

**LEBANON COMMUNITY SCHOOL DISTRICT
SCHOOL BOARD AGENDA
Lebanon School District Office
485 S. 5th St. Lebanon, OR 97355
September 11, 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. **Information:** Technology Update

D. PURSUING EXCELLENCE

1. **Report:** Welcome Back 2014 “Got Grit?”

E. GENERAL BUSINESS

1. **Report:** Reporting Requirements for the Use of Physical Restraint and Seclusion (Enclosure E-1)
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
3. **Action:** Approve Achievement Compact 2014-2015 (Enclosure E-3)

F. FINANCE

1. **Information:** Financial Report (Enclosure F-1)
2. **Information:** SEC’s MCDC Initiative (Enclosure F-2)

G. OPERATIONS

H. HUMAN RESOURCES

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

J. 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

K. 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

L. BOARD COMMUNICATION

M. SUPERINTENDENT COMMUNICATION

N. ADJOURN

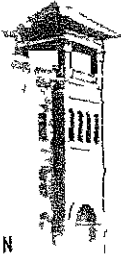
The Lebanon Community School District Board of Directors welcomes you to our regular meeting. It is the Board's desire to hold an effective and efficient meeting to do the business of the District. In keeping with that objective the Board provides a place for AUDIENCE COMMENTS on each of its regular 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.

130 YEARS
OF EDUCATION



LEBANON Community Schools

485 SOUTH 5TH STREET • LEBANON, OR 97355 • PHONE: 541-259-8905 • FAX: 541-259-6857 • www.lebanon.k12.or.us

August 15, 2014

581-021-0559 Reporting Requirements for the Use of Physical Restraint & Seclusion

Each entity that has jurisdiction over a public education program must prepare an annual report detailing the use of physical restraint and seclusion for the preceding school year, including, at a minimum:

(a) The total number of incidents involving physical restraint;

In 2013 – 2014 Lebanon School District had 10 incidents of physical restraint, (Physical restraint means the restriction of a student's movement by one or more persons holding the student or applying physical pressure upon the student.)

(b) The total number of incidents involving seclusion;

In 2013 – 2014 Lebanon School District had 29 incidents of seclusion, (Seclusion means the involuntary confinement of a student alone in a room from which the student is physically prevented from leaving.)

(c) The total number of seclusions in a locked room;

In 2013 – 2014 Lebanon School District had 0 incidents of seclusion in a locked room.

(d) The total number of students placed in physical restraint;

In 2013 – 2014 Lebanon School District had 4 students placed in physical restraint.

(e) The total number of students placed in seclusion;

In 2013 – 2014 Lebanon School District had 2 students placed in seclusion.

(f) The total number of incidents that resulted in injuries or death to students or personnel as a result of the use of physical restraint or seclusion;

In 2013 -2014 Lebanon School District had 0 incidents that resulted in injuries or death to students or personnel as a result of the use of physical restraint or seclusion.

(g) The number of students who were placed in physical restraint or seclusion more than 10 times in the course of a school year and an explanation of what steps have been taken by the public education program to decrease the use of physical restraint and seclusion for each student;

(Enclosure E-1)

In 2013 -2014 Lebanon School District had 2 students who were placed in physical restraint or seclusion more than 10 times in the course of the school year. The first student ran from staff and from the school building creating a safety risk. Trained staff used an OIS approved belt/shirt hold to prevent the student from running off campus 12 times throughout the school year. The second student used the seclusion room 29 times throughout the school year as part of his behavior support plan. The seclusion room was used as a quiet area for the student to deescalate and calm down before returning to the classroom. The majority of the incidents happened at the start of the school year when the behavior support plan was first implemented.

(h) The number of incidents in which the personnel of the public education program administering physical restraint or seclusion were not trained;

In 2013 – 2014 Lebanon School District had 2 incidents of students who were placed in physical restraint by untrained personnel.

(i) The demographic characteristics of all students upon whom physical restraint or seclusion was imposed, including;

- a. Race – 4 White students, 1 Asian/White student
- b. Ethnicity – 1 Hispanic student
- c. Gender – 4 male students, 1 female student
- d. Disability status – 3 students with disabilities
- e. Migrant status – 0 migrant students
- f. English proficiency – 0 English proficiency students
- g. Status as economically disadvantaged – 0 economically disadvantaged students

Policy Updates
September 11, 2014
2nd Reading

Policies BBFA, BBFB, GBC –

House Bill 2079 from the 2013 Legislative session modified Oregon Revised Statutes which impacted the definition of “relative” and addressed “a member of household” language. We received further clarification concerning the definition of “a member of household” from Oregon Government Ethics Commission (OGEC) and are releasing the Commission’s recommended edits.

