

**LEBANON COMMUNITY SCHOOL DISTRICT
SCHOOL BOARD AGENDA
Lebanon School District Office
485 S. 5th St. Lebanon, OR 97355
December 18, 2014**

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:** Sand Ridge Charter School Annual Report/Audrey Cota (Enclosure D-1)

E. GENERAL BUSINESS

- 1. Action:** Approve Policies on 2nd Reading (Enclosure E-1)
- **EBB** – Integrated Pest Management
 - **EEA** – Student Transportation Services
 - **EEACA** School Bus Driver Examination and Training
 - **EFA** – Local Wellness Program
 - **EFAA** – District Nutrition and Food Services
 - **EBGA** – Electronic Communications System
 - **JHCD** – Nonprescription Medication
 - **JHCDA** – Prescription Medication
 - **LBE** – Public Charter Schools

F. FINANCE

- 1. Information:** Financial Report (Enclosure F-1)
- 2. Action:** Approve Budget Committee Application (Enclosure F-2)
- 3. Information:** U.S Securities and Exchange Commission's (SEC) Municipalities Continuing Disclosure Cooperation (MCDC) Initiative Report Enclosure F-3
- 4. Action:** Approve Amended School Resource Officer Contract (Enclosure F-4)
- 5. Action:** Approve School Resource Officer Contract for 2014-2015 (Enclosure F-5)

G. HUMAN RESOURCES

- 1. Information:** Superintendent's Evaluation Reflection (Enclosure G-1)

H. OPERATIONS

I. CONSENT AGENDA

1. **Action:** Approve November 13, 2014 Board Minutes (Enclosure I-1)
2. **Action:** Approve Hiring of Brianna Allison, Special Education Teacher, LHS
3. **Action:** Approve Hiring for Matthew Stalter, Math Teacher, Seven Oak, TEMP 12/1/14 – 4/14/15
4. **Action:** Approve Hiring Bethany Tausch, 5th Grade Teacher, Riverview, TEMP 12/1/14 – 6/12/15
5. **Action:** Approve Hiring Jill Shreve, 1st Grade Teacher, .50 FTE, Riverview, TEMP 12/1/14 – 6/12/15

J. BOARD OF EDUCATION TIME/DISCUSSION

January 8, 2015	6:00 p.m./District Office Board Room	Regular Board Meeting
February 12, 2015	6:00 p.m./District Office Board Room	Regular Board Meeting
March 12, 2015	6:00 p.m./District Office Board Room	Regular Board Meeting

K. BOARD COMMUNICATION

L. SUPERINTENDENT COMMUNICATION

1. **Information:** The Promise of Oregon (Enclosure L-1)
2. **Action:** Approve Resolution 1415-03 "The Promise of Oregon" (Enclosure L-2)

1. **ADJOURN INTO 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.*

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.

LEBANON COMMUNITY SCHOOL DISTRICT
485 South Fifth
Lebanon, OR 97355
December 18, 2014
District Office/Legacy Room
SCHOOL BOARD
Executive Session

- A. CALL TO ORDER 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*

Liz Alperin
Richard Borden
Jerry Williams
Michael Martin
Russ McUne

- B. DISCUSSION**

- C. ADJOURNMENT**

Sand Ridge Charter School

2013-14 Annual Report

To

Lebanon School District

People Involved in Education, Inc. ("PIE")

Operation

Sand Ridge Charter School

At 100 Sand Ridge CT.

And

30581 Sodaville-Mountian Home Rd.

Lebanon, Oregon

Director of Operations: Mary Northern

Principal- Audrey Cota

Phone: 541 258 5550 (South Main)

Phone: 541 258 2416 (Sodaville)

Sand Ridge Charter School

2013-2014 Annual Report

1. **Governance**
 - a. People Involved in Education, Inc. (“PIE”)
 - b. PIE Officers and Board Members
 - c. PIE Board Meetings Schedule
 - d. PIE Mission and Philosophy
2. **Charter School Explanation & Contact Information**
 - a. What is a charter school?
 - b. What is Sand Ridge charter School?
3. **Staffing**
 - a. 2012-2013 Personnel Schedule
 - b. 2013-2014 Personnel Schedule
4. **Academic Performance & Assessment**
 - a. ODE Report Card Rating Details
 - b. Sand Ridge charter School/Lebanon District/State of Oregon comparison graphs
 - i. Mathematics
 - ii. Reading and Literature
 - iii. Science
5. **Finances**
 - a. Profit & Loss July 2013-June 2014
 - b. Balance Sheet –July 31, 2013- June 30,2014
 - c. Operating Budget-2014-15 and 2015-16
6. **Students**
 - a. Grades Served & Enrollment by grade
7. **Other Contract Requirements**
 - a. Proofs of Insurance
 - b. Student Discipline Issues (No Expulsions)
8. **Audit**

Governance

People Involved in Education: People Involved in Education, Inc. is an Oregon nonprofit corporation (and is also known as “PIE”). PIE is an exempt organization under Section 501(c)(3) of the Internal Revenue code.

2013-2014 PIE Officers and Board Members

President	Doug Miner
Vice President	Lloyd Braunberger
Secretary/Treasurer	Sherrie Ingram
Director	Mary Northern
Director	Marianne Doerfler
Director	Jerry Workman
Director	Emily Sawdon

2014-2015 PIE Officers and Board Members

President	Doug Miner
Secretary/Treasurer	Sherrie Ingram
Director	Mary Northern
Director	Marianne Doerfler
Director	Jerry Workman
Director	Jeff Vandiver

PIE Board Meetings:

The People Involved in Education, Inc. (“PIE”) Board meets regularly on the first Monday of each month. The PIE Boards meets at the South Main campus located at 100 Sand Ridge, Lebanon, OR 97355 in work session at 5:30 p.m. followed by the regular monthly meeting at 6:00 pm.

Mission:

Back-to- Basics through personalized education and parental involvement.

Philosophy:

- PIE is dedicated to serving the families of our community by providing an alternative within public education.
- PIE is committed to preparing students to be exemplary citizens with a life-time love of learning.
- PIE is committed to operating schools that are schools intent on developing and implementing programs that meet the needs of each student.
- PIE schools endeavor to provide necessary assistance to all students to ensure “no child is left behind” and are willing to advance students according to their individual capacity to higher academic achievement.
- PIE is committed to continual engagement of all parents in the educational process.

Proven Success:

PIE (People Involved in Education, Inc.) has been in continuing successful operation since 1992.

Charter School

What is a Charter School?

A charter school in Oregon is:

- A free public school within a school district.
- Defined uniquely by contract or "charter."
- Authorized to operate under a contract of "charter."
- Operated by community members (often parents & teachers).
- Partially autonomous (with its own governing board).
- School of choice (for students and teachers).

What is Sand Ridge Charter School?

Sand Ridge Charter School is:

- A conversion charter school, converting from an alternative school in 2002.
- Operated by People Involved in Education, Inc. ("PIE") which has been in continuing successful operation since 1992.
- Grade kindergarten through high school.
- Core Knowledge Curriculum, Riggs Institute's Writing and Spelling Road to Reading and Thinking, complemented by Shurley Grammar/Language Arts, Excellence in Writing, Saxon Math, and McGraw-Hill resources in Science and Reading, as well as Core Knowledge texts in Reading and Social Studies.
- Back-to-Basics emphasis.
- Direct instruction emphasis.
- Small learning groups / small classroom size (around 20).
- A state certified and highly qualified teacher in each classroom, along with a teacher assistant and parent volunteers.
- Individualized educational plans.
- Strong emphasis on parental involvement.
- Continual engagement of all parents in the educational process.
- Very attractive to home school students and other students who have not or would not otherwise use the public school system.

If you would like to know more, please come and see us in action at 30581 Sodaville-Mountain Home Rd. and/or 100 Sand Ridge Ct. Lebanon, OR 97355 or give us a call at 541-258-2416 or 541-258-5550.

Staffing

Sand Ridge Charter School S. Main Staff 2013-2014

Administrative Staff

Director/Business Manager	Northern, Mary
Principal	Cota, Audrey
Office Managers	Powell, Sanna
	McLaughlin, Samantha
Bookkeeper	Northern, Holly

Teaching Staff

<i>Grade</i>	<i>Teacher</i>	<i>Assistant</i>
Kindergarten	Kolling, Crystal	Hopkins, Lucia
First	Vincent, Kristy	Vieita, Brittney
First	Morgan, Katelyn	Porth, Michelle
Second	Elenz, Ashleigh	McGuire, Susan
Second	Hecklinski, Sarah Jane	Frederiks, Alexa
Third	Dahlgren, Emily	Brown, Shelby
Third	Dougherty, Kim	Moon, Patyn

Support Staff

Nutrition Manger	Chandler, Brenda
Nutrition Services	Coates, Sherryl
Nutrition Services	Knuth, Jodie
Nutrition Services	Burnham, Patricia

Sand Ridge Charter School Sodaville Staff 2013-2014

Administrative Staff

Director/Business Manager	Northern, Mary
Principal	Cota, Audrey
Office Managers	Cole, Amber
Bookkeeper	Northern, Holly

Teaching Staff

<i>Grade</i>	<i>Teacher</i>	<i>Assistant</i>
Fourth	Anstine, Sunshine	Mattson, Kristi
Fourth	DeWolf, Brian	Wolf, Kim
Fifth	McDowell, Naomi	Potter, Tanya
Fifth	Hill, Lucas	Beachy, Missy
		Williams, Ann
Sixth	Treichler, Amanda	Wheeler, Yvette
Sixth	Vieira, Luke	Hess, Heather
Seventh	Thompson, Jeff	Buchanan, Ben
Seventh	Annsa, Craig	Morehead, Katrina
Seventh/Eighth	Yell, Harley	Holmes, Nanette
Eighth	Lynch, Skip	Osborne, Cara
HS Language Arts	Seifried, Amber	

Sand Ridge Charter School: South Main Staff 2014-15

Administrative Staff

Director/Business Manager	Northern, Mary
Principal	Cota, Audrey
Office Manager	Powell, Sanna
PIE Preschool Bookkeeper	McLaughlin, Samantha
Librarian	McLaughlin, Samantha

Teaching Staff

<i>Grade</i>	<i>Teacher</i>	<i>Assistant</i>
Kindergarten	Gleaves, Julia	Hopkins, Lucia
First	Vincent, Kristy	Hoffman, Brenda
First	Morgan, Katelyn	Porth, Michelle
Second	Hecklinski, Sarah Jane	McGuire, Susan
Second	Robertson, Danielle	Hickcox, Lorianne
Third	Dahlgren, Emily	Collins, Haley
Third	Dougherty, Kim	Moon, Patyn
Music Teacher	Chandler, Bill	
PE	Miner, Doug	

Support Staff

Nutrition manager	Chandler, Brenda
Nutrition Services	Blissek, Stephanie
Nutrition Services	Knuth, Jodie
Nutrition Services	Burnham, Patricia

Sand Ridge Charter School: Sodaville Staff 2014-15

Administrative Staff

Director /Business Manager	Northern, Mary
Principal	Braunberger, Lloyd
Office Manager	Cole, Amber
Bookkeeper	Holly Northern
Librarian	Karen Jones

Teaching Staff

<i>Grade</i>	<i>Teacher</i>	<i>Assistant</i>
Fourth	Hooker, Shawn	Kutsch, Corey
Fourth	Gonyea, Megan	Mattson, Kristi

Academic
Performance &
Assessment

District: Lebanon Community SD 9
School: Sand Ridge Charter School

The purpose of the Report Card Rating Details report is to describe the rating methodology and display the data used by the school accountability system to determine the overall school rating that is shown on each school's Report Card. The Oregon Department of Education (ODE) piloted the school accountability system in 2011-2012 to identify Priority, Focus, and Model schools as part of the ESEA Waiver. For more details on the school report cards, please visit the following link: <http://www.ode.state.or.us/go/schoolRC>.

Overall Level: Level 4

<i>Performance Indicator</i>	<i>Level</i>	<i>% of Points Earned</i>	<i>Weight</i>	<i>Weighted Points</i>
Academic Achievement <i>(page 3)</i>	Level 4	70.0%	20	14.0
Academic Growth <i>(page 4)</i>	Level 4	80.0%	30	24.0
Subgroup Growth <i>(page 5)</i>	Level 4	80.0%	15	12.0
Graduation[^] <i>(page 6)</i>	Not Rated	--	0	0.0
Subgroup Graduation <i>(page 7)</i>	Not Rated	--	0	0.0
Number of Missed Participation Targets* <i>(page 8)</i>	0	NA		
Totals**				50.0
Weighted Percent				76.9%

[^] Schools that have Level 1 for Graduation can have an Overall Level no higher than Level 2.
^{*} Schools do not receive points for participation. However, a school's overall Level is lowered by one level for each consecutive year that it did not meet all participation targets, starting in 2012-13.
^{**} Schools may not be eligible for all possible points. Schools are not rated in categories where they do not meet minimum student count requirements.

Level Assignment	Weighted Percent
Level 5	87.0 or above
Level 4	70.0 to 86.9
Level 3	47.0 to 69.9
Level 2	26.5 to 46.9
Level 1	Less than 26.5

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

- 20 for Academic Achievement
- 30 for Academic Growth
- 15 for Subgroup Growth
- 25 for Graduation
- 10 for Subgroup Graduation

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

Federal Reporting Designations	
Received Title I Funds in 2013-14 (Y/N)	N
ESEA Designation (if any)	

District: Lebanon Community SD 9
School: Sand Ridge Charter School

The Academic Achievement indicator rating reflects the percent of all students that meet or exceed standards on the state reading and mathematics assessments at all tested grades in the school. Note that, despite their display below, the Academic Achievement indicator rating does not include subgroup data as described in Oregon's ESEA Waiver.

Achievement Level Cutoffs		
Level	Reading	Math
Level 5	93.2 & above	81.5 & above
Level 4	85.0 to 93.1	70.0 to 81.4
Level 3	66.6 to 84.9	42.1 to 69.9
Level 2	56.2 to 66.5	25.3 to 42.0
Level 1	Less than 56.2	Less than 25.3

Reading	Level	2012-13		2013-14		Combined % Met
		Tests	% Met	Tests	% Met	
All Students	Level 3	228	82.9	221	81.0	82.0
Economically Disadvantaged ¹	Level 3	94	79.8	47	74.5	78.0
English Learners ¹	Not Rated	*	*	*	*	*
Students with Disabilities ¹	Not Rated	17	41.2	20	50.0	45.9
Underserved Races/Ethnicities ¹	Not Rated	19	63.2	20	80.0	71.8
American Indian/Alaska Native ²	Not Rated	*	*	*	*	42.9
Native Hawaiian/Pacific Islander ²	Not Rated	*	*	*	*	*
Black/African American ²	Not Rated	8	62.5	9	88.9	76.5
Hispanic/Latino ²	Not Rated	7	85.7	6	66.7	76.9
Asian ¹	Not Rated	*	*	*	*	77.8
White ¹	Level 3	200	84.5	192	80.7	82.7
Multi-Racial ¹	Not Rated	*	*	*	*	>95

Mathematics	Level	2012-13		2013-14		Combined % Met
		Tests	% Met	Tests	% Met	
All Students	Level 4	228	84.2	221	75.6	80.0
Economically Disadvantaged ¹	Level 4	94	78.7	47	74.5	77.3
English Learners ¹	Not Rated	*	*	*	*	*
Students with Disabilities ¹	Not Rated	17	58.8	20	55.0	56.8
Underserved Races/Ethnicities ¹	Not Rated	19	78.9	20	65.0	71.8
American Indian/Alaska Native ²	Not Rated	*	*	*	*	57.1
Native Hawaiian/Pacific Islander ²	Not Rated	*	*	*	*	*
Black/African American ²	Not Rated	8	62.5	9	66.7	64.7
Hispanic/Latino ²	Not Rated	*	>95	6	66.7	84.6
Asian ¹	Not Rated	*	*	*	*	88.9
White ¹	Level 4	200	84.5	192	77.6	81.1
Multi-Racial ¹	Not Rated	*	*	*	*	55.6

- These data are not part of the achievement rating but are included to provide additional information on subgroup performance.
- Included in the Underserved Races/Ethnicities subgroup.

Data notes:

Not Rated Subgroup did not meet minimum size requirement in order to receive a rating.

* Fewer than 6 students tested in the last two years combined

>95.0 Greater than 95 percent of students met or exceeded. Test counts are also suppressed.

<5.0 Less than 5 percent of students met or exceeded. Test counts are also suppressed.

District: Lebanon Community SD 9
School: Sand Ridge Charter School

The Subgroup Growth indicator measures the growth of historically underserved student subgroups. It disaggregates the Academic Growth indicator and reflects the growth for economically disadvantaged, limited English proficient, students with disabilities, and historically underserved races/ethnicities. To receive a Subgroup Growth indicator rating, a subgroup must meet the minimum size requirement for the Academic Achievement indicator rating (i.e., 40 tests in the last two years combined) and have at least 30 students with growth percentiles.

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

Reading	Level	2012-13		2013-14		Combined Median Growth Percentile	Combined Median Growth Target	On Track Growth?
		Students	Median Growth Percentile	Students	Median Growth Percentile			
Economically Disadvantaged	Level 4	73	55.0	37	37.0	48.5	19.0	Yes
English Learners	Not Rated	*	*	*	*	*	*	NA
Students with Disabilities	Not Rated	14	53.5	15	23.0	43.0	49.0	NA
Underserved Races/Ethnicities	Not Rated	13	52.0	18	38.0	46.0	25.0	NA
American Indian/Alaska Native ¹	Not Rated	*	*	*	*	38.5	43.5	NA
Native Hawaiian/Pacific Islander ¹	Not Rated	*	*	*	*	*	*	NA
Black/African American ¹	Not Rated	6	43.0	8	47.5	46.0	24.5	NA
Hispanic/Latino ¹	Not Rated	*	*	6	24.0	51.0	25.5	NA
Asian ²	Not Rated	*	*	*	*	31.5	11.0	NA
White ²	Level 4	160	51.0	150	49.0	50.0	13.0	Yes
Multi-Racial ²	Not Rated	*	*	*	*	55.5	8.0	NA

Mathematics	Level	2012-13		2013-14		Combined Median Growth Percentile	Combined Median Growth Target	On Track Growth?
		Students	Median Growth Percentile	Students	Median Growth Percentile			
Economically Disadvantaged	Level 4	74	58.5	37	47.0	55.0	25.5	Yes
English Learners	Not Rated	*	*	*	*	*	*	NA
Students with Disabilities	Not Rated	14	60.5	15	46.0	49.0	50.0	NA
Underserved Races/Ethnicities	Not Rated	13	58.0	18	36.5	52.0	29.0	NA
American Indian/Alaska Native ¹	Not Rated	*	*	*	*	40.0	33.5	NA
Native Hawaiian/Pacific Islander ¹	Not Rated	*	*	*	*	*	*	NA
Black/African American ¹	Not Rated	6	55.0	8	31.5	46.5	36.5	NA
Hispanic/Latino ¹	Not Rated	*	*	6	37.0	52.0	26.5	NA
Asian ²	Not Rated	*	*	*	*	77.5	18.5	NA
White ²	Level 4	161	67.0	150	40.5	53.0	20.0	Yes
Multi-Racial ²	Not Rated	*	*	*	*	28.5	38.5	NA

- Included in the Underserved Races/Ethnicities subgroup.
- These data are not part of the academic growth rating but are included to provide additional information on subgroup performance.

Data notes:

Not Rated Subgroup did not meet minimum size requirement in order to receive a rating.

Fewer than 6 students tested in the last two years combined

NA Not applicable

District: Lebanon Community SD 9
School: Sand Ridge Charter School

The Subgroup Graduation indicator uses the graduation rates of historically underserved student subgroups. It disaggregates the four- and five-year graduation rates for economically disadvantaged, limited English proficient, students with disabilities, and historically underserved races/ethnicities. The rating for the Subgroup Graduation indicator is the higher of the ratings for the four-year rate and the five-year rate.

Graduation Level Cutoffs		
Level	Four-Year Rate	Five-Year Rate
Level 5	87.5 & above	90.1 & above
Level 4	74.0 to 87.4	78.1 to 90.0
Level 3	69.0 to 73.9	74.0 to 78.0
Level 2	60.0 to 68.9	60.0 to 73.9
Level 1	Less than 60.0	Less than 60.0

Four-Year Cohort ¹	Level	2008-09 Cohort		2009-10 Cohort		Combined Rate	Applied Rate ³
		Adjusted Cohort	% Grad	Adjusted Cohort	% Grad		
Economically Disadvantaged	Not Rated	0	--	0	--	--	NA
English Learners	Not Rated	0	--	0	--	--	NA
Students with Disabilities	Not Rated	0	--	0	--	--	NA
Underserved Races/Ethnicities	Not Rated	0	--	0	--	--	NA
American Indian/Alaska Native ²	Not Rated	0	--	0	--	--	NA
Native Hawaiian/Pacific Islander ²	Not Rated	0	--	0	--	--	NA
Black/African American ²	Not Rated	0	--	0	--	--	NA
Hispanic/Latino ²	Not Rated	0	--	0	--	--	NA
Asian	Not Rated	0	--	0	--	--	NA
White	Not Rated	0	--	0	--	--	NA
Multi-Racial	Not Rated	0	--	0	--	--	NA

Five-Year Cohort ¹	Level	2007-08 Cohort		2008-09 Cohort		Combined Rate	Applied Rate ³
		Adjusted Cohort	% Grad	Adjusted Cohort	% Grad		
Economically Disadvantaged	Not Rated	0	--	0	--	--	NA
English Learners	Not Rated	0	--	0	--	--	NA
Students with Disabilities	Not Rated	0	--	0	--	--	NA
Underserved Races/Ethnicities	Not Rated	0	--	0	--	--	NA
American Indian/Alaska Native ²	Not Rated	0	--	0	--	--	NA
Native Hawaiian/Pacific Islander ²	Not Rated	0	--	0	--	--	NA
Black/African American ²	Not Rated	0	--	0	--	--	NA
Hispanic/Latino ²	Not Rated	0	--	0	--	--	NA
Asian	Not Rated	0	--	0	--	--	NA
White	Not Rated	0	--	0	--	--	NA
Multi-Racial	Not Rated	0	--	0	--	--	NA

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

Data notes:

Not Rated Subgroup did not meet minimum size requirement in order to receive a rating.
Fewer than 6 students tested in the last two years combined

NA Not applicable

District: Lebanon Community SD 9
School: Sand Ridge Charter School

The tables below display the Smarter Balanced field test and OAKS participation rates by grade and subject, and are only applicable to schools that administered the field test in 2013-14. The OAKS participation rate must be at least 94.5% in each field test grade and subject to include OAKS scores in the Academic Achievement, Academic Growth, and Subgroup Growth indicators.

Field test schools may choose to appeal the inclusion or exclusion of OAKS scores. In the event of a successful appeal, the "Include OAKS" field below will reflect the result of the appeal (either the inclusion or exclusion of OAKS scores) regardless of the OAKS participation rate. The Academic Achievement, Academic Growth, and Subgroup Growth indicators will reflect the inclusion or exclusion of OAKS scores based on the successful appeal.

Participation Target: 94.5%

<i>Reading</i>	Field Test Grade ¹	Include OAKS ²	Total Students ³	Field Test		OAKS	
				Participants	Rate	Participants	Rate
Grade 3	No	Yes	39	0	--	39	100.0
Grade 4	No	Yes	40	0	--	40	100.0
Grade 5	No	Yes	37	0	--	37	100.0
Grade 6	No	Yes	36	0	--	36	100.0
Grade 7	No	Yes	44	0	--	44	100.0
Grade 8	No	Yes	33	0	--	33	100.0
Grade 11	No	Yes	2	0	--	2	100.0

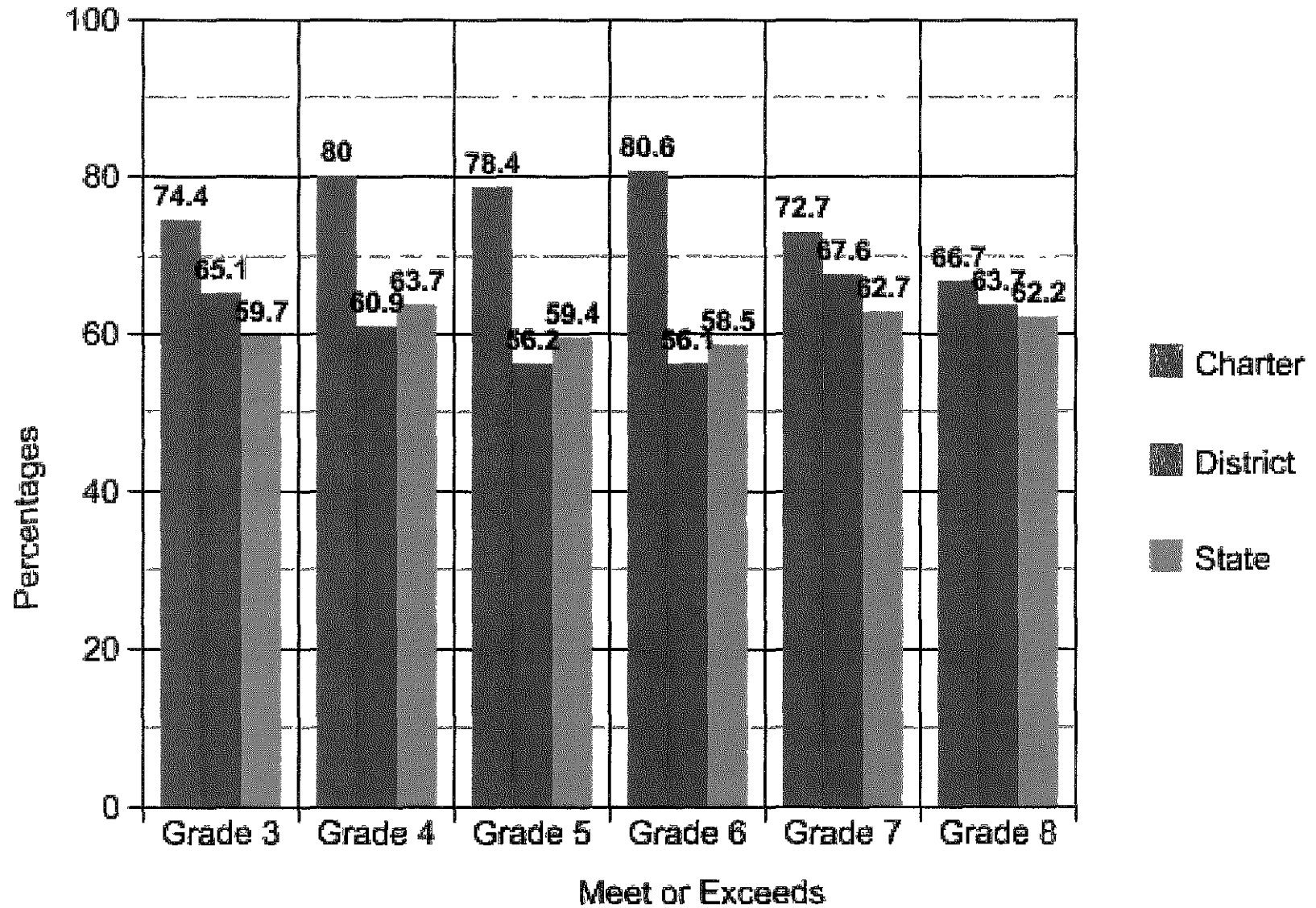
<i>Mathematics</i>	Field Test Grade ¹	Include OAKS ²	Total Students ³	Field Test		OAKS	
				Participants	Rate	Participants	Rate
Grade 3	No	Yes	39	0	--	39	100.0
Grade 4	No	Yes	40	0	--	40	100.0
Grade 5	No	Yes	37	0	--	37	100.0
Grade 6	No	Yes	36	0	--	36	100.0
Grade 7	No	Yes	44	0	--	44	100.0
Grade 8	No	Yes	33	0	--	33	100.0
Grade 11	No	Yes	2	0	--	2	100.0

1. Indicates whether the school administered the Smarter Balanced field test in the tested grade.
2. Indicates whether the Academic Achievement, Academic Growth, and Subgroup Growth indicators will include OAKS scores from the respective field test grade and subject.
3. This is the denominator for the field test and OAKS participation rates, and represents all students enrolled on the first school day in May.

