originally met. <p>Evidence of progress: There have been significant changes due to these conversations. Fourth grade has shifted their weekly assessments to a standard-based assessment with specific scoring criteria. Teachers in each of the 1st-5th grade are using standard specific data now to plan for the next weeks lessons.</p>
<p>Action 2: RtI - Staff will meet 2 times this year to review math benchmark data from EasyCBM and set goals for tier I-III students. For students in the bottom</p>	<p>10-15-14 - RtI development will begin with the selection of a screener. Benchmark review meetings will begin this year and will occur 2 times this first year, then next year get on the 3 times per year cycle. Teachers will use the screener this year to identify intervention groups.</p>

Lebanon Community School District
Special Education Information
2015
Presented by Jan Sansom, Special Education Director

Special Education SMART Goals:

1. Increase Graduation Rates for Students with Disabilities
2. Continual improvement of the K-12+ Special Education Program
3. Provide support for Response to Intervention (RTI) and Positive Behavior and Instruction Support (PBIS)

Eligibility Distribution 2015

	K - 5	K - 8	7Oak	LHS	Sandridge	ELCA, I	Total
Learning Disability	37/26	52/58	44/52	76/83	6/5	6/5	221/239
Communication	188/82	44/41	14/3	6/5	13/14	7/8	191/163
Intellectual Disability	14/14	4/6	9/10	25/17	1/1	2/2	55/50
Other Health Impairment	12/14	8/8	10/13	20/25	3/4	3/3	56/68
Autism	16/18	12/15	7/10	18/22	0/0	1/2	54/67
Emotional Disturbance	4/5	3/4	1/6	9/7	0/2	2/0	19/22
Orthopedic Impairment	0/0	0/0	2/2	3/2	1/1	0/0	6/5
Visual Impairment	3/1	1/0	0/0	0/1	6/0	0/0	4/2
Hearing Impairment	1/0	0/0	0/0	1/1	0/0	0/1	2/2
Traumatic Brain Injury	0/0	0/0	0/0	1/1	0/0	0/0	1/1
Total	195/178	124/133	87/86	158/164	24/27	21/21	610/619

Special Education Staff

- Special Education Teachers 17.5/18
- Personal Care Assistants 25/25
- Instructional Assistants 39.5/35.5
- Speech Language Pathologists (Presence/learning) 3/4
- SLP Assistants (SLPA) 3/3

Lebanon's K-12+ Sped Program

- Elementary Level
- Middle School Level
- High School Level
- Transition Program
- Alternative Education/GED

Graduation Rates (4 year cohorts)

	2012	2013	2014	2015
Cohort	18	10	26	25
COA	2	2	5	2
Extended	0	0	1	0
GED				2 (2 returning)
Modified	0	2	4	6 (1 returning)
Standard	4	1	7	15 (5 returning)
5 th Year	12	5	9	8
Total diplomas	6	5	17	17

Other Facts and Figures

- Extended Assessment: 65 students participated
- Extended School Year: 14 students participating
- Early Intervention: 28 students
- Technology: I pads and Chromebooks
- Programs:
 - ORPATS Oregon Regional Program Autism Training Site
 - Using the STAR program. Strategies for Teaching based on Autism Research
 - Social Skills Coach/Social Communication Classroom at Lebanon High School
 - Adaptive PE teacher
 - Assistive Technology Team
 - YTP Youth Transition Program/2 year grant funded

Community Eligibility Groupings information:

We have proposed moving Green Acres and Cascades to CEP for the 2015-2016 school year. This would allow every student to receive meals free of charge without having to fill out free and reduced paperwork. We estimate that we would actually increase revenue **due to CEP claiming rates being higher than the traditional claiming method at these two schools and** through the increase in student participation. The net increase at GA is estimated to be \$10,000.00 and at Cascades \$16,000.00. These are the only two schools that it makes financial sense to move to the CEP reimbursement structure. Remember that students currently eligible for free or reduced cost meals will still be eligible at school not using the CEP reimbursement model.

If we were to move the remaining elementary schools to the CEP reimbursement model, we would sustain significant revenue loss.

GA \$10,000.00

Cas \$16,298.00

Pio (\$17,000.00)

Riv (\$23,867.00)

7Oak (\$30,742.00)

Hamilton Creek and Lacombe do not qualify for the program on their own but could be eligible if grouped with Cascades and Green Acres.

Estimate to move GA and Cas to CEP \$26,298.00 net increase in revenue

Estimate to move GA, Cas, Pio, Riv, 7Oak (\$45,394.00) net decrease in revenue

Estimate to include HCR and Lac to above (\$124,000.00) net decrease in revenue

We reached out to school districts using CEP to gain information on how the program worked. Sweet Home used CEP in their elementary schools only and had a 15% increase in participation. Salem Keizer did not have an increase in participation at the schools they utilized CEP and Reynolds reported about a 10% increase in student participation.