Policy EEACA

Under new requirements from the Federal Motor Carrier Safety Administration all physical examinations of school bus drivers must be administered by a certified medical examiner who is listed in the FMCSA’ National Registry of Certified Medical Examiners. To remain in compliance with the commercial driver license regulations, the Oregon Department of Education is requiring all physical exams administered on or after the implementation date of May 21, s014, be done by a certified medical examiner.

Policies GBNA, & GBN/JBA

The following recommended change to board policy GBNA- Hazing/Harassment/Intimidation/Bullying?Menacing/Cyberbullying – Staff is to clarify the recipients of prohibited conduct. The recommended change to board policies GBN/JBA and is to clarify the standard for measuring the impact of off-duty conduct.

Policy IIA

House Bill (HB) 2426 passed during the 2013 Session creates new provisions and amends Oregon Revised Statutes (ORS) 337.120 and ORS 343.223. It is intended to encourage school boards and districts to have thoughtful conversations about how technology is utilized in schools and how to make better educational use of all the computers, iPads and electronic devices that students are already bringing to school. HB 2426 requires school district boards to adopt policies regarding student use of personal electronic devices (computers, iPads, et. al.). The bill also requires districts that implement curriculum which integrates or includes technology, to grant access to these materials free of charge.

Policies IK

House Bill 4150 passed in the 2014 Legislature made changes to HB2220 affecting how school districts report a student's progress; how parents are informed of their student's progress; and what can be included in a student's grades.

In addition, an annual report created by HB 2220 is no longer required but district may continue to report.

Further, it added that proficiency teaching and learning, and proficiency grading and reporting are not required of districts, but districts may choose to continue current systems or implement systems. In doing so, the districts must consult and advisory committee.

Policy JGAB

At its January 2014 meeting the State Board of Education amended and clarified the standards for "seclusion rooms." The Board added requirements for reporting data on "seclusion rooms" which will be included in the annual report to the Superintendent of Public Instruction about the use of physical restraints and seclusion in the district.

Board Member Ethics and Conflicts of Interest

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

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

I. Conflicts of Interest

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

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

“Relative” means: 1) the Board member’s or candidate’s spouse¹, parent, step-parent, child, sibling, step-sibling, son-in-law or daughter-in-law; 2) the spouse of the Board member’s or candidate’s parent, step-parent, child, sibling, step-sibling, son-in-law or daughter-in-law.

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

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

¹The term spouse includes domestic partner.

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

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

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

Potential Conflict of Interest

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

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

Actual Conflict of Interest

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

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

Class Exception

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

II. Gifts

Board members are public officials and therefore will not solicit or accept a gift or gifts with an aggregate value in excess of \$50 from any single source in a calendar year that has a legislative or administrative interest in any matter subject to the decision or vote of the Board member. All gift related provisions apply to the Board member, and their relatives, and members of their household. The \$50 gift limit applies separately to the Board member and to the Board member's relatives or members of household, meaning that the Board member, each member of their household and their relative can accept up to \$50 each from the same source/gift giver.

1. "Gift" means something of economic value given to a Board member without valuable consideration of equivalent value, which is not extended to others who are not public officials on the same terms and conditions.
2. "Relative" means: a) the Board member's or candidate's spouse¹, parent, step-parent, child, sibling, step-sibling, son-in-law or daughter-in-law; b) the spouse of the Board member's or candidate's parent, step-parent, child, sibling, step-sibling, son-in-law or daughter-in-law.
3. "Member of the household" means any person who resides with the Board member.

Determining the Source of Gifts

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

Determining Legislative and Administrative Interest

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

Determining the Value of Gifts

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

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

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

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

5. For receptions and meals with multiple attendees, but with no price established to attend, the source of the Board member's meal or reception will use reasonable methods to determine the per person value or benefit conferred. The following examples are deemed reasonable methods of calculating value or benefit conferred:
 - a. The source divides the amount spent on food, beverage and other costs (other than charitable contributions) by the number of persons whom the payor reasonably expects to attend the reception or dinner;
 - b. The source divides the amount spent on food, beverage and other costs (other than charitable contributions) by the number of persons who actually attend the reception or dinner; or
 - c. The source calculates the actual amount spent on the Board member.
6. Upon request by the Board member, the source will give notice of the value of the merchandise, goods, or services received.
7. Attendance at receptions where the food or beverage is provided as an incidental part of the reception is permitted without regard to the fair market value of the food and beverage provided.