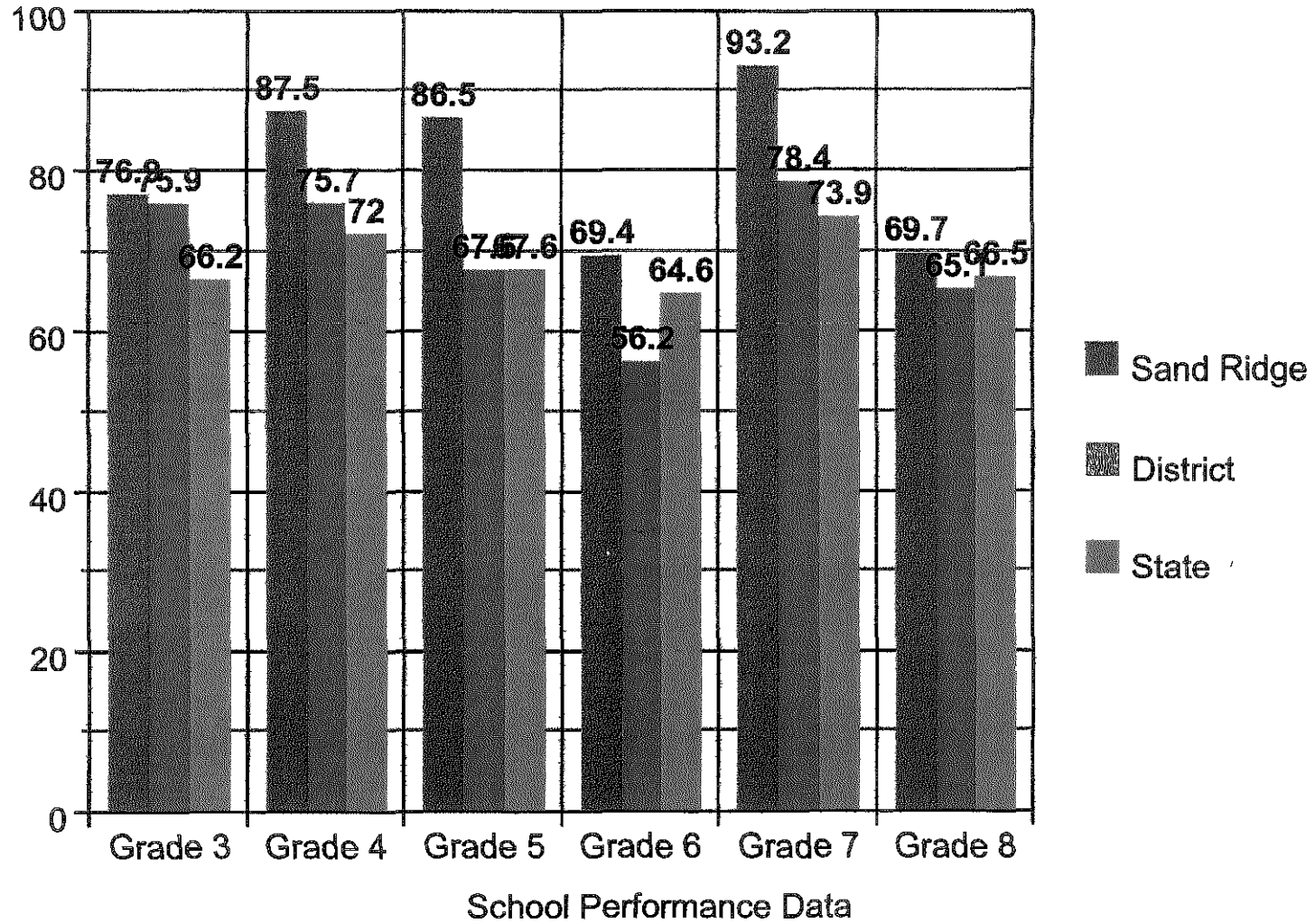
Data notes:

- * Fewer than 6 students tested in the last two years combined.

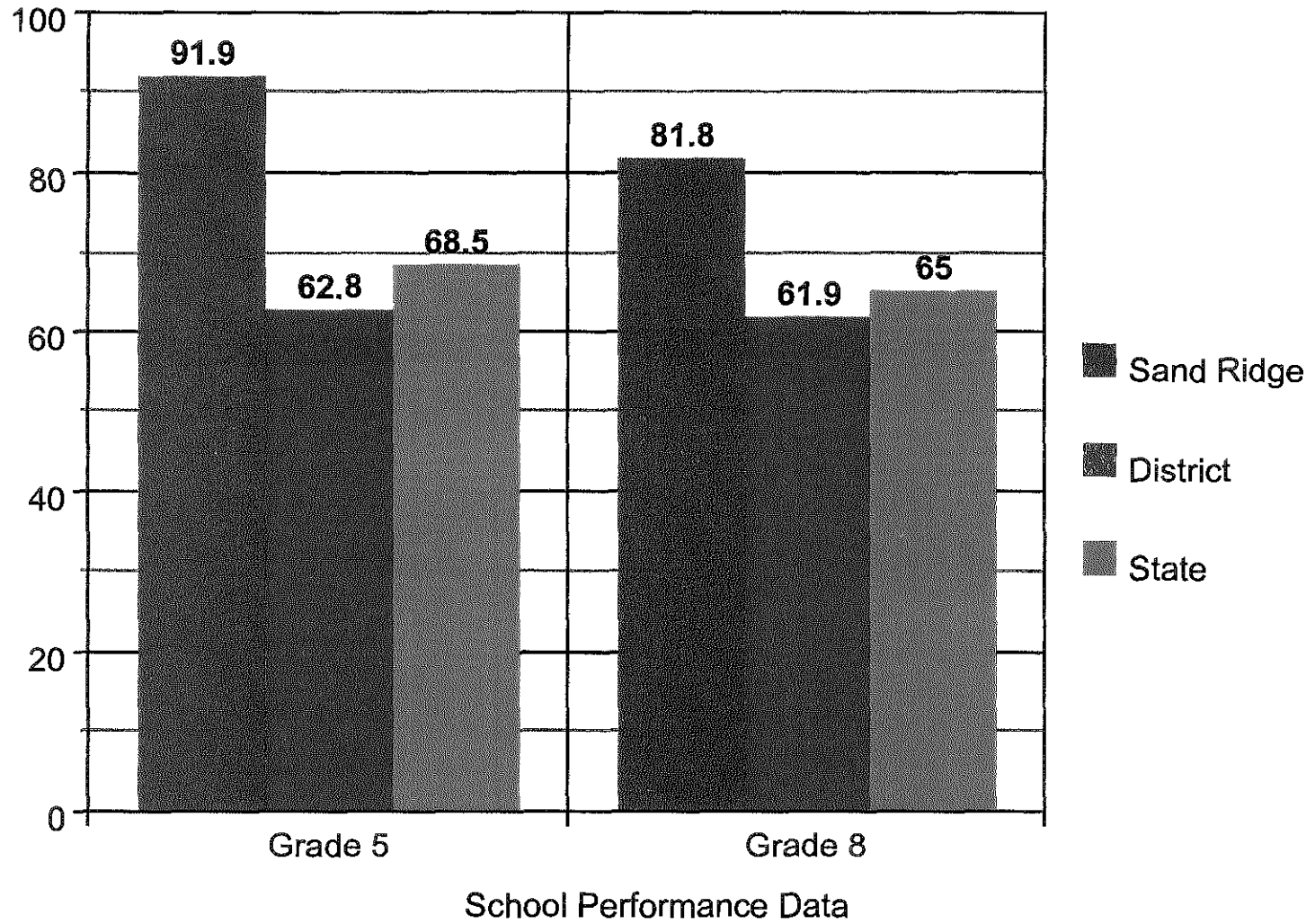
2013-2014 Math



2013-2014 School Year - Reading & Literature



2013-2014 School Year - Science



Finances

SAND RIDGE CHARTER SCHOOL
Profit & Loss
 July 2013 through June 2014

	Jul '13 - Jun 14
Ordinary Income/Expense	
Income	
1400 · Transportation Fees	2,592.84
1600 · Food Service	111,842.34
1990 · E-rate/Misc.	8,553.30
1950 · Textbook Sales	835.25
1920 · Donations	723.62
1300 · Various School Dist Tuition	1,954,971.31
1510 · Dividend & Interest	1,288.75
1740 · FEES	
Yearbook	-385.47
Activity Fees	15,899.57
Total 1740 · FEES	15,514.10
Total Income	2,096,321.51
Gross Profit	2,096,321.51
Expense	
660 · Depreciation Expense	5,917.28
3000 · Enterprise and Community Serv	
3100.. · Food Services	
120 · Food Prep and Dispensing Serv	
200-- · Employee Benefits	
300# · Bonus Liabilities	25.13
240-- · Kitchen Health Insurance	5,730.64
213-- · PERS UAL	4,613.07
211-- · PERS Employer	2,363.60
Total 200-- · Employee Benefits	12,732.44
100-- · Kitchen Salaries	
Bonus	250.00
321.- · Purchased Services	572.63
112-- · Classified Salaries	50,276.30
100-- · Kitchen Salaries - Other	626.80
Total 100-- · Kitchen Salaries	51,725.73
Total 120 · Food Prep and Dispensing Serv	64,458.17
130 · Food Delivery	70,162.86
190 · Other Food Services	14,154.84
Total 3100.. · Food Services	148,775.87
Total 3000 · Enterprise and Community Serv	148,775.87
66900 · Reconciliation Discrepancies	0.06
2500 · Business Support Services	
2552 · Vehicle Operation Servies	
Fuel	8,043.35
2552 · Vehicle Operation Servies - Other	4,420.78
Total 2552 · Vehicle Operation Servies	12,464.13
2520 · Fiscal Services	
410^ · Consumable supplies and materia	101.94
385 · Management Services	45,211.31
389.. · Bookkeeping Services	20,876.31
Total 2520 · Fiscal Services	66,189.56
2550 · Student Transportation Services	
100- · Salaries	6,279.00
2550 · Student Transportation Services - Other	200.34
Total 2550 · Student Transportation Services	6,479.34
2540 · Business Operation & Maint.	
2543 · Care & Upkeep of Grounds	2,405.00
2542 · Care & Upkeep of Bldg Services	

SAND RIDGE CHARTER SCHOOL
Profit & Loss
 July 2013 through June 2014

	Jul '13 - Jun 14
Total 2400* · School Administration	136,272.48
Total 2000 · Support Services	145,764.79
1000 · Instruction	
1113 · Activities/Extra Curricular	
343.. · Student Travel	1,544.59
410.. · Consumable supp. and mat.	6,347.90
1113 · Activities/Extra Curricular - Other	5,955.30
Total 1113 · Activities/Extra Curricular	13,847.79
1131, · High School Instruction	
400, · 9-12 Supplies and Materials	
460, · 9-12 Non-consumable Items	94.45
420, · 9-12 Textbooks	2,886.24
410, · 9-12 Consumable Supp & Mat	2,581.50
Total 400, · 9-12 Supplies and Materials	5,562.19
300, · 9-12 Purchased Services	
319, · 9-12 Other Instructional	2,165.60
311, · 9-12 Instruction Services	-394.00
Total 300, · 9-12 Purchased Services	1,771.60
200, · 9-12 Employee Benefits	
300## · Bonus Liabilites	50.25
240, · 9-12 Contractual Employee Benef	
241, · 9-12 Health Insurance	10,928.84
Total 240, · 9-12 Contractual Employee Benef	10,928.84
231, · 9-12 Worker's Comp.	305.87
213, · 9-12 PERS UAL	8,988.32
211, · 9-12 PERS Employer	4,019.71
200, · 9-12 Employee Benefits - Other	1,338.45
Total 200, · 9-12 Employee Benefits	25,631.44
100, · High School Salaries	
118* · Bonus	500.00
122, · Salaries 9-12 Substitutes Class	19,661.80
121, · Salaries 9-12 Substitutes Licen	5,336.08
112, · Salaries 9-12 Classified	17,225.50
111, · Salaries 9-12 Licensed	53,398.67
100, · High School Salaries - Other	977.42
Total 100, · High School Salaries	97,099.47
Total 1131, · High School Instruction	130,064.70
1121* · Middle/Junior High Instruction	
400* · 6-8 Supplies and Materials	
480* · 6-8 Computer Hardware	7,376.01
470* · 6-8 Computer Software	5,150.75
460* · 6-8 Non-consumable Items	10,370.17
420* · 6-8 Textbooks	5,191.17
410* · 6-8 Consumable Supp & Mater	3,525.62
Total 400* · 6-8 Supplies and Materials	31,613.72
300* · 6-8 Purchased Services	
319* · 6-8 Other Instructional	12,798.49
311* · 6-8 Instruction Services	41,687.24
Total 300* · 6-8 Purchased Services	54,485.73
200* · 6-8 Employee Benefits	
300 · Bonus Liabilites	153.97
240* · 6-8 Contractual Employee Benef.	
243 · Dependent Care	2,726.02
241* · 6-8 Health Insurance	25,377.28

10:09 AM
11/04/14
Accrual Basis

SAND RIDGE CHARTER SCHOOL
Profit & Loss
July 2013 through June 2014

	<u>Jul '13 - Jun 14</u>
100 · PAYROLL - Other	2,028 45
Total 100 · PAYROLL	129,192 88
2240 · BUSINESS EXPENSE	
Fee Expense	619 50
Membership & Dues	100 00
Total 2240 · BUSINESS EXPENSE	719 50
380 · PROFESSIONAL	
Legal	1,806 50
Total 380 · PROFESSIONAL	1,806 50
Total Expense	2,023,376 74
Net Ordinary Income	72,944 77
Net Income	<u>72,944.77</u>

10:09 AM
11/04/14
Accrual Basis

SAND RIDGE CHARTER SCHOOL
Profit & Loss
July 2013

	<u>Jul 13</u>
200, · 9-12 Employee Benefits	
231, · 9-12 Worker's Comp.	83.78
Total 200, · 9-12 Employee Benefits	<u>83.78</u>
Total 1131, · High School Instruction	178.23
1121* · Middle/Junior High Instruction	
200* · 6-8 Employee Benefits	
240* · 6-8 Contractual Employee Benef.	
241* · 6-8 Health Insurance	-176.58
Total 240* · 6-8 Contractual Employee Benef.	-176.58
231* · 6-8 Worker's Comp	377.02
Total 200* · 6-8 Employee Benefits	<u>200.44</u>
Total 1121* · Middle/Junior High Instruction	200.44
1111 · Elementary, K-5 Instruction	
200 · K-5 Employee Benefits	
231 · K-5 Worker's Comp	377.02
Total 200 · K-5 Employee Benefits	<u>377.02</u>
Total 1111 · Elementary, K-5 Instruction	377.02
Total 1000 · Instruction	655.78
2240 · BUSINESS EXPENSE	
Fee Expense	25.00
Total 2240 · BUSINESS EXPENSE	<u>25.00</u>
Total Expense	<u>73,339.14</u>
Net Ordinary Income	<u>267,459.65</u>
Net Income	<u><u>267,459.65</u></u>

10:10 AM
 11/04/14
 Accrual Basis

SAND RIDGE CHARTER SCHOOL
Profit & Loss
August 2013

	Aug 13
Total 2000 · Support Services	1,284.62
1000 · Instruction	
1113 · Activities/Extra Curricular	
410.. · Consumable supp. and mat.	180.12
1113 · Activities/Extra Curricular - Other	13.00
Total 1113 · Activities/Extra Curricular	193.12
1131, · High School Instruction	
400, · 9-12 Supplies and Materials	
410, · 9-12 Consumable Supp & Mat	178.05
Total 400, · 9-12 Supplies and Materials	178.05
Total 1131, · High School Instruction	178.05
1121* · Middle/Junior High Instruction	
400* · 6-8 Supplies and Materials	
480* · 6-8 Computer Hardware	1,724.95
420* · 6-8 Textbooks	634.70
410* · 6-8 Consumable Supp & Mater	970.45
Total 400* · 6-8 Supplies and Materials	3,330.10
Total 1121* · Middle/Junior High Instruction	3,330.10
1111 · Elementary, K-5 Instruction	
400. · K-5 Supplies and Materials	
460. · K-5 Non-Consumable Items	755.03
410. · K-5 Consumable Supp & Mater.	2,011.27
Total 400. · K-5 Supplies and Materials	2,766.30
Total 1111 · Elementary, K-5 Instruction	2,766.30
Total 1000 · Instruction	6,467.57
100 · PAYROLL	
Advance	800.00
Total 100 · PAYROLL	800.00
2240 · BUSINESS EXPENSE	
Fee Expense	49.75
Total 2240 · BUSINESS EXPENSE	49.75
Total Expense	25,479.32
Net Ordinary Income	155,634.93
Net Income	155,634.93

10:17 AM
 11/04/14
 Accrual Basis

SAND RIDGE CHARTER SCHOOL
Profit & Loss
 September 2013

	Sep 13
2642389 · Background Checks	59.00
Total 2640 · Staff Services	59.00
Total 2600 · Central Activities Support Serv	59.00
2200 · Instructional Staff Support	
2220 · Educational Media	
430 · Library Books/Supplies	-23.00
Total 2220 · Educational Media	-23.00
Total 2200 · Instructional Staff Support	-23.00
2400' · School Administration	
600- · Principal Office - Other	
640- · PO Dues and Fees	815.09
Total 600- · Principal Office - Other	815.09
400- · Principals Office- Supplies	
410- · PO - Consumable Supplies	133.68
Total 400- · Principals Office- Supplies	133.68
300- · Principals Office Purchased Ser	
389- · PO Other Non-Instructional	9,346.42
353- · PO Postage	46.00
Total 300- · Principals Office Purchased Ser	9,392.42
Total 2400' · School Administration	10,341.19
Total 2000 · Support Services	10,377.19
1000 · Instruction	
1113 · Activities/Extra Curricular	
410.. · Consumable supp. and mat.	148.03
1113 · Activities/Extra Curricular - Other	180.00
Total 1113 · Activities/Extra Curricular	328.03
1131, · High School Instruction	
400, · 9-12 Supplies and Materials	
420, · 9-12 Textbooks	2,481.29
410, · 9-12 Consumable Supp & Mat	33.89
Total 400, · 9-12 Supplies and Materials	2,515.18
200, · 9-12 Employee Benefits	
240, · 9-12 Contractual Employee Benef	
241, · 9-12 Health Insurance	1,110.62
Total 240, · 9-12 Contractual Employee Benef	1,110.62
213, · 9-12 PERS UAL	162.57
211, · 9-12 PERS Employer	72.71
200, · 9-12 Employee Benefits - Other	321.69
Total 200, · 9-12 Employee Benefits	1,667.59
100, · High School Salaries	
121, · Salaries 9-12 Substitutes Licen	1,800.00
112, · Salaries 9-12 Classified	1,877.92
111, · Salaries 9-12 Licensed	4,429.02
Total 100, · High School Salaries	8,106.94
Total 1131, · High School Instruction	12,289.71
1121* · Middle/Junior High Instruction	
400* · 6-8 Supplies and Materials	
480* · 6-8 Computer Hardware	-0.01
460* · 6-8 Non-consumable Items	2,866.00
420* · 6-8 Textbooks	1,509.46
410* · 6-8 Consumable Supp & Mater	150.46

10:17 AM
11/04/14
Accrual Basis

SAND RIDGE CHARTER SCHOOL
Profit & Loss
September 2013

	Sep 13
Fee Expense	68.50
Total 2240 · BUSINESS EXPENSE	68 50
Total Expense	289,882 59
Net Ordinary Income	-114,299 48
Net Income	-114,299.48

SAND RIDGE CHARTER SCHOOL
Profit & Loss
 October 2013

	Oct 13
Total 2540 · Business Operation & Maint.	8,228.65
Total 2500 · Business Support Services	14,828.60
2000 · Support Services	
2310 · Board of Education Services	
381 · Audit Services	7,550.00
Total 2310 · Board of Education Services	7,550.00
2600 · Central Activities Support Serv	
2640 · Staff Services	
2642389 · Background Checks	118.00
Total 2640 · Staff Services	118.00
Total 2600 · Central Activities Support Serv	118.00
2200 · Instructional Staff Support	
2220 · Educational Media	
430 · Library Books/Supplies	312.61
Total 2220 · Educational Media	312.61
Total 2200 · Instructional Staff Support	312.61
2400' · School Administration	
600- · Principal Office - Other	
640- · PO Dues and Fees	250.00
Total 600- · Principal Office - Other	250.00
400- · Principals Office- Supplies	
410- · PO - Consumable Supplies	98.25
Total 400- · Principals Office- Supplies	98.25
300- · Principals Office Purchased Ser	
389- · PO Other Non-Instructional	9,383.71
Total 300- · Principals Office Purchased Ser	9,383.71
Total 2400' · School Administration	9,731.96
Total 2000 · Support Services	17,712.57
1000 · Instruction	
1113 · Activities/Extra Curricular	
343.. · Student Travel	223.73
410.. · Consumable supp. and mat.	538.07
1113 · Activities/Extra Curricular - Other	729.05
Total 1113 · Activities/Extra Curricular	1,490.85
1131, · High School Instruction	
400, · 9-12 Supplies and Materials	
420, · 9-12 Textbooks	98.89
410, · 9-12 Consumable Supp & Mat	99.10
Total 400, · 9-12 Supplies and Materials	197.99
200, · 9-12 Employee Benefits	
240, · 9-12 Contractual Employee Benef	
241, · 9-12 Health Insurance	1,059.12
Total 240, · 9-12 Contractual Employee Benef	1,059.12
213, · 9-12 PERS UAL	128.93
211, · 9-12 PERS Employer	57.66
200, · 9-12 Employee Benefits - Other	1,016.76
Total 200, · 9-12 Employee Benefits	2,262.47
100, · High School Salaries	
122, · Salaries 9-12 Substitutes Class	410.00
121, · Salaries 9-12 Substitutes Licen	120.00

10:11 AM
11/04/14
Accrual Basis

SAND RIDGE CHARTER SCHOOL
Profit & Loss
October 2013

	<u>Oct 13</u>
Transportation Expense	200 00
100 · PAYROLL	
Advance	100 00
Salaries	2,334 71
Medicare Taxes	1,142 33
Social Security Taxes	4 884 54
SUTA	2,914 96
100 · PAYROLL - Other	83 82
Total 100 · PAYROLL	<u>11,460 36</u>
2240 · BUSINESS EXPENSE	
Fee Expense	46 00
Total 2240 · BUSINESS EXPENSE	<u>46 00</u>
Total Expense	<u>172,728 23</u>
Net Ordinary Income	<u>-2,153 74</u>
Net Income	<u><u>-2,153.74</u></u>

SAND RIDGE CHARTER SCHOOL
Profit & Loss
 November 2013

	Nov 13
Total 2500 · Business Support Services	15,140 01
2000 · Support Services	
2200 · Instructional Staff Support	
2240' · Instructional Staff Development	
312' · Instructional Programs	30 00
Total 2240' · Instructional Staff Development	30 00
2220 · Educational Media	
430 · Library Books/Supplies	-11 00
Total 2220 · Educational Media	-11 00
Total 2200 · Instructional Staff Support	19.00
2400' · School Administration	
400- · Principals Office- Supplies	
410- · PO - Consumable Supplies	128 41
Total 400- · Principals Office- Supplies	128 41
300- · Principals Office Purchased Ser	
389- · PO Other Non-Instructional	9,272 35
Total 300- · Principals Office Purchased Ser	9,272 35
Total 2400' · School Administration	9,400 76
Total 2000 · Support Services	9,419 76
1000 · Instruction	
1113 · Activities/Extra Curricular	
343.. · Student Travel	76 23
410.. · Consumable supp. and mat.	95 50
Total 1113 · Activities/Extra Curricular	171 73
1131, · High School Instruction	
400, · 9-12 Supplies and Materials	
410, · 9-12 Consumable Supp & Mat	84.18
Total 400, · 9-12 Supplies and Materials	84.18
300, · 9-12 Purchased Services	
319, · 9-12 Other Instuctional	412.56
Total 300, · 9-12 Purchased Services	412.56
200, · 9-12 Employee Benefits	
240, · 9-12 Contractual Employee Benef	
241, · 9-12 Health Insurance	875.91
Total 240, · 9-12 Contractual Employee Benef	875.91
231, · 9-12 Worker's Comp.	54 53
213, · 9-12 PERS UAL	163 62
211, · 9-12 PERS Employer	73 18
Total 200, · 9-12 Employee Benefits	1,167 24
100, · High School Salaries	
122, · Salaries 9-12 Substitutes Class	1,355 00
121, · Salaries 9-12 Substitutes Licen	120 00
112, · Salaries 9-12 Classified	987 08
111, · Salaries 9-12 Licensed	4,590 76
Total 100, · High School Salaries	7,052.84
Total 1131, · High School Instruction	8,716 82
1121* · Middle/Junior High Instruction	
400* · 6-8 Supplies and Materials	
420* · 6-8 Textbooks	27.01
410* · 6-8 Consumable Supp & Mater	271.36
	298.37

10:11 AM
11/04/14
Accrual Basis

SAND RIDGE CHARTER SCHOOL
Profit & Loss
November 2013

	<u>Nov 13</u>
Total 100 · PAYROLL	12,228 54
2240 · BUSINESS EXPENSE	
Fee Expense	<u>49 75</u>
Total 2240 · BUSINESS EXPENSE	<u>49 75</u>
Total Expense	<u>153,069 33</u>
Net Ordinary Income	<u>40,620 24</u>
Net Income	<u><u>40,620.24</u></u>

10:11 AM
 11/04/14
 Accrual Basis

SAND RIDGE CHARTER SCHOOL
Profit & Loss
 December 2013

	Dec 13
410-- · Consumable Supplies and Mat.	1,483 04
Total 2542 · Care & Upkeep of Bldg Services	11,329 65
Total 2540 · Business Operation & Maint.	11,719 65
Total 2500 · Business Support Services	18 558 02
2000 · Support Services	
2400' · School Administration	
400- · Principals Office- Supplies	
460- · PO Non-Consumable Items	149 99
410- · PO - Consumable Supplies	169 02
Total 400- · Principals Office- Supplies	319 01
300- · Principals Office Purchased Ser	
389- · PO Other Non-Instructional	9,332 49
353- · PO Postage	92 00
Total 300- · Principals Office Purchased Ser	9,424 49
Total 2400' · School Administration	9,743 50
Total 2000 · Support Services	9,743 50
1000 · Instruction	
1113 · Activities/Extra Curricular	
410.. · Consumable supp. and mat.	239 47
1113 · Activities/Extra Curricular - Other	594 00
Total 1113 · Activities/Extra Curricular	833 47
1131, · High School Instruction	
400, · 9-12 Supplies and Materials	
410, · 9-12 Consumable Supp & Mat	28 25
Total 400, · 9-12 Supplies and Materials	28 25
300, · 9-12 Purchased Services	
319, · 9-12 Other Instructional	448 00
311, · 9-12 Instruction Services	-380 00
Total 300, · 9-12 Purchased Services	68 00
200, · 9-12 Employee Benefits	
300## · Bonus Liabilites	50 25
240, · 9-12 Contractual Employee Benef	
241, · 9-12 Health Insurance	875 91
Total 240, · 9-12 Contractual Employee Benef	875 91
213, · 9-12 PERS UAL	829 15
211, · 9-12 PERS Employer	370 81
Total 200, · 9-12 Employee Benefits	2,126 12
100, · High School Salaries	
118* · Bonus	500 00
121, · Salaries 9-12 Substitutes Licen	30 00
112, · Salaries 9-12 Classified	2,303 33
111, · Salaries 9-12 Licensed	4,752 50
Total 100, · High School Salaries	7,585 83
Total 1131, · High School Instruction	9,808 20
1121* · Middle/Junior High Instruction	
400* · 6-8 Supplies and Materials	
420* · 6-8 Textbooks	241 11
410* · 6-8 Consumable Supp & Mater	86 59
Total 400* · 6-8 Supplies and Materials	327 70
300* · 6-8 Purchased Services	
319* · 6-8 Other Instructional	885 02

10:11 AM
11/04/14
Accrual Basis

SAND RIDGE CHARTER SCHOOL
Profit & Loss
December 2013

	<u>Dec 13</u>
Total 2240 - BUSINESS EXPENSE	<u>47.75</u>
Total Expense	<u>154,193.32</u>
Net Ordinary Income	<u>39,533.57</u>
Net Income	<u><u>39,533.57</u></u>

