

**LEBANON COMMUNITY SCHOOL DISTRICT
SCHOOL BOARD AGENDA
Lebanon School District Office
485 S. 5th St. Lebanon, OR 97355
October 9, 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

1. **Report:** Gear Up Grant (Enclosure C-1)

D. PURSUING EXCELLENCE

1. **Report:** Summer Program /Louise Bronough (Enclosure D-1)

E. GENERAL BUSINESS

1. **Action:** Approve 1st Reading of Policies: (Enclosure E-1)
- **JECF** – Interdistrict Transfer of Resident Students
2. **Information:** Policy Update (Enclosure E-2)
- **JECB-AR** (1) – Admission of Nonresident Students

F. FINANCE

1. **Information:** Financial Report (Enclosure F-1)
2. **Information:** U.S. Securities and Exchange Commission MCDC Initiative (Enclosure F-2)
3. **Information:** 2015-2017 PERS Rates
4. **Information:** Budget Committee Positions

G. HUMAN RESOURCES

1. **Discussion:** 2014-2015 Superintendent's Evaluation Process (Enclosure G-1)

H. OPERATIONS

1. **Information:** Food Service Update (Enclosure H-1)

I. CONSENT AGENDA

1. **Action:** Approve September 11, 2014 Board Minutes (Enclosure I-1)
2. **Action:** Approve Madison Smith, Leave of absence for 2nd semester of 14-15.
3. **Action:** Approve Hiring of Erin Lundy, Culinary Arts Teacher, Lebanon High School, temporary 2014-15
4. **Action:** Approve hiring Faith Rieke, Kindergarten Teacher (job share) .50 FTE, Green Acres School, Temporary 9/22/14 – 6/12/15
5. **Action:** Approve hiring Pamela Wimer, Kindergarten Teacher (job share) .50 FTE, Green Acres School, Temporary 9/22/14 – 6/12/15
6. **Action:** Approve hiring Laura Bates, Title I, Green Acres School, Temporary 10/13/14 – 6/12/15

J. BOARD OF EDUCATION TIME/DISCUSSION

November 13, 2014	6:00 p.m./District Office Board Room	Regular Board Meeting
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

K. BOARD COMMUNICATION

L. SUPERINTENDENT COMMUNICATION

M. ADJOURN

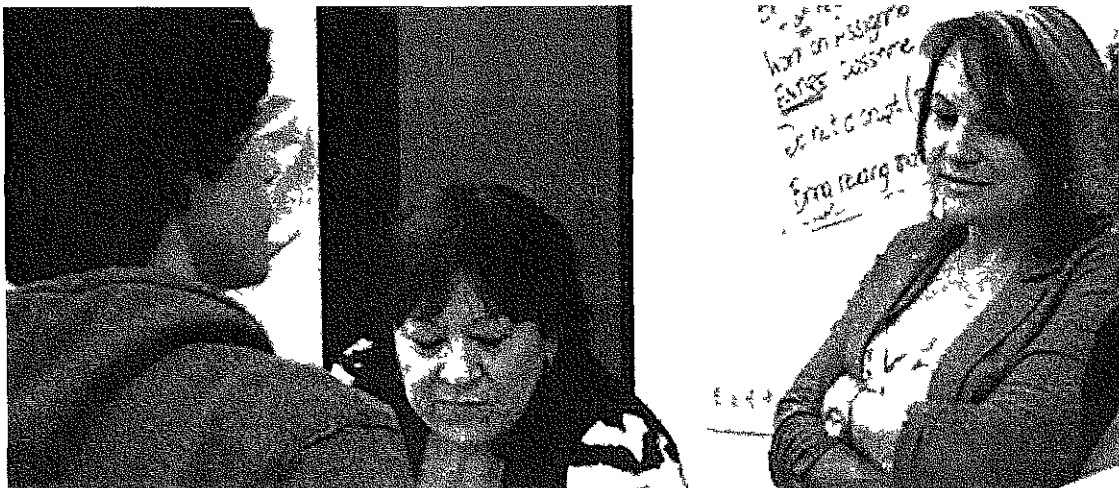
The Lebanon Community School District Board of Directors welcomes you to our regular meeting. It is the Board's desire to hold an effective and efficient meeting to do the business of the District. In keeping with that objective the Board provides a place for AUDIENCE COMMENTS on each of its regular agendas. This is a time when you can provide statements or ask questions. The Board allows three minutes for each speaker. The following quote is instructive to the Board and its visitors.

"The Public Meetings Law is a public attendance law, not a public participation law. Under the Public Meetings Law, governing body meetings are open to the public except as otherwise provided by law. ORS 192.630 The right of public attendance guaranteed by the Public Meetings Law does not include the right to participate by public testimony or comment "

"Other statutes, rules, charters, ordinances, and bylaws outside the Public Meetings Law may require governing bodies to hear public testimony or comment on certain matters. But in the absence of such a requirement, a governing body may conduct a meeting without any public participation. Governing bodies voluntarily may allow limited public participation at their meetings."
Oregon Attorney General's Administrative Law Manual and Uniform and Model Rules of Procedure under the Administrative Procedures Act.
Hardy Myers, Attorney General, March 27, 2000.

GEAR UP

The weekly newsletter from Oregon GEAR UP



Creative, positive, and hard-working, Lisa Smart (*right*) serves as the GEAR UP Coordinator (among many other job titles!) at Reedsport Community Charter School. She says "Because of GEAR UP, our students are getting opportunities that would have never been given to them in any other way!"

Educator Spotlight is a new feature that highlights the outstanding individuals that carry out the bulk of GEAR UP's work in the schools. We appreciate all of our educators' efforts in supporting student

News & Research

Modified Diploma Students Can Receive Federal Financial Aid

Oregon has received further clarification from the U.S. Department of Education regarding requirements for federal financial aid eligibility. Oregon students who receive a modified diploma are now eligible to apply for federal financial aid. However, Oregon students who receive an extended diploma are not eligible to apply for federal financial aid.

Why Poor Students Struggle

When lower-income students start college, they often struggle to finish for many reasons, but social isolation and alienation can be big factors.

Who Doesn't Go To College?

Two-thirds are from the lower end of the socioeconomic scale. They tend to be male. Rural students are also less likely to attend college. Yet two out of three non-college enrollees began high school believing they would attend college.

Resources



Parent Engagement Toolkit

Parent and family engagement is a critical element of student success. Our toolkit includes information and resources to help assess school climate and educate staff, as well as print-and-use resources - monthly **newsletters** for grades 7-12, **power points and agendas for workshops** on the basics of college and financial aid, **event flyers and evaluations** and much more.

Glossary of College Terms for Parents and Students

The college application process is full of jargon that may be unfamiliar to many parents and students. What Kids Can Do has created glossaries of these terms for students and parents (including a Spanish version.)

College Scorecard

An easy-to-use tool to search for colleges and learn more about affordability and value presented by the U.S. Department of Education.

Funding Opportunities

Best Buy Foundation

Best Buy is searching for national organizations with a demonstrated track record for building skill proficiency in technology through out-of-school time programs. The overall goal is to provide youth with access to new technologies and help them become interested and fluent in digital learning while developing skills to help better prepare them for future education and career success.

Due November 1

[More funding opportunities!](#)

Professional Development

CIS Regional Workshops

Attend a workshop at one of 13 regional locations. Workshops are professional development opportunities to increase knowledge of how to use the Oregon Career Information System efficiently and effectively.

Held throughout October across the state.

[More professional development!](#)

Scholarships

Horatio Alger Scholarship

The Horatio Alger Scholarship Program provides six \$5,000 scholarships to students who have exhibited integrity and perseverance in overcoming personal adversity and who aspire to pursue higher education.

Due October 25

[More scholarships!](#)

Events

Parents for College Readiness Event

Adelante Parents is hosting a free lunch and informational event for parents and students in grades 8-12 to learn about higher education and how to prepare for college now
October 11 Portland

Portland National College Fair

Free and open to the public, this event allows students to interact with admissions representatives from a wide range of postsecondary institutions from across the country
November 2-3, Portland

[More events!](#)



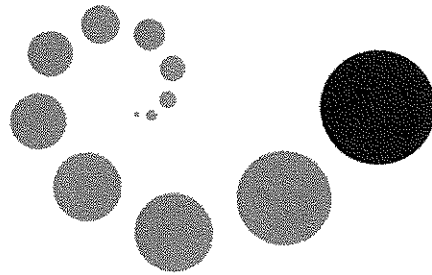
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COLLEGE. It's not a dream, it's a plan.

SUMMER SPRINGBOARD IN LEBANON



BEST WORKSHOPS
FOR EDUCATORS

10/1/2014

Final Report

(Enclosure D-1)

SUMMER SPRINGBOARD IN LEBANON

FINAL REPORT

Executive Summary

Summer Springboard in Lebanon was a success. Thirty-two students began the program and 100% of them completed it. The national average attendance for summer programs is considerably lower and any program achieving above a 75% attendance rate is considered a success¹. Of our 32 students, 34% of them attended on full scholarships, 46% were on partial scholarships and 20% paid in full. This aligned with our goal of establishing a local culture of expecting to pay some or all of the tuition which makes it more likely that the district can continue to offer and expand it to meet the needs of the community each summer.



Summer Springboard hired 2 LCSD math teachers for a total of 152 hours and 1 LCSD P.E. teacher for a total of 20 hours. Math teachers also received professional development in the form of a 2 day personalized workshop with Shannon McCaw and ongoing, embedded coaching with Matt Thornton. Teachers felt that the workshop, followed closely by the daily coaching, equated to some of the most thorough and supportive professional development received to date. All teachers expressed a desire to work for Summer Springboard again next summer. They said they would recommend it to colleagues.

Parents who sent their children to Summer Springboard provided positive feedback and said that they would do it again. Students showed substantial gains in both accuracy and procedure with math problems. All 32 students were new to computer coding and finished the course with the ability to do basic coding in Java, one of the most popular and useful coding languages currently in use.

The Lebanon Community School Board can stand proud knowing that you continue to be out in front when it comes to supporting your administrators in the adoption of best practices in education for students and educators alike. We look forward to more collaboration with the Lebanon Community School District in the months to come.

A handwritten signature in black ink that reads "Louise Bronaugh, Ph.D." The signature is written in a cursive style.

Louise Bronaugh, Ph.D.
Director

¹ National Summer Learning Association (2014). http://www.summerlearning.org/?page=research_brief

REPORTS & SURVEYS

TEACHER EXIT SURVEY

Summer Springboard Teacher Exit Survey

One week after the camp ended each teacher received a paper survey in the mail with a stamped and addressed return envelope. Responses would be anonymous and a 3rd party (a researcher at the University of Oregon) was hired to receive the answers and put them into a report.

These are the instructions that were printed at the top of the teacher survey:

Dear Summer Springboard Teacher,

Thank you for your participation in Summer Springboard. To help us improve the program in the future, we ask that you share your experience by participating in this exit survey. In an effort to be sensitive to your privacy and encourage you to provide sincere and honest answers without fear of repercussions we have hired Jill Kornelis, a researcher at the University of Oregon to accept your completed surveys, compile the de-identified answers into a report and then send that to Louise Bronaugh. Dr. Bronaugh will use the information to inform improvements and adjustments to future Summer Springboard programs. If you have any questions about this process please do not hesitate to contact Louise Bronaugh (Louise@summerspringboard.org) or Jill K. (JillK@uoregon.edu). Thank you in advance for helping us continue to improve the Summer Springboard experience.

Teachers were then asked to answer questions about the program in the following 5 areas (number of questions for each area are in brackets):

- I. Goals (3)
- II. Procedures (11)
- III. Outcomes (3)
- IV. Sustainability (3)
- V. Impressions and Recommendations (5)

What follows is a summary of the report that Jill sent to Dr. Bronaugh.

Goals

Teachers reported that they thought the goals of the program were to help boost student achievement and to learn and improve their skills in math, computer programming and financial competency. They noted that it was “fun based”. Both teachers reported that these goals were “completely acceptable” to them.

Procedures

Coaching

Both teachers rated the following statements as a “5”, the highest score possible.

- The 2-day math workshop was very helpful.
- The math coaching model was helpful for me.
- I found the math coaching model effective for me to improve my classroom instruction.
- The math coaching model provided enough instructional support to meet my needs.

When asked how they would change the math coaching, model teachers stated that they would have liked it if the coach could have been there full time (instead of ½).

*** It is worth noting that the coach was originally contracted to work for 32 hours providing onsite professional development to the teachers 50% of the time that they were teaching. However after hearing from the teachers in the first week that they wanted to have more coaching, Dr. Bronaugh asked the coach to increase his hours from 32 to 53.5 (+21.5); a 67% increase over the contracted amount. **This put the coach onsite providing professional development 83% of the time teachers were teaching instead of 50%. Additional payroll costs were absorbed by Summer Springboard and not passed along to LCSD.*****

When asked for additional feedback about this coaching model teachers responded: “Excellent!” and “Great Job!”

Data Collection

When asked about the student data collection procedures and the value or usefulness of the data one teacher gave it a 4 out of 5 the other a 5 out of 5.

When asked to describe how they used student academic data in the program the answers were:

- I used the pre-test Monday, exit ticket on Tuesday, challenge problems on Wednesday and post-test data on Thursday.
- I used the lesson activities to show progress by the end of the week.
- I used the pre-test for lesson planning, exit tickets to know where students needed extra help.
- The post-tests were used when planning what to include in the next week's lesson.

Teacher suggestions for improvement using data:

Clarify grading procedures when counting steps as correct or incorrect.

Outcomes

Both teachers rated the following statements as a "5", the highest score possible.

- I think Summer Springboard produced effective results for students.
- Students displayed noticeable gains in math performance while participating in Summer Springboard.

Teachers split over this last question with one giving it a 4.0 and the other giving it a 5.0:

- Students displayed improvements in behavior while participating in Summer Springboard.

When asked for other feedback about results for students of the program or academic and behavioral outcomes these are the combined responses:

I thought that the academic growth each week in math was incredible. The few behavior problems that came up were promptly taken care of. I think that teachers will notice the academic difference for students that continued to work on math for a month after school was out. One teacher had this to say about student behavior: I think we should have stricter rules for behavior...hopefully next year we can start with stricter ones in place.