Value of Unsolicited Tokens or Awards: Resale value

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

Entertainment

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

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

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

Exceptions

The following are exceptions to the ethics rules on gifts:

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

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

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

Honoraria

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

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

END OF POLICY

Legal Reference(s):

ORS 162.015 to -162.035
ORS 162.405 to -162.425

ORS 244.010 to -244.400
ORS 332.055

OAR 199-005-0003 to -199-020-0020

38 OR. ATTY. GEN. OP. 1995 (1978)
OR. ETHICS COMM'N, OR. GOV'T ETHICS LAW, A GUIDE FOR PUBLIC OFFICIALS.

Lebanon Community Schools

Code: **BBFB**
Adopted: 11/3/08
Readopted: 2/4/10, 12/5/13
Orig. Code(s): BBFB

Board Member Ethics and Nepotism

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

1. A Board member may not appoint, employ, promote, discharge, fire, or demote or advocate for such an employment decision for a relative or member of the household, unless the Board member complies with the conflict of interest requirements of ORS Chapter 244;
2. This policy does not apply to decisions regarding unpaid volunteer positions unless it is a Board member position or another Board-related unpaid volunteer position (i.e. a Board committee position);
3. A Board member may not participate as a public official in any interview, discussion, or debate regarding the appointment, employment, promotion, discharge, firing, or demotion of a relative or member of the household. A Board member may still serve as a reference or provide a recommendation.

For the purposes of this policy, a "member of the household" means any person who resides with the Board member and "relative" means:

1. The Board member's spouse¹, parent, step-parent, child, sibling, step-sibling, son-in-law or daughter-in-law;
2. The spouse of the Board member's parent, step-parent, child, sibling, step-sibling, son-in-law or daughter-in-law.

Class Exception

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

¹The term spouse includes domestic partner.

for employees with doctorates in the collective bargaining agreement, the Board member should not vote on the contract.

END OF POLICY

Legal Reference(s):

ORS 244.010 to -244.400

OAR 199-005-0003 to -199-020-0020

ORS 659A.309

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

Lebanon Community Schools

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

School Bus Driver Examination and Training (Version 1)

School bus drivers must pass physical examinations administered by a medical examiner listed in the Federal Motor Carrier Safety Administration's National Registry of Certified Medical Examiners and meet other criteria as established by state and federal law and by Oregon Department of Education regulations including the requirements for a commercial driver's license (CDL).

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

END OF POLICY

Legal Reference(s):

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

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

HR6/12/14 RS

Lebanon Community Schools

Code: **GBC**
Adopted: 11/3/08
Readopted: 9/16/10, 12/5/13
Orig. Code(s): GBC

Staff Ethics

I. Conflict of Interest

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

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

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

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

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

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

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

In the *conflict of interest context*, a "member of household" means any person who resides with the employee and "Relative" means:

1. The employee's spouse¹, parent, step-parent, child, sibling, step-sibling, son-in-law or daughter-in-law;
2. The spouse of the employee's parent, step-parent, child, sibling, step-sibling, son-in-law or daughter-in-law.

II. Gifts

District employees must comply with the following rules involving gifts:

Employees are public officials and therefore will not solicit or accept a gift or gifts with an aggregate value in excess of \$50 from any single source in a calendar year that has a legislative or administrative interest in any matter subject to the decision or vote of the district employee. All gift-related provisions apply to the employee, and their relatives, and members of their household. The \$50 gift limit applies separately to the employee, and to the employee's relatives or members of household, meaning that the employee and each member of their household and relative can accept up to \$50 each from the same source/gift giver.

1. "Gift" means something of economic value given to an employee without valuable consideration of equivalent value, which is not extended to others who are not public officials on the same terms and conditions.

¹The term spouse includes domestic partner.

2. "Relative":
 - a. The employee's spouse¹, parent, step-parent, child, sibling, step-sibling, son-in-law or daughter-in-law;
 - b. The spouse of the employee's parent, step-parent, child, sibling, step-sibling, son-in-law or daughter-in-law.
3. "Member of the household" means any person who resides with the employee.

Determining the Source of Gifts

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

Determining Legislative and Administrative Interest

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

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

Determining the Value of Gifts

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

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

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

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

4. For receptions and meals with multiple attendees, but with no price established to attend, the source of the employee's meal or reception will use reasonable methods to determine the per person value or benefit conferred. The following examples are deemed reasonable methods of calculating value or benefit conferred:
 - a. The source divides the amount spent on food, beverage and other costs (other than charitable contributions) by the number of persons whom the payor reasonably expects to attend the reception or dinner;
 - b. The source divides the amount spent on food, beverage and other costs (other than charitable contributions) by the number of persons who actually attend the reception or dinner; or
 - c. The source calculates the actual amount spent on the employee.
5. Upon request by the employee, the source will give notice of the value of the merchandise, goods, or services received.
6. Attendance at receptions where the food or beverage is provided as an incidental part of the reception is permitted without regard to the fair market value of the food and beverage provided.