10:11 AM
 11/04/14
 Accrual Basis

SAND RIDGE CHARTER SCHOOL
Profit & Loss
 January 2014

	Jan 14
Total 2542 · Care & Upkeep of Bldg Services	14,631.49
Total 2540 · Business Operation & Maint.	14,631.49
Total 2500 · Business Support Services	21,322.53
2000 · Support Services	
2200 · Instructional Staff Support	
2220 · Educational Media	
430 · Library Books/Supplies	245.76
Total 2220 · Educational Media	245.76
Total 2200 · Instructional Staff Support	245.76
2400' · School Administration	
400- · Principals Office- Supplies	
460- · PO Non-Consumable Items	18.97
410- · PO - Consumable Supplies	632.99
Total 400- · Principals Office- Supplies	651.96
300- · Principals Office Purchased Ser	
389- · PO Other Non-Instructional	9,165.08
Total 300- · Principals Office Purchased Ser	9,165.08
Total 2400' · School Administration	9,817.04
Total 2000 · Support Services	10,062.80
1000 · Instruction	
1113 · Activities/Extra Curricular	
343.. · Student Travel	62.45
410.. · Consumable supp. and mat.	360.52
1113 · Activities/Extra Curricular - Other	100.00
Total 1113 · Activities/Extra Curricular	522.97
1131, · High School Instruction	
400, · 9-12 Supplies and Materials	
420, · 9-12 Textbooks	97.98
410, · 9-12 Consumable Supp & Mat	48.93
Total 400, · 9-12 Supplies and Materials	146.91
300, · 9-12 Purchased Services	
311, · 9-12 Instruction Services	-14.00
Total 300, · 9-12 Purchased Services	-14.00
200, · 9-12 Employee Benefits	
240, · 9-12 Contractual Employee Benef	
241, · 9-12 Health Insurance	875.91
Total 240, · 9-12 Contractual Employee Benef	875.91
213, · 9-12 PERS UAL	459.16
211, · 9-12 PERS Employer	205.34
Total 200, · 9-12 Employee Benefits	1,540.41
100, · High School Salaries	
122, · Salaries 9-12 Substitutes Class	229.00
112, · Salaries 9-12 Classified	2,328.00
111, · Salaries 9-12 Licensed	4,590.76
Total 100, · High School Salaries	7,147.76
Total 1131, · High School Instruction	8,821.08
1121* · Middle/Junior High Instruction	
400* · 6-8 Supplies and Materials	
480* · 6-8 Computer Hardware	3,128.50
470* · 6-8 Computer Software	30.00

10:11 AM
11/04/14
Accrual Basis

SAND RIDGE CHARTER SCHOOL
Profit & Loss
January 2014

	<u>Jan 14</u>
Total 100 · PAYROLL	10,867.20
2240 · BUSINESS EXPENSE	
Fee Expense	49.25
Total 2240 · BUSINESS EXPENSE	<u>49.25</u>
Total Expense	<u>151,742.05</u>
Net Ordinary Income	<u>41,381.06</u>
Net Income	<u><u>41,381.06</u></u>

10:11 AM
 11/04/14
 Accrual Basis

SAND RIDGE CHARTER SCHOOL
Profit & Loss
 February 2014

	Feb 14
Total 300' · Purchased Services	170,575 17
410-- · Consumable Supplies and Mat	706 30
Total 2542 · Care & Upkeep of Bldg Services	171,574 99
Total 2540 · Business Operation & Maint.	171,964 99
Total 2500 · Business Support Services	179 909 04
2000 · Support Services	
2200 · Instructional Staff Support	
2220 · Educational Media	
430 · Library Books/Supplies	440 00
Total 2220 · Educational Media	440 00
Total 2200 · Instructional Staff Support	440 00
2400' · School Administration	
400- · Principals Office- Supplies	
470- · PO Computer Software	69 99
460- · PO Non-Consumable Items	2,224 51
410- · PO - Consumable Supplies	210 32
Total 400- · Principals Office- Supplies	2,504 82
300- · Principals Office Purchased Ser	
389- · PO Other Non-Instructional	9,071 70
Total 300- · Principals Office Purchased Ser	9,071 70
Total 2400' · School Administration	11,576 52
Total 2000 · Support Services	12,016 52
1000 · Instruction	
1113 · Activities/Extra Curricular	
343.. · Student Travel	166 55
410.. · Consumable supp. and mat.	830 69
1113 · Activities/Extra Curricular - Other	890 00
Total 1113 · Activities/Extra Curricular	1,887 24
1131, · High School Instruction	
400, · 9-12 Supplies and Materials	
410, · 9-12 Consumable Supp & Mat	92 45
Total 400, · 9-12 Supplies and Materials	92 45
200, · 9-12 Employee Benefits	
240, · 9-12 Contractual Employee Benef	
241, · 9-12 Health Insurance	875 91
Total 240, · 9-12 Contractual Employee Benef	875 91
231, · 9-12 Worker's Comp.	83 78
213, · 9-12 PERS UAL	416 34
211, · 9-12 PERS Employer	186 19
Total 200, · 9-12 Employee Benefits	1 562 22
100, · High School Salaries	
122, · Salaries 9-12 Substitutes Class	3,002 50
121, · Salaries 9-12 Substitutes Licen	480 00
112, · Salaries 9-12 Classified	852 10
111, · Salaries 9-12 Licensed	3,943 80
Total 100, · High School Salaries	8,278 40
Total 1131, · High School Instruction	9,933 07
1121* · Middle/Junior High Instruction	
400* · 6-8 Supplies and Materials	
470* · 6-8 Computer Software	2,614 95

10:11 AM
11/04/14
Accrual Basis

SAND RIDGE CHARTER SCHOOL
Profit & Loss
February 2014

	Feb 14
Social Security Taxes	4,956 12
SUTA	2,318 17
100 · PAYROLL - Other	85 13
Total 100 · PAYROLL	10,621 24
2240 · BUSINESS EXPENSE	
Fee Expense	50 50
Total 2240 · BUSINESS EXPENSE	50 50
Total Expense	320,670 49
Net Ordinary Income	-135,943 81
Net Income	-135,943.81

10:12 AM
 11/04/14
 Accrual Basis

SAND RIDGE CHARTER SCHOOL
Profit & Loss
 March 2014

	Mar 14
Total 2542 · Care & Upkeep of Bldg Services	9,580.71
Total 2540 · Business Operation & Maint.	9,580.71
Total 2500 · Business Support Services	17,833.27
2000 · Support Services	
2600 · Central Activities Support Serv	
2640 · Staff Services	
2642389 · Background Checks	59.00
Total 2640 · Staff Services	59.00
Total 2600 · Central Activities Support Serv	59.00
2400' · School Administration	
400- · Principals Office- Supplies	
410- · PO - Consumable Supplies	71.01
Total 400- · Principals Office- Supplies	71.01
300- · Principals Office Purchased Ser	
389- · PO Other Non-Instructional	9,189.99
353- · PO Postage	49.00
319- · PO Other Instructional, Profess	175.00
Total 300- · Principals Office Purchased Ser	9,413.99
Total 2400' · School Administration	9,485.00
Total 2000 · Support Services	9,544.00
1000 · Instruction	
1113 · Activities/Extra Curricular	
343.. · Student Travel	146.01
410.. · Consumable supp. and mat.	441.08
1113 · Activities/Extra Curricular - Other	44.35
Total 1113 · Activities/Extra Curricular	631.44
1131, · High School Instruction	
400, · 9-12 Supplies and Materials	
420, · 9-12 Textbooks	208.08
410, · 9-12 Consumable Supp & Mat	33.24
Total 400, · 9-12 Supplies and Materials	241.32
300, · 9-12 Purchased Services	
319, · 9-12 Other Instuctional	1,305.04
Total 300, · 9-12 Purchased Services	1,305.04
200, · 9-12 Employee Benefits	
240, · 9-12 Contractual Employee Benef	
241, · 9-12 Health Insurance	875.91
Total 240, · 9-12 Contractual Employee Benef	875.91
213, · 9-12 PERS UAL	933.51
211, · 9-12 PERS Employer	417.47
Total 200, · 9-12 Employee Benefits	2,226.89
100, · High School Salaries	
122, · Salaries 9-12 Substitutes Class	3,470.00
121, · Salaries 9-12 Substitutes Licen	396.42
112, · Salaries 9-12 Classified	919.59
111, · Salaries 9-12 Licensed	3,943.80
Total 100, · High School Salaries	8,729.81
Total 1131, · High School Instruction	12,503.06
1121* · Middle/Junior High Instruction	
400* · 6-8 Supplies and Materials	

10:12 AM
11/04/14
Accrual Basis

SAND RIDGE CHARTER SCHOOL
Profit & Loss
March 2014

	<u>Mar 14</u>
100 · PAYROLL - Other	-355.13
Total 100 · PAYROLL	<u>10,544.28</u>
2240 · BUSINESS EXPENSE	
Fee Expense	53.25
Total 2240 · BUSINESS EXPENSE	<u>53.25</u>
380 · PROFESSIONAL	
Legal	1,327.50
Total 380 · PROFESSIONAL	<u>1,327.50</u>
Total Expense	<u>150,583.73</u>
Net Ordinary Income	<u>48,475.67</u>
Net Income	<u><u>48,475.67</u></u>

SAND RIDGE CHARTER SCHOOL
Profit & Loss
 April 2014

	Apr 14
Total 2542 · Care & Upkeep of Bldg Services	8,787.91
Total 2540 · Business Operation & Maint.	8,787.91
Total 2500 · Business Support Services	16,046.70
2000 · Support Services	
2600 · Central Activities Support Serv	
2640 · Staff Services	
2642389 · Background Checks	118.00
Total 2640 · Staff Services	118.00
Total 2600 · Central Activities Support Serv	118.00
2400' · School Administration	
600- · Principal Office - Other	
640- · PO Dues and Fees	725 00
Total 600- · Principal Office - Other	725 00
400- · Principals Office- Supplies	
470- · PO Computer Software	673.98
410- · PO - Consumable Supplies	150.48
Total 400- · Principals Office- Supplies	824.46
300- · Principals Office Purchased Ser	
389- · PO Other Non-Instructional	9,160.19
353- · PO Postage	49.00
Total 300- · Principals Office Purchased Ser	9,209 19
Total 2400' · School Administration	10,758.65
Total 2000 · Support Services	10,876 65
1000 · Instruction	
1113 · Activities/Extra Curricular	
343.. · Student Travel	92.63
410.. · Consumable supp. and mat.	102 50
1113 · Activities/Extra Curricular - Other	1,162.43
Total 1113 · Activities/Extra Curricular	1,357 56
1131, · High School Instruction	
400, · 9-12 Supplies and Materials	
410, · 9-12 Consumable Supp & Mat	60.03
Total 400, · 9-12 Supplies and Materials	60 03
200, · 9-12 Employee Benefits	
240, · 9-12 Contractual Employee Benef	
241, · 9-12 Health Insurance	875 91
Total 240, · 9-12 Contractual Employee Benef	875.91
213, · 9-12 PERS UAL	1,553 21
211, · 9-12 PERS Employer	694.62
Total 200, · 9-12 Employee Benefits	3,123 74
100, · High School Salaries	
122, · Salaries 9-12 Substitutes Class	2,825 00
121, · Salaries 9-12 Substitutes Licen	1,609.66
112, · Salaries 9-12 Classified	2,119.58
111, · Salaries 9-12 Licensed	4,700 32
Total 100, · High School Salaries	11,254 56
Total 1131, · High School Instruction	14,438 33
1121* · Middle/Junior High Instruction	
400* · 6-8 Supplies and Materials	
480* · 6-8 Computer Hardware	354 03

10:12 AM
11/04/14
Accrual Basis

SAND RIDGE CHARTER SCHOOL
Profit & Loss
April 2014

	Apr 14
100 · PAYROLL - Other	84.90
Total 100 · PAYROLL	10,790.71
2240 · BUSINESS EXPENSE	
Fee Expense	40.75
Total 2240 · BUSINESS EXPENSE	40.75
380 · PROFESSIONAL	
Legal	479.00
Total 380 · PROFESSIONAL	479.00
Total Expense	157,049.79
Net Ordinary Income	6,565.25
Net Income	6,565.25

10:12 AM
 11/04/14
 Accrual Basis

SAND RIDGE CHARTER SCHOOL
Profit & Loss
 May 2014

	May 14
Total 2542 · Care & Upkeep of Bldg Services	80,344 79
Total 2540 · Business Operation & Maint.	80,344 79
Total 2500 · Business Support Services	87,996.73
2000 · Support Services	
2200 · Instructional Staff Support	
2220 · Educational Media	
430 · Library Books/Supplies	26.94
Total 2220 · Educational Media	26.94
Total 2200 · Instructional Staff Support	26 94
2400 · School Administration	
600 · Principal Office - Other	
640 · PO Dues and Fees	897 88
Total 600 · Principal Office - Other	897 88
400 · Principals Office- Supplies	
460 · PO Non-Consumable Items	42.99
410 · PO - Consumable Supplies	245.24
Total 400 · Principals Office- Supplies	288.23
300 · Principals Office Purchased Ser	
389 · PO Other Non-Instructional	9,237 88
Total 300 · Principals Office Purchased Ser	9,237 88
Total 2400 · School Administration	10,423.99
Total 2000 · Support Services	10,450.93
1000 · Instruction	
1113 · Activities/Extra Curricular	
343 · Student Travel	229.97
410 · Consumable supp. and mat.	1,712.43
1113 · Activities/Extra Curricular - Other	2,081 38
Total 1113 · Activities/Extra Curricular	4,023.78
1131 · High School Instruction	
400 · 9-12 Supplies and Materials	
410 · 9-12 Consumable Supp & Mat	28.19
Total 400 · 9-12 Supplies and Materials	28 19
200 · 9-12 Employee Benefits	
240 · 9-12 Contractual Employee Benef	
241 · 9-12 Health Insurance	875.91
Total 240 · 9-12 Contractual Employee Benef	875 91
231 · 9-12 Worker's Comp.	83 78
213 · 9-12 PERS UAL	1,458.07
211 · 9-12 PERS Employer	652.06
Total 200 · 9-12 Employee Benefits	3,069.82
100 · High School Salaries	
122 · Salaries 9-12 Substitutes Class	5,637 50
121 · Salaries 9-12 Substitutes Licen	600 00
112 · Salaries 9-12 Classified	919.59
111 · Salaries 9-12 Licensed	3,437 71
Total 100 · High School Salaries	10,594.80
Total 1131 · High School Instruction	13,692 81
1121* · Middle/Junior High Instruction	
400* · 6-8 Supplies and Materials	
480* · 6-8 Computer Hardware	2,479 54

10:12 AM
11/04/14
Accrual Basis

SAND RIDGE CHARTER SCHOOL
Profit & Loss
May 2014

	<u>May 14</u>
Social Security Taxes	5,212 99
SUTA	2,438 32
100 · PAYROLL - Other	87 45
Total 100 · PAYROLL	<u>9,804 90</u>
2240 · BUSINESS EXPENSE	
Fee Expense	78 25
Membership & Dues	100 00
Total 2240 · BUSINESS EXPENSE	<u>178 25</u>
Total Expense	<u>234,222 23</u>
Net Ordinary Income	<u>-137,161 69</u>
Net Income	<u><u>-137,161.69</u></u>

10:12 AM

11/04/14

Accrual Basis

SAND RIDGE CHARTER SCHOOL
Profit & Loss
 June 2014

	Jun 14
1121* · Middle/Junior High Instruction	
400* · 6-8 Supplies and Materials	
480* · 6-8 Computer Hardware	-60.00
410* · 6-8 Consumable Supp & Mater	223.45
Total 400* · 6-8 Supplies and Materials	163.45
300* · 6-8 Purchased Services	
319* · 6-8 Other Instructional	2,489.18
311* · 6-8 Instruction Services	11,173.89
Total 300* · 6-8 Purchased Services	13,663.07
200* · 6-8 Employee Benefits	
240* · 6-8 Contractual Employee Benef.	
243 · Dependent Care	120.01
241* · 6-8 Health Insurance	8,136.69
Total 240* · 6-8 Contractual Employee Benef.	8,256.70
213* · 6-8 PERS UAL	7,351.46
211* · 6-8 PERS Employer	3,044.88
Total 200* · 6-8 Employee Benefits	18,653.04
100* · Middle/Junior High Salaries	
122* · Salaries 6-8 Substitutes Classi	215.71
121* · Salaries 6-8 Substitutes Licens	387.84
112* · Salaries - 6-8 Classified	15,105.33
111* · Salaries - 6-8 - Licensed	41,107.87
100* · Middle/Junior High Salaries - Other	1,652.13
Total 100* · Middle/Junior High Salaries	58,468.88
Total 1121* · Middle/Junior High Instruction	90,948.44
1111 · Elementary, K-5 Instruction	
400 · K-5 Supplies and Materials	
410 · K-5 Consumable Supp & Mater.	70.77
Total 400 · K-5 Supplies and Materials	70.77
300 · K-5 Purchased Services	
319 · K-5 Other Instructional	3,498.15
Total 300 · K-5 Purchased Services	3,498.15
200 · K-5 Employee Benefits	
240 · K-5 Contractual Employee Benef.	
241 · K-5 Health Insurance	6,131.37
Total 240 · K-5 Contractual Employee Benef.	6,131.37
213 · K-5 PERS UAL	17,605.65
210 · K-5 PERS Employer	8,097.97
Total 200 · K-5 Employee Benefits	31,834.99
100 · K-5 Salaries	
122 · Salaries K-5 Substitues Classif	342.00
121 · Salaries K-5 Substitutes Licens	285.00
112 · K-5 Salaries - Classified	25,044.75
111 · K-5 Salaries Licensed	89,262.91
100 · K-5 Salaries - Other	4,240.55
Total 100 · K-5 Salaries	119,175.21
Total 1111 · Elementary, K-5 Instruction	154,579.12
Total 1000 · Instruction	277,840.38
Transportation Expense	65.00
100 · PAYROLL	
Advance	-1,000.00
Salaries	7,500.00
Medicare Taxes	3,120.93

10:12 AM
11/04/14
Accrual Basis

SAND RIDGE CHARTER SCHOOL
Profit & Loss
June 2014

	Jun 14
Social Security Taxes	13,344 73
SUTA	6,241 86
100 · PAYROLL - Other	1,247 26
Total 100 · PAYROLL	30,454 78
2240 · BUSINESS EXPENSE	
Fee Expense	60 75
Total 2240 · BUSINESS EXPENSE	60 75
Total Expense	140,416 52
Net Ordinary Income	-137,166 88
Net Income	-137,166.88

SAND RIDGE CHARTER SCHOOL
Balance Sheet
 As of July 31, 2013

	Jul 31, 13
ASSETS	
Current Assets	
Checking/Savings	
3796810 · SRCS Money Market	300,163.22
Sandridge Operating Acct.	
Carry Over Activity Fees	1,085.51
Yearbook	454.10
Sandridge Operating Acct. - Other	136,998.03
Total Sandridge Operating Acct.	138,537.64
Total Checking/Savings	438,700.86
Total Current Assets	438,700.86
Other Assets	
Equipment Purchase	33,000.00
241 · Office/School Equip/Furnishings	60,789.80
242 · Accumulated Depreciation	-27,215.00
Total Other Assets	66,574.80
TOTAL ASSETS	505,275.66
LIABILITIES & EQUITY	
Liabilities	
Current Liabilities	
Accounts Payable	
421 · Accounts Payable	18,432.78
Total Accounts Payable	18,432.78
Other Current Liabilities	
400 · DEPOSITS	
499* · Textbook Deposit	19,747.00
Total 400 · DEPOSITS	19,747.00
Total Other Current Liabilities	19,747.00
Total Current Liabilities	38,179.78
Total Liabilities	38,179.78
Equity	
Opening Bal Equity	101,010.29
*Retained Earnings	98,625.94
Net Income	267,459.65
Total Equity	467,095.88
TOTAL LIABILITIES & EQUITY	505,275.66

SAND RIDGE CHARTER SCHOOL
Balance Sheet
As of August 31, 2013

	<u>Aug 31, 13</u>
ASSETS	
Current Assets	
Checking/Savings	
3796810 · SRCS Money Market	300,163.22
Sandridge Operating Acct.	
Carry Over Activity Fees	1,085.51
Yearbook	454.10
Activity Fee	10,552.88
Sandridge Operating Acct. - Other	282,233.07
Total Sandridge Operating Acct.	<u>294,325.56</u>
Total Checking/Savings	<u>594,488.78</u>
Total Current Assets	594,488.78
Other Assets	
Equipment Purchase	33,000.00
241 · Office/School Equip/Furnishings	60,789.80
242 · Accumulated Depreciation	-27,215.00
Total Other Assets	<u>66,574.80</u>
TOTAL ASSETS	<u><u>661,063.58</u></u>
LIABILITIES & EQUITY	
Liabilities	
Current Liabilities	
Accounts Payable	
421 · Accounts Payable	16,495.77
Total Accounts Payable	16,495.77
Other Current Liabilities	
400 · DEPOSITS	
499* · Textbook Deposit	21,837.00
Total 400 · DEPOSITS	<u>21,837.00</u>
Total Other Current Liabilities	<u>21,837.00</u>
Total Current Liabilities	<u>38,332.77</u>
Total Liabilities	38,332.77
Equity	
Opening Bal Equity	101,010.29
*Retained Earnings	98,625.94
Net Income	423,094.58
Total Equity	<u>622,730.81</u>
TOTAL LIABILITIES & EQUITY	<u><u>661,063.58</u></u>

SAND RIDGE CHARTER SCHOOL
Balance Sheet
 As of October 31, 2013

	Oct 31, 13
ASSETS	
Current Assets	
Checking/Savings	
3796810 · SRCS Money Market	300,163.22
Sandridge Operating Acct.	
Food Services	-19,561.96
Carry Over Activity Fees	1,085.51
Yearbook	-1,714.66
Activity Fee	12,372.33
Sandridge Operating Acct. - Other	203,160.07
Total Sandridge Operating Acct.	195,341.29
Total Checking/Savings	495,504.51
Total Current Assets	495,504.51
Other Assets	
Equipment Purchase	33,000.00
241 · Office/School Equip/Furnishings	60,789.80
242 · Accumulated Depreciation	-27,215.00
Total Other Assets	66,574.80
TOTAL ASSETS	562,079.31
LIABILITIES & EQUITY	
Liabilities	
Current Liabilities	
Accounts Payable	
421 · Accounts Payable	15,485.68
Total Accounts Payable	15,485.68
Other Current Liabilities	
400 · DEPOSITS	
499* · Textbook Deposit	22,140.00
Total 400 · DEPOSITS	22,140.00
471 · Payroll Liabilities	18,176.04
Total Other Current Liabilities	40,316.04
Total Current Liabilities	55,801.72
Total Liabilities	55,801.72
Equity	
Opening Bal Equity	101,010.29
*Retained Earnings	98,625.94
Net Income	306,641.36
Total Equity	506,277.59
TOTAL LIABILITIES & EQUITY	562,079.31

SAND RIDGE CHARTER SCHOOL
Balance Sheet
 As of December 31, 2013

	Dec 31, 13
ASSETS	
Current Assets	
Checking/Savings	
3796810 · SRCS Money Market	300,163.22
Sandridge Operating Acct.	
Food Services	-16,452.45
Carry Over Activity Fees	1,085.51
Yearbook	-1,714.66
Activity Fee	11,363.76
Sandridge Operating Acct. - Other	300,941.76
Total Sandridge Operating Acct.	295,223.92
Total Checking/Savings	595,387.14
Total Current Assets	595,387.14
Other Assets	
Equipment Purchase	33,000.00
241 · Office/School Equip/Furnishings	60,789.80
242 · Accumulated Depreciation	-27,215.00
Total Other Assets	66,574.80
TOTAL ASSETS	661,961.94
LIABILITIES & EQUITY	
Liabilities	
Current Liabilities	
Accounts Payable	
421 · Accounts Payable	5,662.12
Total Accounts Payable	5,662.12
Other Current Liabilities	
400 · DEPOSITS	
499* · Textbook Deposit	21,915.00
Total 400 · DEPOSITS	21,915.00
471 · Payroll Liabilities	47,953.42
Total Other Current Liabilities	69,868.42
Total Current Liabilities	75,530.54
Total Liabilities	75,530.54
Equity	
Opening Bal Equity	101,010.29
*Retained Earnings	98,625.94
Net Income	386,795.17
Total Equity	586,431.40
TOTAL LIABILITIES & EQUITY	661,961.94

10:14 AM
11/04/14
Accrual Basis

SAND RIDGE CHARTER SCHOOL
Balance Sheet
As of February 28, 2014

	Feb 28, 14
ASSETS	
Current Assets	
Checking/Savings	
3796810 · SRCS Money Market	300,176.87
Sandridge Operating Acct.	
Food Services	-15,990.14
Carry Over Activity Fees	1,085.51
Yearbook	-1,714.66
Activity Fee	9,720.38
Sandridge Operating Acct. - Other	180,002.33
Total Sandridge Operating Acct.	<u>173,103.42</u>
Total Checking/Savings	<u>473,280.29</u>
Total Current Assets	473,280.29
Other Assets	
Equipment Purchase	33,000.00
241 · Office/School Equip/Furnishings	60,789.80
242 · Accumulated Depreciation	-27,215.00
Total Other Assets	<u>66,574.80</u>
TOTAL ASSETS	<u><u>539,855.09</u></u>
LIABILITIES & EQUITY	
Liabilities	
Current Liabilities	
Accounts Payable	
421 · Accounts Payable	6,502.18
Total Accounts Payable	6,502.18
Other Current Liabilities	
400 · DEPOSITS	
499* · Textbook Deposit	21,685.00
Total 400 · DEPOSITS	21,685.00
471 · Payroll Liabilities	19,799.26
Total Other Current Liabilities	41,484.26
Total Current Liabilities	<u>47,986.44</u>
Total Liabilities	47,986.44
Equity	
Opening Bal Equity	101,010.29
*Retained Earnings	98,625.94
Net Income	292,232.42
Total Equity	<u>491,868.65</u>
TOTAL LIABILITIES & EQUITY	<u><u>539,855.09</u></u>

SAND RIDGE CHARTER SCHOOL
Balance Sheet
 As of April 30, 2014

	Apr 30, 14
ASSETS	
Current Assets	
Checking/Savings	
3796810 · SRCS Money Market	300,186 91
Sandridge Operating Acct.	
Food Services	-10,506 29
Carry Over Activity Fees	1,085 51
Yearbook	-509 66
Activity Fee	7,844 35
Sandridge Operating Acct. - Other	229,450 54
Total Sandridge Operating Acct.	227,364 45
Total Checking/Savings	527,551 36
Total Current Assets	527,551 36
Other Assets	
Equipment Purchase	33,000 00
241 · Office/School Equip/Furnishings	60,789 80
242 · Accumulated Depreciation	-27,215 00
Total Other Assets	66,574 80
TOTAL ASSETS	594,126.16
LIABILITIES & EQUITY	
Liabilities	
Current Liabilities	
Accounts Payable	
421 · Accounts Payable	5,032 39
Total Accounts Payable	5,032 39
Other Current Liabilities	
400 · DEPOSITS	
499* · Textbook Deposit	21,925 00
Total 400 · DEPOSITS	21,925 00
471 · Payroll Liabilities	20,259.20
Total Other Current Liabilities	42,184 20
Total Current Liabilities	47,216 59
Total Liabilities	47,216 59
Equity	
Opening Bal Equity	101,010 29
*Retained Earnings	98,625 94
Net Income	347,273 34
Total Equity	546,909 57
TOTAL LIABILITIES & EQUITY	594,126.16

SAND RIDGE CHARTER SCHOOL
Balance Sheet
 As of June 30, 2014

	Jun 30, 14
ASSETS	
Current Assets	
Checking/Savings	
3796810 · SRCS Money Market	80,193 93
Sandridge Operating Acct.	
Food Services	-6,526 17
Carry Over Activity Fees	2,189.82
Yearbook	68 63
Sandridge Operating Acct. - Other	2,629 14
Total Sandridge Operating Acct.	-1,638 58
Total Checking/Savings	78,555.35
Other Current Assets	
PPE · Prepaid Rent	160,000.00
Total Other Current Assets	160,000 00
Total Current Assets	238,555.35
Other Assets	
Equipment Purchase	33,000.00
241 · Office/School Equip/Furnishings	60,789.80
242 · Acumulated Depreciation	-33,132.28
Total Other Assets	60,657.52
TOTAL ASSETS	299,212.87
LIABILITIES & EQUITY	
Liabilities	
Current Liabilities	
Accounts Payable	
421 · Accounts Payable	4,830.37
Total Accounts Payable	4,830 37
Other Current Liabilities	
400 · DEPOSITS	
499* · Textbook Deposit	21,865 00
Total 400 · DEPOSITS	21,865 00
Total Other Current Liabilities	21,865.00
Total Current Liabilities	26,695.37
Total Liabilities	26,695.37
Equity	
Opening Bal Equity	101,010 29
*Retained Earnings	98,562 44
Net Income	72,944 77
Total Equity	272,517 50
TOTAL LIABILITIES & EQUITY	299,212.87