Sustainability

Both teachers rated the following statements as a "5", strongly agree, the highest score possible.

- There are aspects of the Summer Springboard program that could be implemented in my classroom.

- The time and effort requirements of adding an engagement strategy to my class 3-4 times per week are reasonable.

When asked, which aspects of the program, if any, could be implemented in your classroom? Describe how you could implement them.

The answers were:

- The lesson activities and strategies (climb the ladder, math stations, math relays, partner math, and math bingo).
- I could pick a lesson that each strategy would work best with and create it.

When asked for feedback regarding the feasibility and sustainability of generalizing aspects of Summer Springboard into the classroom, responses were:

- Need to remember that this is great practice and is a good replacement for seat-work.
- The daily activities we used could also be used in the classroom to help improve lesson planning and track student growth.

Impressions and Recommendations

Q. Do you have any comments or concerns about the program?

A. *Would love to do this program next summer.*

Q. What suggestions do you have for improving the program?

A. *Having a more predictive pre-test given before camp starts.*

Q. Are there any ways you wish you had more support?

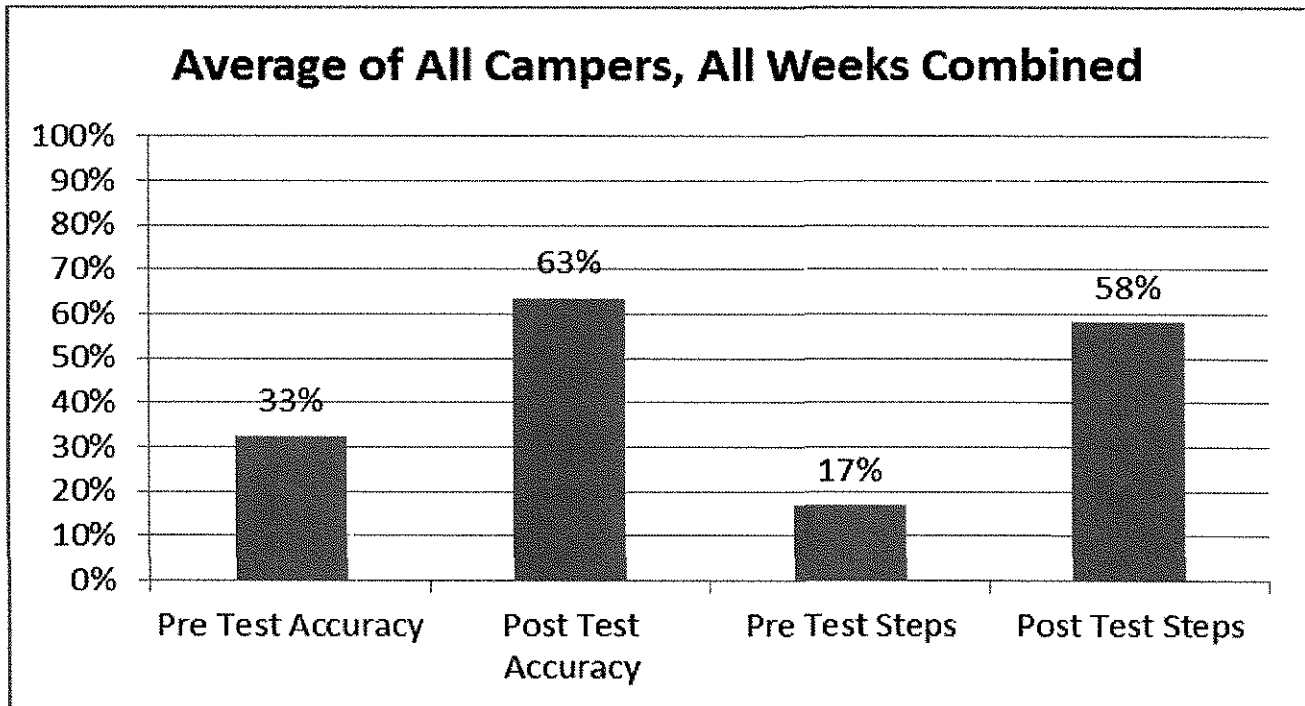
A. *More time with the math coach and more specific feedback on how I could improve each strategy and activity.*

Q. What are the strengths of the program?

A. *The students had fun, came each day and participated. Well organized. Great program! The people who ran the program were great.*

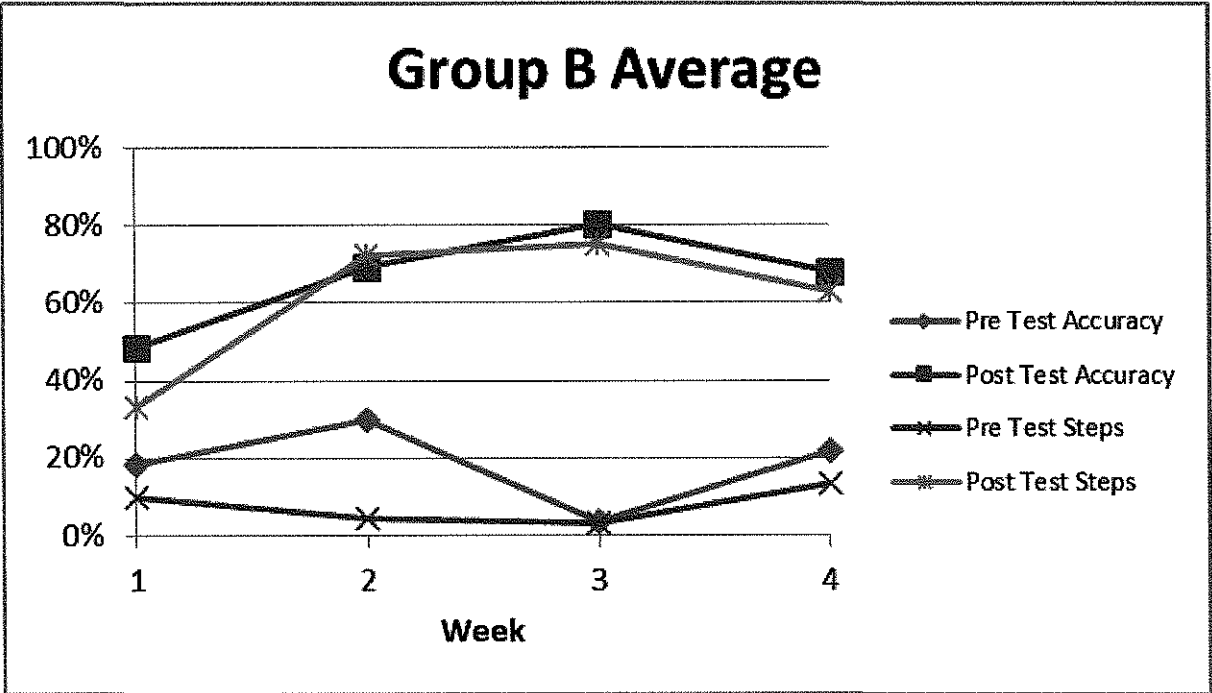
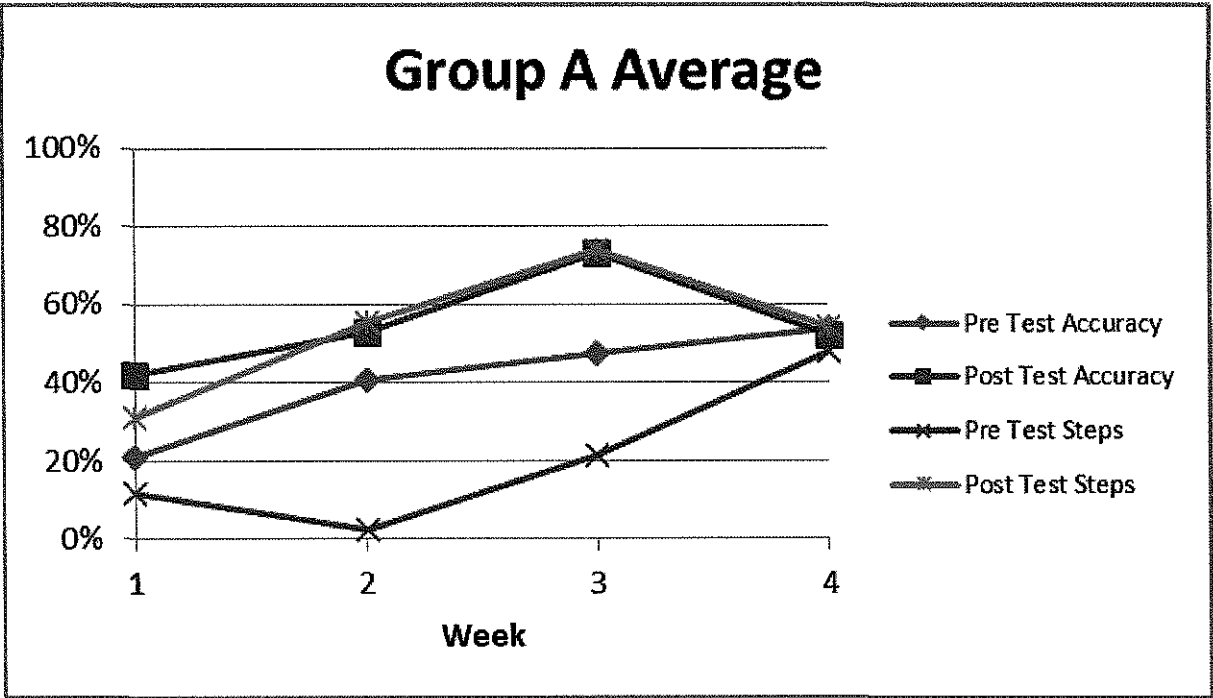
Q. Would you recommend this program to other teachers? Why or why not?

A. *Yes! It gives students a chance to build math skills and to stop the "summer slide". It's fun doing math without having to stress about all the other normal duties of a teacher. Got to do what I love most: teaching and interacting with students and having fun while doing it.*

CAMPER RESULTS

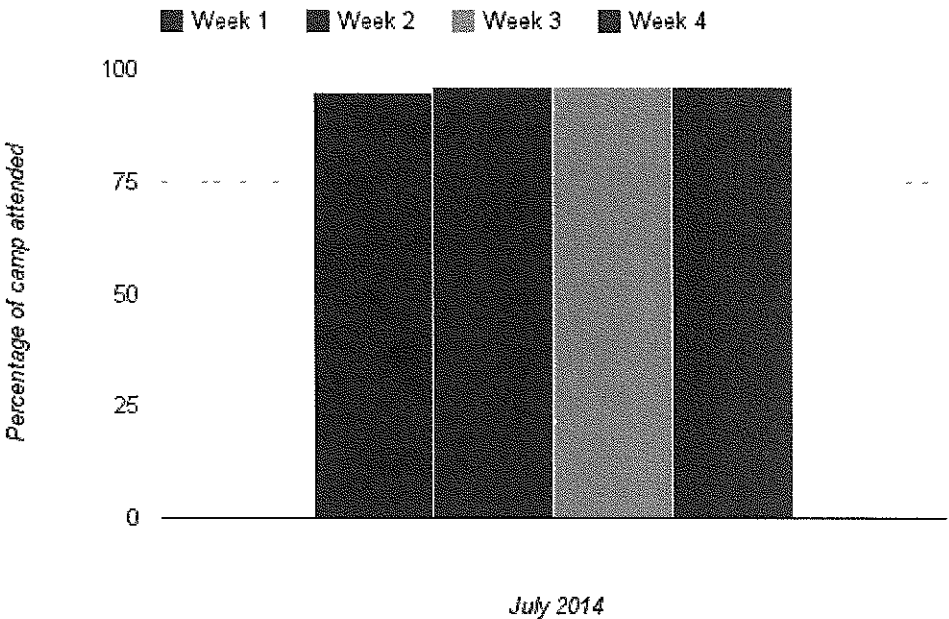
- All campers were given a pre-test on Mondays and a post-test every Thursday. The purpose was to gauge what they knew prior to instruction and what they new after 4 days of instruction had been given.
- Tests were scored for accuracy and steps completed. The difference being that accuracy is simply focused on the final answer and requires computational as well as procedural skills. Steps completed is a more accurate assessment of how well a student understands the procedure for solving a multi-step equation regardless of their computational accuracy. Both are important but measuring them separately gives teachers valuable information that they can then use to create instruction that is more precisely targeted at the student's need.
- Finally, the common core state standards stress that procedure is important and ask that students be taught in a way that encourages understanding and not just rote memorization.

CAMPER RESULTS



CAMPER RESULTS

LCSD Summer Springboard (2014)
Attendance by Week
All Campers



The gold standard for attendance in Summer School programs is 75% or higher. Ours was consistently over 98% each week.

PARENT & COMMUNITY COMMUNICATION

SAMPLE CAMPER REPORT FOR PARENTS

Summer Springboard Summary Report

Identifying Information

Name: ██████████

Grade: 7th

Date of Service: July 7-31, 2014

Number of Sessions: 12

Summary of Services Rendered

██████████ attended Summer Springboard Monday through Thursday beginning as arranged in week two. Summer Springboard is a summer program providing classes in math, financial literacy, and computer programming, as well as outdoor activities. ██████████ attended 12 out of 12 registered sessions, making her attendance rate 100%.

Skills Targeted

The new Grade 6 standards state that instructional time should focus on four critical areas: (1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and equations; and (4) developing understanding of statistical thinking (<http://www.corestandards.org/Math/Content/6/introduction/>)

We based ██████████ math instruction on the re-teaching of several of the major concepts found in the 6th grade standards. It was our goal to help her be as fluent as possible with these concepts in order to make her transition to 7th grade math as smooth as possible. Week 1 targeted order of operations. During weeks 2 and 3, math instruction focused on solving algebraic equations. Week 4 expanded the content of the previous weeks with a focus on solving equations with fractions and decimals. Instruction targeted both accuracy of work (correct answers) and acquisition of mathematical procedure and steps (showing her work). At the beginning of each week, ██████████ was given a pre-test that measured her current levels of accuracy and steps prior to instruction on that topic. At the end of each week, ██████████ was given a post-test to measure her improvement on the skill targeted that week. Note that the pre- and post-tests were designed to measure progress, and students were not expected to be able to answer all questions correctly.