Value of Unsolicited Tokens or Awards: Resale value

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

Entertainment

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

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

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

Exceptions

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

9. Gifts from "relatives" and "members of the household" are permitted in an unlimited amount; they are not considered gifts under the ethics rules;
10. Informational or program material, publications, or subscriptions related to the recipient's performance of official duties;

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

“Reception” means a social gathering. Receptions are often held for the purpose of extending a ceremonial or formal welcome and may include private or public meetings during which guests are honored or welcomed. Food and beverages are often provided, but not as a plated, sit-down meal;
13. Food or beverage consumed by employee acting in an official capacity in the course of financial transactions between the public body and another entity described in ORS 244.020(6)(b)(I)(i);
14. Waiver or discount of registration expenses or materials provided to employee at a continuing education event that the employee may attend to satisfy a professional licensing requirement;
15. A gift received by the employee as part of the usual or customary practice of the employee's private business, employment or position as a volunteer that bears no relationship to the employee's district employment;
16. Reasonable expenses paid to employee for accompanying students on an educational trip.

Honoraria

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

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

END OF POLICY

Legal Reference(s):

ORS 244.010 to -244.400
ORS 332.016

ORS 659A.309

OAR 199-005-0003 to -199-020-0020
OAR 584-020-0040

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

Lebanon Community Schools

Code: **GBNA**
Adopted: Adopted: 9/16/10

Hazing/Harassment/Intimidation/Bullying/Menacing/Cyberbullying – Staff

The Board is committed to providing a positive and productive learning and working environment. Hazing, harassment, intimidation, bullying, menacing, and acts of cyberbullying of staff, students or third parties by staff, students or third parties is strictly prohibited and shall not be tolerated in the district. Retaliation against any person who reports, is thought to have reported, files a complaint or otherwise participates in an investigation or inquiry is also strictly prohibited.

Staff whose behavior is found to be in violation of this policy will be subject to discipline, up to and including dismissal. Third parties whose behavior is found to be in violation of this policy shall be subject to appropriate sanctions as determined and imposed by the superintendent or Board.

Individuals may also be referred to law enforcement officials. Licensed staff will be reported to Teacher Standards and Practices Commission, as provided by OAR 584-020-0041.

The superintendent is directed to develop administrative regulations to implement this policy. Regulations shall include descriptions of prohibited conduct, reporting and investigative procedures and provisions to ensure [annual] notice of this policy is provided to students, staff and third parties.

END OF POLICY

Legal Reference(s):

ORS 163.190
ORS 163.197(2)
ORS 166.065

ORS 166.155 to -166.165
ORS 332.072
ORS 332.107

ORS 659A.030

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (2006).

HR6/12/14 | PH

Hazing/Harassment/Intimidation/Bullying/Menacing/Cyberbullying – Staff - GBNA

1-1

Enclosure E-2)

Lebanon Community Schools

Code: **GBN/JBA**
Adopted: 8/18/03
Readopted: 9/16/10
Orig. Code(s): GBN/JBA

Sexual Harassment

The Board is committed to the elimination of sexual harassment in district schools and activities. Sexual harassment is strictly prohibited and shall not be tolerated. This includes sexual harassment of students, staff or third parties by other students, staff, Board members or third parties. "Third parties" include, but are not limited to, school volunteers, parents, school visitors, service contractors or others engaged in district business, such as employees of businesses or organizations participating in cooperative work programs with the district and others not directly subject to district control at interdistrict and intradistrict athletic competitions or other school events. "District" includes: district facilities; district premises and nondistrict property if the student or employee is at any district-sponsored, district-approved or district-related activity or function, such as field trips or athletic events, where students are under the control of the district; or where the employee is engaged in district business. The prohibition also includes off duty conduct which is incompatible with district job responsibilities.