Sand Ridge Charter School Budget			
Part 1: Summary All Revenues & Expenses			
Part 2: Details of Revenue all sources			
Part 3: Details of Expenses			
Part 1: Summary All Revenues & Expenses			
REVENUES	2014-15	2015-16	
State School Fund (SSF)	\$ 2,152,593.96	\$ 2,200,477.38	
Dividend & Interest	\$ 1,800.00	\$ 1,500.00	
Fund Raising & Donations	\$ 1,100.00	\$ 1,100.00	
Activities, Extracurricular Fees	\$ 20,000.00	\$ 18,000.00	
Yearbook	\$ 500.00	\$ 500.00	
Transportation Fees	\$ 2,600.00	\$ 3,500.00	
Misc. Income/ Nutrition Program	\$ 111,000.00	\$ 111,000.00	
E-Rate	\$ 6,946.66	\$ 7,946.66	
TOTAL REVENUE	\$ 2,296,540.62	\$ 2,344,024.04	
EXPENSES			
SSF ADM Adjustment			
Staff and Consultants	\$ 1,678,910.65	\$ 1,717,477.57	
Food Service	\$ 150,000.00	\$ 150,000.00	
Equip., Curric., Supplies, Office	\$ 82,400.00	\$ 85,400.00	
Student Activities, Food, bussing	\$ 40,000.00	\$ 38,000.00	
General Operations	\$ 26,934.75	\$ 28,050.00	
Facility, Utilities	\$ 200,000.00	\$ 345,500.00	
TOTAL EXPENSES	\$ 2,178,245.40	\$ 2,364,427.57	
NET INCOME	\$ 264,248.56	\$ 130,749.81	
CARRYOVER, Beginning of year	\$ 78,555.35	\$ 342,803.90	
CARRYOVER, End of Year	\$ 342,803.90	\$ 473,553.72	

Yearbook fee	\$ 500.00	\$ 500.00	
Fundraising & Donations	\$ 1,100.00	\$ 1,100.00	
Activities, Field trips/ \$55 ea.	\$ 16,000.00	\$ 21,000.00	
E-Rate	\$ 6,900.00	\$ 7,000.00	
Interest/ Dividend	\$ 1,800.00	\$ 1,500.00	
Nutrition Fund	\$ 111,000.00	\$ 111,000.00	
Transportation income	\$ 2,600.00	\$ 2,600.00	
Total Revenue	\$ 2,292,493.96	\$ 2,345,177.38	
Part 3: Details of Expenses			
3.1 Staff and Consultants			
Salary--Teachers K-12	\$ 678,477.61	\$ 698,831.94	
Salary--Teacher Assistants	\$ 234,046.64	\$ 241,068.04	
Substitutes	\$ 45,000.00	\$ 46,000.00	
Subtotal--Salaries	\$ 957,524.25	\$ 985,899.98	
Nutrition Program staff	\$ 66,391.92	\$ 68,383.67	
Nutrition Program Food	\$ 85,000.00	\$ 86,000.00	
Subtotal--Salaries, food purchase	\$ 151,391.92	\$154,383.67	
Staff Benefits & Expenses			
PERS,	\$ 191,504.85	\$ 197,180.00	
Employee pays 6%			
Social Security Taxes	\$ 61,281.55	\$ 63,097.60	
W Comp,SUTA,medicareWComp ass.	\$ 50,000.00	\$ 51,000.00	
Misc. payroll/bonuses/liabilities	\$ 14,000.00	\$ 14,500.00	
Insurance--Medical	\$ 100,000.00	\$ 100,000.00	
Consultants(Contract Services)	\$ 300,000.00	\$ 300,000.00	
Msc. Exp., staff ent./meals/open house etc.	\$ 1,000.00	\$ 1,000.00	
Dependent care	\$ 2,800.00	\$ 4,000.00	
Staff services, fingerprinting, background etc.	\$ 800.00	\$ 800.00	
Subtotal--Benefits & Expenses	\$ 721,386.40	\$ 731,577.59	
3.1 TOTAL STAFF EXPENSES	\$ 1,678,910.65	\$ 1,717,477.57	

3.4 GENERAL OPERATIONS		
Audits/ professional	\$ 8,000.00	\$ 8,000.00
Fee Expense	\$ 700.00	\$ 700.00
Ethics tax	\$ 350.00	\$ 350.00
Dues/ prof devel.	\$ 2,500.00	\$ 3,000.00
Legal/Professional	\$ -	
Insurance--Prop., Liability, D&O, Auto	\$ 15,384.75	\$ 16,000.00
3.4 TOTAL GENERAL OPERATIONS	\$ 26,934.75	\$ 28,050.00
3.5 Facility, Utilities		
Renovation, Improvements	\$ 60,000.00	\$ 50,000.00
Rent of Buildings	\$ -	\$ 160,000.00
Equipment Purchase/buses etc.	\$ -	
Other Utilities, Telephone, Trash, Security	\$ 70,500.00	\$ 70,500.00
Maintenance and Repairs, Painting	\$ 25,000.00	\$ 20,000.00
Purchased Services	\$ -	
Custodial Services and Supplies	\$ 35,000.00	\$ 35,000.00
Care and upkeep of building	\$ 9,500.00	\$ 10,000.00
3.5 TOTAL Facility, Utilities	\$ 200,000.00	\$ 345,500.00
Total Revenue	\$ 2,296,540.62	\$ 2,344,024.04
TOTAL EXPENSES	\$ 2,028,245.40	\$ 2,214,427.57
NET INCOME	\$ 264,248.56	\$ 130,749.81
CARRYOVER, Beginning of year	\$ 78,555.35	\$ 342,803.90
CARRYOVER, End of year	\$ 342,803.90	\$ 473,553.72

Students

Sand Ridge Charter School Enrollment and Grades Served

School Year	Grades	# of Students
2014-2015	K-12	352
2013-2014	K-11	369
2012-2013	K-10	353
2011-2012	K-9	340.3

Other



CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)

10/30/2014

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER Rhodes-Warden Insurance Inc. PO Box 8 Lebanon, OR 97355	CONTACT NAME: Deborah D. Ford-Bates AAI, CISR
	PHONE (A/C, No, Ext): 541-258-2131 FAX (A/C, No): 541-451-1718
	E-MAIL ADDRESS: dford@rhodeswardenins.com
	INSURER(S) AFFORDING COVERAGE
	INSURER A: Special Districts Association of Oregon
	INSURER B:
	INSURER C:
	INSURER D:
	INSURER E:
	INSURER F:

INSURED

People Involved in Education, Inc.
DBA Sand Ridge Charter School
100 Sandridge Court
Lebanon, OR 97355

COVERAGES

CERTIFICATE NUMBER: 00111418-24738

REVISION NUMBER: 13

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSR	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS
A	GENERAL LIABILITY <input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS MADE <input checked="" type="checkbox"/> OCCUR <input checked="" type="checkbox"/> INCLUDES EXCESS GEN'L AGGREGATE LIMIT APPLIES PER <input checked="" type="checkbox"/> POLICY <input type="checkbox"/> PRO-JECT <input type="checkbox"/> LOC			29P60170-1007	07/01/2014	07/01/2015	EACH OCCURRENCE \$ 10,000,000 DAMAGE TO RENTED PREMISES (Ea occurrence) \$ MED EXP (Any one person) \$ PERSONAL & ADV INJURY \$ GENERAL AGGREGATE \$ 20,000,000 PRODUCTS - COMP/OP AGG \$ \$
A	AUTOMOBILE LIABILITY <input type="checkbox"/> ANY AUTO <input type="checkbox"/> ALL OWNED AUTOS <input checked="" type="checkbox"/> HIRED AUTOS <input checked="" type="checkbox"/> SCHEDULED AUTOS <input checked="" type="checkbox"/> NON-OWNED AUTOS			29P60170-1007	07/01/2014	07/01/2015	COMBINED SINGLE LIMIT (Ea accident) \$ INCLUDED BODILY INJURY (Per person) \$ BODILY INJURY (Per accident) \$ PROPERTY DAMAGE (Per accident) \$ \$
	UMBRELLA LIAB OCCUR EXCESS LIAB CLAIMS-MADE DED RETENTION \$						EACH OCCURRENCE \$ AGGREGATE \$ \$
	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below						WC STATU-TORY LIMITS OTH-ER E L EACH ACCIDENT \$ E L DISEASE - EA EMPLOYEE \$ E L DISEASE - POLICY LIMIT \$

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (Attach ACORD 101, Additional Remarks Schedule, if more space is required)

CERTIFICATE HOLDER

Lebanon Community School
District #9
485 S Fifth Street
Lebanon, OR 97355

CANCELLATION

SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.

AUTHORIZED REPRESENTATIVE

(DFB)

© 1988-2010 ACORD CORPORATION. All rights reserved.

Audit

Policy Updates
December 18, 2014
2nd Reading

Policy EBB

Oregon OSHA has re-named the Material Safety Data Sheet (MSDS) to Safety Data Sheet (SDS).

Policies EEA & EEACA

At the August 2014 meeting, the State Board of Education added language to OAR 581-053-0004, Administration of Pupil Transportation, requiring aides or assistants who ride on school buses, to be trained on emergency procedures and their role in the safety of all students riding the bus.

In addition, the revision requires districts or transportation contractors to verify that a school bus driver's physical examination was certified by a medical examiner whose certificate was listed on the National Registry of Certified Medical Examiners, as of the date of issuance of the medical examiner's certificate.

Policies EFA, EFAA

In consultation with the Oregon Department of Education (ODE), the attached wellness and nutrition policies and administrative regulations have been revised. Oregon SMART Snacks *Policy Update* - October 2014 3-8 was revised June 2014 by ODE and included revisions from Federal Smart Snacks and Oregon School Nutrition Standards, setting new minimums and requirements for snacks and beverages served or sold throughout the day on school property.

Policies IIBGA

In light of the increased use of personal electronic devices by staff in the classroom or otherwise, OSBA has added additional language related to personal electronic devices and their use when related to educational purposes and student records.

Policies JHCD & JHCDA

Subsequent to Senate Bill 611 from the 2013 Legislative session, the State Board of Education adopted revisions to Oregon Administrative Rule (OAR) 581-021-0037. The revision clarified: the instruction or training school district personnel are required to receive; the content and need for appropriate permissions from parents/guardians or other qualified individuals that includes instructions for administering medication; the district personnel that may be designated to administer prescription or nonprescription medication to a student; and when a district may allow self-administration of medication by a student.

It further adds that a designated staff member of a district may administer a premeasured dose of epinephrine to a student or other individual on school premises when the district staff believe, in good faith, the student or individual is experiencing a severe allergic reaction and is unable to self-medicate, regardless if that student or individual has a prescription for epinephrine.

Policies LBE

House Bill (HB) 2150 from the 2013 Legislative session, amended charter school proposal requirements including the number of days a district must respond to a resubmitted proposal. In addition, the Oregon Department of Education revised Division 20 to move language related to public charter schools into Division 26.

Integrated Pest Management

To ensure the health and safety concerns of student, staff and community members, the district shall adopt an integrated pest management plan (IPM)¹ which emphasizes the least possible risk to students, staff and community members and shall adopt a list of low-impact pesticides for use with the IPM plan.

The IPM plan is a proactive strategy that:

1. Focuses on the long-term prevention or suppression of pest problems through economically sound measures that:
 - a. Protect the health and safety of students and staff;
 - b. Protect the integrity of district buildings and grounds;
 - c. Maintain a productive learning environment; and
 - d. Protect local ecosystem health.
2. Focuses on the prevention of pest problems by working to reduce or eliminate conditions of property construction, operation and maintenance that promote or allow for the establishment, feeding, breeding and proliferation of pest populations or other conditions that are conducive to pests or that create harborage for pests;
3. Incorporates the use of sanitation, structural remediation or habitat manipulation or of mechanical, biological and chemical pest control measures that present a reduced risk or have a low-impact and, for the purpose of mitigating a declared pest emergency, the application of pesticides that are not low-impact pesticides;
4. Includes regular monitoring and inspections to detect pests, pest damage and unsanctioned pesticide usage;
5. Evaluates the need for pest control by identifying acceptable pest population density levels;
6. Monitors and evaluates the effectiveness of pest control measures;
7. Excludes the application of pesticides on a routine schedule for purely preventive purposes, other than applications of pesticides designed to attract or be consumed by pests;
8. Excludes the application of pesticides for purely aesthetic purposes;
9. Includes school staff education about sanitation, monitoring, inspection and pest control measures;
10. Gives preference to the use of nonchemical pest control measures;

¹See Model Integrated Pest Management Plan for Oregon Schools at http://www.ipmnet.org/tim/IPM_in_Schools/Model_School_IPM_Plan_Main_Page.html

11. Allows the use of low-impact pesticides if nonchemical pest control measures are ineffective; and
12. Allows the application of a pesticide that is not a low-impact pesticide only to mitigate a declared pest emergency or if the application is by, or at the direction or order of, a public health official.

The district shall designate the Assistant Superintendent of Operations as the Integrated Pest Management Plan Coordinator give them the authority for overall implementation and evaluation of the IPM plan.

Integrated Pest Management Plan Coordinator

The IPM Plan Coordinator shall:

13. Attend not less than six hours of IPM training each year. The training shall include at least a general review of integrated pest management principles and the requirements of IPM as required by Oregon statute;
14. Ensure appropriate prior notices are given and posted warnings have been placed when pesticide applications are scheduled;
15. Oversee pest prevention efforts;
16. Ensure identification and evaluation of pest situation;
17. Determine the means of appropriately managing pest damage that will cause the least possible hazard to people, property and the environment;
18. Ensure the proper use and application of pesticide applications when non-pesticide controls have been unsuccessful;
19. Evaluate pest management results; and
20. Keep for at least four years following the application date, records of applied pesticides that include:
 - a. A copy of the label;
 - b. A copy of the ~~Material Data~~ Safety Data Sheet (SDS);
 - c. The brand name and USEPA² registration number of the product;
 - d. The approximate amount and concentration of pesticide applied;
 - e. The location of where the pesticide was applied;
 - f. The type of application and whether the application was effective;
 - g. The name(s) of the person(s) applying the pesticide;
 - h. The pesticide applicator's license numbers and pesticide trainee or certificate numbers of the person applying the pesticide;
 - i. The dates and times for the placement and removal of warning signs; and
 - j. Copies of all required notices given, including the dates the IPM Coordinator[s] gave the notices.
21. Respond to inquiries about the IPM plan and refer complainants to Board policy KL - Public Complaints;

²U.S. Environmental Protection Agency

22. Conduct outreach to district staff about the district's IPM plan.

END OF POLICY

Legal Reference(s):

ORS 634.116

ORS 634.700 to-750

R10/23/14 | RS

(Enclosure E-1)

Integrated Pest Management - EBB

3-3

Lebanon Community Schools

Code: **EEA**
Adopted: 11/3/08
Readopted: 5/6/10, 4/19/12, 11/15/12
Orig. Code(s): EEA

Student Transportation Services *

School transportation services will be provided for students to and from school and for transporting students to and from curricular and extracurricular activities sponsored by the district transporting from one school or facility to another school-sponsored field trips that are extensions of classroom learning experiences. Transportation will be provided for homeless students to and from the student's school of origin¹ as required by the No Child Left Behind Act of 2001 (NCLBA). These services shall be provided throughout the regularly scheduled year and during the regular school day as determined by the Assistant Superintendent of Operations

Elementary students grades K-5 who live more than one mile from school will be transported. Secondary students grades 6-12 who live more than one and one-half miles from school will be transported. Mileage exceptions for health, safety or disability will be made in accordance with the district's approved supplemental plan.

OR

Students living within specified attendance boundaries shall receive transportation services to their respective schools. In addition, students, including those receiving special education, may be eligible for transportation for health or safety reasons.

Miles from school will be determined by the [transportation supervisor] in accordance with OAR 581-023-0040 (1)(c).

The district may use Type 10 School Activity Vehicles to transport students from home to school, school to home and from district-sponsored activities.

The district may also provide transportation using federal funds² or through cooperative agreements with local victims assistance units for a student to attend a safe district school³ out of the student's attendance area for any student who is a victim of a violent criminal offense occurring in or on the grounds of the school the student attends or the student attends a school identified as persistently dangerous.

¹"School of origin" means the school that the student attended when permanently housed or the school in which the student was last enrolled.

²Federal funds means funds available through Title IV, Part A, and Title V, Part A.

³If there is not another school in the district to which students can transfer, districts are encouraged, but not required, to explore other appropriate options, i.e., an agreement with a neighboring district.

If there are no other schools within the district a student may transfer to, the district may establish a cooperative agreement with other districts in the area for a transfer. Transportation for students who transfer for such purposes will be provided in accordance with the agreement.

Students attending any private, parochial or public charter school under the compulsory school attendance laws will, where the private, parochial or public charter school is along or near the bus route, be provided equally the riding privileges given to public school students.

Preschool students with disabilities who have transportation as a related service and children from birth to age three who are enrolled in an eligible program shall be provided home to school transportation.

A seat that fully supports each person and meets the minimum standards and specifications of law will be provided at all times. A person who weighs 40 pounds or less must be properly secured with a child safety system that meets the minimum standards and specifications established by the Oregon Department of Transportation under ORS 815.055. A person over 40 pounds or who has reached the upper weight limit for the forward-facing car seat must use a booster seat until he/she is four feet nine inches tall or age eight and the adult belt properly fits.⁴ A person who is taller than four feet nine inches or eight years of age or older must be properly secured with a safety belt or harness that meets the requirements under ORS 815.055. In accordance with ORS 811.210 and 811.215 vehicles in excess of 10,000 pounds used for student transportation are exempt from statutory requirements unless they have been equipped with lap belts. Vehicles in excess of 10,000 pounds that have been equipped with lap belts must meet child car seat requirements as set forth in law.

School buses carrying students will be considered extensions of the school experience. All students using school transportation will abide by the code of conduct posted in each school bus or school activity vehicle. Violations of such code, as well as other conduct which is improper or which jeopardizes the safety of self or others, will be reported by the school bus/activity driver to the Transportation Office. The Transportation Office Manager will, as soon as possible, inform the appropriate principal of such occurrence. Violators may be denied use of transportation for a period of time as deemed proper by the Assistant Superintendent of Operations.

The principal or designee shall ensure transportation officials and drivers receive notification of students having special medical or behavioral protocols identified in student records.

Appropriate training related to specific protocols, including confidentiality requirements, will be provided to drivers.

The school bus/activity driver will be responsible for the school bus or vehicle at all times from departure until return. The driver will not participate in any activities that might impair his/her driving abilities.

Aides or assistants that ride a school bus shall receive training on emergency procedures and their role in the safe transportation of all students on the bus.

⁴“Proper fit” means the lap belt of the safety belt or safety harness is positioned low across the thighs and the shoulder belt is positioned over the collarbone and away from the neck.

The district will comply with all state and federal laws and regulations pertaining to school bus transportation.

END OF POLICY

Legal Reference(s):

<u>ORS 327.006</u>	<u>ORS 815.055</u>	<u>OAR 581-053-0031</u>
<u>ORS 327.033</u>	<u>ORS 815.080</u>	<u>OAR 581-053-0040</u>
<u>ORS 327.043</u>	<u>ORS 820.100 to-820.190</u>	<u>OAR 581-053-0053</u>
<u>ORS 332.405</u>		<u>OAR 581-053-0060</u>
<u>ORS 332.415</u>	<u>OAR 581-021-0050 to-0075</u>	<u>OAR 581-053-0070</u>
<u>ORS 339.240 to-339.250</u>	<u>OAR 581-022-1530</u>	<u>OAR 581-053-0210</u>
<u>ORS 343.155 to-343.246</u>	<u>OAR 581-023-0040</u>	<u>OAR 581-053-0220</u>
<u>ORS 343.533</u>	<u>OAR 581-053-0002</u>	<u>OAR 581-053-0230</u>
<u>ORS 343.155 to-343 243</u>	<u>OAR 581-053-0003</u>	<u>OAR 581-053-0240</u>
<u>ORS 811.210</u>	<u>OAR 581-053-0004</u>	<u>OAR 735-102-0010</u>
<u>ORS 811.215</u>	<u>OAR 581-053-0010</u>	

No Child Left Behind Act of 2001, 20 U S C. §§ 6315, 7912.

Elementary and Secondary Education Act (ESEA) Flexibility Waiver, July 18, 2012.

McKinney-Vento Homeless Education Assistance Improvements Act of 2001, 42 U.S.C. §§ 11431-11435 (2005).

R10/23/14|RS

Lebanon Community Schools

Code: **EEACA**
Adopted: 8/4/08
Readopted: 5/6/10, 9/11/14
Orig. Code(s): EEACA

School Bus Driver Examination and Training (Version 1)

The district or transportation provider shall verify that a school bus driver's ~~must pass physical examinations administered~~ were certified by a medical examiner whose certificate was listed in the Federal Motor Carrier Safety Administration's National Registry of Certified Medical Examiners as of the date of the issuance of the school bus driver's examination certificate, and meets other criteria as established by state and federal law and by Oregon Department of Education regulations including the requirements for a commercial driver's license (CDL).

A school bus manufacturer, school bus dealer or school bus mechanic is not required to have a school bus endorsement while operating a school bus that is not transporting students.

END OF POLICY

Legal Reference(s):

<u>ORS 659.840</u>	<u>ORS 807.038</u>	<u>OAR 581-053-0004</u>
<u>ORS 659A.300</u>	<u>ORS 820.110</u>	<u>OAR 581-053-0031</u>
<u>ORS 659A.306</u>		<u>OAR 581-053-0040</u>
<u>ORS Chapters 801, 802, 807, 809, 811,</u>	<u>OAR 581-053-0002</u>	<u>OAR 581-053-0053</u>
<u>813</u>	<u>OAR 581-053-0003</u>	<u>OAR 581-053-0060</u>

Omnibus Transportation Employee Testing Act of 1991, 49 U.S.C. §§ 31301-31317; 49 C.F.R. Parts 40, 382, 391-395 (2006).
Federal Motor Carrier Safety Administration Regulations, 49 C.F.R. Part 391, §§ 391.42, 391.43 (2014).

HR10/23/14|RS

Local Wellness Program

The Board recognizes that childhood obesity has become an epidemic in Oregon as well as throughout the nation. Research indicates that obesity and many diseases associated with obesity are largely preventable through diet and regular physical activity. Additional research indicated that healthy eating patterns and increased physical activity are essential for students to achieve their academic potential, full physical and mental growth and lifelong health and well-being.

To help ensure students possess the knowledge and skills necessary to make healthy choices for a lifetime, the superintendent shall prepare and implement a comprehensive district nutrition program consistent with state and federal requirements for districts sponsoring the National School Lunch Program (NSLP) and/or the School Breakfast Program (SBP). The program shall reflect the Board's commitment to providing adequate time for instruction to that promotes healthy eating through nutrition education, serving healthy and appealing foods at district schools, developing food-use guidelines for staff and establishing liaisons with nutrition service providers, as appropriate.

The input of staff (including but not limited to, physical education and school health professionals), students, parents, the public, representatives of the school food authority and public health professionals will be encouraged. The superintendent or designee will develop administrative regulations as necessary to implement the goals of this policy throughout the district.

Nutrition Promotion and Nutrition Education

Nutrition promotion supports the integration of nutrition education throughout the school environment. Nutrition education topics shall be integrated within the sequential, comprehensive health education program taught at every grade level, prekindergarten through grade 12, and coordinated with the district's nutrition and food services operation.

Nutrition Guidelines

It is the intent of the Board that district schools ~~take a be proactive effort to in encouraging~~ students to make nutritious food choices. All food and beverage items ~~(except those as part of the United States Department of Agriculture's National School Lunch Program and/or School Breakfast Program or at times when the school is being used for school-related events or nonschool-related events for which parents and other adults are a significant part of an audience or are selling food or beverage items before, during, or after the event such as a sporting event, interscholastic activity, a play, band or choir concert),~~ sold in a K-12 public school as part of the regular or extended school day shall meet the minimum state and federal standards as set forth in state law. Exceptions to this requirement include items that are part of the USDA National School Lunch Program or School Breakfast Program. Other exceptions are foods and beverages provided in the following instances:

1. When the school is the site of events out side of the school day for which parents and other adults are a significant part of the audience; or

2. The sale of food or beverage items before, during or after a sporting event, interscholastic activity, a play, band or choir concert.

Although the Board believes that the district's nutrition and food services operation should be financially self-supporting, it recognizes, however, that the nutrition program is an essential educational and support activity. Therefore, budget neutrality or profit generation must not take precedence over the nutrition needs of its students. In compliance with federal law, the district's NSLP [and SBP] shall be nonprofit.

The superintendent is directed to develop administrative regulations to implement this policy, including such provisions as may be necessary to that address all food and beverages items sold and/or served to students at in district schools, including provisions for staff development, family and community involvement and program evaluation. These food and beverage items include (i.e., competitive foods, snacks and beverages sold from vending machines; and school stores, and similar food and beverage items from fund-raising activities and refreshments that are made available at school parties, celebrations and meetings), including provisions for staff development, family and community involvement and program evaluation.

Physical Activity

The Board realizes that a quality physical education program is an essential component for all students to learn about and participate in physical activity. Physical activity should be included in a school's daily education program from grades pre-K through 12. Physical activity could include regular instructional physical education as well as co-curricular activities, and recess. The District will develop and assess student performance standards in order to meet the Oregon Department of Education's physical education content standards.

The Superintendent is directed to develop administrative regulation to implement this policy, including such provisions as necessary to address all food and beverages sold/and or served to students at school (i.e. competitive foods, snacks and beverages sold from vending machines, school stores, and fund raising activities and refreshments that are made available at school parties, celebrations and meetings), including provisions for staff development, family and community involvement and program evaluation.

Reimbursable School Meals

The district may enter into an agreement with the Oregon Department of Education (ODE) to operate reimbursable school meal programs. The superintendent will develop administrative regulations as necessary to implement this policy and meet the requirements of state and federal law. These guidelines shall not be less restrictive than regulations and guidance issued by the Secretary of Agriculture pursuant to subsections (a) and (b) of section 10 of the Child Nutrition Act (42 U.S.C. 1779) and section 9(f)(1) and 17(a) of the Richard B. Russell National School Lunch Act (42 U.S.C. 1758(f)(1), 1766(a)(0).

Other School-Based Activities

The district will promote district and community-based activities that foster healthy eating and create environments that promote physical activity. Families and the community will be encouraged to provide healthy food choices in all situations where food is served. Educational workshops, screenings and literature related to healthy food choices and physical activity may be offered to families.

Evaluation of the Local Wellness Policy

The Board will involve staff (including but not limited to, physical education and school health professionals), parents, students, representatives of the school food authority, public health professionals, school administrators and the public in the development, implementation and periodic review and yearly update of this policy. In an effort to measure the implementation of this policy the Board designates the district principals as the people who will be responsible for ensuring each school meets the goals outlined in this policy. The district will make available to the public annually, an assessment of the implementation, including the extent to which the schools are in compliance with policy, how the policy compares to model policy and a description of the progress being made in attaining the goals of this policy.

END OF POLICY

Legal Reference(s):

ORS 329.496
ORS 332.107
ORS 336.423

OAR 581-051-0100
OAR 581-051-0305

OAR 581-051-0310
OAR 581-051-0400

National School Lunch Program, 7 C.F.R. Part 210 (2006).
School Breakfast Program, 7 C.F.R. Part 220 (2006).
Healthy, Hunger-Free Kids Act of 2010, Public Law 111-296 Section 204.

Lebanon Community Schools

Code: EFAA
Adopted: 5/6/10

District Nutrition and Food Services

The district may enter into an agreement with the Oregon Department of Education (ODE) to operate the National School Lunch Program (NSLP) and the Commodity Food Distribution Program (CFDP) by signing a permanent Sponsor-ODE Agreement entitling the district to receive reimbursement for all meals that meet program requirements and to earn ~~commodity food~~ USDA Food entitlement based on the number of lunches served.

The permanent agreement shall be signed by the superintendent or other school official with authority to obligate the district to legally binding contracts, subject to annual ODE renewal and will include, at the district's option, an agreement to operate the School Breakfast Program (SBP), Summer Food Service Program (SFSP), the Child and Adult Care Food Program (CACFP) and the Special Milk Program (SMP). The district recognizes that meals and snacks served by the district will not be eligible for reimbursement until the annual program update is received and approved by ODE.

The permanent Sponsor-ODE Agreement shall include assurances by the district that it will follow all NSLP regulations regarding:

1. Free and reduced price process (updated annually);
2. Financial management of the nonprofit school food service;
3. Civil rights and confidentiality procedures;
4. **Meal pattern and** Nutrition content of meals served;
5. Use and control of commodity foods;
6. Accuracy of reimbursement claims;
7. Food safety and sanitation inspections.