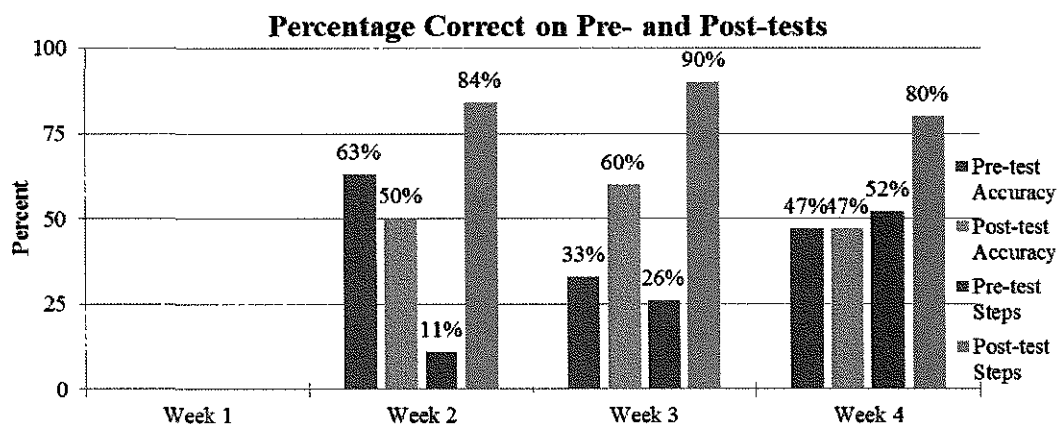


Figure 1: Percentage correct on pre- and post-tests. Note: When comparing scores, higher post-test scores than pre-test scores indicate an improvement in demonstration of tested math skills.

Intervention Implementation and Evaluation

Math instruction was provided daily in a small class-size environment for one hour. In addition, for 30 minutes each afternoon, [REDACTED] practiced her math skills using the computer-based Khan Academy program. Please see Figure 1 for [REDACTED] pre- and post-test demonstration of accuracy and steps each week.

Summary and Recommendations

Overall, [REDACTED] showed some improvement in accuracy and significant improvement in steps shown during the course of the program. To support [REDACTED] continued academic progress in school next year, the following recommendations are made:

1. Seek out and reinforce opportunities for [REDACTED] to practice math facts. Poor fluency with these can often be the cause of getting the wrong answer even though she knows the correct procedure and relevant steps.
2. Continue to work with [REDACTED] on improving her ability to complete math problems accurately.
3. Continue to have [REDACTED] log on to Khan Academy to practice her acquired math skills. Khan is an excellent option for becoming fluent with math facts.
4. Share this report with [REDACTED] math teacher at the start of the school year.

It was a pleasure working with [REDACTED] and hope that she has a terrific year. We would love to see her again next summer if she will be in Lebanon. Should you have any questions regarding the content of this report, please contact me by phone at 541-345-8138 or send me an email: louise@summerspringboard.org.

Sincerely,



Louise Bronaugh, Ph.D.
Director, Summer Springboard

ALBANY DEMOCRAT-HERALD ARTICLE – MAY 20, 2014

LEBANON PLANS SUMMER MATH CAMP

May 20, 2014 6:45 am • By Jennifer Moody, Albany Democrat-Herald

LEBANON — Lebanon will hold a new math-based summer camp for both teachers and students this July.

Summer Springboard, which runs four half-days a week starting July 7, is a fee-based camp for students entering grades 6 through 9 this fall.

The cost is \$388, which includes transportation to Lebanon High School for students who live in the Lebanon district. Students from other districts are welcome but must provide their own transportation.

A limited number of scholarships are available to qualifying in-district students. Registration has begun, and information can be found at <https://campregistration.com/summer-springboard/lebanon-summer-springboard>.

The camp will focus on outdoor activities, financial literacy and basic computer programming along with catching students up on their math skills or teaching advanced students new material.

The program will cost the Lebanon district \$23,000 over two years.

Lebanon district teachers will lead the math instruction, which is where the teacher portion of the summer camp comes in.

President Louise Bronaugh, who presented details to members of the Lebanon school board in April, created the program to help both students who struggle with math and school districts that struggle with finding funds for staff development.

“It was an idea I came up with after I was looking around at math programs we offer around the state, and the difficulty of connecting our teachers with cutting edge professional development. That’s especially true now that the Common Core State Standards are being rolled out,” said Bronaugh, an author and researcher whose background is in special education and school psychology.

“I think it’s a good time for us to be trying to learn new things,” she added. “The idea of combining a summer school program, or camp, for kids with an opportunity for training and practice and coaching for teachers just seemed like a good fit.”

Summer Springboard had its inaugural camp last summer in the Eugene school district. Two Eugene teachers signed on to be coached through the teaching portion of the camp.

PARENT & COMMUNITY COMMUNICATION

“They were both highly qualified math teachers with more than 10 years of experience, and each would tell you they weren’t sure the professional development was going to be worth doing,” Bronaugh said. “But now they will tell you it far exceeded any expectations they had, and they learned a lot while they were there.”

Teachers go through two full days of paid professional development and training before starting the camp, then are coached through the lessons as they work with students over the four weeks, Bronaugh said. Ideally, *both teachers and students will be able to bring their new skills to bear once they re-enter their classrooms in the fall.*

Surveys of the participating Eugene-area students indicated they didn’t want to participate at all in the beginning,

But after the four weeks — all of which included games, recreation, computer programming and drawings for prizes such as a Kindle or a Go Pro camera — student skills had roughly doubled in all the areas they studies. And they didn’t want to leave.

“The kids came in lukewarm, and I have really good data to show that,” Bronaugh said. “By the end, they didn’t want it to end. They were saying, ‘We wish this could continue.’”

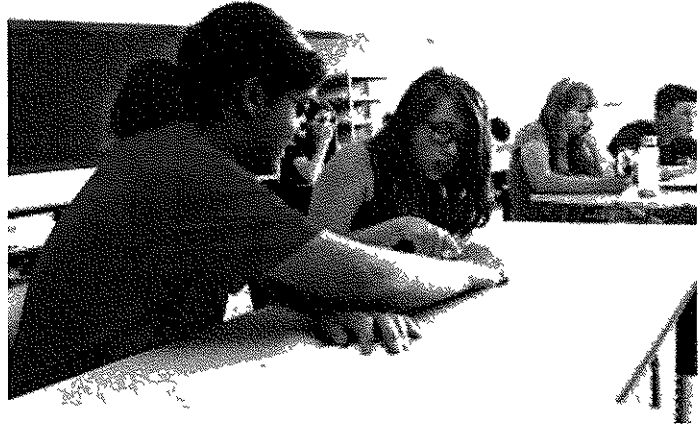
Jennifer Moody is the education reporter for the Democrat-Herald. She can be reached at 541-812-6113 or jennifer.moody@lee.net.

LEBANON EXPRESS ARTICLE – AUGUST 6, 2014

Students spend summer learning math, programming

AUGUST 06, 2014 12.15 PM • MATT DEBOW, LEBANON EXPRESS

Students learned math concepts, financial literacy and computer programming at the Springboard Summer camp held at Lebanon High School from July 7 to July 31.



The camp was open to all students entering sixth through ninth grades who want to increase their skills, said Louise Bronaugh, director of the Springboard Summer Camp.

It's not a credit recovery summer school program, she added.

This led a wide variety of students with different educational levels to enroll in the program, Bronaugh said.

Sierra Smith, 13, was placed in an advanced math class with Raymond Knuth, 13.

"I'm learning new stuff," Raymond said. "I had no idea what any of this was before."

The class was designed to challenge them with some material they already knew, and teach them some new math concepts such as solving quadratic equations, said Matt Thornton, a coach for the camp and a high school math teacher from Cottage Grove High School.

Sierra and Raymond both said they thought the material would help them in their classes in the fall.

"I think it's really helpful," Sierra said. "They teach it in a way that's not boring. It's so much easier."

In another room, students were learning how to solve variable equations that included decimals.

Emily Diermier, 11, was learning how to solve those equations, and she was enjoying the camp, she said. Emily will enter middle school in the fall.

"I'm gong to have a pretty good head start," Emily said. "And it's really fun too; they make everything a game."

Students' test scores have improved every week, Bronaugh said.

The camp is also useful for teachers because it provides coaching for teachers on some new Common Corc standards and techniques, she said.

As a coach of the program, Thornton learned techniques on how to better engage students that he could use in his own classroom, he said.

PARENT & COMMUNITY COMMUNICATION

The last two weeks of the camp, there's a special section dedicated to teaching computer programming. A special segment of the camp for the first two weeks was financial literacy.

The financial literacy curriculum covered how to get a job, write checks and file taxes, Bronaugh said.

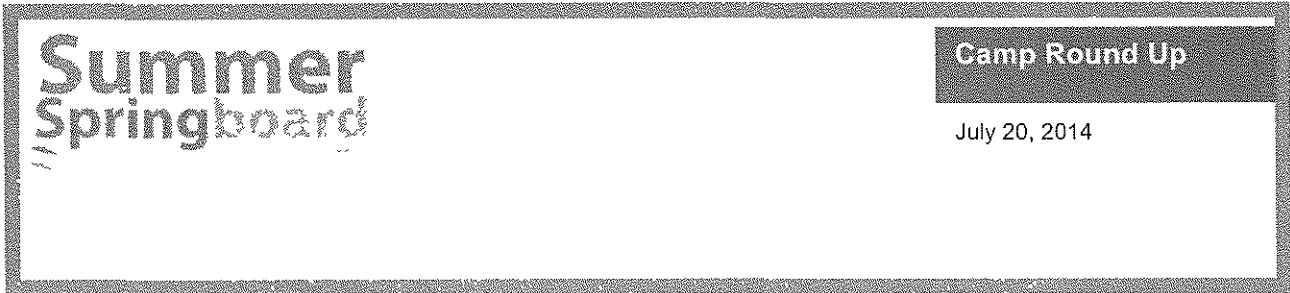
"All the things our kids need to learn," Bronaugh said.

Programming often isn't taught in school so it's an extra skill that kids learn during camp, Bronaugh said. Many of the students progressed through programming quickly, and several had no prior knowledge of programming.

The program is in its second year, and was held last summer in the 4J school district in Eugene.

Contact reporter Matt DeBow at 541-259-3126 or via email at Matt.DeBow@lee.net.

SUMMER SPRINGBOARD NEWSLETTER 1 – JULY 20, 2014



Dear Parent,

BEST Workshops for Educators has been very busy these last two weeks learning math, playing games and making new friends. We're enjoying getting to know the campers and everyone is settling into a comfortable routine that involves a good mixture of learning and fun.

I hope you'll take a moment to read through this newsletter to find out more about Summer Springboard and the experiences that BEST Workshops for Educators has been having.

As always, you are welcome to contact me or Corrine any time with questions or comments.

Sincerely,

Louise Bronaugh
Director
Summer Springboard

P.S. Every Monday campers take a math pre-test and every Thursday they take a post-test. This helps us monitor growth and progress. Please let us know if your student will be absent so that we can make arrangements for them to take the assessment on an alternate day. For those of you interested in seeing the progress made, student notebooks and assessment results will go home at the end of camp.

In This Issue

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Springboard Math Team

Before our campers arrived we spent two days working in the classroom with Shannon, our instructional consultant who taught us many useful techniques that we use every day to keep students engaged during math. These strategies help us keep their attention by allowing them to work in pairs, get up and move around every 3-4 minutes, play math bingo and other fun ways to stay interested in the math lesson. In a class like this

time flies and students learn a lot



Shannon, Merrill, Nancy, Louise & Matt



A Typical Day at Camp

We begin every day with 15 minutes of activities like the one in this picture. Here you see students who are "tangled" and will spend the next 5 minutes stepping over one another, twisting and bending to "untangle" themselves. They cannot let go of the hands they are holding which makes this quite a difficult task! There is also a lot of giggling. A delightful sound at 8:30 AM. After the early morning games, students head over to the classroom and split into smaller groups based on the skills they are working on. This is the main time for math, and they have 70 minutes of it. Students have a short math lesson with one of our licensed and highly qualified math teachers and then work in pairs practicing the skills that they just learned in the lesson. This is a good way to reinforce the information in a way that leads to mastery of the math concept. After this class, they head over to the gym or out to the field to spend an hour with Robby, our P.E. teacher. Students really enjoy this time and all are encouraged to participate. After P.E., there is a snack with time for socializing, and then it's on to financial literacy or Khan Academy (a computer-based program that gets kids practicing math problems). All students get each of these every day. After these classes, students go to lunch and then home. Campers and teachers agree that days go by quickly and students often seem surprised when we tell them that it's time for lunch. You know what they say, time flies when you're having fun!

Summer Springboard Points

Students earn points for attendance, being helpful, safe, kind, and respectful. They can also earn additional points by completing a take-home activity which we refer to as "XP" (Xtra Practice). XP is 100% optional but most campers actually ask for it after they see what we have in our camp store. The store is open on Thursdays and it contains many items including a Klutz jewelry making kit,



A Selection From Our Camp Store

prank candy that tastes like fish (l), temporary tattoos, a moon night light and \$25 iTunes or Amazon gift cards. Campers also have the option of "purchasing" raffle tickets for 25 points each. These can be used for the 3 larger items: 2 Kindle Paper Whites and 1 Dr. Dre's Beats Headset (blue) In financial literacy class we use the camp store to illustrate saving, spending and risk. It's effective.

Financial Literacy

What We Learned. Each day our campers attended a financial literacy class. We explored the ideas of saving and investing while you're young, the magic of compound interest, job options for teens, taxes and why we pay them, reading a pay stub, credit cards and interest rates, creating a budget and how to become a millionaire. The last topic was particularly popular



A preview of next week...