It is our recommendation to move Green Acres and Cascades over to the CEP program for the 2015-2016 school year. We feel that this will allow us to determine the impact on student participation as well as meal reimbursement.

Athletic Drug Testing**

(Draft 5/3/2015)

Definitions

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

Consent

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

Selection

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

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

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

Testing

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

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

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

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

Positive Test Results

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

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

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

Discipline

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

First Positive Result

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

Second Positive Result (high school career)

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

Third Positive Result (high school career)

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

Appeal Process

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

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

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

Relationship to Student Discipline Policies

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

STUDENT DRUG-TESTING AUTHORIZATION FORM

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

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

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

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

Student Signature Date

Date

Parent Signature Date

Date

Testing Proposal:

We would propose a plan in which would begin in August and test through May, we would test 10% of our athletes monthly. Which means in theory we would be able to test 100% of our athletes and the small sample size keeps costs down but still enough to deter use.

We average approximately 250 athletes per sports season. Which means we would test 25 athletes a month, multiplied by ten months; using the information Coach Cox obtained from Debbie at Bio-Med Testing it would cost approximately \$7500 - \$10,000 to fund this program.

We understand that in these budget times money is tight, but we feel establishing a drug free culture in our student athletes is critical in rebuilding the culture with our school. In July, marijuana is a legalized drug in our state and the amount of accessibility to marijuana is going to make it more readily available and we are trying to be proactive in deterring in our students who compete in all OSAA sanctioned activities.

Bio-Med has also agreed to send a sales rep and the owner of the company on the 28th board meeting to answer any questions you have of them.

Our policy will also be in-line with the education and diversion abeyance program we are working on with our discipline policies. It will include seasonal workshops for our parents and athletes on drug education, athletes will be required to attend on per year.

Transportation Supplemental Plan Resolution 1415-06

WHEREAS, students qualifying under PL93-112, section 504 and Special Education students with Individual Education Plans (IEPS) specifying transportation currently live within the one mile limit around Cascades, Green Acres, Riverview, Pioneer, Seven Oak Middle School; and

WHEREAS, students of Cascades, Green Acres, Riverview, Pioneer, Seven Oak Middle Schools currently reside in the areas indicated on the attached maps and the hazardous conditions indicated exist in these areas;

IT IS THEREFORE RESOLVED that the Board of Education of Lebanon Community School District #9 shall include the aforementioned groups of students in a supplemental plan for submission to the Oregon State Board of Education.

And **WHEREAS** other schools have been closed;

Be it further resolved that supplemental plans be invalidated for Gore, Tennessee, Sodaville, Sand Ridge, Waterloo, Crowfoot, Queen Anne and Lebanon Middle School.

Dated this day of , 2015

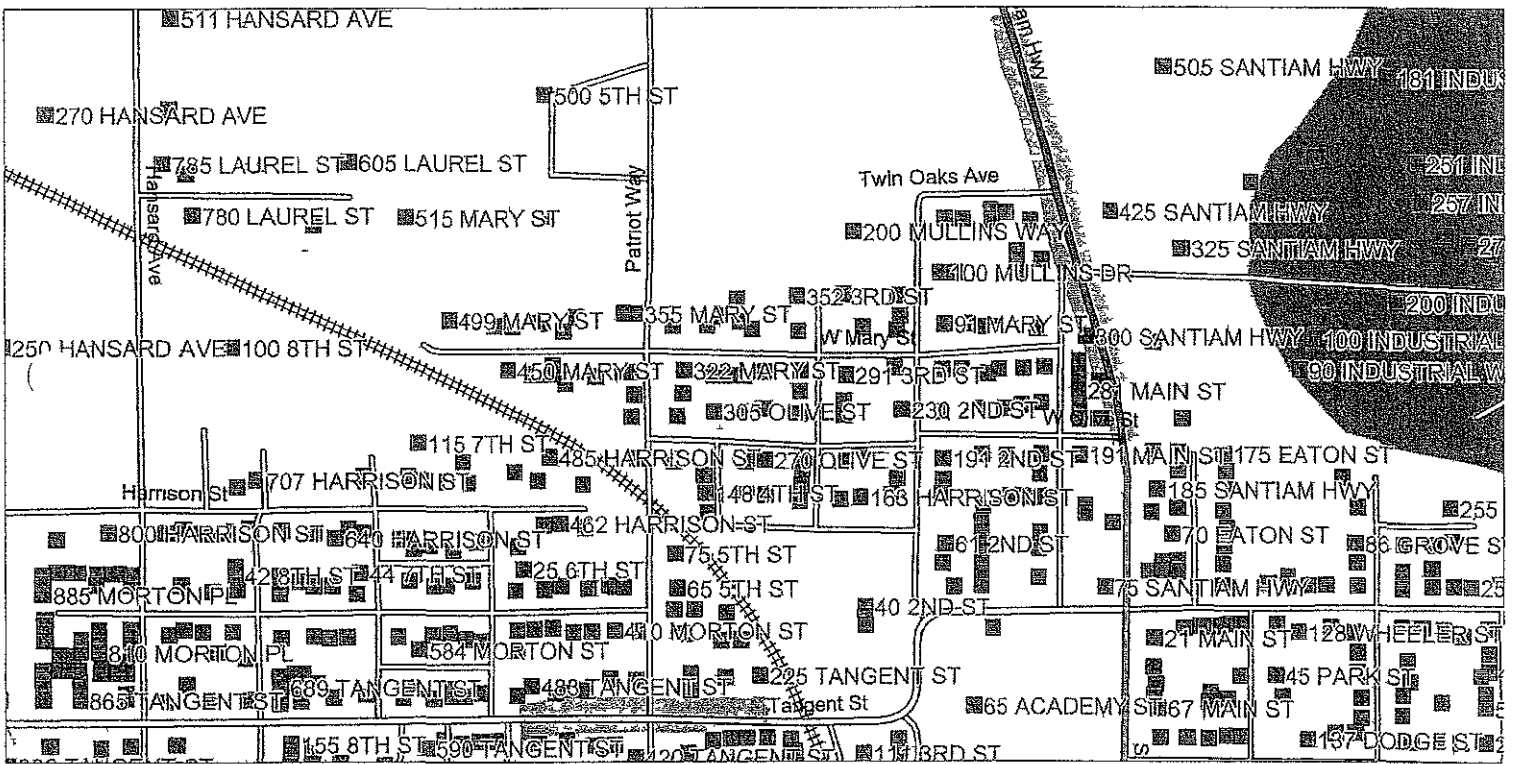
Lebanon Community School District #9
Linn County, Oregon