The superintendent will develop administrative regulations as necessary to implement this policy and meet the requirements of state and federal law. The regulation(s) will be reviewed and adopted by the Board as required by law.

END OF POLICY

Legal Reference(s):

ORS 327.520 to -327.535

OAR 581-051-0305

OAR 581-051-0310

OAR 581-051-0100

OAR 581-051-0400

Nondiscrimination on the Basis of Handicap in Programs or Activities Receiving Federal Financial Assistance, 7 C.F.R. Part 15b (2001).

U.S.D.A., ELIGIBILITY GUIDANCE FOR SCHOOL MEALS MANUAL.

U.S.D.A., FNS INSTRUCTION 765-7 REV. 2: HANDLING LOST, STOLEN AND MISUSED MEAL TICKETS.

Healthy, Hunger-Free Kids Act of 2010, 42 U.S.C. 1751 §§ 203, 205.

R10/23/14 | PH

Lebanon Community Schools

Code: IIBGA
Adopted: 8/20/09
Readopted: 12/16/10
Orig. Code(s): IIBGA

Electronic Communications System

The Board is committed to the development and establishment of a quality, equitable and cost-effective electronic communications system. The system's sole purpose shall be for the advancement and promotion of learning and teaching.

The district's system will be used to provide statewide, national and global communications opportunities for staff and students.

The superintendent will establish administrative regulations for the use of the district's system including compliance with the following provisions of the Children's Internet Protection Act:

1. Technology protection measures, installed and in continuous operation, that protect against Internet access by both adults and minors to visual depictions that are obscene, child pornography or, with respect to the use of the computers by minors, harmful to minors;
2. Educating minors about appropriate online behavior, including cyberbullying awareness and response, and how to interact with other individuals on social networking sites and in chat rooms;
3. Monitoring the online activities of minors;
4. Denying access by minors to inappropriate matter on the Internet and World Wide Web;
5. Ensuring the safety and security of minors when using e-mail, social media, chat rooms and other forms of direct electronic communications;
6. Prohibiting unauthorized access, including so-called "hacking" and other unlawful activities by minors online;
7. Prohibiting unauthorized disclosure, use and dissemination of personal information regarding minors;
8. Installing measures designed to restrict minors' access to materials harmful to minors.

The superintendent will establish administrative regulations for use of the district's system by staff using their own personal electronic devices to download and store district proprietary information including personally recognizable information about the district students or staff. Regulations shall insure compliance with privacy rights under applicable federal and state laws and regulations, including but not limited to the Age Discrimination in Employment Act of 1967 (ADEA), the Americans with Disabilities

Act (ADA), the Genetic Information Nondiscrimination Act of 2008 (GINA) and the Health Insurance Portability and Accountability Act of 1996 (HIPPA).

The administrative regulations will be consistent with sound guidelines as may be provided by the education service district, the Oregon Department of Education and/or the Oregon Government Ethics Commission and will include a complaint procedure for reporting violations.

The superintendent will also establish administrative regulations for use of the district's electronic communications system to comply with copyright law.

Failure to abide by district policy and administrative regulations governing use of the district's system may result in the suspension and/or revocation of system access. Additionally, student violations will result in discipline up to and including expulsion. Staff violations will also result in discipline up to and including dismissal. Violations of law will be reported to law enforcement officials and may result in criminal or civil sanctions. Fees, fines or other charges may also be imposed.

END OF POLICY

Legal Reference(s):

<u>ORS 30.765</u>	<u>ORS 167.080</u>	<u>ORS 339.270</u>
<u>ORS 133.739</u>	<u>ORS 167.087</u>	
<u>ORS 163.435</u>	<u>ORS 167.090</u>	<u>OAR 581-021-0050</u>
<u>ORS 164.345</u>	<u>ORS 167.095</u>	<u>OAR 581-021-0055</u>
<u>ORS 164.365</u>	<u>ORS Chapter 192</u>	<u>OAR 584-020-0040</u>
<u>ORS 167.060</u>	<u>ORS 332.107</u>	<u>OAR 584-020-0041</u>
<u>ORS 167.065</u>	<u>ORS 336.222</u>	
<u>ORS 167.070</u>	<u>ORS 339.250</u>	

Children's Internet Protection Act, 47 U.S.C. Sections 254 (h) and (l) (2008); 47 CFR Section 54.520 (2001).
Copyrights, Title 17, as amended, United States Code; 19 CFR Part 133 (2000).
Oregon Attorney General's Public Records and Meetings Manual, pp. 24-26, Appendix H, Department of Justice (2001).
Safe and Drug-Free Schools and Communities Act, 20 U.S.C. Sections 7101-7117.
Drug-Free Workplace Act of 1988, 41 U.S.C. Sections 701-707; 34 CFR Part 85, Subpart F.
Controlled Substances Act, 21 U.S.C. Section 812, schedules I through V, 21 CFR 1308.11-1308.15 (2000).
Drug-Free Schools and Communities Act Amendments of 1989, P.L. 101-226, 103 Stat. 1928.
Americans with Disabilities Act of 1990, 42 U.S.C. Sections 12101-12213; 29 CFR Part 1630 (2000); 28 CFR Part 35 (2000).
Family Educational Rights and Privacy Act, 20 U.S.C. Section 1232g; 34 CFR Part 99 (2000).
Oregon Government Standards and Practices Commission, Advisory Opinion No. 98A-1003 (July 9, 1998).
No Child Left Behind Act of 2001, P.L. 107-110, Title II, Section 2441.
Americans with Disabilities Act Amendments Act of 2008.

R10/23/14 | PH

Lebanon Community Schools

Code: JHCD
Adopted: 8/4/08
Readopted: 1/20/11

~~Administering Noninjectable Medicines to Students~~ **Nonprescription Medication **/***

The district recognizes that administering of nonprescription medication to students and/or self-medication may be necessary when the failure to take such medication would jeopardize the health of the student or the student would not be able to attend school if medication was not made available during school hours, would prevent the student from attending school. Consequently, students may be permitted to take noninjectable prescription or nonprescription medication at school, on a temporary or regular basis.

The district reserves the right to reject a request to administer or allow self administration of a nonprescription medication when such medication is not necessary for the student to remain in school.

~~When directed by a physician or other licensed health care professional, students grades K-12 will be allowed to self administer medication. A medical protocol regarding each student who self administers medication will be developed, signed by a physician or other licensed health care professional [and parent] and kept on file. Permission for self administered medication may be revoked at any time if the student violates policy or medical protocol.~~

~~All requests for the district to administer medication to a student shall be made by the parent in writing. Requests shall include the written instructions of the physician for the administration of a prescription medication to a student or the written instructions of the parent for the administration of a nonprescription medication to a student. A prescription label will be deemed sufficient to meet the requirements for written physician instructions.~~

~~A request to the district to allow a student to self medicate with a nonprescription medication shall include written permission and instruction from a parent or guardian, and shall include an assurance from the parent or guardian that the student has received appropriate instruction for its use.~~

~~A request to the district to administer a nonprescription medication shall include written permission and instruction from a parent or guardian.~~

~~The district shall designate staff authorized to administer medication to students. Training shall be provided as required by law.~~

~~The district reserves the right to reject a request to administer prescription or nonprescription medication when such medication is not necessary for the student to remain in school.~~

This policy and administrative regulation shall not prohibit, in any way, the administration of recognized first aid to students by district employees in accordance with established state law, Board policy and procedures.

The superintendent shall develop administrative regulations as needed to meet the requirements of law, Oregon Administrative Rules and for the implementation of this policy. ~~Regulations will include provisions for student self medication.~~

END OF POLICY

Legal Reference(s):

ORS 109.640
ORS 339.866 to -339.871
ORS 339.867
ORS 339.869

ORS 339.870
ORS 433.800 to -433.830
ORS 475.005 to -475.285

OAR 166-400-0010(17)
OAR 166-400-0060(29)
OAR 581-021-0037
OAR 581-022-0705

R10/23/14 | PH

~~Administering Injectable Medicines to Students~~ **Prescription Medication **/***

The district recognizes a need to ensure the health and well-being of students who require regular ~~injections doses or injections~~ of medication as a result of experiencing an severe allergic reaction or have a need to manage hypoglycemia, asthma or diabetes. ~~Therefore, in situations w~~When a licensed health care professional is not immediately available, a designated trained staff member may administer to a students, ~~by means of injection,~~ epinephrine, glucagon or other medications as prescribed and allowed by Oregon law (OAR 851-047-0030).

When directed by a physician or other licensed health care professional, students in grades K-12 will be allowed to self-administer medication, including medication for asthma or severe allergy as defined by state law.

~~A medical protocol regarding each written treatment plan for a student who self administers injectable medication will be developed; and signed by a physician or other Oregon licensed health care professional [and parent] and kept on file. Permission for self-administered medication may be revoked if the student violates policy or medical protocol. A written request and permission form signed by a parent or guardian is required and will be kept on file. If the student is deemed to have violated Board policy or medical protocol by the district, the district may revoke the permission given to a student to self-administer medication.~~

~~All requests for the district to administer injectable prescription medication to a student shall be made by the parent in writing include the written permission of the parent or guardian. Requests and shall be accompanied by the physician's order for administering epinephrine, glucagon, or other medication as allowed by law by written instruction from a physician, physician assistant or nurse practitioner. A prescription label prepared by a pharmacist will be deemed sufficient to meet the requirements for a physician's order for epinephrine, glucagon or other medication.~~

~~The district reserves the right to reject a request to administer or allow self administration of a medication when such medication is not necessary for the student to remain in school.~~

~~A premeasured dose of epinephrine may be administered by designated, trained district staff to any student or other individual on school premises who the personnel believe, in good faith, is experiencing a severe allergic reaction, regardless of whether the student or individual has a prescription for epinephrine.~~

~~A process shall be established by which, upon parent written request, a backup prescribed autoinjectable epinephrine be is kept at a reasonable, secured location in the student's classroom as provided by state law.~~

~~The district may designate staff authorized to administer epinephrine and glucagon or other medication as allowed under Oregon law. Training shall be provided to designated staff as required by law in accordance with approved protocols as established by Oregon Department of Human Services, Health~~

~~Services~~ ~~the Oregon Health Authority~~. Staff designated to receive training shall also receive bloodborne pathogens training. A current first-aid and CPR card will also be required.

~~In~~jectable ~~Prescription~~ medication will be handled, stored, monitored, disposed of and records maintained in accordance with established district regulations governing administering noninjectable/ or injectable, or ~~prescription or nonprescription~~ medicines to students including procedures for the disposal of sharps and glass.

The superintendent will ensure student health management plans are developed as required by training protocols, maintained on file and pertinent health information is provided to district staff as appropriate.

Such plans will include provisions for administering medication and/or responding to emergency situations including those occurring during curricular and extracurricular activities held after regular school hours and on or off district property while the student is in school, at a school-sponsored activity, under the supervision of school personnel, in before- or after-school care programs on school-owned property and in transit to or from school or school-sponsored activities.

This policy and administrative regulation shall not prohibit, in any way, the administration of recognized first aid to students by district employees in accordance with established state law, Board policy and procedures.

END OF POLICY

Legal Reference(s):

ORS 109.640
ORS 339.866 to -339.871
ORS 339.866
ORS 339.870
ORS 339.871

ORS 433.800 to -433.830
ORS 475.005 to -475.285
OAR 166-400-0010(17)
OAR 166-400-0060(29)

OAR 333-055-0000 to -0035
OAR 581-021-0037
OAR 581-022-0705
OAR 851-047-0030
OAR 851-047-0040

R10/23/14 | PH

Lebanon Community Schools

Code: LBE
Adopted: 11/6/06
Readopted: 1/20/11, 6/21/12
Orig. Code(s): LBE

Public Charter Schools**

The district recognizes that public charter schools offer an opportunity to create new, innovative and more flexible ways of educating students in an atmosphere of learning experiences based on current research and development. Public charter schools shall demonstrate a commitment to the mission and diversity of public education while adhering to one or more of the following goals:

1. Increase student learning and achievement;
2. Increase choices of learning opportunities for students;
3. Better meet individual student academic needs and interests;
4. Build stronger working relationships among educators, parents and other community members;
5. Encourage the use of different and innovative learning methods;
6. Provide opportunities in small learning environments for flexibility and innovation;
7. Create new professional opportunities for teachers;
8. Establish additional forms of accountability for schools; and
9. Create innovative measurement tools.

Public charter schools may be established as a new public school, from an existing public school or a portion of the school or from an existing alternative education program. A public charter school may not convert an existing tuition-based private school into a charter school, affiliate itself with a nonsectarian school or religious institution or encompass all the schools in the district unless the district is composed of only one school.

The Board will not approve any public charter school proposal when it is deemed that its value is outweighed by any direct identifiable, significant and adverse impact on the quality of the public education of students residing in the district. To meet the eligibility criteria for Board approval, a public charter school proposal must meet the requirements of Oregon Revised Statutes, Oregon Administrative Rules, Board policy and regulation. Upon request of the Board, the public charter school applicant must furnish in a timely manner any other information the Board deems relevant and necessary to conduct a complete and good faith evaluation of the public charter school proposal.

The district will determine if it has any unused or underutilized buildings. Buildings may be made available for public charter school use, subject to Board approval. Approved use may be limited to instructional purposes only. Appropriate-use fees will be determined by the Board. Public charter school use outside the district's instructional day will be subject to Board policy KG - Community Use of District Facilities and accompanying administrative regulation.

Public charter school students shall not be permitted to participate in district curricular programs.

The district will not provide instructional materials, lesson plans or curriculum guides for use in a public charter school.

The public charter school employer will be determined with each proposal. If the Board is the employer, the terms of the current collective bargaining agreement will be examined to determine which parts of the agreement apply. If the Board is not the sponsor of the public charter school, it shall not be the employer and will not collectively bargain with public charter school employees.

The district will by December 1, calculate the number of students residing in the district who are enrolled in a virtual public charter school. When the percentage is three percent or above, the district may choose to not approve additional students for enrollment to a virtual public charter school, subject to the requirements in 581-026-0305(2).

The district is only required to use data that is reasonably available to the district including but not limited to the following for such calculation:

1. The number of students residing in the district enrolled in the schools within the district;
2. The number of students residing in the district enrolled in public charter schools located in the district;
3. The number of students residing in the district enrolled in virtual public charter schools;
4. The number of home-schooled students who reside in the district and who have registered with the educational service district; and
5. The number of students who reside in the district enrolled in private schools located within the school district.

A parent may appeal a decision of a school district to not approve a student for enrollment to a virtual public charter school to the State Board of Education.

The superintendent will develop administrative regulations for public charter schools to include the proposal process, review and appeal procedure and charter agreement provisions.

END OF POLICY

Legal Reference(s):

ORS 327.077
ORS 327.109

ORS 332.107
ORS Chapter 338

ORS 339.141
ORS 339.147

OAR 581-026-0005 to -0515

No Child Left Behind Act of 2001, 20 U.S.C. §§ 6311-6322 (2006).

HR10/23/14 | PH

(Enclosure E-1)

Public Charter Schools** - LBE
3-3

Business Report

By: Linda Darling, Business Director

December 18, 2014

Financial Report: (Enclosure F-1)

The 2014-2015 Financial Board report included in this Board packet, reflects final revenue and expenditures for 2013-2014 along with the budgeted, spent or encumbered, and projected amounts for 2014-2015. The Ending Fund Balance (EFB) for 2013-2014 is \$3,162,455. This figure may change, but it is not likely, as the audit is finalized next week. The projected EFB for 2014-2015 is \$2,710,200. There was a slight change from November's projected EFB of \$2,861,800 to Dec's \$2,710,200; the majority of the change is the increased projected amount for salaries and benefits in Licensed and Classified to allow for temp positions that will be required for employees on leave (FMLA, OFLA). The other element is a decrease in projected revenue through state school fund of \$185,000.

On December 5th a new State School Fund Grant Estimate was released. The estimate uses the first quarter ADMr (average daily membership rate) instead of the estimated ADMr. The report reflects these changes from the July Estimate:

- District student ADMr has increased from 3,751 (estimated membership) to 3,783 actual (1st quarter ADMr). However, the District ADMw (average daily membership weight) are still lower than end of 2013-2014, therefore those numbers (4,519.59) are used for the Extended ADMw (payment count).
- Sand Ridge Charter student ADMr has decreased from 391 (estimated membership) to 359 actual (1st quarter ADMr), resulting in 32 less ADMr. Sand Ridge ADMw has increased from 2013-2014 (366.79) to 377.95 (1st quarter), resulting in their Extended ADMw is now 377.95.
- There was slight change in poverty weighting for both the District and Sand Ridge, which impacts the ADMw.
- The Extended ADMw (number that we get paid from) for Lebanon Community School District is now 4,897.54, down from 4,931.23 on the July Estimate.

Governor's Proposed Budget:

The Governor released his 2015-2017 Recommended Budget in late November. This budget would basically be flat funding for K-12 with the addition of full day kindergarten at \$200 million bringing the total budget to \$6.9 billion along with introducing three formula changes to the State School Funding formula. The formula changes are:

- Career and Technical Education (CTE) – when students earn 3 credits of CTE an additional weight (not specified how much) would be added to the district (impacting ADMw)
- 9th grade success – when students earn 6 credits and attend 90% an additional weight (not specified how much) would be added to the district (impacting ADMw)
- ELL (English Language Learners) moved from .5 to .6 weight, and additional weight for graduating high school would be added to the district (impacting ADMw)

This is projected to add 6,000 weights to the formula, resulting in dividing the 6.9 billion into smaller segments (per ADMw allocation).

The thing to remember is that the Governor's Recommended Budget is the starting place.

Timing and impact of the Personal Income Tax Kicker:

In the December 2014 Oregon Economic and Revenue Forecast that was released on Nov. 23, 2014, Michael Jordan, Chief Operating Officer, reported that: “Although revenues have mirrored the Close of Session forecast to date, an increasingly strong outlook for April 2015 tax 6 payments, combined with revenue increases enacted during the 2013 Special Session, together suggest that biennial tax collections will approach the 2% personal income tax kicker threshold.” It won’t be until the June 2015 Oregon Economic and Revenue Forecast (released in mid-May) that we will know if the personal income tax kicker threshold was reached. If that happens the financial impact will impact the 2015-2017 State Budget. I believe that this will result in a late adopted state budget.

Budget Committee Openings: (Enclosure F-2)

We currently have received two application for the one 3-year term Budget Committee opening. The following is the timeline for filling this position:

- Post open positions in the paper (Oct. 2014) and webpage (Oct. – Nov. 2014)
- Accept applications through Dec. 3, 2014
- Board interview applicants and appoint new members Jan. 8, 2015

The applications were submitted on: John Snyder in October 2014, and Jay Thornhill on December 5, 2014. Technically Mr. Thornhill’s application was submitted after the deadline. Originally we had discussed having 12/5/14 as the deadline but it was changed to 12/3/14 which aligned with the scheduled Board Packet dates. I would like to have direction from the Board if Mr. Thornhill’s application will be considered or not.

U.S Securities and Exchange Commission’s (SEC) Municipalities Continuing Disclosure Cooperation (MCDC) Initiative: (Enclosure F-3)

Enclosed is the Self-Reporting Questionnaire that was filed on Dec. 1st, 2014. There was only one change from the draft that we included in the Board’s November packet was a date correction. Superintendent Hess reviewed and approved prior to submitting the filing.

2014-2015 General Fund Summary Report

	10/11 Actual	11/12 Actual	12/13 Actual	13/14 Actual 12/9/2014	14/15 Budget	12-8-14 YTD & Enc	12-8-14 Balance	14/15 Project 12/9/2014
General Fund - Revenue								
SSF Formula	27,355,256	28,932,900	30,017,096	33,010,958	34,260,000	20,414,502	13,845,498	34,315,000
SSF Adjustment	(279,025)	784,064	337,479	354,709	-	-	-	(250,000)
State Fiscal Stabilization Fu	446,624	-	-	-	-	-	-	-
Federal Ed Jobs	810,332	11,974	-	-	-	-	-	-
School Year SubAccount	106,374	898,088	-	-	-	-	-	-
Loan Receipts	-	119,000	-	-	-	-	-	-
Interest	60,225	62,615	59,860	55,090	40,000	18,708	21,292	60,000
Third Party Billing	31,968	31,047	50,472	35,680	70,000	2,777	67,223	30,000
TMR	161,370	187,235	176,000	189,021	175,000	-	175,000	184,000
JROTC	56,194	61,985	62,358	44,877	62,000	31,826	30,174	64,000
Other	368,102	360,139	422,445	493,650	380,400	160,989	219,411	369,000
Interfund Transfer	60,000	20,123	60,000	680,000	60,000	19,952	40,048	60,000
BFB	5,134,115	3,062,267	2,596,141	1,065,336	2,400,000	3,162,455	(762,455)	3,162,400
Total	34,311,536	34,531,437	33,781,852	35,929,322	37,447,400	23,811,210	13,636,190	37,994,400
	=====	=====	=====	=====	=====	=====	=====	=====
General Fund - Expenses								
Salaries	15,683,004	15,883,359	16,090,527	15,946,123	16,420,371	15,608,043	812,328	16,423,400
Benefits	8,821,743	9,459,887	9,467,455	9,750,259	10,633,677	9,516,843	1,116,834	10,136,100
P. Services	4,006,894	4,076,037	4,635,957	4,781,674	5,744,518	2,689,918	3,054,600	5,206,400
Supplies	1,016,745	1,376,729	1,165,368	1,123,636	1,420,884	1,066,621	354,263	1,253,000
Capital Outlay	21,093	16,030	23,301	-	30,000	-	30,000	23,300
Other Objects	254,791	260,076	240,048	262,806	302,950	267,635	35,315	297,000
Transfers	1,326,000	863,180	1,093,860	902,369	1,945,000	1,560,000	385,000	1,945,000
Contingency	-	-	-	-	950,000	-	950,000	-
Total	31,130,269	31,935,297	32,716,516	32,766,866	37,447,400	30,709,061	6,738,339	35,284,200
	=====	=====	=====	=====	=====	=====	=====	=====
						<i>Projected Ending Fund Balance</i>		<i>2,710,200</i>

2014-2015 General Fund Summary Report

	10/11 Actual	11/12 Actual	12/13 Actual	13/14 Actual 12/9/2014	14/15 Budget	12-8-14 YTD	12-8-14 Balance	14/15 Project 12/9/2014
SSF Formula								
Taxes	7,365,068	7,533,685	7,841,946	7,903,432	7,830,000	7,301,744	528,256	8,000,000
Federal Forest Fees	375,840	233,611	226,617	270,219	-	-	-	-
Common School	310,174	325,406	348,692	390,784	370,000	-	370,000	410,000
State Timber	100,621	27,968	53,044	210,996	100,000	-	100,000	100,000
School Support Fund	19,203,553	20,812,230	21,546,797	24,235,526	25,960,000	13,112,758	12,847,242	25,805,000
Adjustments to SSF Payments								
Adj for HC Disability Grant	(620)	10,520	8,476	44,585	-	-	-	-
Adj for 09/10 payment	(278,405)		-	-	-	-	-	-
Adj for 10/11 payment		773,544	-	-	-	-	-	-
Adj for 11/12 payment			329,004	-	-	-	-	-
Adj for 12/13 payment			-	310,123	-	-	-	-
Adj for 13/14 payment	-	-	-	-	-	-	-	(250,000)
State Fiscal Stabilization Fund	446,624	-	-	-	-	-	-	-
Federal Ed Jobs	810,332	11,974	-	-	-	-	-	-
School Year SubAccount	106,374	898,088	-	-	-	-	-	-
Total SSF Formula	28,439,562	30,627,026	30,354,576	33,365,667	34,260,000	20,414,502	13,845,498	34,065,000
Loan Receipts		119,000	-	-	-	-	-	-
Interest of Investments	60,225	62,615	59,860	55,090	40,000	18,708	21,292	60,000
Third Party billing - Medicaid	31,968	31,047	50,472	35,680	70,000	2,777	67,223	30,000
TMR	161,370	187,235	176,000	189,021	175,000	-	175,000	184,000
JROTC reimbursement	56,194	61,985	62,358	44,877	62,000	31,826	30,174	64,000
Other								
Outdoor School	-	2,641	-	-	-	-	-	-
Rental Fees	22,068	23,055	24,695	24,989	22,000	7,007	14,994	25,000
Fees Charged to Grants	66,021	36,491	53,440	-	50,000	-	50,000	-
Miscellaneous	217,139	243,065	278,595	396,771	233,400	85,261	148,139	275,000
E-Rate reimbursement	62,875	54,886	65,715	71,891	75,000	68,721	6,279	69,000
Interfund Transfer - Athletics	60,000	20,123	60,000	680,000	60,000	19,952	40,048	60,000
Beginning Fund Balance	5,134,115	3,062,267	2,596,141	1,065,336	2,400,000	3,162,455	(762,455)	3,162,400
Total	34,311,536	34,531,437	33,781,852	35,929,322	37,447,400	23,811,210	13,636,190	37,994,400

2014-2015 General Fund Summary Report

Obj	Description	10/11	11/12	12/13	12/9/2014	14/15	12-8-14	12-8-14	12-8-14	12/9/2014
		Actual	Actual	Actual	13/14 Project	Adopted Budget	YTD	Encumb	Balance	14/15 Project
111	Certified salaries	9,630,593	9,660,974	9,691,110	9,312,212	9,649,762	2,393,920	6,974,769	281,073	9,425,000
112	Classified salaries	3,390,242	3,400,585	3,570,418	3,821,771	4,076,721	1,277,593	2,865,854	(66,726)	4,233,000
113	Administrative salaries	1,243,817	1,403,982	1,356,839	1,409,054	1,505,040	605,960	853,622	45,458	1,460,000
114	Managerial - classified	240,110	201,463	124,134	92,856	94,714	39,464	55,250	-	94,700
116	Retirement stipends	176,948	112,059	98,858	99,065	75,000	37,609	38,015	(623)	76,000
118	Retirement Support Program	-	158,650	159,600	159,600	-	-	-	-	-
119	Confidential salaries	141,433	144,538	146,195	125,872	130,223	53,543	75,101	1,579	128,700
121	Certified subs	344,129	314,409	337,851	364,590	329,071	61,684	-	267,387	367,000
122	Classified subs	136,414	100,730	109,047	147,575	92,000	34,687	-	57,313	148,000
123	Temp certified	61,837	71,639	51,529	61,461	57,500	6,860	-	50,640	65,000
124	Temp classified	-	-	-	3,775	500	-	-	500	500
127	Student helpers salaries	2,820	3,405	2,884	12,466	6,000	9,942	-	(3,942)	18,000
131	Overtime	18,862	15,248	-	-	-	-	-	-	-
132	Compensation time	14,254	14,077	12,822	19,026	15,000	2,305	-	12,695	19,000
133	Extra duty	124,409	113,359	174,502	149,434	207,480	126,688	44,584	36,208	210,000
134	Classified extra hrs	96,860	111,939	127,482	123,909	135,000	49,690	-	85,310	127,500
135	Vacation Payoff	15,667	18,341	31,234	17,384	13,400	-	-	13,400	20,000
136	Mentor teacher pay	15,374	3,456	2,438	1,568	-	157	-	(157)	2,500
137	Personal Leave Payout	24,560	26,297	25,750	22,057	25,560	75	-	25,485	25,000
138	Department Head Extra Duty	4,675	6,810	2,300	2,122	6,000	653	-	5,347	2,500
140	Salary Settlements	-	-	64,867	-	-	-	-	-	-
142	Taxable Meal Reimbursement	-	1,398	667	328	1,400	19	-	1,381	1,000
	Total Salaries	15,683,004	15,883,359	16,090,527	15,946,123	16,420,371	4,700,849	10,907,194	812,328	16,423,400
210	PERS	2,943,902	3,690,522	3,708,868	3,955,693	4,371,213	1,109,811	2,593,434	667,968	3,821,500
220	Social Security	1,143,688	1,162,516	1,173,990	1,183,575	1,245,038	349,743	801,011	94,283	1,213,100
231	Worker's Comp	125,923	115,962	130,637	119,163	188,497	29,430	99,443	59,624	134,200
241	Employee Ins - Admin	158,787	164,096	163,789	168,641	198,715	72,949	104,999	20,767	178,000
242	Employee Ins - Certified	2,122,439	2,043,638	2,038,405	2,146,033	2,412,541	571,177	1,695,964	145,400	2,475,000
243	Employee Ins - Classified	1,446,732	1,457,700	1,691,683	1,721,374	1,805,454	539,995	1,330,702	(65,243)	1,930,000
244	Employee Ins - Other	28,402	29,739	31,766	20,636	22,820	8,619	12,081	2,120	20,700
245	Employee Ins - Retired	653,832	623,207	472,809	389,149	340,000	153,922	-	186,078	320,000
246	Classified Insurance Pool	152,008	123,906	4,979	-	-	-	-	-	-
247	TSA	46,031	48,601	50,530	45,996	49,399	14,009	29,553	5,837	43,600
	Total Benefits	8,821,743	9,459,887	9,467,455	9,750,259	10,633,677	2,849,656	6,667,188	1,116,834	10,136,100