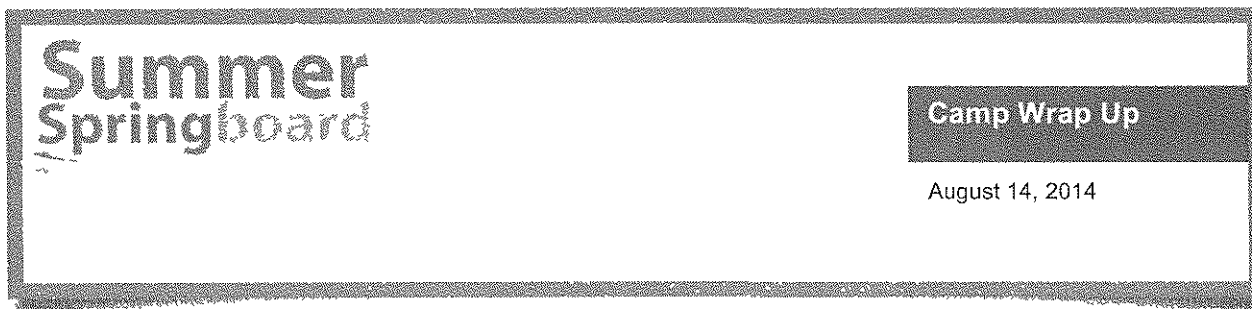
In week 3 we will begin a class on computer programming. This is a basic introduction to coding and some conceptual lessons will be done without a computer. As we move through the material, students will be using computers to create their own programs and become familiar with the tools that are online and available to them for free. Watch this video for an introduction to what it's all about.

We will also continue to have 70 minutes of math class and 30 minutes of practice using Khan Academy.



Why We Teach Coding

SUMMER SPRINGBOARD NEWSLETTER 2 – AUGUST 14, 2014



Dear Parent,

We've had a great time working with BEST Workshops for Educators during the month of July. Many new friends were made while learning math, finance and computer coding. This newsletter contains details about what we did at camp, how to receive individual results for BEST Workshops for Educators and suggestions on ways to continue to improve math skills during the school year.

I would like to express my sincere gratitude to Dr. Rob Hess, Superintendent of Lebanon Community Schools who invited us to come to Lebanon in the first place, and to the LCSD school board who fully endorsed this partnership. These leaders have a clear vision that puts student achievement first.

As always, you are welcome to contact me or Corrine any time with questions or comments. We enjoy hearing from you.

Sincerely,

Louise Bronaugh, Ph.D.
Director, Summer Springboard

P.S. If you are interested in having Summer Springboard again next year, please take a few minutes to fill out the on line survey in this email. Thank you!

In This Issue

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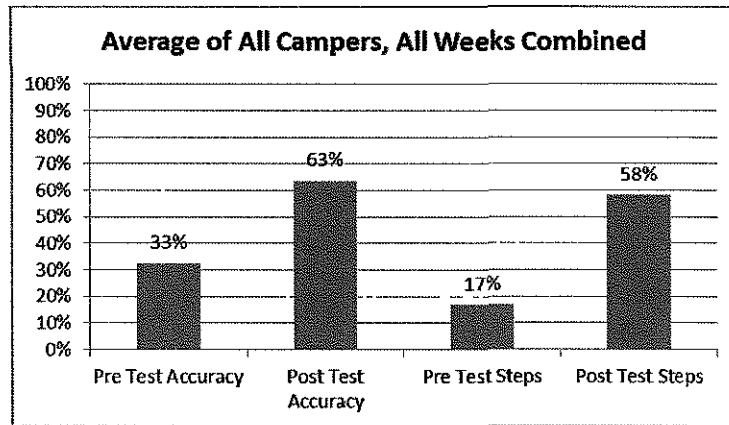
The Time Flew By!



It's so hard to say goodbye...but let the summer begin! We had fun working with your kids and now Merrill (a.k.a. Mr. Incredible), Nancy (a.k.a. Edna) and Matt (a.k.a. Dash) are off for a well deserved break before September when they will grab the chalk and start teaching again. Thank you for giving up part of your summer to help our students speed up, firm up, and catch up in math. Job well done!

Louise, Shannon, Merrill, Nancy, Matt

Enjoy the rest of your break!



Student Progress

The results are in! This chart represents campers' average growth in accuracy (is the answer correct?) and steps (do they know the correct steps for solving the problem?).

Accuracy went up 30% and knowing the correct steps went up 41%. If you are interested in receiving your camper's individual results, please click on the link below to request the complementary report.

[Request My Camper's Results](#)

Article in the Lebanon Express

LEBANON EXPRESS

Matt DeBow, a reporter for the Lebanon Express, stopped by on July 30th to find out more about Summer Springboard. During his 2 hour visit he interviewed campers, snapped a few photos, met with our math instructors and spoke with Louise Bronaugh, the director of Summer Springboard. Click the link below to read the full article and hear what your children had to say!

[Students spend summer learning math, programming - Lebanon Express](#)



Help your camper continue to improve...

You can help your student continue the progress that they made at Summer Springboard by encouraging them to spend 20 minutes a day on Khan Academy. This is a free web-based program that can take them from elementary through college math if they work at it.

We Can Help!

Many students struggle to do this on their own which is why we offer online tutoring and coaching during the school year. We offer an inexpensive way for you to help your student keep up with their math class during the school year. Our coaches will monitor your student's activity and provide guidance, feedback and encouragement to keep them on track for success. And just like we did with the camp store, prizes will be tied to points. We'll make sure that you know exactly what your student is working on and how they are progressing by emailing you a weekly report on your student's progress. Give it a try - September registrations include the last 2 weeks of August for free.

[Click Here to Register Your Student.](#)

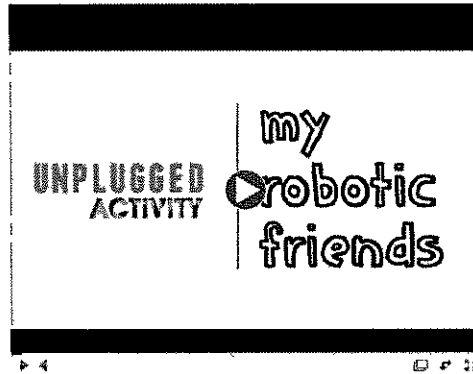
Computer Programming

Our campers learned a lot! Only 1 of our 30 students had ever had any coding experience before this camp. We began by spending a few days learning the concepts of programming using campers as "programmable robots" and other campers as programmers. View the short video below to see what we did.

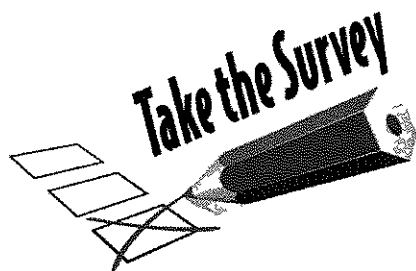


By the end of the second week of programming, all campers were using Khan academy to write their own programs using the popular language of JavaScript. We strongly recommend that they continue working on this using Khan Academy.

Summer Springboard "Robots" stack cups according to the program that was written



My Robotic Friends - unplugged activity



We Need Your Help

Our first Summer Springboard in Lebanon was a success! Help us make it even better by taking 3 minutes to complete our short survey. We will use your feedback to make Summer Springboard 2015 the best that it can be.

[Click Here to Take the Survey](#)

Raffle Winners

For four weeks campers have been earning points on XP and attendance and by being a good Summer Springboard citizen. Every week they are tasked with the most difficult decision...buy something from the store, save their points or trade points for raffle tickets to enter to win one of three LARGE prizes.



A Selection From Our Camp Store

AND THE RAFFLE WINNERS WERE (drum roll please).....

Alondra - A Kindle Paperwhite

Danielle - A Kindle Paperwhite

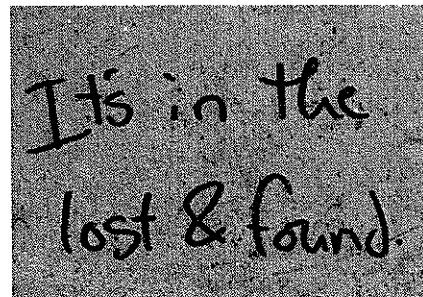
Keeton - Beats by Dr. Dre Headphones

CONGRATULATIONS TO THE WINNERS AND TO EACH CAMPER WHO EARNED ENOUGH POINTS AND CHOSE TO PARTICIPATE IN THE RAFFLE! WAY TO GO!!!!



Lost & Found

We seemed to have left camp with an extra piece of clothing. If your camper lost a black zip up hoodie, please contact Corrine in the Springboard office at 541-345-8138 or email her at corrine@summerspringboard.org. Tell her what it looks like and the missing sweatshirt is yours! We will be happy to ship or deliver it to you.



SUMMARY & RECOMMENDATIONS

SUMMARY & RECOMMENDATIONS

Summary

Research on summer learning has shown that on average all students, regardless of background or success in school experience a 2-month "summer slide" when it comes to math. This means that students lose approximately 2 months of math skills over the summer months placing a burden on teachers in the fall who must re-teach a lot of preciously learned content. By continuing to offer math instruction in the summer, Lebanon Community School District helped students beat the summer slide.

Summer Springboard at Lebanon High School provided 32 students with 2 weeks of computer programming, 2 weeks of financial literacy and 4 weeks of instruction in math. Students reported enjoying it and looked forward to attending. Our attendance rate of 96% over the 4 weeks supports this statement. Data also revealed that students gained math skills that will help them in school and on the Smarter Balanced assessment, which most of these students will take for the first time in May, 2015.

This program was open to any student entering grades 5-9 regardless of skill level or district attended keeping In mind that students from outside the LCSD district were required to pay full tuition of \$388 for the 4 week program. Although a number of our students did receive help with lower level math skills, several were working 2-3 years above grade level. One advanced student signed up for the first 2 weeks only (he wanted to "try it out") but by the middle of week 2 found he was learning so much and enjoying it that he asked his parent to request that he attend the last 2 weeks as well. We were happy to accommodate him and not only did he continue working on 9th grade math (he was entering 7th grade) but he also went from knowing nothing about computer programming to creating his own programs using Java.

Approximately 70% of the students who attended Summer Springboard demonstrated significant deficits in math. Many required small group, explicit instruction with repetition and frequent opportunities to respond in order to show learning gains.

Two Lebanon Community School District math teachers worked for Summer Springboard for the 4 week program. During this time teachers received 2 full days of training on the Common Core State Standards and student engagement strategies, with math consultant Shannon McCaw, and 53.5 hours of onsite coaching and professional development with a Summer Springboard math coach. This meant that teachers had a coach in their room providing feedback and offering guidance 83% of the time that they were there. Teachers were given instruction in multiple student engagement strategies and used them daily for the 4 weeks. This is the most effective type of professional development because with this amount of daily practice and

feedback, teachers have the confidence to use these techniques in their own rooms this fall. In addition to learning the engagement strategies, teachers received coaching and feedback on managing student behavior in a positive way, reducing teacher talk time from 30 minutes per 45 minute lesson, to 15 minutes per 45 minute lesson, and increasing opportunities for students to respond; all key techniques that greatly impact student learning. For example, reducing the lecture time from 30 to 15 minutes provides more time for students to respond to questions and more time for students to be actively engaged in math practice in pairs and math games as a group. Daily exit tickets measuring student learning showed teachers that the changes they were making were effective, reinforcing their desire to make these changes in their own classrooms during the school year.

In addition to students learning in the classroom they also received 60 minutes of P.E. every day, plus a healthy snack and lunch. Our P.E. class was taught by a LCSD licensed P.E. teacher and students found the class to be a lot of fun. Everyday there was an activity that involved at least 45 minutes of cardio. National research on student wellness over the summer months indicates that in general student health and fitness declines due to decreased activity and poor eating habits. By adding in daily P.E. and the federal lunch program, Summer Springboard students in Lebanon avoided the health risks that summer often brings.

Recommendations

1. Continue to offer Summer Springboard as an option for any student who would like to spend more time learning math, coding, staying fit and beating the summer slide.
2. Continue to offer in-district transportation and federal lunch program during Summer Springboard.
3. Hire Summer Springboard to check in with LCSD teachers who taught during the summer for Summer Springboard. Purpose is to reinforce learning and provide support around implementation of techniques during the school year.
 - a. Recommended dates: Two days during the fourth week of October, 2014 and two days during the third week of January, 2015.

4. Students who required remediation during Summer Springboard would continue to benefit from specially designed instruction provided as an intervention either during the school day or outside of school hours. Upon enquiring about intervention programs available at LCSD it seemed that there was not an appropriate program available. Therefore we recommend that LCSD hire Summer Springboard to provide the following:
 - a. An RTI system that will catch and remediate students who are showing early signs of falling behind in math.

This would include;

 - i. Training and coaching in data interpretation for teachers
 - ii. Grouping students by instructional need
 - iii. Training on a research validated specialized math program that is designed to provide the necessary instruction for these students
 - iv. Frequent progress monitoring and regrouping as needed
 - b. Recommended start date: November 1, 2014**

Costs and details available upon request.

Amplify learning.

Packing for the Iditarod

Student Pages

Packing for the Iditarod

The Iditarod is a long-distance sled dog race that takes place each year in Alaska. The race follows the historic Iditarod Trail between the cities of Anchorage and Nome

Each team of sled dogs travels more than 1,000 miles and completes the race in 1 to 2 weeks. The teams fight through long hours of extreme cold, harsh winds, and dangerous wilderness in an effort to be the first to reach the final checkpoint.