By: _____
Richard Borden, School Board Chairman

ATTEST:

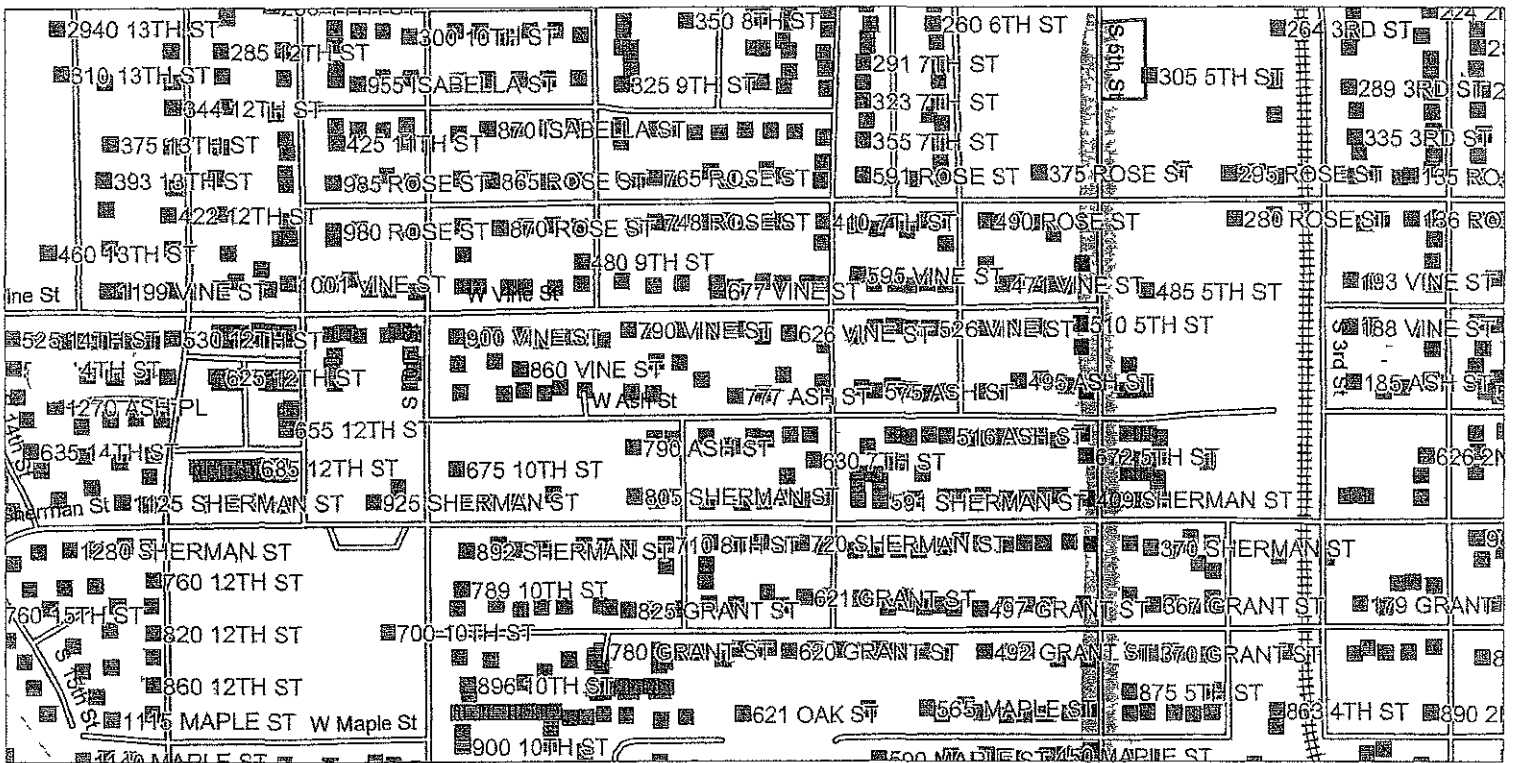
By: _____