2014-2015 General Fund Summary Report

Obj	Description	10/11	11/12	12/13	12/9/2014	14/15	12-8-14	12-8-14	12-8-14	12/9/201
		Actual	Actual	Actual	Project	Adopted Budget	YTD	Encumb	Balance	Projec
311	Instructional Services	2,375	466	300	69,272	800	36,678	28,076	(63,955)	150,000
312	Instr Prog Improve Service	10,335	329	8,800	18,733	32,000	21,063	7,095	3,843	35,000
319	Other Instr-Prof-Tech SVCS	2,952	4,498	20,884	14,977	16,500	10,710	-	5,790	13,500
322	Repairs & Maintenance	113,533	101,144	87,245	101,489	98,250	69,397	34,193	(5,340)	101,500
323	Radio Service	5,202	2,441	1,188	-	2,500	-	-	2,500	2,400
324	Rentals	119,548	94,807	137,321	121,204	150,650	65,610	70,738	14,302	137,300
325	Electricity	368,160	403,126	414,837	440,338	455,980	169,708	-	286,272	444,700
326	Fuel	209,808	198,605	159,642	187,486	226,000	24,069	-	201,931	181,900
327	Water & Sewer	94,849	101,759	130,496	112,986	145,300	65,230	-	80,070	115,100
328	Garbage	82,994	81,112	82,910	77,676	94,600	28,853	-	65,747	82,900
329	Other Property Services	5,623	4,124	675	420	5,500	7,671	652	(2,823)	1,700
330	Reimb. Student Transportation	-	-	-	4,204	2,600	3,263	-	(663)	6,000
340	Travel	67,079	75,073	62,436	65,317	166,350	40,355	4,646	121,349	77,500
343	Travel - Student - Out of Dist.	-	-	191	1,665	1,500	-	-	1,500	500
346	Meals/Transportation	1,819	265	228	148	500	16	-	484	300
348	Staff Tuition	14,452	9,821	15,033	30,645	28,000	11,355	465	16,180	30,600
351	Telephone	51,698	54,376	66,659	67,513	75,500	25,294	7,507	42,698	68,900
353	Postage	24,418	20,143	17,610	25,894	28,450	10,065	-	18,385	25,900
354	Advertising	6,763	2,147	1,316	1,874	2,800	2,922	348	(470)	4,000
355	Printing & Binding	24,823	22,633	14,735	13,897	30,838	23,039	1,500	6,299	74,800
360	Charter School Payments	1,421,285	1,658,152	1,800,976	1,954,971	2,304,000	1,102,419	-	1,201,581	2,048,000
362	Insurance Reimbursement	87	366	643	-	-	-	-	-	-
371	Tuitions Payments to Other Dist.	16,345	-	32,878	37,250	175,000	40,570	-	134,430	40,600
373	Tuition Pay Private School	-	-	-	-	5,000	-	-	5,000	-
374	Other Tuition	611,940	471,836	906,502	782,257	865,000	73,968	228,126	562,907	844,400
381	Audit Services	30,140	25,800	21,950	27,150	35,000	10,000	-	25,000	30,100
382	Legal Services	9,295	6,265	6,776	9,011	25,000	450	-	24,550	9,300
384	Negotiation Services	-	2,444	5,449	14,344	-	-	-	-	7,400
385	Management Services	9,038	3,700	-	-	-	-	-	-	-
386	Data Processing SVCS	88,244	122,699	53,576	57,261	100,500	32,092	-	68,408	80,400
387	Statistical Services	-	6,300	1,000	-	-	-	-	-	-
388	Election Services	7,014	-	6,410	-	10,000	-	-	10,000	7,000
389	Other Non_instr Pro/Tech	572,801	571,302	543,914	510,398	617,300	128,239	271,474	217,586	549,600
391	Physical Exams - Drivers	2,510	2,530	2,540	2,175	3,700	525	1,975	1,200	2,400
392	Drug Tests Drivers	2,345	2,576	1,535	1,110	3,000	475	1,525	1,000	1,900
393	Child Care Services	21,000	18,900	22,000	22,000	25,000	6,600	15,400	3,000	22,000
394	Sub calling service	6,383	5,132	5,464	5,536	6,400	5,559	-	841	5,600
396	Criminal History checks	110	181	1,440	2,332	2,000	-	-	2,000	2,300
398	Fingerprinting	1,923	986	400	138	3,000	-	-	3,000	900
	Total P. Services	4,006,894	4,076,037	4,635,957	4,781,674	5,744,518	2,016,197	673,721	3,054,600	5,206,400

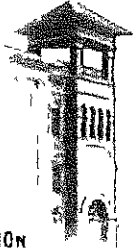
2014-2015 General Fund Summary Report

Obj	Description	10/11	11/12	12/13	12/9/2014	14/15	12-8-14	12-8-14	12-8-14	12/9/2014
		Actual	Actual	Actual	13/14 Project	Adopted Budget	YTD	Encumb	Balance	14/15 Project
406	Gas Oil & Lubricants	171,711	196,328	202,584	189,904	237,400	63,329	156,704	17,367	202,600
410	Supplies & Materials	376,582	314,876	359,880	356,317	409,490	251,587	28,115	129,788	360,000
413	Vehicle repair parts	37,483	47,675	41,968	54,783	60,500	21,207	23,075	16,217	54,800
414	Transportation operations	11,055	5,025	4,379	5,262	5,000	2,898	2,844	(742)	5,300
420	Textbooks	98,683	240,848	120,737	173,653	138,000	64,396	76,226	(2,622)	158,500
430	Library Books	11,442	11,506	10,819	6,636	12,700	2,915	4,809	4,976	10,100
440	Periodicals	4,649	2,964	4,440	3,753	5,230	4,082	816	332	4,000
460	Equipment under 5K	87,600	167,151	141,047	122,132	198,290	53,863	2,187	142,240	129,500
470	Computer software	99,921	143,181	118,839	139,153	184,602	141,227	95	43,280	143,200
480	Computer hardware	117,621	247,175	160,675	72,041	169,672	145,243	21,003	3,426	185,000
	Total Supplies & Materials	1,016,745	1,376,729	1,165,368	1,123,636	1,420,884	750,747	315,874	354,263	1,253,000
540	Equipment	21,093	16,030	23,301	-	30,000	-	-	30,000	23,300
	Total Capital Outlay	21,093	16,030	23,301	0	30,000	0	0	30,000	23,300
621	Regular Interest	-	-	-	-	500	-	-	500	-
640	Dues & Fees	60,148	78,723	50,998	51,933	68,850	50,349	25	18,477	78,700
650	Insurance & Judgments	189,443	171,353	189,050	210,873	233,600	217,262	-	16,338	218,300
659	Settlements	5,200	10,000	-	-	-	-	-	-	-
	Total Other Objects	254,791	260,076	240,048	262,806	302,950	267,610	25	35,315	297,000
710	Transfer - Technology	80,000	50,000	50,000	50,000	175,000	175,000	-	-	175,000
711	Transfer - Classroom Furniture	-	-	-	-	50,000	50,000	-	-	50,000
712	Transfer - Textbook Adoption	120,000	128,000	200,000	50,000	350,000	350,000	-	-	350,000
713	Transfer - Capital Improvement	300,000	-	200,000	150,000	225,000	225,000	-	-	225,000
714	Transfer - Track and Turf Fund	-	100,000	100,000	100,000	110,000	110,000	-	-	110,000
715	Transfer - Athletic Fund	320,000	336,000	336,000	336,000	365,000	365,000	-	-	365,000
716	Transfer - Bus Replacement	108,000	156,000	150,000	150,000	250,000	250,000	-	-	250,000
717	Transfer - Unemploy Ins	100,000	20,000	-	50,000	25,000	25,000	-	-	25,000
718	PERS Reserve	280,000	-	-	-	150,000	-	-	150,000	150,000
719	Transfer - Food Service	18,000	17,180	17,860	16,369	235,000	-	-	235,000	235,000
730	Transfer - Debt Service	-	56,000	30,000	-	-	-	-	-	-
731	Transfer - Academic Achievemer	-	-	10,000	-	10,000	10,000	-	-	10,000
	Total Transfers	1,326,000	863,180	1,093,860	902,369	1,945,000	1,560,000	-	385,000	1,945,000
810	Reserve/Contingency	-	-	-	-	950,000	-	-	950,000	-
	Grand Total	31,130,269	31,935,297	32,716,516	32,766,866	37,447,400	12,145,059	18,564,002	6,738,339	35,284,200

2014-2015 General Fund Summary Report

All Funds

Fund	Description	10/11 Actual	11/12 Actual	12/13 Actual	13/14 Actual	13/14 EFB	14/15 Adopted Budget	12-8-14 Y-T-D	12-8-14 Encumb	12-8-14 Balance
100	General Fund	31,130,269	31,935,297	32,716,516	32,766,866	3,162,455	37,447,400	12,145,059	18,564,002	6,738,339
200	Grant Funds	3,082,381	2,692,584	3,903,906	2,663,753	1,765	5,200,000	875,084	1,331,646	2,993,270
205	Senate Bill 1149	-	-	-	-	117,971	185,000	185,000	-	-
212	Academic Achievement	-	-	-	1,500	8,650	30,150	-	-	30,150
230	Bus Replacement	-	-	452,440	-	155,617	423,620	-	100,995	322,625
232	Classroom Furniture	-	-	-	-	-	53,000	48,945	-	4,055
240	Textbook Adoption	123,755	58,948	180,885	107,421	79,087	404,110	18,535	-	385,575
272	Capital Improvments	75,154	473,040	1,164,624	319,070	59,536	325,000	284,536	-	40,464
274	Technology	80,000	-	76,157	52,899	20,944	217,000	124,500	-	92,500
277	Track and Turf Replacement	90,986	564,979	-	100,000	27,354	180,000	100,000	-	80,000
279	Student Activity	520,623	503,023	550,340	593,221	437,050	1,100,000	168,893	44,469	886,638
286	High School Athletics	452,947	409,536	439,681	445,218	61,442	517,000	189,716	94,460	232,824
296	Nutrition Services	1,721,064	1,826,382	1,946,080	1,683,116	169,759	1,918,300	483,531	744,497	690,271
299	PERS Reserve	-	-	-	630,000	-	150,000	-	-	150,000
300	Debt Service	32,109,239	3,314,370	3,276,831	3,359,330	128,655	3,442,482	1,051,241	-	2,391,241
310	Debt Service / SB 1149	61,016	61,016	-	5,151	-	-	-	-	-
311	2011 Non-Bonded Debt	-	174,940	223,547	223,547	924	383,215	48,607	-	334,608
601	Unemployment	55,462	36,285	47,106	37,166	103,815	125,000	10,224	-	114,776
	Grand Total	69,584,378	42,050,400	44,978,112	42,988,258	4,535,024	52,101,277	15,733,870	20,880,069	15,487,338



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 John D. Snyder Date October 21, 2014

Address 742 Harmony Street, Lebanon, Oregon 97355

Phone (541) 258-2683 (home) (541) 401-2897 (cell) _____ (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:

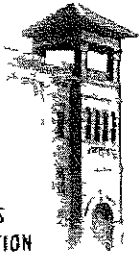
I am interested in the economic well being of the Lebanon school district and would like to be a part of the process to ensure the most beneficial use of funds available. I have a Bachelors Degree in Secondary Education and Master's Degree in College Student Services Administration (with a minor in Business Admin.) from Oregon State University. After a career in College Financial Aid Administration with a major emphasis in the fiduciary responsibility for the distribution of Federal, State, Institutional and private funding, I would like to participate in this form of community service. I believe that my education and work experience, which included numerous committee positions, has given me a good background to contribute to the budget committee process.

Return Application to Lebanon Community School District Business Office by 4:00 p.m. on December 3, 2014. Appointment to the Budget Committee will be made at the January 8, 2015 Board of Director's meeting. Please plan on attending the meeting for possible interview by the Board of Directors.

John D. Snyder
Signature

10/21/14
Date

Rec'd 12/5/14



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 JAY Thornhill Date 5 Dec 2014

Address 88 E. Pine St.

Phone _____ (home) _____ (cell) 541-337 2834 (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 worked with non-profit (PTA) as president of a local unit doing budgeting and fundraising - Also - Springfield Council of PTA as president working with and through the budget process.
I have also taught the Dave Ramsey Financial Peace to help people set personal budgets.

Return Application to Lebanon Community School District Business Office by 4:00 p.m. on December 3, 2014. Appointment to the Budget Committee will be made at the January 8, 2015 Board of Director's meeting. Please plan on attending the meeting for possible interview by the Board of Directors.

Jay Thornhill

5 Dec. 2014

Signature

Date



**U.S. SECURITIES AND EXCHANGE COMMISSION
DIVISION OF ENFORCEMENT**

**MUNICIPALITIES CONTINUING DISCLOSURE COOPERATION INITIATIVE
QUESTIONNAIRE FOR SELF-REPORTING ENTITIES**

NOTE: The information being requested in this Questionnaire is subject to the Commission's routine uses. A list of those uses is contained in SEC Form 1662, which also contains other important information.

1. Please provide the official name of the entity that is self-reporting ("Self-Reporting Entity") pursuant to the MCDC Initiative along with contact information for the Self-Reporting Entity:


Individual Contact Name: Linda Darling

Individual Contact Title: Business Manager

Individual Contact telephone: 541.259.8945

Individual Contact Fax number: 541.259.6857

Individual Contact email address: Linda.Darling@lebanon.k12.or.us

Full Legal Name of Self-Reporting Entity: Lebanon Community School District No. 9, Linn County, 

Mailing Address (number and street): 485 South 5th Street

Mailing Address (city): Lebanon

Mailing Address (state): Oregon


Mailing Address (zip): 97355

2. Please identify the municipal bond offering(s) (including name of Issuer and/or Obligor, date of offering and CUSIP number) with Official Statements that may contain a materially inaccurate certification on compliance regarding prior continuing disclosure obligations (for each additional offering, attach an additional sheet or separate schedule):

State: Oregon

Full Name of Issuing Entity: Lebanon Community School District No. 9, Linn County, Oregon

Full Legal Name of Obligor (if any):

Full Name of Security Issue: Full Faith and Credit Obligations, Series 2011 (Qualified School Construc

Initial Principal Amount of Bond Issuance: \$1,895,000

Date of Offering: 07/12/2011

Date of final Official Statement (format MMDDYYYY): 07122011

Nine Character CUSIP number of last maturity: 535809FY8

3. Please describe the role of the Self-Reporting Entity in connection with the municipal bond offerings identified in Item 2 above (select Issuer, Obligor or Underwriter):

- Issuer
- Obligor
- Underwriter

4. Please identify the lead underwriter, municipal advisor, bond counsel, underwriter's counsel and disclosure counsel, if any, and the primary contact person at each entity, for each offering identified in Item 2 above (attach additional sheets if necessary):

Senior Managing Underwriting Firm: Seattle-Northwest Securities Corporation (now Piper Jaffray & Co.)

Primary Individual Contact at Underwriter: Carol Samuels

Financial Advisor:

Primary Individual Contact at Financial Advisor:

Bond Counsel Firm: Mersereau Shannon LLP

Primary Individual Contact at Bond Counsel: James Shannon

Law Firm Serving as Underwriter's Counsel:

Primary Individual Contact at Underwriter's Counsel:

Law Firm Serving as Disclosure Counsel:


Primary Individual Contact at Disclosure Counsel:

5. Please include any facts that the Self-Reporting Entity would like to provide to assist the staff of the Division of Enforcement in understanding the circumstances that may have led to the potentially inaccurate statements (attach additional sheets if necessary):

The Official Statement dated 07/12/2011 for the District's Full Faith and Credit Obligation, Series 2011 (Qualified School Construction Bonds - Federally Taxable - Direct Payment) and the Official Statement dated 03/01/2011 for the District's General Obligation Refunding Bonds, Series 2011 stated that "The District has not failed to comply in the past five years with any prior undertaking under the Rule."

After reviewing filings, the District discovered late and missed filings. The District has implemented post-issuance compliance procedures.

On behalf of Lebanon Community School District No 9, Linn County, Oregon
I hereby certify that the Self-Reporting Entity intends to consent to the applicable
settlement terms under the MCDC Initiative.

By:  _____

Name of Duly Authorized Signer: Linda Darling

Title: Business Manager

MUNICIPALITIES CONTINUING DISCLOSURE COOPERATION INITIATIVE
QUESTIONNAIRE FOR SELF-REPORTING ENTITIES

Additional Sheet

Self-Reporting Entity/Issuer: Lebanon Community School District No. 9, Linn County, Oregon

2.

State: Oregon

Full Name of Issuing Entity: Lebanon Community School District No. 9, Linn County, Oregon

Full Legal Name of Obligor (if any):

Full Name of Security Issue: General Obligation Refunding Bonds, Series 2011

Initial Principal Amount of Bond Issuance: \$27,630,000

Date of Offering: 03/01/2011

Date of final Official Statement (format MMDDYYYY): 03012011

Nine Character CUSIP number of last maturity: 535809FW2

4.

Senior Managing Underwriting Firm: Seattle-Northwest Securities Corporation (now Piper Jaffray & Co.)

Primary Individual Contact at Underwriter: Carol Samuels

Financial Advisor:

Primary Individual Contact at Financial Advisor:

Bond Counsel Firm: Mersereau Shannon LLP

Primary Individual Contact at Bond Counsel: James Shannon

Law Firm Serving as Underwriter's Counsel:

Primary Individual Contact at Underwriter's Counsel:

Law Firm Serving as Disclosure Counsel:

Primary Individual Contact at Disclosure Counsel:

School Resource Office Contracts

December 18, 2014

Recently we were informed that our current school resource officer (SRO) will be retiring at the end of January. While we are happy for Officer Shanks, and his next stage of life, we also took this as an opportunity to modify our current agreement with the City of Lebanon.

Since the SRO was leaving in the middle of the year a new contract was necessary. Currently the contract is written for a retiree, and PERS costs are not included in the benefit package. The current contract did not allow for the funding necessary to pay for a different officer in this position. Also, the District wants to expand the responsibilities of the SRO position. This includes an on call component for all of the schools within the city limits and more time for prevention education. To do this, the district needs to increase this position from part-time, up to 1,000 hours, to a full-time position.

Also included in the board packet is the 2015-16 contract for the SRO position. This contract includes the increased scope of work and the full-time status. In addition, this contract is meant to roll forward from year to year. This is meant to allow the City of Lebanon to continue to anticipate an ongoing commitment from the District. At the same time, the Lebanon Community School District can terminate the agreement more than 90 days from the end of the City's fiscal year.

We see these contracts as an important component of school safety, an opportunity to increase support at all of the schools within the city and an opportunity for our students to develop a positive learning relationship with our police force.

INTERGOVERNMENTAL AGREEMENT (Amendment)

This agreement is entered into between the City of Lebanon (city) and the Lebanon Community School district (District) for the purpose of establishing an Intergovernmental Agreement pursuant to Oregon Revised Statutes Chapter 190 concerning the duties and responsibilities of a School Resource Officer to be placed with the District and to define the responsibilities of each of the governmental bodies for the supervision and support of that position. This agreement applies only to acts, omissions and conduct which occur after the effective date of the agreement and not to claims or suits based on conduct, acts or omissions which pre-exist the date of the new agreement.

NOW, THEREFORE, THE PARTIES AGREE AS FOLLOWS:

A. CITY RESPONSIBILITIES

1. The City will provide one **full-time** school resource officer, beginning **January 20, 2014** through June 16, 2015. ~~The City will provide one half-time school resource officer up to a total of 1000 hours, not to exceed 1030 hours for assignment to School Resource Officer position during the terms of this agreement.~~ **The City agrees to pay twenty five (25) percent of salary and benefits for the SRO Position.** The officer's primary duty will be to perform the duties of School Resource Officer at Seven Oak Middle School and Lebanon High School during the latter of school year 2014-15. **The School Resource Officer will also be available to other District schools within the city boundaries on an on-call basis.** The school year, **under this amendment** will be defined as meaning **January 20, 2014** and no later than two days after the end of classes for the 2014-15 school year. The city reserves the right to reassign that officer to other police duties, irrespective of school sessions; when an emergency exists and the officer is required elsewhere. The determination of an emergency is at the discretion of the Chief of Police or designee.
2. The City shall make reasonable efforts to schedule the School Resource Officer's leave and training during non-student days. During the times of leave the City will make available an officer for school response.
3. Except as otherwise provided in this agreement, the Chief of Police, or his designee, will be solely responsible for the supervision, control and performance

evaluation of the officer but the City agrees that the Chief, or his designee, will utilize information provided by the school administrative personnel in supervising the performance of those duties and the officer's suitability to continue in said position. After consultation with the Chief of Police, the Superintendent may request the assigned officer be removed from the School Resource Officer Position.

4. It is the intent of the city to maintain continuity in the assignment of the School Resource Officer. However, the city reserves the right to reassign officers to the position as circumstances may dictate at the discretion of the Chief of Police.
5. It is agreed between the parties that the officer is, and will remain, subject to this agreement, an employee of the City. The City will be responsible for all workers' compensation coverage, payroll, state and federal taxes, for the officer, consistent with all other City employees.
6. The city, its Police Chief and any police officer serving as the SRO acknowledge that the SRO shall keep personally identifiable student information obtained from the District confidential according to state law and the Family Education Privacy Records Act (FERPA).
7. **The City will equip the SRO by providing uniform, training, vehicle and any overtime accrued.**

B. DISTRICT RESPONSIBILITIES

1. **The School District will pay up to an additional \$23,206.24, beyond the agreement signed on April 3, 2014 (\$29,280.00) for SRO services provided by the City of Lebanon during the period of January 20, 2014 through June 16, 2015. The School District agrees to pay seventy five (75) percent of salary and benefits for the SRO Position.**
2. **By March 1 the city will inform the District of the cost of the SRO position for the upcoming school year.**
3. The annual contract fee will be paid in full to the City no later than March 30th 2015.

4. The District will designate personnel to participate in the training of any officer assigned to School Resource Officer as it relates to the role in this agreement
5. The District agrees to make the SRO part of the school's staff in regards to providing appropriate in-service training, inclusion in general staff activities and the provisions of facility office space for the officer to work from.
6. The District will review and approve any curriculum to be presented to students, staff or parents by the officer.
7. The school District agrees to provide input to the Chief of Police in establishing annual goals for the SRO position.
8. The principals of Seven Oak Middle School and Lebanon High School will help coordinate and supervise the work of the SRO while the SRO is engaged in activities that are not primarily related to law enforcement. The City will supervise and control activities of the SRO while they are engaged in activities primarily related to law enforcement.

C. SCHOOL RESOURCE OFFICER'S DUTIES

1. Be physically available at appropriate times for personal interaction with youth at school including informal talking with students, staff, or parents during breaks, lunch and before and after school activities. After school activities could include football games, music concerts, homecoming dances, etc. When officer presence is required it will be covered by school resource officer or others as assigned by the Chief of Police.
2. Assist in the identification of youths at risk of becoming delinquent through referrals to the SRO from school personnel, student advisors, parents and via interaction with students themselves.
3. Assist in the diversion of youths identified as a risk of becoming delinquent from entry in the juvenile justice system through crisis intervention and referral to other resources and outside agencies.
4. Provide prevention education on harassment, vandalism, shoplifting, substance abuse, child and sexual abuse, and other issues of personal safety as requested by school administrators.

5. Perform as a resource center for youth needing referrals to the appropriate government or private service agency.
6. Perform as an information source for District personnel on issues of criminal trends involving youth.
7. Participate and support youth organizations designed to promote responsible behavior.
8. Take appropriate corrective enforcement action through investigation and/or arrest in the school on behavior coming to the officer's attention, which is criminal in nature. Make referrals to school administration for student actions that are disruptive to the school learning environment.
9. Promote a positive attitude of youth toward community, school, and local government, including police.
10. Develop and teach classes relevant to youth and crime issues (street law), which are germane to this community.
11. Develop and teach classes regarding civic competence, rights and obligations of youth according to law, rights and responsibilities of citizenship, and the role of citizenship in society.
12. Maintain records of calls for service provided to the school by the officer and the number of hours worked during the year relative to school issues.
13. Notify school administration prior to the extended questioning of students.
14. The School resource Officer's investigations will be limited to criminal cases only. The District will deal with all student disciplinary matters.
15. Participate as member of the Student Threat Assessment Team (STAT) process at each of the schools within Lebanon Community School District, which are located within the Lebanon City limits. However, the SRO will not participate on a STAT process involving any students under the age of 12 years.

D. MODIFICATION OF AGREEMENT

Each party of this agreement will annually review the conditions of the agreement to determine if it is being properly administered, complied with, and to determine its sufficiency to meet program needs.

E. TERMS OF AGREEMENT

The term of this Agreement will commence upon the signing of both parties and continue through June 16, 2015. This Agreement may be terminated prior to that date by mutual consent of both parties or by one party notifying the other of their intent to discontinue participation no later than 90 days prior to the end of the City's fiscal year. This Agreement can be terminated without cause by either party. At the time this Agreement was entered into, both parties have sufficient funding. In the event either party terminates this Agreement, under this section, the annual contract amount will be prorated per month based upon the time remaining on the Intergovernmental Agreement for that given school year.

It is the intent of the parties that in the event the Intergovernmental Agreement for the 2014-2015 school year is terminated before the end of the school year, that the City is fairly compensated for its services prior to the time the Intergovernmental Agreement terminates, and the District is refunded that portion of the contract amount representing the months that it will not receive service from the City under the Intergovernmental Agreement.

F. MUTUAL INDEMNITY

1. Except as provided in this agreement, no party hereto will be responsible for or have any liability for the actions, negligence or performance of the employees, officers, agents or representatives of any other party. Nothing in this agreement is intended to create any joint liabilities between these parties and each party to this agreement, subject to the provisions of Oregon's Tort Claim Act, shall indemnify and hold harmless any other party of this agreement for any claims made for the actions of said parties' employees, officers, agents or representatives. This mutual indemnity shall extend from and against all loss, damage, expense, liability and other claims, including court costs and attorney fees resulting from any claim from a third party.
2. As provided by paragraph one, the parties agree that nothing contained in this agreement is intended to limit the remedies, if either party has against the other party or a third party.

Gary Mark, City Manager

Richard Borden, School Board Chair

Date

Date

Approved as to Form:

John Kennedy

Date

Lebanon City Attorney

INTERGOVERNMENTAL AGREEMENT

This agreement is entered into between the City of Lebanon (city) and the Lebanon Community School district (District) for the purpose of establishing an Intergovernmental Agreement pursuant to Oregon Revised Statutes Chapter 190 concerning the duties and responsibilities of a School Resource Officer to be placed with the District and to define the responsibilities of each of the governmental bodies for the supervision and support of that position. This agreement applies only to acts, omissions and conduct which occur after the effective date of the agreement and not to claims or suits based on conduct, acts or omissions which pre-exist the date of the new agreement.

NOW, THEREFORE, THE PARTIES AGREE AS FOLLOWS:

A. CITY RESPONSIBILITIES

1. The City will provide one **full-time** school resource officer **for the entirety of the school year, beginning August 25, 2015 through June 16, 2016.** ~~The City will provide one part-time school resource officer up to a total of 1000 hours, not to exceed 1030 hours for assignment to School Resource Officer position during the terms of this agreement.~~ **The City agrees to pay twenty five (25) percent of salary and benefits for the SRO Position.** The officer's primary duty will be to perform the duties of School Resource Officer at Seven Oak Middle School and Lebanon High School. ~~during the later of school year 2015-16.~~ **The School Resource Officer will also be available to other District schools within the city boundaries on an on-call basis.** The school year will be defined as meaning no earlier than five days before the start of student attendance in classes and no earlier than two days after the end of classes ~~for the 2015-16 school year.~~ The city reserves the right to reassign that officer to other police duties, irrespective of school sessions; when an emergency exists and the officer is required elsewhere. The determination of an emergency is at the discretion of the Chief of Police or designee.
2. The City shall make reasonable efforts to schedule the School Resource Officer's leave and training during non-student days. During the times of leave the City will make available an officer for school response.
3. Except as otherwise provided in this agreement, the Chief of Police, or his designee, will be solely responsible for the supervision, control and performance evaluation of the officer but the City agrees that the Chief, or his designee, will utilize information provided by the school administrative personnel in supervising

the performance of those duties and the officer's suitability to continue in said position. After consultation with the Chief of Police, the Superintendent may request the assigned officer be removed from the School Resource Officer Position.