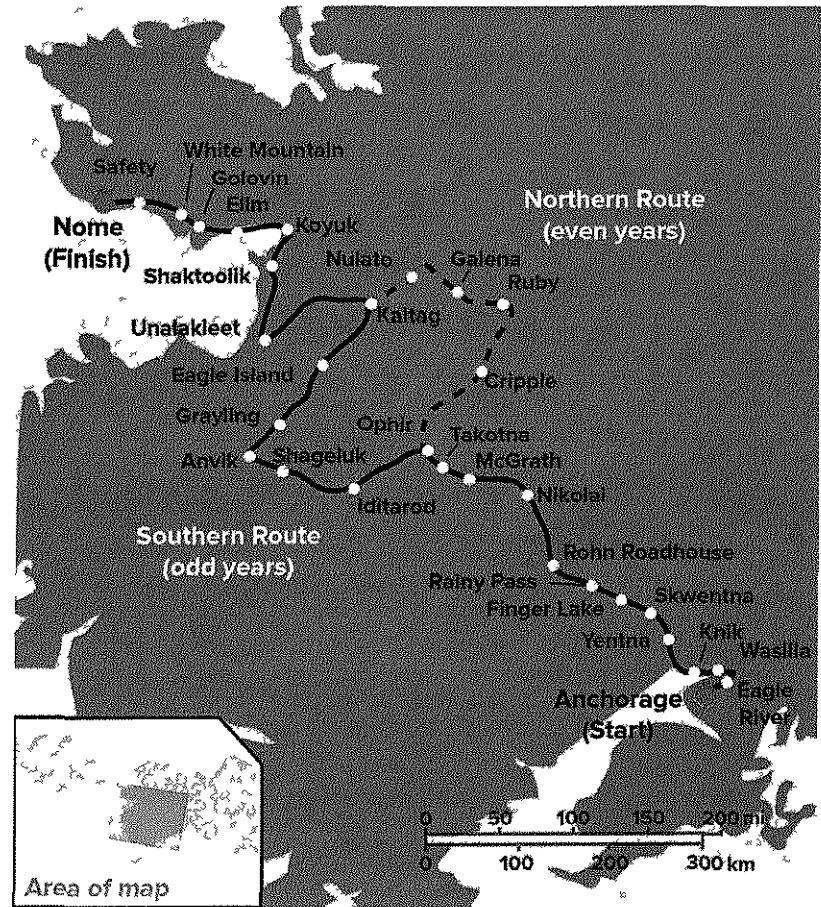


Iditarod Race Team Each sled dog team is led by a *musher*, whose job is to keep the dogs well fed and cared for during the race (<https://learn.ngresources.com/vcom/3/spla/MA14/Iditarod>)

Mathematical Practices

- MP5 Use appropriate tools strategically
- MP8 Look for and express regularity in repeated reasoning.

The Iditarod Trail



Map Source: http://www.britannica.com/EBchecked/topic/282026/Iditarod_Trail_Sled_Dog_Race

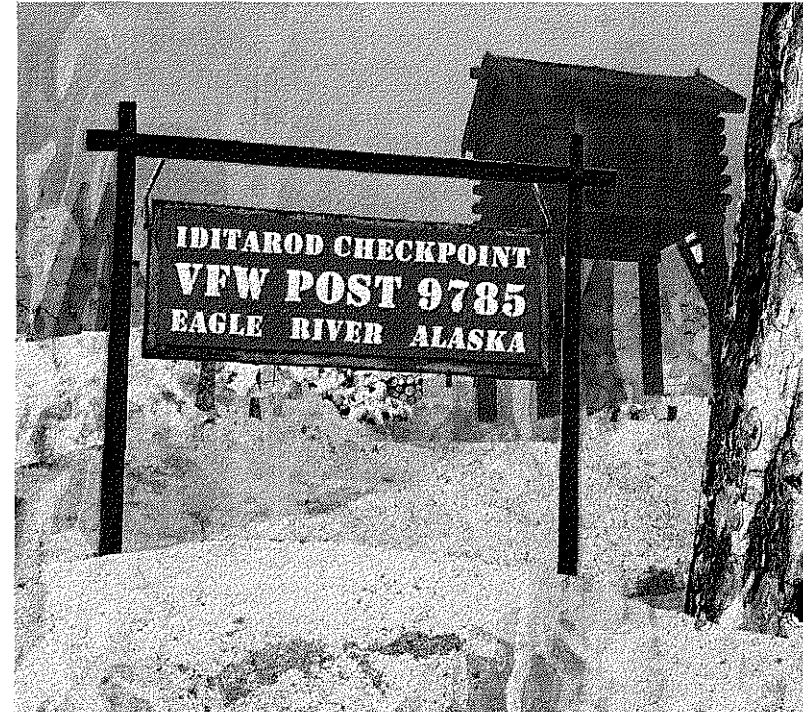
During the race, sled dogs must eat meals that are nutritionally balanced so that they can perform to the best of their ability and remain healthy. A few weeks before the race begins, food for the sled dogs is placed in drop bags. These bags are dropped off at checkpoints along the race route so the mushers can feed their dogs during the race. Your role is to figure out how much of each kind of food will go into each drop bag.

Task 1 The **Iditarod Rules for Drop Bags** specify what must be in each drop bag. Use these rules and the **Dog Food Nutrition Labels** to decide how much of each food to include in one drop bag. Record your plan on the **Drop Bag Planning Chart** on the page following the **Dog Food Nutrition Labels**.

Iditarod Rules for Drop Bags

- The food in a drop bag can weigh no more than 60 pounds.
- Each drop bag must feed 8 dogs.
- Each drop bag must contain at least 10,000 calories per dog.
- Approximately 50% of the total calories must come from fat, 30% must come from protein, and 20% must come from carbohydrates.
- The percentage of calories from each category must be within 1 percentage point of these requirements.
- Include variety in the drop bags by finding different combinations of foods that together meet the correct specifications.

An Iditarod Checkpoint



(Credit: http://upload.wikimedia.org/wikipedia/en/thumb/0/0e/First_iditarod_checkpoint.JPG/800px-First_iditarod_checkpoint.JPG)

Dog Food Nutrition Labels

Beef Meat
Nutrition Facts
Serving Size: 1lb Servings per container: 1
Amount Per Serving Calories 983
Total Fat 71g Calories from Fat 639
Total Carbohydrate 0g Calories from Carbohydrates 0
Protein 86g Calories from Protein 344

Beaver Meat
Nutrition Facts
Serving Size: 1lb Servings per container: 1
Amount Per Serving Calories 634
Total Fat 22g Calories from Fat 198
Total Carbohydrate 0g Calories from Carbohydrates 0
Protein 109g Calories from Protein 436

Caribou Meat
Nutrition Facts
Serving Size: 1lb Servings per container: 1
Amount Per Serving Calories 528
Total Fat 16g Calories from Fat 144
Total Carbohydrate 0g Calories from Carbohydrates 0
Protein 96g Calories from Protein 384

Chicken Fat
Nutrition Facts
Serving Size: 1oz Servings per container: 16
Amount Per Serving Calories 252
Total Fat 28g Calories from Fat 252
Total Carbohydrate 0g Calories from Carbohydrates 0
Protein 0g Calories from Protein 0

Beef Fat
Nutrition Facts
Serving Size: 1oz Servings per container: 16
Amount Per Serving Calories 252
Total Fat 28g Calories from Fat 252
Total Carbohydrate 0g Calories from Carbohydrates 0
Protein 0g Calories from Protein 0

Fish Oil
Nutrition Facts
Serving Size: 1oz Servings per container: 16
Amount Per Serving Calories 252
Total Fat 28g Calories from Fat 252
Total Carbohydrate 0g Calories from Carbohydrates 0
Protein 0g Calories from Protein 0

Salmon Snacks	
Nutrition Facts	
Serving Size: 1lb Servings per container: 1	
Amount Per Serving	
Calories 464	
Total Fat 16g	
Calories from Fat 144	
Total Carbohydrate 0g	
Calories from Carbohydrates 0	
Protein 80g	
Calories from Protein 320	

Kibble	
Nutrition Facts	
Serving Size: 1lb Servings per container: 1	
Amount Per Serving	
Calories 1759	
Total Fat 39g	
Calories from Fat 351	
Total Carbohydrate 220g	
Calories from Carbohydrates 880	
Protein 132g	
Calories from Protein 528	

To Share
<p>Present your completed Drop Bag Planning Chart to the “check-in officials” and answer their questions concerning dog nutrition. The officials need to make sure your dogs will be well fed during the race. In your presentation, be sure to include the following:</p> <ul style="list-style-type: none"> • A completed Drop Bag Planning Chart showing how much of each food you plan to include in each drop bag • Calculations that show that the bag meets the calorie and nutrient requirements • Justification for how you chose the foods included in the drop bag

Drop Bag Planning Chart

Item	General Nutrient Information			Drop Bag Content				
	Calories from Fat in 1 Pound	Calories from Carbohydrates in 1 Pound	Calories from Protein in 1 Pound	Number of Pounds in Drop Bag	Calories from Fat in Drop Bag	Calories from Carbohydrates in Drop Bag	Calories from Protein in Drop Bag	Total Calories
Beef Meat								
Beaver Meat								
Caribou Meat								
Chicken Fat								
Beef Fat								
Fish Oil								
Salmon Snacks								
Kibble								
Totals								
Percent of Total Calories								

Rubric

Feature	Excellent	Satisfactory	Fair	Unsatisfactory
<p>Mathematics</p> <ul style="list-style-type: none"> • Calculation of calories in one pound of protein, one pound of fat, and one pound of carbohydrates • Total nutrition requirements for the race are met (total calories, total protein calories, total carbohydrate calories, total fat calories, and percentages of calories from each) • Values for all categories in the packing list 	Mathematics is correct.	Mathematics has only minor errors.	Mathematics has a major error.	Mathematics has two or more major errors.
<p>Organization</p> <ul style="list-style-type: none"> • Diagrams, tables, and/or other submitted work 	Submitted work is clear and easy to follow.	Submitted work is reasonably clear and easy to follow.	Submitted work is somewhat clear and easy to follow.	Submitted work is not clear or easy to follow.
<p>Explanation</p> <ul style="list-style-type: none"> • Explanation of how you found your particular solution that meets the nutrition requirements 	Explanation is supported with detailed and accurate mathematics. <i>Thinking process is easy to follow.</i>	Explanation is supported with fairly accurate mathematics. <i>Thinking process is fairly easy to follow.</i>	Explanation is attempted but shows little evidence of <i>mathematical understanding</i> . Thinking process is difficult to follow.	Explanation has little or no evidence of accurate <i>mathematics</i> . Explanation is not detailed or accurate. Thinking process is impossible to follow.
<p>Presentation</p> <ul style="list-style-type: none"> • A completed Drop Bag Planning Chart • Work showing that the bag meets the calorie and nutrient requirements • Justification for how you chose the foods included in the drop bag 	All requirements are presented in a clear and easy-to-follow format.	Most requirements are presented in a format that is relatively clear and easy to follow.	Many requirements are missing from presentation. Presentation is somewhat difficult to follow.	Most required components are missing. Presentation shows little evidence of completed work.

Amplify learning.

Packing for the Iditarod

Teacher's Guide

Packing for the Iditarod

Overview

In this complex problem, students work as volunteers preparing for the Iditarod, a grueling, long-distance Alaskan sled dog race. To feed the dogs during the race, students create packing lists for drop bags that will be packed and delivered to checkpoints along the route. The food items packed in the drop bags must contain the correct composition of calories from fat, protein, and carbohydrates.

Mathematics

This complex problem is designed to provide opportunities for students to identify ratio relationships in the context of a problem, identify proportional relationships in order to find missing values, determine the missing values in these proportions, solve percent problems, and apply the given constraints when determining their solutions.

Common Core State Standards

7.RP.A.2 Recognize and represent proportional relationships between quantities.

7.RP.A.2.b Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.

7.RP.A.3 Use proportional relationships to solve multistep ratio and percent problems.

Standards for Mathematical Practice

MP5 Use appropriate tools strategically.

MP8 Look for and express regularity in repeated reasoning.

Learning Targets

1. Understand the relationships between part-to-part and part-to-whole ratios when three different quantities are combined to form a total.
2. Use proportional reasoning to convert grams of a nutrient to calories from that nutrient and ounces to pounds.

Key Words

Mathematics Vocabulary

Part-to-part
Part-to-whole
Percent
Ratio

Problem Identifiers

Sled dog race
Drop bag
Iditarod
Nutrition
Sled dogs

Mathematics

Features of all submissions:

- Identifying percentages and appropriate proportional relationships
- Using correct percentages (within 1%) for calories from each nutrient per bag
- Using equivalent ratios with same unit of weight for each type of food

Features that may indicate less advanced mathematical thinking but are correct:

- Using a guess-and-check strategy to determine how much of each food type to include in the bags

Features that may indicate more advanced mathematical thinking:

- Initially identifying that the kibble is the only source of carbohydrates and using this value as a limiting factor to find other values
- Recognizing that multiple solutions are possible

First Reading

Policy Update 10/9/14

JECB-AR (1) & JECF

The latest revisions to the interdistrict transfer law resulted from a rule change issued by the Oregon Department of Education in OAR 581-021-0019. The recently passed rule change, related to interdistrict transfer agreements, places the responsibility for FAPE on the attending/receiving district.

Change in HB 4007: Students who request an interdistrict transfer that begins in the 2014-15 school year, may be given preference in a lottery process if they had a previous transfer with the same receiving district that was valid for the 2013-2014 school year. In addition, if the sending district granted a transfer to that student during the 2013-2014 school year they cannot deny a request from the student to transfer to that same district in 2014-2015. The practical impact of this language is that receiving districts will have the ability to continue providing interdistrict transfers, and if necessary, give preference in lotteries to a student whose transfer expires at the end of the 2013-2014 school year.

Change in HB 4007: If a student's district of residency changes during the school year, they may request an interdistrict transfer that is valid only to complete the remainder of the school year at their original district. Both the new resident district and the previous resident district are required to grant this type of transfer. The student also retains the option to seek a regular interdistrict transfer, attend school in their new district or other avenues for transfer such as open enrollment.

Change in HB 4007: Beginning with transfers for the 2014-15 school year, the receiving district will determine the length of the interdistrict transfer. The sending district will only provide consent for, or denial of, the transfer. Additionally, once District A has granted consent for a student to attend District B, District A cannot deny a future renewal or extension of the transfer to the student in the same District B.

Interdistrict Transfer of Resident Students (Version 1)**

Interdistrict Transfer

The district offers a variety of programs and services designed to meet the individual needs of its students. Nevertheless, the Board recognizes there may be circumstances that arise in which a resident student may benefit from attendance in another public school in the state. Consequently, a student who resides within district boundaries may be released to attend school in another district that agrees to accept the student. The agreement will be by written consent of the affected school boards or designees whereby the student becomes a “resident student” of the attending district, allowing the attending district to receive State School Fund moneys. Any additional fees or tuition costs are the responsibility of the parent.

When the resident district approves the release of a resident student to another school district, the student or his/her parent(s) will be solely responsible for transportation unless federal or state law requires transportation to be provided by the district. ~~The Board recognizes that resident students under the Individuals with Disabilities Act (IDEA) remain the primary responsibility of the district in which the student legally resides.~~ When a resident student, who is on an individualized education plan (IEP), is accepted to another district by an interdistrict transfer, the attending district becomes responsible for a free appropriate public education (FAPE). District consideration of transfer requests by students under IDEA will meet the requirements of state and federal law.