Rob Hess, Superintendent

Pioneer



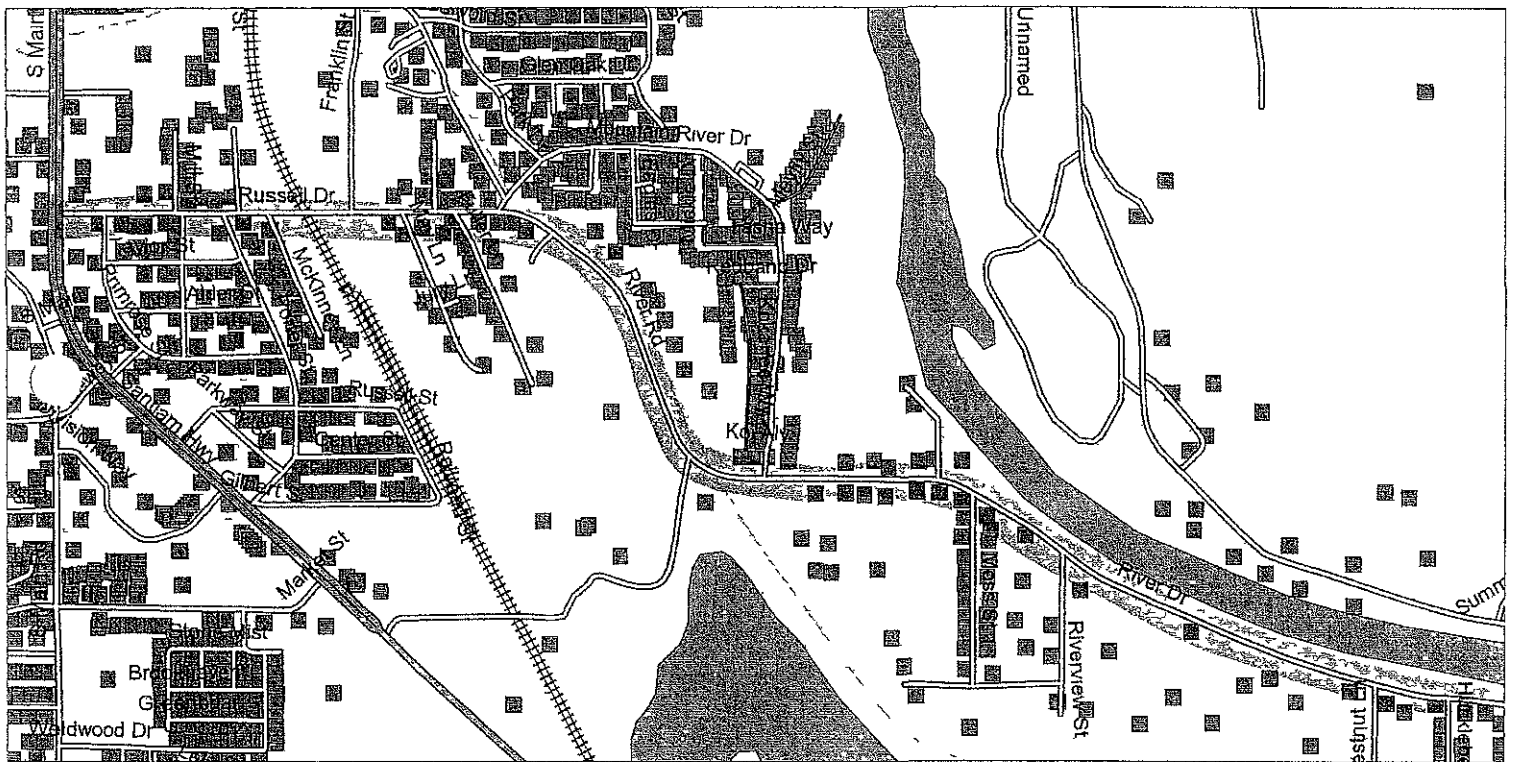
main roads
Highly traveled
No crosswalks