4. It is the intent of the city to maintain continuity in the assignment of the School Resource Officer. However, the city reserves the right to reassign officers to the position as circumstances may dictate at the discretion of the Chief of Police.
5. It is agreed between the parties that the officer is, and will remain, subject to this agreement, an employee of the City. The City will be responsible for all workers' compensation coverage, payroll, state and federal taxes, for the officer, consistent with all other City employees.
6. The city, its Police Chief and any police officer serving as the SRO acknowledge that the SRO shall keep personally identifiable student information obtained from the District confidential according to state law and the Family Education Privacy Records Act (FERPA).
7. **The City will equip the SRO by providing uniform, training, vehicle and any overtime accrued.**

B. DISTRICT RESPONSIBILITIES

1. **The School District agrees to pay seventy five (75) percent of salary and benefits for the SRO Position.** The School District will pay **\$78,925.50** for SRO services provided by the City of Lebanon for the 2015-2016 school year. ~~during the period of August 25, 2015 through June 16, 2016.~~
2. **By March 1 of each succeeding year, the city will inform the District of the cost of the SRO position for the upcoming school year.**
3. The annual contract fee will be paid in full to the City no later than March 30th of the contract year.
4. The District will designate personnel to participate in the training of any officer assigned to School Resource Officer as it relates to the role in this agreement

5. The District agrees to make the SRO part of the school's staff in regards to providing appropriate in-service training, inclusion in general staff activities and the provisions of facility office space for the officer to work from.
6. The District will review and approve any curriculum to be presented to students, staff or parents by the officer.
7. The school District agrees to provide input to the Chief of Police in establishing annual goals for the SRO position.
8. The principals of the Seven Oak Middle School and Lebanon High School will help coordinate and supervise the work of the SRO while the SRO is engaged in activities that are not primarily related to law enforcement. The City will supervise and control activities of the SRO while they are engaged in activities primarily related to law enforcement.

C. SCHOOL RESOURCE OFFICER'S DUTIES

1. Be physically available at appropriate times for personal interaction with youth at school including informal talking with students, staff, or parents during breaks, lunch and before and after school activities. After school activities could include football games, music concerts, homecoming dances, etc. When officer presence is required it will be covered by school resource officer or others as assigned by the Chief of Police.
2. Assist in the identification of youths at risk of becoming delinquent through referrals to the SRO from school personnel, student advisors, parents and via interaction with students themselves.
3. Assist in the diversion of youths identified as a risk of becoming delinquent from entry in the juvenile justice system through crisis intervention and referral to other resources and outside agencies.
4. Provide prevention education on harassment, vandalism, shoplifting, substance abuse, child and sexual abuse, and other issues of personal safety as requested by school administrators.

5. Perform as a resource center for youth needing referrals to the appropriate government or private service agency.
6. Perform as an information source for District personnel on issues of criminal trends involving youth.
7. Participate and support youth organizations designed to promote responsible behavior.
8. Take appropriate corrective enforcement action through investigation and/or arrest in the school on behavior coming to the officer's attention, which is criminal in nature. Make referrals to school administration for student actions that are disruptive to the school learning environment.
9. Promote a positive attitude of youth toward community, school, and local government, including police.
10. Develop and teach classes relevant to youth and crime issues (*street law*), which are germane to this community.
11. Develop and teach classes regarding civic competence, rights and obligations of youth according to law, rights and responsibilities of citizenship, and the role of citizenship in society.
12. Maintain records of calls for service provided to the school by the officer and the *number of hours worked during the year relative to school issues.*
13. Notify school administration prior to the extended questioning of students.
14. The School resource Officer's investigations will be limited to criminal cases only. The District will deal with all student disciplinary matters.
15. Participate as member of the Student Threat Assessment Team (STAT) process at each of the schools within Lebanon Community School District, which are located within the Lebanon City limits. However, the SRO will not participate on a STAT process involving any students under the age of 12 years.

D. MODIFICATION OF AGREEMENT

Each party of this agreement will annually review the conditions of the agreement to determine if it is being properly administered, complied with, and to determine its sufficiency to meet program needs.

E. TERMS OF AGREEMENT

This contact will continue from school year to school year unless either party moves to terminate the contact. ~~The term of this Agreement will commence upon the signing of both parties and continue through June 16, 2015.~~ This Agreement may be terminated by mutual consent of both parties or by one party notifying the other of their intent to discontinue participation no later than 90 days prior to the end of the City's fiscal year. This Agreement can be terminated without cause by either party. At the time this Agreement was entered into, both parties have sufficient funding. In the event either party terminates this Agreement, under this section, the annual contract amount will be prorated per month based upon the time remaining on the Intergovernmental Agreement for that given school year.

It is the intent of the parties that in the event the Intergovernmental Agreement ~~for the 2015-2016 school year~~ is terminated before the end of the school year, that the City is fairly compensated for its services prior to the time the Intergovernmental Agreement terminates, and the District is refunded that portion of the contract amount representing the months that it will not receive service from the City under the Intergovernmental Agreement.

F. MUTUAL INDEMNITY

1. Except as provided in this agreement, no party hereto will be responsible for or have any liability for the actions, negligence or performance of the employees, officers, agents or representatives of any other party. Nothing in this agreement is intended to create any joint liabilities between these parties and each party to this agreement, subject to the provisions of Oregon's Tort Claim Act, shall indemnify and hold harmless any other party of this agreement for any claims made for the actions of said parties' employees, officers, agents or representatives. This mutual indemnity shall extend from and against all loss, damage, expense, liability and other claims, including court costs and attorney fees resulting from any claim from a third party.

2. As provided by paragraph one, the parties agree that nothing contained in this agreement is intended to limit the remedies, if either party has again the other party or a third party.

Gary Mark, City Manager

Richard Borden, School Board Chair

Date

Date

Approved as to Form: _____

John Kennedy
Lebanon City Attorney

Date

To: Members of the Board
From: Rob Hess
Date: December 11, 2014
Re: Evaluation Reflection

I have reflected on each of the OSBA standards based upon the work we are doing as a district. I have also included measurable indicators toward progress we are making in the areas of: Graduation Rates, College and Career Readiness, On-Track Attendance, Achievement, and Growth. I am hopeful the evidence provided and my reflections will give you ample information to assess my performance. I am grateful for the opportunity to work here in Lebanon. Please be prepared to share your assessment of my performance on each standard during an executive session scheduled for January 8th. Do not hesitate to contact me if you have any questions about my performance or reflection on these standards. Thank you for your continued support and commitment for the students in our district.

Vision:

Pursuing Excellence for Every Student, Every Day

Mission:

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

Core Values:

*Choose to care.
What I do matters.
Find a way or make one.
Work hard. Be nice.
Every child. Every day.
Never give up.
Do what is right.
Every minute counts.
Provide hope.
Whatever it takes.*

Superintendent Standards Reflection 2014

Standard 1: LEADERSHIP AND DISTRICT CULTURE

This standard stresses the superintendent's performance in leadership through empowering others, visioning, helping shape school culture and climate, and working effectively with all stakeholders (students, staff, parents, community, and the Board).

Performance Indicators:

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

- 1.1: Facilitates a community process to develop and implement a shared vision that focuses on improving student achievement.
- 1.2: Promotes academic rigor that focuses on learning and excellence for schools.
- 1.3: Creates and supports a community of learners that empowers others to reach high levels of performance to achieve the school's vision
- 1.4: Models learning for staff and students.
- 1.5: Promotes understanding and celebrating school/community cultures.
- 1.6: Promotes and expects a school-based climate of tolerance, acceptance and civility
- 1.7: Develops, implements, promotes and monitors continuous improvement processes

Evidence, Actions, and Results:

EOS Project: Through the Equal Opportunity Schools project, we were able to double our AP participation and had over 100 individual conversations with students who were not taking AP courses but were identified as capable of being successful in the courses by their teachers and test scores. With more students taking AP courses, we are currently in the process of building supports for these students and training/supporting our teachers to work at a higher level of rigor. We received an excellent commendation from the Equal Opportunity Schools organization for our ability to close the Opportunity Gap for the students at LHS in the area of rigorous coursework.

School & District Improvement Planning: Our district was among the first in the state to complete the new Continuous Improvement Planning model through Indistar, and each school is required to complete School Improvement Plans (SIP) in the areas of math, ELA (English Language Arts), and PBIS (Behavior). These plans are monitored in coaching sessions monthly with the principal and presented to the school board.

Frequent presenter and trainer for education profession: My commitment to learning and excellence in this area is demonstrated by helping others learn through teaching, training, and presentations. Through my study and application, I have been able to share best practices here in our district, learn from other experts in the field, and apply the latest research based practices in our district.

Title III grant (Supporting our ELL learners): We have made significant progress this past year in supporting our ELL students through our Title III grant, home language survey, and increasing aide support for the 75 ELL students in the district.

AP course offerings and access: We doubled our AP enrollment, closed the opportunity gap to AP courses and have provided additional training/support for our AP teachers and supports for AP students.

Increased opportunities for TAG students: In addition to increasing options for TAG students through AP courses and additional advanced courses, we have created a monthly TAG pull out program for our elementary TAG students. We continue to offer opportunities for TAG students to excel through our Science Olympics, Battle of the Books, Destination Imagination, and other high engagement programs.

Teacher Leadership opportunities: We have created a variety of teacher leader opportunities including an admin intern program in partnership with Lewis and Clark.

Welcome Back Speech: Our theme this year is Never Give Up, and through the welcome back presentation, I introduced the concept of "Grit" to help focus staff on the importance of persistence in the midst of difficulty and stress. The curriculum shifts required to implement the Common Core has caused a great deal of stress throughout the district--it is more important than ever to not give up.

Reflection:

My performance on this standard is Exemplary. We have worked hard to create a culture and climate of support for students and staff that has resulted in students pursuing their dreams of college/career readiness and staff supporting students in that endeavor. We have put systems in place that makes continuous improvement the norm in all of our schools. We address and resolve problems as they occur.

Standard 2: POLICY AND GOVERNANCE

Working with the board to formulate internal and external district policy, defining mutual expectations of performance with the board and demonstrating good school governance to staff, students and the community at large.

Performance Indicators:

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

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

Evidence, Actions, and Results:

Lawsuits and liabilities have been greatly reduced: By making a commitment to understand others and work together for the common good, we have been able to greatly reduce/eliminate the number of conflicts and lawsuits in the district and focus on students. This has enabled us to spend these resources on our students and improve our programs.

Board Communication protocols: By reviewing all of our policies and determining proper protocols for board member interaction, we have built a high functioning school board that is able to represent differing opinions in positive ways.

Partnership with OSBA for policy support: Our policy partnership with OSBA has enabled us to get the latest updates and suggestions from the organization that supports school boards in Oregon. This positive relationship helps to advocate when necessary on a variety of topics throughout the state.

Reflection:

My performance on this standard is Proficient. By building a high functioning support team, we are able to operate within our policies to resolve problems and improve district services, but there is still work to be done in terms of creating policy that supports the work we doing.

Standard 3: COMMUNICATIONS AND COMMUNITY RELATIONS

This standard emphasizes the skills necessary to establish effective two-way communications not only with students, staff and parents, but also the community as a whole, including beneficial relationships with the media. It also stresses responding to community feedback and building community support for the district.

Performance Indicators:

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

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

Evidence, Actions, and Results:

Involvement with Community Organizations: I am currently involved with the Rotary Club and I serve on the board of the Chamber of Commerce. I am a regular speaker at service clubs and other community events.

Implementation of the Opportunity Community: This year we have been actively seeking to engage families in poverty by seeking to create an Opportunity Community. We did this by partnering with community organizations to host an Opportunity Conference that provided training, mentoring, and support to our Neighbors in need. We realize this work is on-going.

Implementing the 2020 Vision: We are halfway through the implementation of our 2020 Vision and have exceeded expectations and results in many areas throughout the strategic plan. Even with all of the changes facing education and the constant financial stress we are under, we still use this plan to guide our thinking and actions regarding budgeting and project implementation.

Aspire: The Aspire program connects college going students with a local mentor to help them learn how to be college/career ready.

Medical School Collaboration: We have created a strong partnership with the Medical College which has helped us recruit tutors and mentors for our students, and our students have opportunities to participate in the Health Career Ladder program.

LHS Hall of Fame: We recently implemented the Lebanon High School Hall of Fame organized by community members and LHS staff that recognizes LHS alumni each year in different fields that have made excellent contributions over the years.

Lebanon School Foundation Board: As a member of the Foundation Board, I have helped to raise funds and support for classrooms and student scholarships. This year we were able to provide \$10,000 in grant funding to classrooms.

Reflection:

My performance on this standard is Proficient. Though we have made significant progress in terms of creating a positive image of the district in the community and making connections, there is still work to be done in terms of on-going communication between all stakeholders to reach the exemplary level.

Standard 4: ORGANIZATIONAL MANAGEMENT

This Standard requires the superintendent to gather and analyze data for decision-making and for making recommendations to the board. It stresses the skills necessary to meet internal and external customer expectations and to effectively allocate resources.

Performance Indicators:

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

4.1: Demonstrates budget management including financial forecasting, planning, cash-flow management, account auditing and monitoring.

4.2: Develops and monitors long-range plans for school and district technology and information systems, making informed decisions about computer hardware and software, and staff development and training needs.

4.3: Demonstrates knowledge of school facilities and develops a process that builds internal and public support for facility needs, including bond issues.

4.4: Establishes procedures and practices for dealing with emergencies such as weather, threats to the school, student violence and trauma.

Evidence, Actions, and Results:

Implementation of Strong Systems: We have a strong system of financial checks and balances that has allowed us to operate through the most recent financial crisis without having to lay off any staff. Our audit results have been excellent, and during this time of financial difficulties we were able to increase academic outcomes across the board (especially in the area of College and Career Readiness).

Increased access for technology and devices to support student learning: Each year we have lowered the ratio of computers to students and as a result students have increased access to

technology. We have also strengthened our WiFi backbone throughout the district and increased the use of chrome books and chrome boxes in order to continue meeting the demands of relevant 21st century learning.

Facility Improvement: We have been extremely strategic improving our facilities by using local labor and by keeping up with building maintenance. Our buildings and fields and grounds are in the best shape they have ever been.

Safety and Emergency protocols: Through our safe schools online program we regularly train all staff in a variety of safety protocols. We have systems in place to notify staff and community members of emergencies and work hard to make sure people are notified and informed in the case of an emergency.

Reflection

My performance on this standard is Exemplary. We were hit by one of the worst recessions in a generation during the last five years, yet we have still made progress in these important areas and improved all of our systems and services in the area of facilities, technology, finances, and safety.

Standard 5: CURRICULUM PLANNING / DEVELOPMENT

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

Performance Indicators:

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

5.1: Develops core curriculum design and delivery system based on content and assessment standards and best practices

5.2: Establishes curriculum planning to anticipate occupational trends and school to career needs

5.3: Uses child development and learning theories and the process to create developmentally appropriate curriculum and instruction.

5.4: Includes the use of computers, the Internet, networking, distance learning and other technologies in educational programming.

5.5: Assess student progress using a variety of appropriate techniques.

5.6: Involves faculty and stakeholders in enhancement and renewal of curriculum to ensure alignment of curriculum, instruction, and assessment.

Evidence, Actions, and Results:

Collaboration Time and Common Core Implementation: With district-wide weekly collaboration time and the district staff necessary to align curriculum, we have made excellent progress this year helping teachers rewrite a more rigorous curriculum aligned to the Common Core. The Common Core stresses the importance of authentic writing, reading, and thinking that will help prepare students to be college ready upon graduation. Our emphasis this year has been

implementing Engage New York, for elementary math, and schoolwide AVID (college readiness & high leverage instructional strategies) at the secondary level.

Use of common formative assessments: We are implementing CFA (common formative assessments) aligned to the Common Core through Performance Tasks. These Performance Tasks require multiple steps and they will help our students be prepared for the more rigorous SMARTER Balanced assessment. PLCs throughout the district work on CFAs in collaborative groups each week, and we have implemented MAPs for special education and the high school, Easy CBM for K-8, and locally designed performance tasks throughout the district. These assessments help teachers to understand the instructional level of their students and how to differentiate instruction to meet their needs.

Implementation of Google Aps: We have fully implemented Google Aps which has enabled us to teach students collaboration skills, reduce software costs, and prepare students for college by helping them learn technology that is used by a majority of colleges across the country.

Career and Technical Education: We continue to support Career and Technical Education by providing pathways for students to learn about a variety of careers in agriculture, the military, science, technology, engineering, mathematics, liberal arts, computer science, and construction among others, and we are always on the lookout to find ways to increase capacity in this area.

Reflection:

My performance on this standard is Proficient. We have made significant progress in this area through the adoption of high quality curriculum over the past few years and training our teachers how to use the resources effectively especially at the elementary level. We have demonstrated results in terms of test scores and high quality work samples. We have achieved weekly collaboration time which will help ensure this progress continues at the school and district level. The next step we need to take is to provide additional college/career curriculum and support at the secondary level in order to become exemplary.

Standard 6: INSTRUCTIONAL LEADERSHIP

While Standard #5 addresses what is to be taught; this standard emphasizes *how* it should be taught. It emphasizes the skills required to ensure that the most effective teaching techniques are in place and that all instructional resources are used to maximize student achievement. This standard also requires applying research and best practices with respect to diversity sensitivities.

Performance Indicators:

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

- 6.1: Collaboratively develops, implements and monitors change process to improve student and adult learning.
- 6.2: Implements appropriate safety and security practices in schools.
- 6.3: Formulates plan to assess appropriate teaching methods, classroom management and strategies for all learners.

- 6.4: Analyzes available instructional resources including applications of technology and assigns them in cost effective and equitable manner to enhance student outcomes.
- 6.5: Establishes instructional strategies that include cultural diversity and differences in learning styles.
- 6.6: Applies effective methods of providing, monitoring, evaluating and reporting student achievement and uses good research and assessments to improve the learning process.
- 6.7: Encourages various staffing patterns, student grouping plans, class scheduling plans, school organizational structures and facilities design processes to support various teaching strategies and desired student outcomes.

Evidence, Actions, and Results:

AVID funding and results: We have made funding schoolwide AVID a priority by placing it in the general fund budget. We will spend about \$80,000 this year on training for AVID through a combination of general funds and grant funds. Both of our AVID sites (LHS and 7 Oak) are on track to become AVID certified this year, and we have demonstrated results in terms of student enrollment in the program, student persistence, tutor support, and the implementation of WICOR (Writing, Inquiry, Collaboration, Organization, and Reading) strategies in classrooms.

Focus School Results: We have demonstrated improvement through the Focus school program. Our two focus schools both showed remarkable growth and have become models for other schools. Our OAKS results have showed significant growth during the last two years outpacing state averages at all levels.

School Improvement Planning: Through our School Improvement Planning (SIP) process, each school creates, implements, and monitors school improvement action plans that are focused on reading, writing, math, and behavior. These nimble plans help principals to focus their schools on specific actions they can take to improve outcomes at their school including meeting the needs of diverse learners and closing all achievement gaps.

Reflection:

My performance on this standard is Exemplary. Throughout the elementary and secondary level we are implementing instructional changes that are making a difference in the classroom through the Focus school program, AVID, and the No Excuses University network. Though there is always room for improvement, I am proud of the progress we have made as a district in this area and the results we are achieving.

Standard 7: HUMAN RESOURCES MANAGEMENT

This standard requires skills in developing and implementing a staff performance evaluation system. It also requires skills in applying ethical, contractual and legal requirements for personnel selection, development, retention, promotion and dismissal.

Performance Indicators:

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

7.1: Demonstrates use of system and staff evaluation data for personnel policies, decision-making, promotion of career growth and professional development.

7.2: Identifies and applies appropriate policies, criteria and processes for the recruitment, selection, induction, compensation and separation of personnel with attention to issues of equity and diversity.

Evidence, Actions, and Results:

Hiring: Over the years, we have designed and put in place a rigorous hiring system that recruits talented educators and has them demonstrate their talents and skills through a variety of activities. This hiring process has helped us to attract strong talent to our district, and we have seen the quality of our workforce increase each year.

Training & Mentoring: Through a variety of grants and general funds, we have developed a strong mentoring and training program for new teachers, administrators, and administrative interns. This has enabled us to retain key staff and continue improving outcomes for students while at the same time training the next group of leaders for the district.

Professional Growth & Accountability: Over the past several years, we have developed excellent staff evaluation systems that are based upon accountability and growth. Each staff member's performance in the district is regularly reviewed and meaningful feedback is provided so they can improve their performance. All teachers and administrators have results-based SMART goals that focus on student learning and growth. Our systems are all electronically based which improves tracking, data collection, and efficiency.

Reflection:

My performance on this standard is Exemplary. We have put in place electronic systems for all of our employees that enable them to receive feedback from their supervisor on a regular basis. We have also put in place a rigorous hiring system that has enabled us to recruit high quality staff that is making a difference in the lives of our students every day. Hiring, retaining, and training high quality staff is one of the most important functions of our district.

Standard 8: VALUES AND ETHICS OF LEADERSHIP

This standard requires the understanding and modeling of appropriate value systems, ethics and moral leadership. It also requires superintendents to exhibit respect for all students, staff, parents, and community members including understanding the different contexts (poverty, ethnicity, disabilities, and other differences) that make up the stakeholders in our community and working together to with people from different backgrounds in order to improve our the educational experience of our students.

Performance Indicators:

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

8.1: Exhibits multicultural and ethnic understanding and sensitivity.

8.2: Describes role of schooling in a democratic society

8.3: Manifests a professional code of ethics and demonstrates personal integrity

8.4: Models accepted moral and ethical standards in all interactions

8.5: Explores and develops ways to find common ground in dealing with difficult and divisive issues.

8.6: Promotes the establishment of moral and ethical practices in every classroom, every school and throughout the district.

Evidence, Actions, and Results:

OLN Network: Our district participates in the OLN (Oregon Leadership Network) that emphasizes equity for all students. This network provides resources, training, and support to help us close all academic and behavior gaps. This year we are also involved in an equity research study through Lewis and Clark.

Students First: Our district and leadership has a strong reputation for putting students first. We show this commitment by developing meaningful programs for students and encouraging student participation in programs and activities by waiving fees or providing scholarships or whatever else we can do to provide opportunities for students to increase the quality of their experience at school.

Opportunity Community: Through the implementation of this model, we are demonstrating our sensitivity and support for our students and families in poverty. We are working hard to understand this population and look for ways we can support them in our schools.

ELL & SPED: Through grants, training, and focused attention, we are seeking to improve the outcome of these traditionally underserved groups.

Reflection:

My performance on this standard is Proficient. Though we have made effort and progress to support all students, achievement and opportunity gaps still exist, and we need to keep working at deeply understanding and relating to all of the students and families we work with on a daily basis.

Standard 9: LABOR RELATIONS

This performance standard requires the superintendent to provide technical advice to the board during labor negotiations, to keep the board apprised of negotiation status, to understand and effectively administer negotiated labor contracts, and to keep abreast of legislative changes affecting the collective-bargaining process.

Performance Indicators:

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

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

Collective Bargaining: Even though resources are challenging, we have placed a priority on using the collective bargaining process to constantly improve the working conditions of our employees. We have regular labor management meetings at the district and school level. We also seek to collaborate with our Associations whenever possible to improve the services our district provides. We follow the Board's direction with collective bargaining and understand the importance of positive working relationships with our Associations.

Reflection:

My performance on this standard is Exemplary. We strive to work with all of our Associations in a positive and supportive way. Even though we do not always agree, we do work together to understand each other and for the common good of our students at every opportunity.

College & Career Ready Targets 2014-15

Goal 1: College/Career Readiness (Graduation Rates) (Standard 1: Leadership and District Culture)¹

Type of Diploma	08-09 Cohort (Class of 2012)	09-10 Cohort (Class of 2013)	10-11 Cohort (Class of 2014)
4 Year Diplomas	42% (143)	TBD	62% (215)
5 Year Diplomas	8.5% (29)	63% (188)	NA
6 Year Diplomas	12.3% (42)	NA	NA
4 Year Completion (GED, Cert.)	11% (38)	TBD	9% (29)
5 Year Completion (GED, Cert.)	3.5% (12)	13% (39)	NA
6 Year Completion (GED, Cert.)	1% (3)	NA	NA
Drop Out/Non-Completion/Still attending BLHS	22.3% (76)	25% (70)	29% (102)
% of students attending 4 year college/university upon graduation	19.2% (Avg. 06-13)	TBD	TBD
% of students attending 2 year college upon graduation	25% (Avg. 06-13)	TBD	TBD
% of students who graduated from 2 or 4 year college within 6 years	18% (Avg. 06-08)	NA	NA

Goal 2: University Readiness (Standard 1: Leadership and District Culture)

Program	2013-2014	2014-2015	2015-2016	2016-2017
AVID Schoolwide	2	2 Certified Sites		
AVID Elective (students)	40 LHS 25 SOK	77 LHS 50 SOK		
Gear Up Students	NA	300		
AP Enrollment	152 students in 200 classes 9 courses	363 students in 541 classes 14 courses		
AP Passing	35%	50%		
SAT Participation (by 12 th Grade)	158 out of 236 67%	TBD		
Geometry 9 th	37 11%	32 & (54 AC. Alg)=26%		
10 th Graders taking Geometry or higher	227 out of 312 67%	234 out of 312 75%		
Graduated with 2 or more years World Language	54%	55%		

Goal 3: On Track Attendance² (Standard 1: Leadership and District Culture)

Subject & Level	2013-2014	2014-2015	2015-2016	2016-2017
Elementary (K-5)	80%	83%		
Middle (6-8)	76%	80%		
High School (9-12)	66%	72%		

¹ Beginning with the 09-10 Cohort, the Graduation Rate will include Modified Diplomas and students attending Beyond LHS who achieved a diploma. Completion includes GED & Alternative Certificates.

² A student is on track for success if they attend school 90% or more of the time.

Goal 4: State Assessment Achievement Increases (*Standard 5 Instructional Leadership*)³ based upon the percent of students who met or exceeded the state standard.

Subject & Level	2013	2014	Target 2015	Target 2016
Elementary Reading (3-5)	Level 3 (71.4%)	Level 4 (75.2%)	Level 4 (77%)	Level 4 (80%)
Elementary Math (3-5)	Level 3 (58.5%)	Level 3 (61.9%)	Level 3 (65.0%)	Level 4 (70%)
Middle Reading (6-8)	Level 3 (70.3%)	Level 3 (67.3%)	Level 4 (72%)	Level 4 (75%)
Middle Math (6-8)	Level 3 (61.2%)	Level 3 (62.6%)	Level 4 (65%)	Level 4 (70%)
HS Reading (11)	Level 3 (75.4%)	Level 3 (81.4%)	Level 4 (85%)	Level 4 (90%)
HS Math (11)	Level 3 (67.5%)	Level 4 (71.7%)	Level 4 (75%)	Level 4 (80%)

In the area of achievement, we are at Level 4 in 2 of the six areas, and we are showing increases in 5 of the 6 areas. We are targeting to reach Level 4 in 5 of 6 areas for 2015. Middle level reading and elementary math are both areas of emphasis that need to demonstrate improvement this year.

Goal 5: State Assessment Growth Increases (*Standard 5 Instructional Leadership*) based upon percentile—comparison with all other students in the state.

Subject & Level	2013	2014	Target 2015	Target 2016
Elementary Reading (3-5)	Level 4 (50 th)	Level 4 (49.5 th)	Level 4 (53 rd)	Level 4 (56 th)
Elementary Math (3-5)	Level 4 (55 th)	Level 3 (49 th)	Level 4 (58 th)	Level 5 (62 nd)
Middle Reading (6-8)	Level 4 (54.5 th)	Level 4 (46 th)	Level 4 (52 nd)	Level 4 (58 th)
Middle Math (6-8)	Level 4 (59 th)	Level 4 (56 th)	Level 4 (59 th)	Level 4 (62 nd)
HS Reading (11)	Level 3 (38 th)	Level 3 (49 th)	Level 4 (52 nd)	Level 4 (55 th)
HS Math (11)	Level 4 (55 th)	Level 4 (59 th)	Level 4 (62 nd)	Level 5 (65 th)

In the area of growth, we are at Level 4 in 4 of the 6 areas, and we have shown improvement in 2 of the 6 areas (all at the high school level). The significant growth we experienced from the scores of 2012 make increasing growth outcomes more challenging as we move forward. Middle School reading is an area that needs attention and elementary math are two areas that need attention this year. We are targeting reaching Level 4 in all six areas for the 2015 school year.