Additionally, an interdistrict transfer of a resident student will be permitted, as appropriate, to meet the requirements to provide a safe public school choice in the No Child Left Behind Act of 2001 (NCLBA).

The resident district may not impose any limitations on the length of time for which consent is given to the student requesting release to another district.

The resident district shall not require a student to receive consent more than one time when the student requests admission to the same receiving district, regardless of any time limitations imposed by the receiving district.

The district shall allow the student whose legal residence changes to a different district during the school year, to complete the school year in the district if the student chooses to do so.

Open Enrollment

A student who resides within district boundaries may make a request to attend school in another district that agrees to accept the student. The agreement will be by written consent of the attending district only whereby the student becomes a “resident student” of the attending district, allowing the attending district to receive State School Funding. When the attending district approves the admission of the student, the attending district shall notify the district in which the student resides no later than May 1. The student or his/her parent(s) will be solely responsible for transportation to the attending/receiving district unless federal or state law requires transportation to be provided by the attending/receiving district. Students under the Individuals with Disabilities Act (IDEA) will become the primary responsibility of the attending district.

~~Additionally, an interdistrict transfer of a resident student will be permitted, as appropriate, to meet the requirements of the No Child Left Behind Act of 2001 (NCLBA).~~

Safe Public School Choice Transfer Requests

An interdistrict transfer¹ may be permitted in the event a student has been a victim of a violent criminal offense occurring in or on the grounds of a school the student attends, or the student attends a school identified as persistently dangerous and all other district schools the student may transfer to are also identified as persistently dangerous or there is no other district school to which the student may transfer. The transfer must be to a safe school.

Homeless Student

A homeless student residing in the district and the student's parent, or in the case of an unaccompanied student, the district's liaison for homeless students, may request that the student attend his/her school of origin², located out-of-district. The request will be considered based on the best interest of the student. The student may continue in his/her school of origin for the duration of the student's homelessness when the student's family becomes homeless during or between an academic year, or for the remainder of the academic year if the student becomes permanently housed during the school year. Transportation to an out-of-district school will be provided through an interdistrict agreement.

~~The district may not impose any limitations on the length of time for which consent is given to the student requesting release to another district.~~

~~The district shall not require a student to receive consent more than one time when the student requests admission to the same receiving district, regardless of any time limitations imposed by the receiving district.~~

~~The district shall allow the student whose legal residence changes to a different district during the school year, to complete the school year in the district if the student chooses to do so.~~

The superintendent is directed to establish procedures for the review of any student requests to attend school in another district.

END OF POLICY

¹Districts are encouraged, but not required, to explore other appropriate options such as an agreement with a neighboring district to accept transfer students, if there is not another school in the district in which the student legally resides for the transferring student.

²"School of origin" means the school that the student attended when permanently housed or the school in which the student was last enrolled.

Legal Reference(s):

ORS 109.056
ORS 327.006
ORS 329.485
ORS 332.107
ORS 335.090

ORS 339.115 to -339.133
ORS 339.141
ORS 339.250
ORS 343.221
ORS 433.267

OAR 581-021-0019
OAR 581-022-0705

Illegal Immigration and Immigration Reform Act of 1996, 8 U.S.C. §§ 1101, 1221, 1252, 1324, 1363, 1367 (2006).
McKinney-Vento Homeless Education Assistance Improvements Act of 2001, 42 U.S.C. §§ 11431-11435 (2006)
No Child Left Behind Act of 2001, 20 U.S.C §§ 6316, 7912
Elementary and Secondary Education Act (ESEA) Flexibility Waiver, July 18, 2012.

9/05/14 | PH

Admission of Nonresident Students

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

Nonresident students will not be admitted without tuition, with the exception of students who become “resident pupils” by one of the following methods: by written consent of affected school boards; by written consent of the district board with which the student has made application for admission; open enrollment; and or foreign exchange students attending district schools on a J-1 Visa.

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

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

Admission by Consent of Both the Affected Boards ~~or Consent for Admission of a Tuition Paying Student~~

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

Consent for Admission of a Tuition Paying Student

1. The application for admission must go through the superintendent’s office.
2. Admission and annual renewal must be approved by the superintendent.
3. Admission of students paying tuition will result in a mutual tuition agreement between the parties and will be filed with the business office for billing and payment control.
4. The business manager shall prepare semester bills for all tuition paying students, and any student whose tuition remains unpaid 15 days after presentation of bills shall be excluded; the superintendent may grant additional time for payment should circumstances warrant it.
5. Students receiving consent may remain in the district for the school year. ~~The student will not need to seek permission more than once from the district of origin, to transfer to this district.~~

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

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

9/05/14|PH

Business Report

By: Linda Darling, Business Director

October 9, 2014

Financial Report: (Enclosure F-1)

The 2014-2015 Financial Board report included in this Board packet reflects all of projected revenue and expenditures for 2013-2014 along with the budgeted and spent or encumbered amounts for 2014-2015. The projected Ending Fund Balance for 2013-2014 is \$3,162,470. This figure may change during audit in October. The amounts in 2014-2015 salaries and benefits will change some throughout the year but the majority of change is reflected in this report, since employees have selected their benefit plans and the Sept. payroll has been completed. The projected Ending Fund Balance (EFB) for 2014-2015 is changed from the Sept report of \$3,493,000 to \$2,737,900. The significant change is due to having all employees pay and benefit selections processed.

U.S Securities and Exchange Commission's (SEC) Municipalities Continuing Disclosure Cooperation (MCDC) Initiative: (Enclosure F-2)

Piper Jaffray has made a determination to participate in the MCDC Initiative. They have reviewed the Official Statement disclosure relative to compliance with previous continuing disclosure obligations for the Linn Co (Lebanon SD #9, GO Refunding Bonds, Series 2011 dated 3/22/2011 and the Full Faith & Credit Obligations, Series 2011 dated 7/26/2011 bonds issued by us or respecting which we were the obligor and have made a determination that the disclosure for these issues has potentially material misstatements or omissions relative to our past compliance with your continuing disclosure agreements.

We have been working with our Bond Counsel, James Shannon of Mersereau Shannon LLP, researching the items. A preliminary review of compliance with continuing disclosure agreements for the five years prior to 2011 shows (i) the District filed its fiscal years 2006 and 2007 audited financial statements late, (ii) the District filed its fiscal years 2008, 2009, 2010 and 2011 audited financial statements on time, (iii) the information filed did not include certain data that was required, such as debt capacity, overlapping debt, taxable property values, tax collection record, major taxpayers, representative rate levy and adopted budgets, and (iv) information filed did not include certain notices of rating changes, due to insurer ratings, on its insured bonds. that were missing from the annual filings (for the five years previous from 2011) and if any of these could be regarded as material deficiencies.

At the November Board meeting we will bring the final result of the analysis and either a recommendation not to file self-reporting to MCDC Initiative or a prepared Board Resolution with the completed self-reporting document. Documentation has to be filed by Dec. 1st, 2014. I have enclosed a copy of the Self-Reporting Questionnaire.

PERS Rate Update:

At the September 26th PERS Board meeting the rates for 2015-2017 were adopted. Below is a table reflecting the rates:

Summary of PERS Employer Contribution Rates				
Net Employer Contribution Rate				
Employee Number	Employee Name			
3000	School District	LCSD (6% Pickup included)		
	Tier 1/Tier 2 Payroll	OPSRP Payroll	Tier 1/Tier 2 Payroll	OPSRP Payroll
7/1/13 - 6/30/15	22.29%	20.29%	28.29%	26.29%
7/1/15 - 6/30/17	22.33%	17.64%	28.33%	23.64%
Net Change for 2015-2017	0.04%	-2.65%	0.04%	-2.65%

The decrease in OPSRP and the slight increase in Tier 1 & 2 will have an approximate saving of \$200,000 in 2015-2016 with the current staffing. The table below reflects how many FTE we have in each of the classifications (all Funds) and the financial impact the PERS rates would have next year.

Groups w/ Steps	FTE	15-16 Wage	New PERS Rates	Old PERS Rates	PERS Savings
OPSRP TOTAL	222.21	\$ 7,996,169	\$ 1,890,294	\$ 2,102,189	\$ 211,895
CLASSIFIED	93.63	\$ 2,281,303	\$ 539,302	\$ 599,748	\$ 60,446
DIRECTORS/ADMINISTRATORS	5.00	\$ 452,987	\$ 107,086	\$ 119,091	\$ 12,005
LICENSED	123.58	\$ 5,261,879	\$ 1,243,906	\$ 1,383,350	\$ 139,444
Tier 1-2 TOTAL	191.88	\$ 8,319,322	\$ 2,356,878	\$ 2,353,544	\$ (3,334)
CLASSIFIED	99.28	\$ 2,561,534	\$ 725,693	\$ 724,666	\$ (1,027)
CONFIDENTIAL	2.00	\$ 100,866	\$ 28,575	\$ 28,535	\$ (40)
DIRECTORS/ADMINISTRATORS	14.00	\$ 1,383,845	\$ 392,043	\$ 391,487	\$ (556)
LICENSED	76.60	\$ 4,273,077	\$ 1,210,567	\$ 1,208,856	\$ (1,711)
Grand Total	414.10	\$16,315,490	\$ 4,247,172	\$ 4,455,733	\$ 208,561

Carol Samuels from Piper Jaffray – Seattle-Northwest Division provided the following information on the PERS Board meeting that helps to explain the differences in adopted rates.

The PERS rates by jurisdiction were adopted. Matt Larrabee from Milliman testified as follows:

- o On average, system rates were essentially flat, dropping by .19%. But focusing on averages obscures the fact that on an individualized basis, there were broad differences.
- o Big changes in the UAL were attributable to both asset and liability changes: assets earned above the assumed rate, and liabilities were reduced by legislative actions.
- o School district rates declined while SLGRP rate increased largely because the dollar amount of the UAL reduction for schools was essentially the same as for the SLGRP, yet the SLGRP payroll is nearly twice as large. Since the equation for calculating the change in rates is equal to the UAL reduction divided by payroll, this led school district rates to decline while the SLGRP rose. (Editor's note: school rates were also uncollared in the 2013-15 biennium, whereas most other rates were held artificially low because of the collar, so the SLGRP is now playing catch up.)

Budget Committee Openings:

There is one 3-year term Budget Committee opening, Julie Gerig served her 3 year term (Dec 2011 – June 2014) term. I would like to propose the following timeline for filling this position:

- Post open positions in the paper (Oct. 2014) and webpage (Oct. – Nov. 2014)
- Accept applications through Dec. 5, 2014
- Board interview applicants and appoint new members Jan. 8, 2015

2014-2015 General Fund Summary Report

	10/11 Actual	11/12 Actual	12/13 Actual	13/14 Project 10/2/2014	14/15 Budget	9-30-14 YTD & Enc	9-30-14 Balance	14/15 Project 10/2/2014
General Fund - Revenue								
SSF Formula	27,355,256	28,932,900	30,017,096	33,010,960	34,260,000	8,804,358	25,455,642	34,500,000
SSF Adjustment	(279,025)	784,064	8,476	354,710	-	-	-	(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	6,853	33,147	47,000
Third Party Billing	31,968	31,047	50,472	35,680	70,000	2,777	67,223	50,000
TMR	161,370	187,235	176,000	189,020	175,000	-	175,000	184,000
JROTC	56,194	61,985	62,358	44,880	62,000	15,913	46,087	64,000
Other	368,102	360,139	422,445	493,650	380,400	23,160	357,240	373,000
Interfund Transfer	60,000	20,123	60,000	680,000	60,000	701	59,299	60,000
BFB	5,134,115	3,062,267	2,596,141	1,065,340	2,400,000	-	2,400,000	3,162,000
Total	34,311,536	34,531,437	33,452,848	35,929,330	37,447,400	8,853,762	28,593,638	38,190,000
	=====	=====	=====	=====	=====	=====	=====	=====
General Fund - Expenses								
Salaries	15,683,004	15,883,359	16,090,527	15,946,120	16,420,371	15,266,974	1,153,397	16,465,400
Benefits	8,821,743	9,459,887	9,385,913	9,750,260	10,633,677	9,152,727	1,480,950	10,129,000
P Services	4,006,894	4,076,037	4,635,958	4,781,690	5,744,518	1,724,864	4,019,654	5,339,100
Supplies	1,016,745	1,376,729	1,165,368	1,123,620	1,420,884	734,209	686,675	1,271,700
Capital Outlay	21,093	16,030	23,301	-	30,000	-	30,000	23,300
Other Objects	254,791	260,076	240,048	262,800	302,950	246,287	56,663	278,600
Transfers	1,326,000	863,180	1,093,860	902,370	1,945,000	-	1,945,000	1,945,000
Contingency	-	-	-	-	950,000	-	950,000	-
Total	31,130,269	31,935,297	32,634,975	32,766,860	37,447,400	27,125,062	10,322,338	35,452,100
	=====	=====	=====	=====	=====	=====	=====	=====
	<i>Projected Ending Fund Balance</i>			3,162,470	<i>Projected Ending Fund Balance</i>			2,737,900