Green Acres



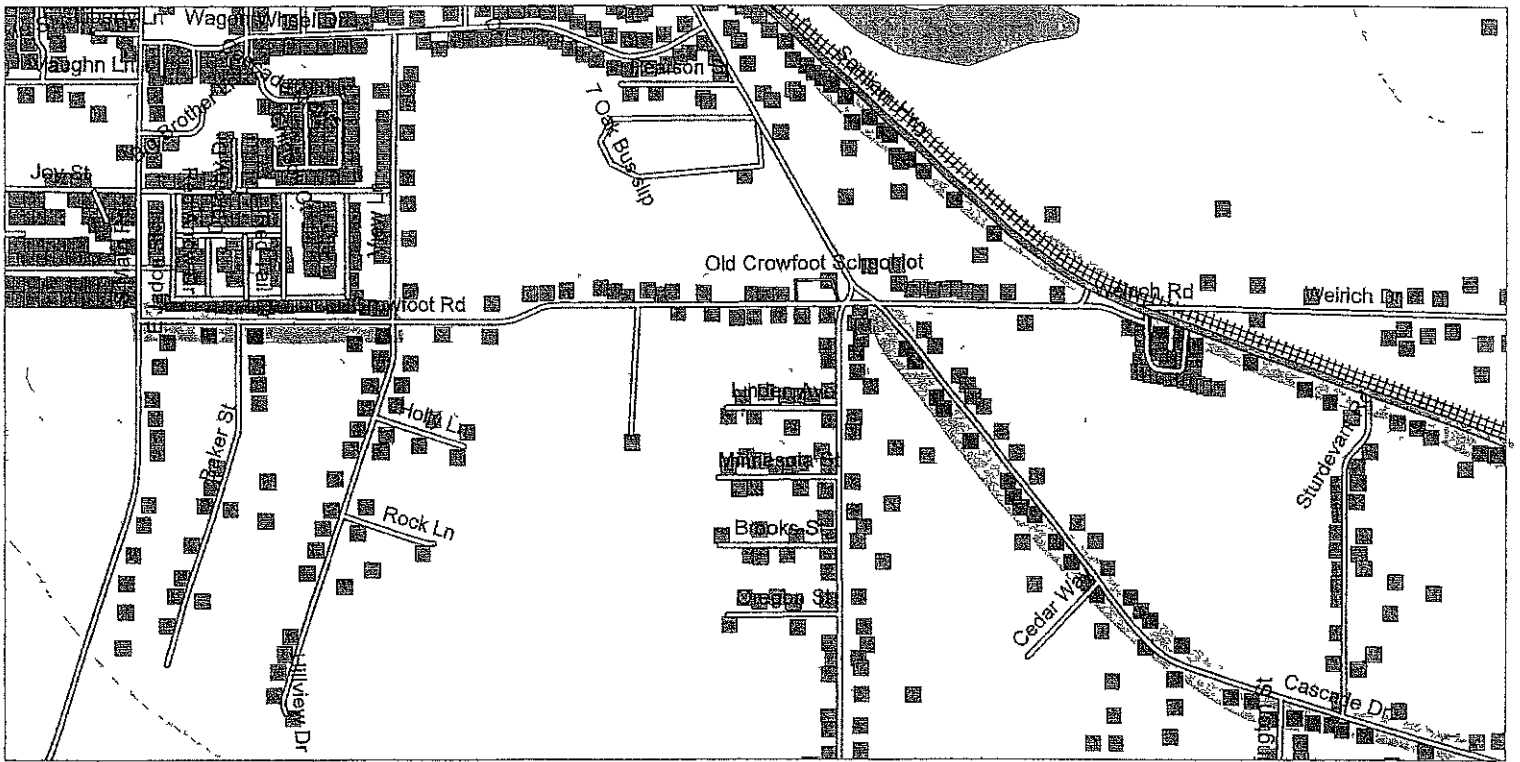
main road
highly traveled
no crosswalk

Riverview



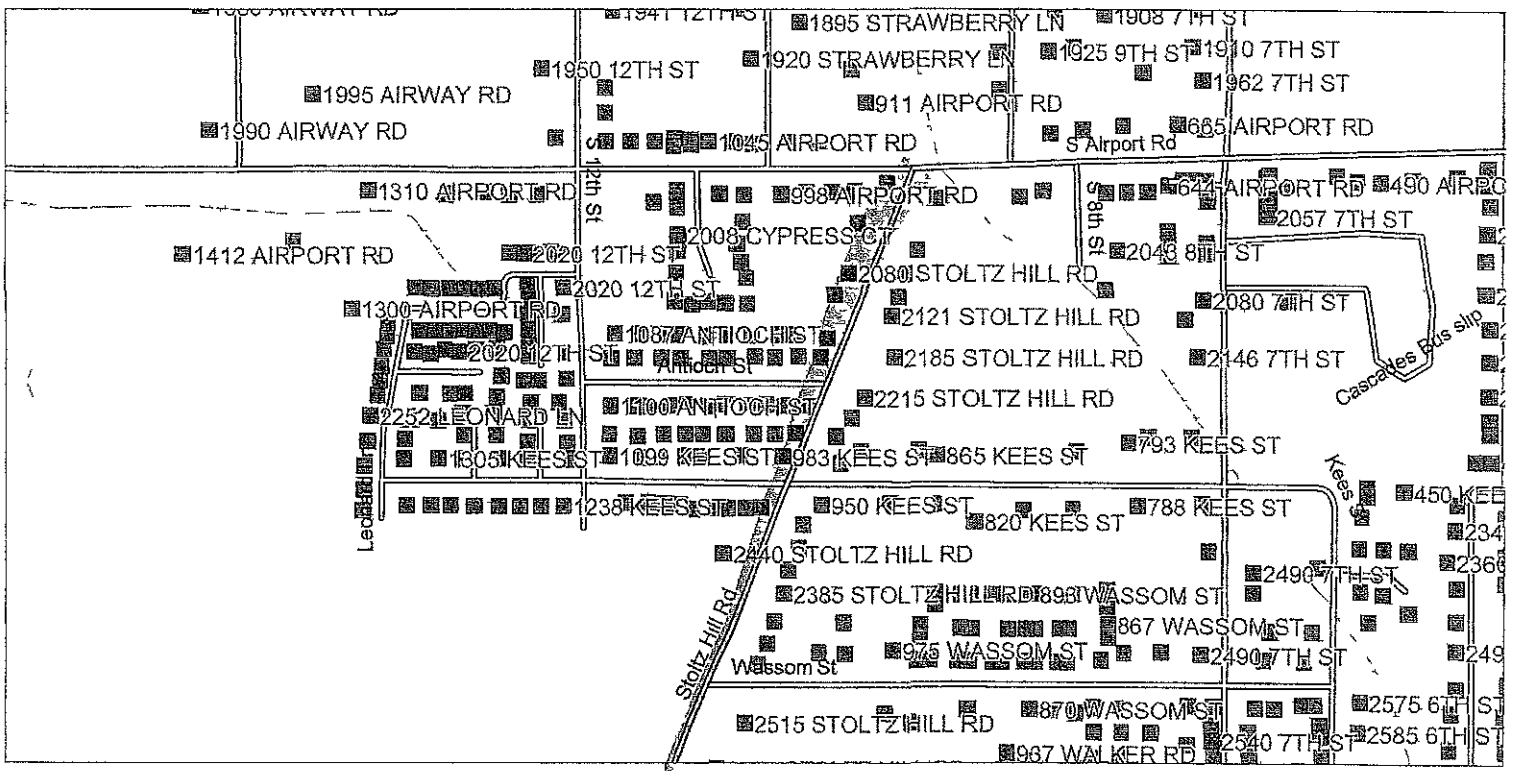
Highly traveled
no sidewalks
35-45 mph
no crosswalk

7-00K



Highly traveled
35-55 mph
no side walks

Cascades



Very highly traveled
35-45 mph
no sidewalks
no crosswalk

Business Report

By: Linda Darling, Business Director

May 28, 2015

Financial Report:

The 2014-2015 Financial Board report is not in this Board packet, but will be distributed at the Board Meeting. There several major transactions that could have significant impact on the projected ending fund balance, therefore, I'm waiting to develop the report until after those transactions have processed (such as payroll). The report will reflect final revenue and expenditures for 2013-2014 along with the budgeted, spent or encumbered, and projected amounts for 2014-2015. Thank you for your understanding.

LEBANON COMMUNITY SCHOOLS
Lebanon, Linn County, Oregon
May 14, 2015

A Regular Meeting of the Board of Directors was held in the District Office Board Room. Vice Chairman Liz Alperin called the meeting to order at 6:00 p.m. Those present included:

Russ McUne	Director	Rob Hess	Superintendent
Liz Alperin	Director	Ryan Noss	Assistant Superintendent
Mike Martin	Director	Bo Yates	Assistant Superintendent Operations
Jerry Williams	Director	Linda Darling	Business Director

Board Chair Richard Borden was absent.

GOOD NEWS

1. Report: Pioneer School -Tonya Cairo

Pioneer School Principal Tonya Cairo introduced Pioneer School PTA President Theresa Peltier. Theresa pointed out that the PTA is an exceptional resource to our schools. She reported on some of the following programs that the PTA helps sponsor at Pioneer School:

- 1) Good Slip Store
- 2) Live School
- 3) School Auction
- 4) Playground Equipment Purchase
- 5) Playground Equipment Installation

Liz Alperin questioned what Live School is.

Theresa Peltier explained that Live School is a system for communication between staff and parents. Teachers have access to tablets and they log in plus and minus behavior of students during the day. Parents have access to that daily report and a report is sent home weekly.