³ State assessments were OAKS for the 2013 & 2014 years. 2015 begins the SMARTER Balance assessment, which is a more rigorous assessment with higher standards

Evaluation Forms

Performance Standards

Instructions

1. Attached are forms to be completed by each board member rating each of the nine performance standards. A separate page is provided for each performance standard.
2. Each board member should rate all nine of the performance standards. Each performance standard has performance indicators listed below it. These performance indicators suggest objective measures to consider. Do not rate each performance indicator separately; only rate the overall performance standard.
3. Your comments in support of your rating will be helpful during the board discussion for preparation of a summary evaluation form.
4. Please return your completed forms to the board chair or designated board member for compilation. The designated board member or chair will compile the results on a preliminary summary evaluation form.
5. The board will meet in executive session to discuss the results and prepare a final summary evaluation form representing the consensus of the board.
6. The superintendent will be presented with the final summary report from the full board, not the individual evaluation forms. It is important that the board speak with one voice in evaluating the superintendent.

Standard 1: LEADERSHIP AND DISTRICT CULTURE

This standard stresses the superintendent's performance in leadership through empowering others, visioning, helping shape school culture and climate, and understanding multicultural and ethnic differences.

Performance Indicators:

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

- 1.1 Facilitates a community process to develop and implement a shared vision that focuses on improving student achievement
- 1.2 Promotes academic rigor that focuses on learning and excellence for schools
- 1.3 Creates and supports a community of learners that empowers others to reach high levels of performance to achieve the school's vision
- 1.4 Models learning for staff and students
- 1.5 Promotes understanding and celebrating school/community cultures
- 1.6 Promotes and expects a school-based climate of tolerance, acceptance and civility
- 1.7 Develops, implements, promotes and monitors continuous improvement processes

The superintendent's performance for this standard:

- 1 UNACCEPTABLE
- 2 BASIC
- 3 PROFICIENT
- 4 EXEMPLARY

Comments:

Standard 2: POLICY AND GOVERNANCE

This standard describes the superintendent's ability to work with the board to formulate internal and external district policy, defining mutual expectations of performance with the board and demonstrating good school governance to staff, students and the community at large.

Performance Indicators:

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

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

The superintendent's performance for this standard:

- 1 UNACCEPTABLE
- 2 BASIC
- 3 PROFICIENT
- 4 EXEMPLARY

Comments:

Standard 3: COMMUNICATIONS AND COMMUNITY RELATIONS

This standard emphasizes the skills necessary to establish effective two-way communications and engagement with students, staff, parents, media and the community as a whole. It also stresses responding to community feedback and building community support for and engagement with the district.

Performance Indicators:

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

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

The superintendent's performance for this standard:

- 1 UNACCEPTABLE**
- 2 BASIC**
- 3 PROFICIENT**
- 4 EXEMPLARY**

Comments:

Standard 4: ORGANIZATIONAL MANAGEMENT

This standard requires the superintendent to gather and analyze data for decision-making and for making recommendations to the board. It stresses the skills necessary to meet internal and external customer expectations and to effectively allocate resources.

Performance Indicators:

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

- 4.1 Demonstrates budget management including financial forecasting, planning, cash-flow management, account auditing and monitoring
- 4.2 Develops and monitors long-range plans for school and district technology and information systems, making informed decisions about computer hardware and software, and staff development and training needs
- 4.3 Demonstrates knowledge of school facilities and develops a process that builds internal and public support for facility needs, including bond issues
- 4.4 Establishes procedures and practices for dealing with emergencies such as weather, threats to the school, student violence and trauma

The superintendent's performance for this standard:

- 1 UNACCEPTABLE**
- 2 BASIC**
- 3 PROFICIENT**
- 4 EXEMPLARY**

Comments:

Standard 5: INSTRUCTIONAL LEADERSHIP

This standard emphasizes *how* it should be taught. It emphasizes the skills required to ensure that the most effective teaching techniques are in place and that all instructional resources are used to maximize student achievement. This standard also requires applying research and best practices with respect to diversity sensitivities.

Performance Indicators:

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

- 6.1 Collaboratively develops, implements and monitors change process to improve student and adult learning
- 6.2 Implements appropriate safety and security practices in schools
- 6.3 Formulates plan to assess appropriate teaching methods, classroom management and strategies for all learners
- 6.4 Analyzes available instructional resources including applications of technology and assigns them in cost effective and equitable manner to enhance student outcomes
- 6.5 Establishes instructional strategies that include cultural diversity and differences in learning styles
- 6.6 Applies effective methods of providing, monitoring, evaluating and reporting student achievement and uses good research and assessments to improve the learning process
- 6.7 Encourages various staffing patterns, student grouping plans, class scheduling plans, school organizational structures and facilities design processes to support various teaching strategies and desired student outcomes

The superintendent's performance for this standard:

- 1 UNACCEPTABLE
- 2 BASIC
- 3 PROFICIENT
- 4 EXEMPLARY

Comments:

Standard 6: HUMAN RESOURCES MANAGEMENT

This standard requires skills in developing and implementing a staff performance evaluation system. It also requires skills in applying ethical, contractual and legal requirements for personnel selection, development, retention, promotion and dismissal.

Performance Indicators:

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

- 7.1 Demonstrates use of system and staff evaluation data for personnel policies, decision-making, promotion of career growth and professional development
- 7.2 Identifies and applies appropriate policies, criteria and processes for the recruitment, selection, induction, compensation and separation of personnel with attention to issues of equity and diversity

The superintendent's performance for this standard:

- 1 UNACCEPTABLE**
- 2 BASIC**
- 3 PROFICIENT**
- 4 EXEMPLARY**

Comments:

Standard 7: VALUES AND ETHICS OF LEADERSHIP

This standard requires the understanding and modeling of appropriate value systems, ethics and moral leadership. It also requires superintendents to exhibit multicultural and ethnic understanding and to coordinate with social agencies and human services to help students grow and develop as caring, informed citizens.

Performance Indicators:

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

- 8.1 Exhibits multicultural and ethnic understanding and sensitivity
- 8.2 Describes role of schooling in a democratic society
- 8.3 Manifests a professional code of ethics and demonstrates personal integrity
- 8.4 Models accepted moral and ethical standards in all interactions
- 8.5 Explores and develops ways to find common ground in dealing with difficult and divisive issues
- 8.6 Promotes the establishment of moral and ethical practices in every classroom, every school and throughout the district

The superintendent's performance for this standard:

- 1 UNACCEPTABLE
- 2 BASIC
- 3 PROFICIENT
- 4 EXEMPLARY

Comments:

SUMMARY:

Superintendent Rob Hess Date

Board Chair Russ McUne Date

LEBANON COMMUNITY SCHOOLS
Lebanon, Linn County, Oregon
November 13, 2014

A Regular Meeting of the Board of Directors was held in the Library at Pioneer School (due to heating issues at the District Office) on November 13, 2014. Chairman Richard Borden called the meeting to order at 6:02 p.m. Jerry Williams was absent from this meeting. Those present included:

Russ McUne	Director	Ryan Noss	Assistant Superintendent
Richard Borden	Director	Bo Yates	Assistant Superintendent Operations
Liz Alperin	Director	Linda Darling	Business Director
Mike Martin	Director		

GOOD NEWS

1. Report: Hamilton Creek/Geno Bates

Hamilton Creek Principal Geno Bates shared a Power Point Presentation addressing the following points:

- 1) Positive Programs & Happenings at HCR
- 2) HMC Area of Focus for 2014-2015
- 3) Conclusion

2. Information: School Gardens (Enclosure C-2)

Ryan Noss pointed out that the District received a letter from ODE commending the District and the work of Rick George in regards to the School Gardens.

3. Information: Opportunity Conference (Enclosure C-3)

Ryan Noss shared that Dr. Nancy Golden of the Oregon Education Investment Board's had attended the October 17th Opportunity Conference and wrote a recognition article regarding the conference in the OEIB newsletter. This press release went out statewide.

Ryan reported that there were over 100 "neighbors" who attended the Opportunity Conference. There were 50 to 60 "navigators" who were paired up with the neighbors. This was our first attempt at putting on an Opportunity Conference and the committee felt that it was a very successful day. The event was sponsored by many community agencies and businesses. There were many staff and community members who worked on the event as well. A follow-up Harvest Supper will be held November 20 to reconnect with the neighbors. There will be 3 or 4 other events that will be scheduled throughout the year as well.

PURSUING EXCELLENCE

1. Report: Hamilton Creek School Report/Geno Bates (Enclosure D-1)

Hamilton Creek Principal Geno Bates shared the Hamilton Creek School Improvement Plan in a Power Point Presentation speaking to the following points:

- 1) English and Language Arts (Reading)
- 2) HCR's SMART Goal for ELA 2014-2015
- 3) HCR's ELA Plan 2014-2015
- 4) Math

Board Meeting
November 13, 2014

- 2 -

- 5) HCR's SMART Goal for Math 2014-2015
- 6) HCR's Math Plan 2014-2015
- 7) PBIS
- 8) HCR's SMART Goal for PBiS 2014-2015

Ryan Noss pointed out that these are similar action steps and goals for each principal this year. Principals will report to the Board at Board meetings throughout the year.

2. Report: Beyond LHS/Kim Fandino (Enclosure D-2)

Kim Fandino shared information for the Beyond LHS program. She spoke to the following points:

- 1) The Program
- 2) The Process
- 3) Tuition/Books Costs to District
- 4) Diploma/Core Requirement/Associates Degree
- 5) 8th Grader Forecasting
- 6) Enrollment for Terms/Requirements
- 7) Statics

Liz Alperin questioned if the students in the program can now be tracked for graduation and further education.

Kim Fandino assured Liz that students are now being tracked.

Liz Alperin would like to have foreign language added to the eighth grade information sheet as a requirement for four year college bound students.

Ryan Noss thanked Kim Fandino for her work to the Beyond LHS program.

GENERAL BUSINESS

- 1. Action:** Approve 2nd Reading of Policies: (Enclosure E-1)
- **JECF** – Inter-district Transfer of Resident Students

Russ McUne made a motion to adopt on 2nd reading policy JECF as presented. Mike Martin seconded. The motion carried by majority.

- 2. Action:** Appoint Two Board Members to Serve on Licensed Bargaining Team

Mike Martin and Russ McUne volunteered to serve on the Licensed Bargaining Team. The consensus of the Board was to have Mike Martin and Russ McUne serve on the Team.

- 3. Action:** Approve Policies on 1st Reading (Enclosure E-3)
- **EBB** – Integrated Pest Management
- **EEA** – Student Transportation Services
- **EEACA** – School Bus Driver Examination and Training
- **EFA** – Local Wellness Program
- **EFAA** – District Nutrition and Food Services
- **IIBGA** – Electronic Communications System

- **JHCD** – Nonprescription Medication
- **JHCDA** – Prescription Medication
- **LBE** – Public Charter Schools

Russ McUne had concerns on policy JHCDA and questioned whether 1) the language is too limiting, and 2) the District has an Epi Pen prescribed by a physician.

Ryan Noss will call OSBA to get answer for first question. The nurses asked OSBA about Epi Pen..

Mike Martin made a motion to approve the 1st reading of the policies as read. Liz Alperin seconded. The motion carried by majority.

- 4. Information:** Revised Policy AR's (Enclosure E-4)
- **DJC-AR** – Special Procurements and Exemptions from Competitive Bidding
 - **EFA-AR** – Local Wellness Program
 - **EFAA-AR** – Reimbursable School Meals and Milk Programs
 - **IIBGA-AR** – Electronic Communications System
 - **JHCD/JHCDA-AR** – Nonprescription/Prescription Medication
 - **LBE-AR** – Public Charter Schools
 - **JHCD/JHCDA-AR** – ask OSBA

Russ McUne would like Ryan to question OSBA on policy JHCD/JHCDA-AR to see if the language could say “Examples of.....” so that language would not be to limiting in regards to students using epinephrine. Current language only addresses asthma or severe allergies.

FINANCE

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

Linda Darling explained that the 2014-2015 Financial Report reflects all projected revenue and expenditure for 2013-14 along with the budgeted and spent or encumbered amounts for 2014-15. The audit is not finalized yet, but the ending fund balance should be very close to the \$3,162,470 projected amount. Projections for the 2014-15 ending fund balance is a moving target at this point in the year.

Linda pointed out that the State released the economic forecast. The projections are that the April tax revenue will be high and may result in a kicker. At this time the District is not sure what that will mean to Lebanon Community School District. It may impact the District in the next biennium.

Linda shared the update to PERS. The PERS reform lawsuit is going before the Supreme Court. The decision from that lawsuit may impact the District in the next budget year.

2. Action: Resolution 1415-02 Securities and Exchange Commission's
“Municipalities Continuing Disclosure Cooperation Initiative” (Enclosure C-2)

Linda Darling explained that this resolution will give the Superintendent and/or the Business Director, in consultation with the District's bond counsel, the authority to prepare and submit all documentation required to participate in the MCDC Initiative, if the Authorized Representative determines such reporting to be advisable. The District feels that self-reporting is the appropriate action. The Self-Reporting questionnaire is to be filed by December 1, 2014.

The Board questioned whether the Resolution should state: 1) "Superintendent and the Business Manager" or, 2) "Superintendent or Assistant Superintendent and the Business Manager" can modify.

Ryan Noss pointed out that the Resolution was written by an attorney.

Russ McUne made a motion to approve Resolution 1415-02 Securities and Exchange Commission's "Municipalities Continuing Disclosure Cooperation Initiative" as presented. Mike Martin seconded. Mike Martin, Russ McUne, and Richard Borden voted yes. Liz Alperin voted no. The motion carried by majority.

- 3. Action:** Approve 2015-2016 Budget Calendar (Enclosure F-3)

Linda Darling presented the proposed 2015-2016 Budget Calendar.

Mike Martin made a motion to approve the 2015-2016 Budget calendar as presented. Russ McUne seconded. The motion carried by majority.

Linda Darling reported that the one open Budget Committee position was advertised and the District has received one application to date.

CONSENT AGENDA

- 1. Action:** Approve October 9, 2014 Board Minutes (Enclosure I-1)
- 2. Action:** Approve reclassification of Lisa Borden from School Assistant to Secretary.
- 3. Action:** Approve reclassification of Shari Hoff from Secretary to Administrative Assistant.
- 4. Action:** Approve reclassification of Marion "Art" Boykin from Maintenance to Limited Building Maintenance Electrician.
- 5. Action:** Approve Leave of Absence for Heather Kenyon, School Assistant, Seven Oak for the rest of the 2014-15 school year.

Russ McUne made a motion to approve the Consent Agenda. Mike Martin seconded. Richard Borden abstained from the vote. Liz Alperin, Mike Martin, and Russ McUne voted yes. The motion carried by majority.

BOARD OF EDUCATION TIME/DISCUSSION

December 11, 2014	6:00 p.m./District Office Board Room	Regular Board Meeting
January 8, 2015	6:00 p.m./District Office Board Room	Regular Board Meeting
February 12, 2015	6:00 p.m./District Office Board Room	Regular Board Meeting

Liz Alperin reported that she will be at the AVID conference December 11 and asked the Board to consider changing the date of the December 11 meeting to December 18. The Board will let Kathy Schurr know if that date will work for them.

BOARD COMMUNICATION

Liz Alperin pointed out that the "GEAR UP" Grant which was presented to the Board in October is a matching grant. The cost to the District would be \$50,000. Liz asked that the Board revisit the Gear Up Grant at the January Board meeting to get more information on the costs.

Richard Borden pointed out that Pioneer School has a wonderful Veteran's display for those who would like to view it.

SUPERINTENDENT COMMUNICATION

Assistant Superintendent Ryan Noss congratulated the Lebanon High School athletic teams who have made it to championships

ADJOURN

The meeting adjourned at 7:44 p.m.

(Recorded by Kathy Schurr)

Richard Borden, Board Chair

Ryan Noss, Assistant Superintendent



The Promise of Oregon campaign focuses on the accomplishments of Oregon's kindergarten-14 students and the need to adequately fund public education.

ABOUT THE PROMISE OF OREGON

The Oregon School Boards Association, a member services organization based in Salem, founded "The Promise of Oregon" campaign to focus attention on the accomplishments of Oregon's kindergarten-14 students and the need to adequately fund public education.

Oregonians have a long history of realizing the importance of strong public schools, and recognizing the link between an educated populace and a vital economy. Governors across the decades have emphasized public education as the foundation of our state.

Yet over the past decade, Oregon's public schools have experienced a significant decline in their share of the state budget. Unless we turn that trend around, a generation of children will face limits in reaching their potential, and the state will fall short of its ambitious education goals.

Please join us in keeping "The Promise of Oregon."

"THE PROMISE OF OREGON" TODAY

For the Native Americans who hunted and fished here and the pioneers who followed their dreams westward, Oregon has offered up a wealth of natural resources through the centuries. The state's promise has varied in its definition over the years. Once it was seen as furs, or fish, or marketable timber. Plentiful grazing land. Rich, well-drained Jory soil.

The brave souls who packed their belongings into wagons and crossed the plains didn't fill journals with their schooling plans – they saw their opportunity in the land. They remained preoccupied with weather, sickness, death, river crossings and the supply of grass and game.

But as the settlers' roots took hold, they began to recognize the need to educate this new crop of young Oregonians. The first school in the Pacific Northwest sprung up at Fort Vancouver, where teacher John Ball struggled to teach English to two dozen Native

American and mixed-race boys more familiar with their own Cree, Nez Perce and other languages.

Mission schools sprouted, and Portland's first school opened in 1847 in a log house at Front and Taylor streets. But the region still lacked a public-school system and the taxation authority to support it. Congress established the Oregon Territory in 1848, and its first appointed governor, Joseph Lane, included a plea for public schools in his inaugural address:

Your attention is invited to the importance of adopting a system of common schools and providing the means of putting them into operation...there is no reason to doubt that the rising generation of Oregon will proudly vie in respect to useful knowledge and moral culture with that of the older settled portions of our common country.

Over the decades, Oregon's governors have similarly highlighted the importance of a thriving public-education system in ensuring the state's economic success and the well-being of its citizens

Most of us who are products of public schools can look back as mature adults and recall how chalkboards, mimeographs, typewriters and later computers contributed to our educational journey and prepared us for careers. Our success was the product of public investments made by our parents, and their parents as well. Effectively those adults recognized our potential, and blessed it with a promise to create a vibrant educational system harnessing our possibilities and transforming them to realities.

Today, as the next generation wields a battery of high-tech tools we never dreamed of – computers smaller than a human hand, digital textbooks that read aloud in multiple languages – it is our turn to invest in public education. The need is especially evident now, as Oregon has fallen behind other states in key areas.

THE GOVERNOR'S PLAN: 40-40-20

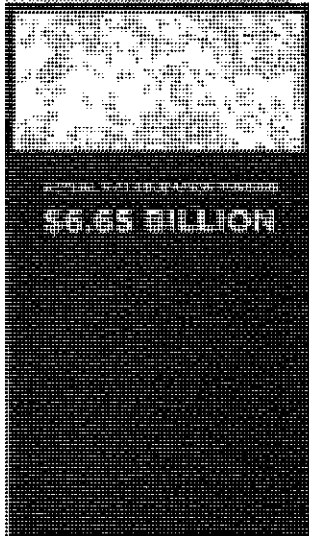
Gov. John Kitzhaber has championed an overhaul of our educational system with a shared goal of graduating 100 percent of high school students by 2025.

That so-called "40-40-20" goal calls for 40 percent of students to obtain a bachelor's degree or higher, 40 percent to attain an associate degree, and the remainder to finish high school. It's a lofty premise, and like any important endeavor, one that requires an investment of energy, willpower and money.

(Enclosure L-1)

OREGON K-12 FUNDING LEVEL SUGGESTED
BY QUALITY EDUCATION MODEL

\$8.75 BILLION



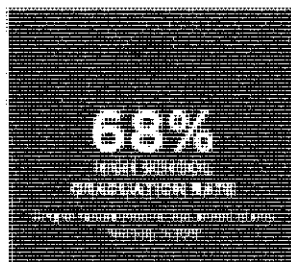
Over the years, Oregon's K-12 public schools have come to consume a significant part of the state budget that lawmakers craft in Salem every two years. But in the last decade, as the economy slowed and legislators sought areas to trim, education has received the brunt of the cuts.

A decade ago, in 2003-05, K-12 schools received 44.8 percent of the state's general fund and lottery dollars. That percentage has slipped downward in every biennium since, with the exception of 2013-15, when it ticked up slightly.

Today, K-12 education receives 39.7 percent of the state budget – a dip of 5.1 percentage points over a decade's time. Had K-12 education retained the same share of the state budget it had 10 years ago, at 44.8 percent, schools would have received an extra \$850 million in 2013-2015.

Even more stark is the picture painted by the Quality Education Commission, a body tasked with examining best educational practices and estimating how much it would cost to create a model Oregon schooling system. For 2013-15, the commission estimated that the state should have spent another \$2.1 billion – about 32 percent more – on K-12 schools than it actually did.

Over the past decade, budget cuts to schools have produced some dire consequences. Teachers were laid off by the thousands, resulting in significantly higher class sizes. School days were cut from calendars. Oregon's graduation rate dipped to the second-worst in the country, at 68 percent.



As the foreboding numbers began to mount, parents, concerned citizens and school board members pressed the state Legislature in 2013 to reinvest in education. Business

(Enclosure L-1)

leaders joined the effort as well, reasserting that education investments pay big dividends by creating a highly trained and nimble workforce.

Oregon's technology leaders have made it clear that they need that strong talent. As the state and world have gravitated from resource-based economies to ones relying on the value of finished goods and services, Oregon's greatest natural resource has emerged in the form of our children.

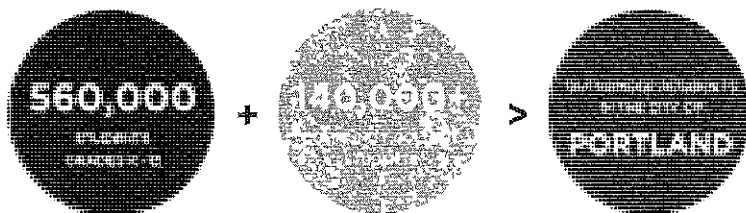
They are "The Promise of Oregon."

SUSTAINING THE TURNAROUND

Recognizing the need, in 2013 Oregon's lawmakers increased the state's investment in education for the first time in a decade. They also made important changes in public-employee retirement plans that saved school districts millions of dollars. Those combined changes allowed some districts to rehire teachers; others added back school days or invested in technology.

But if 2013 marked the beginning of a turnaround, 2015 will prove whether that turnaround will continue or stall.

Hanging in the balance are more than 560,000 students in grades kindergarten through 12. Add in 140,000-plus community college students and they would create a city more than three times bigger than Eugene. Taken together, these young people outnumber residents in the city of Portland.



Examined as individuals, they constitute remarkable examples of ingenuity, courage and perseverance.

Hannah Larson, a South Eugene High graduate, won a \$50,000 national mathematics prize and continued her studies at Harvard University.

Logan Boyle and Cody Collins, while students at Vale High School, beat out competitors from across the country to win an auto-repair skills competition held at Ford Motor Co.'s world headquarters.

Theodora Mautz, a senior at Portland Public Schools' Lincoln High, accomplished the rare feat of achieving perfect scores on both the SAT and ACT college entrance tests. To chronicle the aspirations of Oregon's young people and build support for our public schools, a team from the Oregon School Boards Association and Blue Chalk Media set out for schools around the state in spring 2014. We asked students to tell us why they represent "The Promise of Oregon."

The resulting videos and photos can be seen on these web pages. We are also asking students and parents to join us by creating their own images and words.

Watch their faces. Listen to their voices. Ask your children, grandchildren and other students what they dream of and why they are "The Promise of Oregon."

Then ask yourself this question: Am I going to keep my promise to them?

QUOTES FROM OREGON GOVERNORS

Gov. George L. Woods, September 1870:

There is nothing which the interests of this State so much require as a thorough system of common schools. A finished education should be placed within reach of every child within its borders. There is not a good man or woman in the State who does not feel the obligation of this high duty.

Gov. William Paine Lord, Jan. 14, 1895:

The general diffusion of knowledge furnishes the best guarantee for the strength and stability of the State. Popular education is closely allied to popular liberty. No State can afford to neglect the educational interests of its children.

Gov. James Withycombe, Jan. 12, 1915:

The public schools are truly the bulwark of our civilization, and, as such, merit our most hearty interest and support.

Gov. Julius L. Meier, Jan. 12, 1931:

Civilization itself depends upon our public schools and higher institutions of learning. Next to the home our schools exert the greatest influence on the character of citizenship. From our schools have come the men and women who have left their footprints on the sands of time. Consequently, the most important business of the state is the training and education of our children.

Gov. Mark Hatfield, Jan. 12, 1959:

Few services a government can provide are as important as education. Oregon traditionally has done an excellent job in this field. The number one problem in education is how to finance our programs.

Gov. Ted Kulongoski, Jan. 13, 2003:

Oregon has a long history of having one of the best public school systems in the country. It is a sad commentary that today we face a choice between having schools that are a monument to our past – or schools that will be the lifeblood of our future. But since that is our choice, let us resolve to choose wisely. Public education is a resource that is every bit as important to Oregon's economy as our other resources, like our forests and our position on the Pacific Rim. That means we shortchange our schools at our peril – and our shame. Yet that is exactly where we're heading.

Gov. John Kitzhaber, Jan. 15, 2011:

...the importance of public education (is) to lift up our society to give people a pathway to economic security and a family wage job. Because if, as I believe, it is the promise of opportunity of upward mobility at the heart of the American dream, then clearly education is the vehicle through which that dream is most directly fulfilled in the 21st century.

Sources: "The Beginnings of Elementary Education in Oregon," by Elois E. Charlesworth; Oregon Legislative Revenue Office; Technology Councils of North America; Quality Education Commission
First graphic — Funding gap: Quality Education Commission
Second graphic — Challenging numbers: The National Center for Higher Education Management Systems Information Center, U.S. Department of Education, National Center for Education Statistics, National Education Association
Third graphic — Oregon's school enrollment as a "city": Oregon Department of Education, Oregon Department of Community Colleges and Workforce Development, U.S. Census

Lebanon Community School District

Resolution No: #1415-03

- WHEREAS, This state's children constitute "The Promise of Oregon" through their potential as thinkers, leaders, and caretakers of their generation and the future; and
- WHEREAS, We believe funding a strong system of public education is the best investment Oregonians can make to strengthen our economy, create thriving communities and improve the quality of life for every Oregonian; and
- WHEREAS, We support a well-rounded curriculum that meets the needs of Oregon's students, including: art, music, PE, career and technical training and co-curricular activities; and
- WHEREAS, We must ensure that efforts to close the academic achievement gap and supports for students who have been historically underserved are expanded; and
- WHEREAS, Oregon's public schools have experienced a prolonged period of unstable and inadequate funding that has resulted in dire consequences: thousands of teacher and staff layoffs, unacceptably large class sizes and one of the shortest school years in the country; and
- WHEREAS, The 2013-15 budget marked the beginning of a turnaround in school funding, the 2015 Legislative Session will prove whether that turnaround will continue forward or stall; and
- WHEREAS, Oregon's political leaders have codified an ambitious "40-40-20" goal for our education system to reach by the year 2025, which requires a significant financial investment to attain; and
- WHEREAS, The case must be made to Oregon's voters that the Legislature needs to prioritize investments in full-day kindergarten, a full school year for every student in every district and modern, safe school facilities in every community in our state; and
- WHEREAS, School Board members need to help shoulder the responsibility for making the case to Oregon's voters that investments must be made so that every child has the opportunity to become a responsible and productive citizen of our state.
- NOW THEREFORE, BE IT RESOLVED, that the **Lebanon Community School District** Board of Education pledges to join and support the efforts of "The Promise of Oregon" campaign to ensure that Oregon's lawmakers continue to prioritize investments to improve the educational outcomes for Oregon's greatest natural resource: our children.

ADOPTED this 18 day of December 2014.

Board Chair/Member(s): _____

Superintendent/President (if applicable): _____

After passing the board resolution, please return signed documents to Diane Efseaff by email at info@promiseoregon.org,
fax: 503-588-2813 or standard mail: Oregon School Boards Association, c/o Diane Efseaff, P.O. Box 1068, Salem, OR 97308

(Enclosure L-2)