2014-2015 General Fund Summary Report

	10/11 Actual	11/12 Actual	12/13 Actual	13/14 Project 10/2/2014	14/15 Budget	9-30-14 YTD	9-30-14 Balance	14/15 Project 10/2/2014
SSF Formula								
Taxes	7,365,068	7,533,685	7,841,946	7,903,430	7,830,000	61,294	7,768,706	8,061,000
Federal Forest Fees	375,840	233,611	226,617	270,220	-	-	-	-
Common School	310,174	325,406	348,692	390,780	370,000	-	370,000	370,000
State Timber	100,621	27,968	53,044	211,000	100,000	-	100,000	100,000
School Support Fund	19,203,553	20,812,230	21,546,797	24,235,530	25,960,000	8,743,064	17,216,936	25,969,000
Adjustments to SSF Payments								
Adj for HC Disability Grant	(620)	10,520	8,476	44,590	-	-	-	-
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			-	310,120	-	-	-	-
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	33,365,670	34,260,000	8,804,358	25,455,642	34,250,000
Loan Receipts		119,000	-	-	-	-	-	-
Interest of Investments	60,225	62,615	59,860	55,090	40,000	6,853	33,147	47,000
Third Party billing - Medicaid	31,968	31,047	50,472	35,680	70,000	2,777	67,223	50,000
TMR	161,370	187,235	176,000	189,020	175,000	-	175,000	184,000
JROTC reimbursement	56,194	61,985	62,358	44,880	62,000	15,913	46,087	64,000
Other								
Outdoor School	-	2,641	-	-	-	-	-	-
Rental Fees	22,068	23,055	24,695	24,990	22,000	3,439	18,562	23,000
Fees Charged to Grants	66,021	36,491	53,440	-	50,000	-	50,000	-
Miscellaneous	217,139	243,065	278,595	396,770	233,400	9,639	223,761	275,000
E-Rate reimbursement	62,875	54,886	65,715	71,890	75,000	10,082	64,918	75,000
Interfund Transfer - Athletics	60,000	20,123	60,000	680,000	60,000	701	59,299	60,000
Beginning Fund Balance	5,134,115	3,062,267	2,596,141	1,065,340	2,400,000	-	2,400,000	3,162,000
Total	34,311,536	34,531,437	33,781,852	35,929,330	37,447,400	8,853,762	28,593,638	38,190,000
	=====	=====	=====	=====	=====	=====	=====	=====

2014-2015 General Fund Summary Report

Obj	Description	10/11	11/12	12/13	10/2/2014	14/15	9-30-14	9-30-14	9-30-14	10/2/2014
		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	9,312,210	9,649,762	841,088	8,446,070	362,603	9,400,000
112	Classified salaries	3,390,242	3,400,585	3,570,418	3,821,770	4,076,721	586,487	3,448,297	41,937	4,210,000
113	Administrative salaries	1,243,817	1,403,982	1,356,839	1,409,050	1,505,040	362,068	1,095,729	47,243	1,560,000
114	Managerial - classified	240,110	201,463	124,134	92,860	94,714	23,678	71,036	-	94,700
116	Retirement stipends	176,948	112,059	98,858	99,060	75,000	22,711	52,912	(623)	76,000
118	Retirement Support Program	-	158,650	159,600	159,600	-	-	-	-	-
119	Confidential salaries	141,433	144,538	146,195	125,870	130,223	31,986	96,658	1,579	128,700
121	Certified subs	344,129	314,409	337,851	364,590	329,071	1,715	-	327,356	367,000
122	Classified subs	136,414	100,730	109,047	147,570	92,000	431	-	91,569	148,000
123	Temp certified	61,837	71,639	51,529	61,460	57,500	420	-	57,080	61,000
124	Temp classified	-	-	-	3,780	500	-	-	500	500
127	Student helpers salaries	2,820	3,405	2,884	12,470	6,000	8,640	-	(2,640)	12,000
131	Overtime	18,862	15,248	-	-	-	-	-	-	-
132	Compensation time	14,254	14,077	12,822	19,030	15,000	-	-	15,000	19,000
133	Extra duty	124,409	113,359	174,502	149,430	207,480	106,232	52,172	49,077	210,000
134	Classified extra hrs	96,860	111,939	127,482	123,910	135,000	18,479	-	116,521	127,500
135	Vacation Payoff	15,667	18,341	31,234	17,380	13,400	-	-	13,400	20,000
136	Mentor teacher pay	15,374	3,456	2,438	1,570	-	83	-	(83)	2,500
137	Personal Leave Payout	24,560	26,297	25,750	22,060	25,560	75	-	25,485	25,000
138	Department Head Extra Duty	4,675	6,810	2,300	2,120	6,000	-	-	6,000	2,500
140	Salary Settlements	-	-	64,867	-	-	-	-	-	-
142	Taxable Meal Reimbursement	-	1,398	667	330	1,400	7	-	1,394	1,000
	Total Salaries	15,683,004	15,883,359	16,090,527	15,946,120	16,420,371	2,004,100	13,262,873	1,153,397	16,465,400
210	PERS	2,943,902	3,690,522	3,650,098	3,955,690	4,371,213	476,005	3,174,383	720,826	3,824,200
220	Social Security	1,143,688	1,162,516	1,144,609	1,183,580	1,245,038	149,416	981,420	114,202	1,222,500
231	Worker's Comp	125,923	115,962	137,247	119,160	188,497	2,190	12,031	174,276	148,000
241	Employee Ins - Admin	158,787	164,096	163,789	168,640	198,715	42,949	134,999	20,767	180,000
242	Employee Ins - Certified	2,122,439	2,043,638	2,038,405	2,146,030	2,412,541	193,761	2,057,938	160,842	2,450,000
243	Employee Ins - Classified	1,446,732	1,457,700	1,691,683	1,721,370	1,805,454	229,156	1,584,432	(8,133)	1,900,000
244	Employee Ins - Other	28,402	29,739	31,766	20,640	22,820	5,169	15,531	2,120	20,700
245	Employee Ins - Retired	653,832	623,207	472,809	389,150	340,000	49,793	-	290,207	340,000
246	Classified Insurance Pool	152,008	123,906	4,979	-	-	-	-	-	-
247	TSA	46,031	48,601	50,530	46,000	49,399	6,748	36,809	5,842	43,600
	Total Benefits	8,821,743	9,459,887	9,385,913	9,750,260	10,633,677	1,155,186	7,997,542	1,480,950	10,129,000

2014-2015 General Fund Summary Report

Obj	Description	10/11	11/12	12/13	10/2/2014	14/15	9-30-14	9-30-14	9-30-14	10/2/2014
		Actual	Actual	Actual	Project	Adopted Budget	YTD	Encumb	Balance	Project
311	Instructional Services	2,375	466	300	69,270	800	44	-	756	69,300
312	Instr Prog Improve Service	10,335	329	8,800	18,730	32,000	9,200	95	22,705	18,700
319	Other Instr-Prof-Tech SVCS	2,952	4,498	20,884	14,980	16,500	10,710	-	5,790	20,900
322	Repairs & Maintenance	113,533	101,144	87,245	101,490	98,250	50,365	26,230	21,655	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	121,200	150,650	42,353	89,341	18,956	137,300
325	Electricity	368,160	403,126	414,837	440,340	455,980	89,971	-	366,009	440,300
326	Fuel	209,808	198,605	159,642	187,490	226,000	6,595	-	219,405	198,600
327	Water & Sewer	94,849	101,759	130,496	112,990	145,300	34,748	-	110,552	130,500
328	Garbage	82,994	81,112	82,910	77,680	94,600	14,607	-	79,993	82,900
329	Other Property Services	5,623	4,124	675	420	5,500	831	2,294	2,375	4,100
330	Reimb. Student Transportation	-	-	-	4,200	2,600	-	-	2,600	4,200
340	Travel	67,079	75,073	62,436	65,320	166,350	16,143	2,860	147,348	78,700
343	Travel - Student - Out of Dist.	-	-	191	1,670	1,500	-	-	1,500	1,700
346	Meals/Transportation	1,819	265	228	150	500	16	-	484	300
348	Staff Tuition	14,452	9,821	15,033	30,650	28,000	4,079	-	23,921	30,700
351	Telephone	51,698	54,376	66,659	67,510	75,500	13,035	8,256	54,209	68,900
353	Postage	24,418	20,143	17,610	25,890	28,450	4,317	-	24,133	25,900
354	Advertising	6,763	2,147	1,316	1,870	2,800	867	-	1,933	1,800
355	Printing & Binding	24,823	22,633	14,735	13,900	30,838	20,741	2,508	7,589	63,900
360	Charter School Payments	1,421,285	1,658,152	1,800,976	1,954,970	2,304,000	766,423	-	1,537,577	2,232,000
362	Insurance Reimbursement	87	366	643	-	-	-	-	-	-
371	Tuitions Payments to Other Dist.	16,345	-	32,878	37,250	175,000	-	-	175,000	37,300
373	Tuition Pay Private School	-	-	-	-	5,000	-	-	5,000	-
374	Other Tuition	611,940	471,836	906,502	782,260	865,000	51,624	44,150	769,226	844,400
381	Audit Services	30,140	25,800	21,950	27,150	35,000	-	-	35,000	30,100
382	Legal Services	9,295	6,265	6,776	9,010	25,000	176	-	24,824	9,300
384	Negotiation Services	-	2,444	5,449	14,340	-	-	-	-	7,400
385	Management Services	9,038	3,700	-	-	-	-	-	-	-
386	Data Processing SVCS	88,244	122,699	53,576	57,260	100,500	11,497	6,200	82,803	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	510,400	617,300	67,271	317,259	232,770	572,800
391	Physical Exams - Drivers	2,510	2,530	2,540	2,180	3,700	225	2,275	1,200	2,400
392	Drug Tests Drivers	2,345	2,576	1,535	1,110	3,000	55	1,945	1,000	2,600
393	Child Care Services	21,000	18,900	22,000	22,000	25,000	-	-	25,000	22,000
394	Sub calling service	6,383	5,132	5,464	5,540	6,400	5,559	-	841	5,600
396	Criminal History checks	110	181	1,440	2,330	2,000	-	-	2,000	2,300
398	Fingerprinting	1,923	986	400	140	3,000	-	-	3,000	900
	Total P. Services	4,006,894	4,076,037	4,635,958	4,781,690	5,744,518	1,221,452	503,412	4,019,654	5,339,100

2014-2015 General Fund Summary Report

Obj	Description	10/11	11/12	12/13	10/2/2014	14/15	9-30-14	9-30-14	9-30-14	10/2/2014
		Actual	Actual	Actual	13/14 Project	Adopted Budget	YTD	Encumb	Balance	14/15 Project
406	Gas Oil & Lubricants	171,711	196,328	202,584	189,900	237,400	8,599	201,401	27,400	202,600
410	Supplies & Materials	376,582	314,876	359,880	356,320	409,490	110,556	32,658	266,276	376,600
413	Vehicle repair parts	37,483	47,675	41,968	54,780	60,500	8,263	29,586	22,651	54,800
414	Transportation operations	11,055	5,025	4,379	5,260	5,000	1,364	3,380	257	5,300
420	Textbooks	98,683	240,848	120,737	173,650	138,000	37,422	40,739	59,839	158,500
430	Library Books	11,442	11,506	10,819	6,640	12,700	13	219	12,468	10,100
440	Periodicals	4,649	2,964	4,440	3,750	5,230	1,727	1,039	2,464	4,000
460	Equipment under 5K	87,600	167,151	141,047	122,130	198,290	22,161	10,401	165,727	167,200
470	Computer software	99,921	143,181	118,839	139,150	184,602	107,183	1,493	75,926	143,200
480	Computer hardware	117,621	247,175	160,675	72,040	169,672	82,561	33,445	53,666	149,400
	Total Supplies & Materials	1,016,745	1,376,729	1,165,368	1,123,620	1,420,884	379,848	354,362	686,675	1,271,700
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	51,930	68,850	28,280	795	39,776	60,400
650	Insurance & Judgments	189,443	171,353	189,050	210,870	233,600	217,213	-	16,387	218,200
659	Settlements	5,200	10,000	-	-	-	-	-	-	-
	Total Other Objects	254,791	260,076	240,048	262,800	302,950	245,493	795	56,663	278,600
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	16,370	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	902,370	1,945,000	-	-	1,945,000	1,945,000
810	Reserve/Contingency	-	-	-	-	950,000	-	-	950,000	-
	Grand Total	31,130,269	31,935,297	32,634,975	32,766,860	37,447,400	5,006,078	22,118,984	10,322,338	35,452,100

2014-2015 General Fund Summary Report

All Funds

Fund	Description	10/11 Actual	11/12 Actual	12/13 Actual	13/14 Project	13/14 Project EFB	14/15 Adopted Budget	9-30-14 Y-T-D	9-30-14 Encumb	9-30-14 Balance
100	General Fund	31,130,269	31,935,297	32,634,975	32,766,860	3,162,470	37,447,400	5,006,078	22,118,984	10,322,338
200	Grant Funds	3,082,381	2,692,584	3,903,906	3,064,750	1,760	5,200,000	340,004	1,123,443	3,736,553
205	Senate Bill 1149	-	-	-	-	117,970	185,000	-	-	185,000
212	Academic Achievement	-	-	-	1,500	8,650	30,150	-	-	30,150
230	Bus Replacement	-	-	452,440	-	155,620	423,620	-	-	423,620
232	Classroom Furniture	-	-	-	-	-	53,000	41,342	10,458	1,200
240	Textbook Adoption	123,755	58,948	180,885	107,420	79,090	404,110	18,938	385,172	-
272	Capital Improvments	75,154	473,040	1,164,624	319,070	59,540	325,000	273,309	9,138	42,553
274	Technology	80,000	-	76,157	52,900	20,940	217,000	124,500	-	92,500
277	Track and Turf Replacement	90,986	564,979	-	100,000	27,350	180,000	-	-	180,000
279	Student Activity	520,623	503,023	550,340	593,220	437,050	1,100,000	74,657	20,526	1,004,817
286	High School Athletics	452,947	409,536	439,681	44,220	61,440	517,000	76,816	89,818	350,367
296	Nutrition Services	1,721,064	1,826,382	1,946,080	1,683,120	169,760	1,918,300	193,043	901,021	824,236
299	PERS Reserve	-	-	-	630,000	-	150,000	-	-	150,000
300	Debt Service	32,109,239	3,314,370	3,276,831	3,359,330	128,650	3,442,482	-	-	3,442,482
310	Debt Service / SB 1149	61,016	61,016	-	5,150	-	-	-	-	-
311	2011 Non-Bonded Debt	-	174,940	223,547	223,550	900	383,215	-	-	383,215
601	Unemployment	55,462	36,285	47,106	37,170	103,810	125,000	350	-	124,650
	Grand Total	69,584,378	42,050,400	44,896,571	42,988,260	4,535,000	52,101,277	6,149,037	24,658,560	21,293,680



**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:
Individual Contact Title:
Individual Contact telephone:
Individual Contact Fax number:
Individual Contact email address:

Full Legal Name of Self-Reporting Entity:
Mailing Address (number and street):
Mailing Address (city):
Mailing Address (state):
Mailing Address (zip):

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:
Full Name of Issuing Entity:
Full Legal Name of Obligor (if any):
Full Name of Security Issue:
Initial Principal Amount of Bond Issuance:
Date of Offering:
Date of final Official Statement (format MMDDYYYY):
Nine Character CUSIP number of last maturity:

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: Primary Individual Contact at
Underwriter:

Financial Advisor:
Primary Individual Contact at Financial Advisor:

Bond Counsel Firm:
Primary Individual Contact at Bond Counsel:

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):

On behalf of

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:

Title:

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 DEFICIENT
- 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 DEFICIENT**
- 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 DEFICIENT**
- 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 DEFICIENT**
- 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 DEFICIENT
- 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 polices, 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 DEFICIENT
- 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 DEFICIENT**
- 2 BASIC**
- 3 PROFICIENT**
- 4 EXEMPLARY**

Comments:

SUMMARY:

Superintendent Rob Hess

Date

Board Chair Russ McUne

Date

Superintendent Goals 2014-15

Goal 1: 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)		
5 Year Diplomas	8.5% (29)		
6 Year Diplomas	12.3% (42)		
4 Year Completion (GED, Cert.)	11% (38)		
5 Year Completion (GED, Cert.)	3.5% (12)		
6 Year Completion (GED, Cert.)	1% (3)		
Drop Out/Non-Completion/Still attending BLHS	22.3% (76)		
% of students attending 4 year college upon graduation	19.2% (Avg. 06-13)	20%	
% of students attending 2 year college upon graduation	25% (Avg. 06-13)	22%	
% of students who graduated from 2 or 4 year college within 6 years	18% (Avg. 06-08)		

Goal 2: College 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			
AP Enrollment	152 students in 200 classes 9 courses	363 students in 541 classes 14 courses		
AP Passing		NA		
SAT Participation (by 12 th Grade)	158 out of 236 67%			
Geometry 9 th	37	32 (54 Acc. Alg)		
10 th Graders taking Geometry or higher		234 (85%)		
2 or more years World Language	199			

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.