PURSUING EXCELLENCE

1. Report: Pioneer School Report-Tonya Cairo (Enclosure D-1)

Pioneer School Principal Tonya Cairo reported that Pioneer School is using the No Excuses University Network. Pioneer uses the six systems which are part of the No Excuses Program. She reported on the six systems and how they are implemented at Pioneer. The systems are:

- 1) Identify Expectations,
- 2) Collaboration System Leadership Teams,
- 3) Standards Alignment,
- 4) Assessment,
- 5) Data Analysis, and
- 6) Intercessions.

(Enclosure I-1)

Board Meeting

May 15 2015

2

Tonya shared how Pioneer School uses Community Partners in the school. She shared a video of the many Community Partnerships that Pioneer School has established. Tonya introduced Anissa Arthenayake from Oregon State Federal Credit Union. She explained that she provides financial literacy classes for students one day a week. She has also supplied materials and grant monies to Pioneer.

Tonya pointed out that Pioneer is excited to learn more about the AVID program and implement it at Pioneer.

GENERAL BUSINESS

1. **Action:** Approve K-5 Language Arts Adoption (Enclosure E-1)

Russ McUne made a motion to approve the K-5 Language Arts Adoption as presented. Jerry Williams seconded. Mike Martin, Russ McUne, and Jerry Williams voted yes. Liz Alperin abstained. The motion carried by majority.

2. **Action:** Approve on 2nd Reading (Enclosure E-2)

- DJ – District Purchasing

Russ McUne made a motion to adopt on 2nd reading policy “DJ – District Purchasing” as presented. Mike Martin seconded. The motion carried by majority.

3. **Action:** Approve Lebanon Education Day Resolution 1415-05 (Enclosure E-3)

Jerry Williams made a motion to approve Lebanon Education Day Resolution 1415-05 as presented. Russ McUne seconded. The motion carried by majority.

4. **Information:** Community Eligibility Provision (CEP)

Bo Yates reminded the Board that the Community Eligibility Provision (CEP) is a program where schools can qualify for free and reduced meals. Lebanon has two schools that qualify. The District would like to try the CEP program at those two schools next year. The schools are Cascades and Green Acres. Bo asked for input from the Board.

The consensus of the Board was that they would like to see the whole scope of the program including costs.

Bo Yates will bring a proposal and information to the May 28 Board meeting.

5. **Discussion:** Student Drug Testing (Enclosure E-5)

Rob Hess explained that there is some interest in doing student drug testing, but would like Board input. Rob invited High School Principal Brad Shreve and Riverview School Principal Joe Vore to discuss the athletic drug testing. Rob pointed out that they have both worked in districts where student athletic drug testing was done. Rob pointed out that if the District used it as an educational deterrent than it can be successful.

LHS Principal Brad Shreve shared that random drug testing was done at Madras High with success, as it gives students another reason/out to say no to drugs. He pointed out that there would need to be decisions as to what activities the drug testing would apply to. There is support from coaches, but there would also be a need to have

Board Meeting

May 15 2015

3

Board support to be successful. Policies for selection and the random process would need to be adopted. If students are found to be involved with drugs then the school could work with getting them the interventions that they need. In addition to any school policies that would be set there are also OSSA policies. Brad said that he feels it would hold students to a higher standard.

Joe Vore said that his experience with student drug testing was all positive. He never had any complaints from parents. Joe pointed out decisions on whether it would be implemented only to athletics or also to clubs/activities would need to be made.

The cost of the program would be approximately \$10,000 with 10% of students being tested once a month.

The Board discussed student testing and came to the consensus to have a policy proposal brought to the Board. If implemented the Board would like to have the policy in place and ready to go by the start of the 2015-2016 school year. The Board pointed out that a communication timeline for students and parents will be really important.

CONSENT AGENDA

1. **Action:** Approve April 9, 2015 Board Minutes (Enclosure I-1)
2. **Action:** Approve April 9, 2015 Special Board/Budget Committee Meeting Minutes (Enclosure I-2)
3. **Action:** Approve Hiring Miranda Fish – Elementary Riverview
4. **Action:** Approve Hiring Sara Hammerquist – Elementary Green Acres
5. **Action:** Approve Hiring Leanne Jackson – Elementary Pioneer
6. **Action:** Approve Hiring Bradley Kidd – Secondary Lebanon High School
7. **Action:** Approve Hiring Tyler Lawrence – Elementary Riverview
8. **Action:** Approve Hiring Elizabeth Lord – Elementary Counselor Riverview
9. **Action:** Approve Hiring Courtney Madsen – Elementary Counselor Green Acres
10. **Action:** Approve Hiring Elizabeth Pflugl – Elementary Counselor Cascades
11. **Action:** Approve Hiring Grant Sherer – Secondary Lebanon High School
12. **Action:** Approve Hiring Melissa Thiel-Stinson – Elementary Green Acres
13. **Action:** Approve Hiring Kelli Ulibarri – Elementary Green Acres
14. **Action:** Approve Hiring Stephanie Waters – Elementary Pioneer
15. **Action:** Approve Hiring Chelsey Wimmer – Elementary Riverview
16. **Action:** Approve Hiring Sarah Young – Elementary Green Acres

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

May 28, 2015	6:00 p.m./District Office Board Room	Regular Board Meeting
June 11, 2015	6:00 p.m./District Office Board Room	Public Hearing and Special Board Meeting

*Board Meeting
May 15 2015*

4

SUPERINTENDENT COMMUNICATION

1. Report: China Trip

Rob Hess said that he will table this report due to the lateness of the meeting.

ADJOURN

The meeting adjourned at 7.13 p.m.

(Recorded by Kathy Schurr)

Liz Alperin, Board Vice Chair

Rob Hess, Superintendent

LEBANON COMMUNITY SCHOOLS
Lebanon, Linn County, Oregon
Budget Committee Minutes
May 14, 2015

The second Budget Committee meeting for 2015 was held in the Board Room at the District Office on May 14, 2015. Liz Alperin, Board Vice Chairperson, called the meeting to order at 7:21 p.m. Those present included:

Liz Alperin	Board Member	Terry Deacon	Budget Member
Russ McUne	Board Member	Macey France	Budget Member
Jerry Williams	Board Member	John Snyder	Budget Member
Mike Martin	Board Member	Linda Darling	Business Director
Rob Hess	Superintendent	Bo Yates	Assistant Superintendent
Ryan Noss	Assistant Superintendent		

Richard Borden, Todd Gestrin, and David Champion were absent.

1. Approve April 23, 2015 Minutes (Enclosure 2)

Russ McUne made a motion to approve the April 23, 2015 minutes as read. Mike Martin seconded. The motion carried by majority.

2. Public Comments

There were no public comments.

3. Legislative Update

Linda Darling gave the Budget Committee a handout with information regarding legislative changes since the April 23 Budget Meeting. The PERS decision regarding COLA will impact the budget. Linda explained that a DRAFT estimate for rate increase to the 2017-2019 will be 5.5%. Based on the current budget proposal (all funds) a 5.5% PERS rate increase would be approximately \$1,000,000 for one year.

Linda Darling pointed out the good news is the Revenue forecast released by the state projects a \$264.5 million increase in net 2015-17 general fund revenue. This would result in a 2015-17 State School Fund of \$7.36 billion.

Linda Darling recommends that the District leave the revenue as it currently is in the budget, as we may or may not get additional funds. She asked that the Budget Committee consider reducing the contingency fund to \$1M and put \$500,000 from the contingency fund into the PERS Reserve Fund.

4. Discussion of Proposed 2015-2016 Budget

John Snyder questioned increases in the 2015-2016 Budget in the following areas:

- 1) Speech Pathologists
- 2) Travel
- 3) Improvement of instruction
- 4) Principal office services

Linda Darling explained the increases in the budget in those area.

Russ McUne pointed out that he agrees with moving monies from the contingency to the PERS Reserve Fund.

Russ McUne made a motion to move \$500,000 from the contingency to the PERS reserve fund. Jerry Williams seconded. The motion carried by majority.

5. Motion to Approve the Budget

Russ McUne made a motion that the Budget Committee of the Lebanon Community School District has reviewed and hereby approves the budget for the 2015-2016 fiscal year in the amount of \$55,398,742. This is comprised of:

All Fund	2015-2016 Proposed
General Fund	\$40,229,400
Special Revenue	\$11,691,145
Debt Service	\$3,878,197
Internal Services	\$100,000
Grand Total	\$55,898,742

John Snyder seconded.

Mike Martin pointed out that some corrections (such as spelling) need to be made to the final Budget document. Linda Darling assured him that those will be made.

Terry Deacon called for the vote. The motion carried by majority.

6. Motion to Set the Tax Rate

Russ McUne made a motion that the Budget Committee of the Lebanon Community School District #9 approves taxes for the 2015-2016 fiscal year, at the rate of \$4.9925 per \$1,000 of assessed value for operating purposes in the General Fund and \$3,505,406 for the general

obligation bond levy in the Debt Service Fund for principal and interest. Mike Martin seconded. The motion carried by majority.

7. Adjournment

Budget Committee Meeting Dates

~~May 28, 2015 7:00 p.m./District Office Board Room Budget Committee Meeting #3~~
June 11, 2015 6:00 p.m./District Office Board Room Public Budget Hearing & Special Board Meeting

There will be no need for the Budget Committee to meet on May 28, therefore that meeting is cancelled.

The meeting adjourned at 7:43 p.m.

(Recorded by Kathy Schurr)

Rob Hess, Superintendent

Terry Deacon, Budget Chair