Tips for States/LEAs Considering CEP

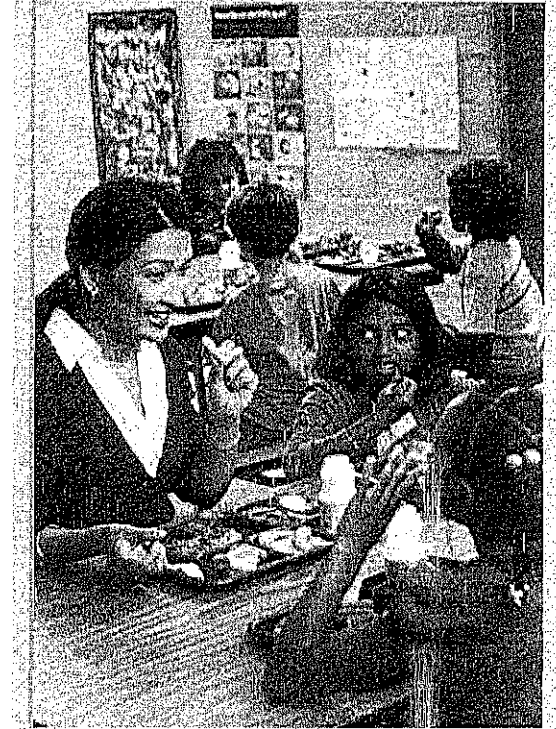
Notification Requirements

By April 15th of each year, LEAs must supply the State agency with a list of schools with:

- ✓ An identified student percentage of at least 40%
- ✓ An identified student percentage greater than 30% but less than 40%

By May 1st of each year, the State must publish a list:

- ✓ With an identified student percentage of at least 40% of their eligibility
- ✓ With an identified student percentage greater than 30% but less than 40% of their potential future eligibility
- ✓ Of LEAs who are currently electing CEP



COMMENT ON THE PROPOSED RULE BY JANUARY 3, 2014:

or by mail to

William Wagoner
Policy and Program Development Branch
Child Nutrition Division, Food and Nutrition Service
3101 Park Center Drive, Room 1212
Alexandria, VA 22302-1694

Supporting and Promoting the Community Eligibility Provision

School Nutrition Association State
Agency/USDA Meeting

December 11, 2013

 United States Department of Agriculture
Food and Nutrition Service

(Enclosure H-1)

2014-2015 Reimbursement Rates

	Lunch	Breakfast	LCSD Meal Charge	
Free	\$3.06	\$1.93	\$2.00	K-5
Reduced	\$2.66	\$1.63	\$2.25	6-8
Paid	\$0.36	\$0.28	\$2.50	9-12

Traditional Vs. CEP Revenue

	Traditional Reimbursement	CEP Reimbursement	Gain/Loss
Cascades	\$177,170.96	\$168,882.44	(\$8,288.52)
Green Acres	\$153,154.39	\$144,333.78	(\$8,820.61)
Hamilton Creek	\$140,830.09	\$121,224.85	(\$19,605.24)
Pioneer	\$223,027.59	\$219,870.83	(\$3,156.76)
Riverview	\$179,240.19	\$146,020.52	(\$33,219.67)
Seven Oak	\$162,506.46	\$155,683.29	(\$6,823.17)
Total	\$1,035,929.68	\$956,015.71	(\$79,913.97)

LEBANON COMMUNITY SCHOOLS
Lebanon, Linn County, Oregon
September 11, 2014

A Regular Meeting of the Board of Directors was held in the Board Room at the District Office on September 11, 2014. Chairman Richard Borden called the meeting to order at 6:01 p.m. Mike Martin was absent from this meeting. Those present included:

Russ McUne	Director	Rob Hess	Superintendent
Richard Borden	Director	Ryan Noss	Assistant Superintendent
Liz Alperin	Director	Bo Yates	Assistant Superintendent Operations
Jerry Williams	Director		

GOOD NEWS

1. Information: Technology Update

Bo Yates reported to the Board the updates to technology. He shared a Power Point presentation speaking to the following points:

- 1) Staffing
- 2) Hardware upgrades at HCR, LAC, LL, & LHS
- 3) Projectors
- 4) Security Cameras
- 5) Upgrades and increases to the number of wireless access points
- 6) Migration from Office 365 to Google Gmail
- 7) Addition of over 1,000 portable devices
- 8) AVID student Chromebook program by which a Chromebook is made available to all AVID participants
- 9) District wide live broadcasting
- 10) Increased professional development opportunities for devices and applications

Jerry Williams questioned whether the live broadcasting would be capable of advertising events also.

Bo Yates said that they are still working with the live broadcasting to see how useful a tool they can make it.

PURSUING EXCELLENCE

1. Report: Welcome Back 2014 "Got Grit?"

Rob Hess explained to the Board that he presented the Welcome Back 2014 "Got Grit?" speech to the staff on August 26. The presentation in its entirety is on line for viewing. This year's theme is "Never Give Up", which is one of the District's core values. Rob shared some highlights of the speech. He spoke to the following:

- 1) AAA model
- 2) Educator effectiveness, Alignment to the Common Core, Proficiency Based Teaching and Learning
- 3) WICOR
- 4) The Golden Circle
- 5) Organization
- 6) Visible Learning

- 7) Common Core
- 8) Excellence, Equity, Efficiency
- 9) Bloom's Taxonomy
- 10) Preparing for the Common Core
- 11) Results matter
- 12) OAKS from 2012 to 2014
- 13) You're Next!
- 14) An Opportunity Community?
- 15) Schools Foundation: Pay it Forward
- 16) Grit
- 17) Five Characteristics of Grit

GENERAL BUSINESS

1. Report: Reporting Requirements for the Use of Physical Restraint and Seclusion
(Enclosure E-1)

Ryan Noss explained that there is a new reporting requirement for the Board to review annually the Use of Physical Restraint and Seclusion report. Ryan pointed out that the report is broken out by physical restraint and then by seclusion.

Liz Alperin questioned if the information in the report around seclusion fits with the Board policy AG-AR.

After looking at the report and policy it was determined that the report followed the Board policy.

Richard Borden questioned the reported two students who were restrained by untrained staff.

Ryan Noss explained that at times staff must intervene to keep a student/students safe, which was the case in those two instances. All cases have been reviewed.

- 2. Action:**
- Approve 2nd Reading of Policies (Enclosure E-2)
 - **BBFA** – Board Member Ethics and Conflicts of Interest
 - **BBFB** – Board Member Ethics and Nepotism
 - **EEACA** – School Bus Driver Examination and Training
 - **GBC** – Staff Ethics
 - **GBNA**-
Hazing/Harassment/Intimidation/Bullying/Menacing/Cyberbullying – Staff
 - **GBN/JBA** – Sexual Harassment
 - **IIA** – Instructional Resources/Instructional Materials
 - **IK** – Academic Achievement
 - **JGAB** – Use of Restraints and Seclusion

Ryan Noss reported that he contacted OSBA regarding the Board's proposed language changes to policies GBNA and IK. OSBA recommended that on policy IK the Board keep the language more generalized around yearly academic growth, as the Board cannot guarantee that all students will grow one full year academically. On policy GBN/JBA OSBA explained that they put the language in specifically around "The prohibition also includes off duty conduct which is incompatible with district job responsibilities" because they wanted that component added.

Russ McUne made a motion to adopt on the 2nd reading of the policies as presented. Jerry Williams seconded. The motion carried by majority.

3. Action: Approve Achievement Compact 2014-2015 (Enclosure E-3)

Rob Hess apologized for the lateness in bringing the 2014-2015 Achievement Compact to the Board. He explained that the District just received the data for the Achievement Compact approximately a week ago. Since that time the Achievement Compact Committee met to review the data and work on goals for the 2014-2015 submission. The Achievement Compact for 2014-2015 will need to be submitted electronically and must be done by October 1.

Rob Hess and the Board reviewed and discussed the data presented, graduation rates, and goals.

Russ McUne made a motion to approve the Achievement Compact 2014-2015 as presented. Jerry Williams seconded.

Liz Alperin said that she would like to increase some the goal percentages.

Russ McUne felt that it is arbitrary so he would like to stick with the goals presented.

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

FINANCE

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

Linda Darling reported the 2014-2015 Financial Report includes the projected revenue and expenditures for the 2013-2014 fiscal year. The projected Ending Fund Balance for 2013-2014 is \$3,154,700, but will continue to change until the audit. The auditors will be coming Oct. 6, with the written audit being completed by Thanksgiving. The September State Revenue Forecast shows slow but steady revenue growth projected for the 2015-17 biennium.

2. Information: SEC's MCDC Initiative (Enclosure F-2)

Linda Darling included two packets of information regarding the SEC's MCDC. She pointed out that Securities and Exchange Commission Division of Enforcement (SEC) recently announced the Municipal Continuing Disclosure Cooperation Initiative (MCDC). The SEC has been concerned that municipal bond issuers and obligors may in the past have failed to adequately disclose material violations of past continuing disclosure agreements in their Official Statements and that underwriters may have failed to appropriately address the issue through their due diligence responsibilities. The Initiative allows municipal bond issuers and underwriters to voluntarily self-report to the SEC failures to disclose material violations of past continuing disclosure agreements in Official Statements. The District had two of those bonds. At this point the under writers are looking at those bonds. It behooves them to look at those bonds very wide. We are working with bond counsel to make sure that we are meeting all of the criteria. Linda said that the challenge will be with the five years prior to this administration and her being hired into her position.

HUMAN RESOURCES

1. Report: Professional Growth & Accountability Update (Enclosure H-1)

Ryan updated the Board with state requirements to the PG&A sharing a power point with the following points:

- 1) The Oregon Matrix

- 2) SMART goal setting and Student Learning and Growth
- 3) SMART Goal quality Review Checklist

The administration is going out to each school to give staff training with the changes.

CONSENT AGENDA

1. **Action:** Approve August 14, 2014 Board Minutes (Enclosure J-1)
2. **Action:** Approve Hiring Cameron Eberhart – Science (7/8) Hamilton Creek TEMPORARY 14-15
3. **Action:** Approve Hiring Jonathan Stein – Music Seven Oak
4. **Action:** Approve Hiring Carla Schuh, Kindergarten Cascades
5. **Action:** Approve Hiring Cheri Bullock, Biology, LHS

Board Secretary Kathy Schurr explained that Jerry Williams had called to make correction to the minutes on something that he spoke about in “Board Communication”. The changes have been made and the revised minutes given to the Board.

Russ McUne made a motion to approve the Consent Agenda with the revised minutes. Liz Alperin seconded. The motion carried by majority.

BOARD OF EDUCATION TIME/DISCUSSION

October 9, 2014	6:00 p.m./District Office Board Room	Regular Board Meeting
November 13, 2014	6:00 p.m./District Office Board Room	Regular Board Meeting
December 11, 2014	6:00 p.m./District Office Board Room	Regular Board Meeting

The Board discussed the possibility of changing the November 13 Board meeting to another night due to the OSBA Fall Convention that week. The consensus of the Board was to table and discuss the issue at the October meeting.

BOARD COMMUNICATION

Liz Alperin reported that she had read in the paper that Oregon has been brought into the Federal Lunch Program, whereby if 20% of students are on free lunch then all students at that school could eat for free.

Linda Darling shared that Bo Yates and Angie Gorman looked at that program and the financial impact and have decided to wait for a year to see how it impacts other districts in our surrounding area who are implementing it.

Liz Alperin would like the numbers brought to the Board next spring so that the program can be considered for the 2015-2016 school year.

Liz Alperin requested that Laura Foley present an AVID Programs report to the Board in the near future.

Rob Hess said that an AVID report is scheduled for the February agenda.

Board Meeting
September 11, 2014
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SUPERINTENDENT COMMUNICATION

Rob Hess shared his excitement for the 2014-2015 school year. He feels good that the year has started off strong.

Rob Hess asked if he, Mike Martin and Russ McUne could meet in the near future to begin the evaluation process. Kathy Schurr will set up a time for that meeting.

Rob Hess reported that the City of Lebanon is beginning a Vision process and has asked that he serve on the Committee to interview for the RFP's for the plan.

ADJOURN

The meeting adjourned at 7:55 p.m.

(Recorded by Kathy Schurr)

Richard Borden, Board Chair

Rob Hess, Superintendent