Sexual harassment of students and staff shall include, but is not limited to, unwelcome sexual advances, requests for sexual favors and other verbal, nonverbal or physical conduct of a sexual nature when:

1. The conduct or communication has the purpose or effect of demanding sexual favors in exchange for benefits;
2. Submission to or rejection of the conduct or communication is used as the basis for educational decisions affecting a student or employment or assignment of staff;
3. The conduct or communication is so severe, persistent or pervasive that it has the purpose or effect of unreasonably interfering with a student's educational performance or with an employee's ability to perform his/her job; or creates an intimidating, offensive or hostile educational or working environment. Relevant factors to be considered will include, but not be limited to, did the individual view the environment as hostile; was it reasonable to view the environment as hostile; the nature of the conduct; how often the conduct occurred and how long it continued; age and sex of the complainant; whether the alleged harasser was in a position of power over the student or staff member subjected to the harassment; number of individuals involved; age of the alleged harasser; where the harassment occurred; and other incidents of sexual harassment at the school involving the same or other students or staff.

Examples of sexual harassment may include, but not be limited to, physical touching or graffiti of a sexual nature; displaying or distributing of sexually explicit drawings; pictures and written materials; sexual gestures or obscene jokes; touching oneself sexually or talking about one's sexuality in front of others; or spreading rumors about or rating other students or others as to appearance, sexual activity or performance.

All complaints about behavior that may violate this policy shall be promptly investigated. Any student or employee who has knowledge of conduct in violation of this policy or feels he/she is a victim of sexual harassment must immediately report his/her concerns to the principal, compliance officer or superintendent, who has overall responsibility for all investigations. A student may also report concerns to a teacher, counselor or school nurse, who will promptly notify the appropriate district official. The student and the student's parents or staff member who initiated the complaint shall be notified of the findings of the investigation and, if appropriate, that remedial action has been taken.

The initiation of a complaint in good faith about behavior that may violate this policy shall not adversely affect the educational assignments or study environment of a student complainant or any terms or conditions of employment or work environment of the staff complainant. There shall be no retaliation by the district against any person who, in good faith, reports, files a complaint or otherwise participates in an investigation or inquiry of sexual harassment.

It is the intent of the Board that appropriate corrective action will be taken by the district to stop the sexual harassment, prevent its recurrence and address negative consequences. Students in violation of this policy shall be subject to discipline up to and including expulsion and/or counseling or sexual harassment awareness training, as appropriate. The age and maturity of the student(s) involved and other relevant factors will be considered in determining appropriate action. Employees in violation of this policy shall be subject to discipline, up to and including dismissal and/or additional sexual harassment awareness training, as appropriate. Other individuals whose behavior is found to be in violation of this policy shall be subject to appropriate sanctions as determined and imposed by the superintendent or Board.

Additionally, the district may report individuals in violation of this policy to law enforcement officials. Licensed staff, staff registered with the Teacher Standards and Practices Commission (TSPC) and those participating in practicum programs, as specified by Oregon Administrative Rules, shall be reported to TSPC.

The superintendent shall ensure appropriate periodic sexual harassment awareness training or information is provided to all supervisors, staff and students and that annually, the name and position of district officials responsible for accepting and managing sexual harassment complaints, business phone numbers, addresses or other necessary contact information is readily available. This policy as well as the complaint procedure will be made available to all students, parents of students and staff. The district's policy shall be posted in all grade 6 through 12 schools. Such posting shall be by a sign of at least 8 1/2" by 11".

The superintendent will establish a process of reporting incidents of sexual harassment.

END OF POLICY

Legal Reference(s):

ORS 243.706

ORS 342.700

ORS 342.704

ORS 342.708

ORS 342.850

ORS 342.865

ORS 659.850

ORS 659A.006

ORS 659A.029

ORS 659A.030

OAR 581-021-0038

OAR 584-020-0040

OAR 584-020-0041

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (2006).

Title VII of the Civil Rights Act of 1964, 42 U.S.C. § 2000e (2006).

Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683 (2006); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2006).

Bartsch v. Elkton School District, FDA-13-011 (March 27, 2014).

R6/12/14 PH

Sexual Harassment - GBN/JBA

3-3

(Enclosure E-2)

Instructional Resources/Instructional Materials (Version 1)

The Board is responsible for the selection of instructional materials. The Board delegates to district professional personnel the authority for the selection of instructional and library media materials in accordance with the policy below.

Selection Objectives

When reviewing and selecting instructional materials, the objectives will be:

1. To select materials that will provide improvements in content, organization and teaching methods;
2. To ensure accurate and up-to-date content that includes new concepts, insights and facts;
3. To provide for sequential growth from level to level;
4. To provide a fair representation of the many religious, ethnic and cultural groups and their contributions to our American heritage;
5. To provide recognition of minority groups and women by placing them frequently in positions of leadership and example. There will be no discrimination or bias or prejudice toward sex, sexual orientation, race, religion, national origin, marital status, disability or age.

The district will establish a process and timeline for regularly determining and considering whether the textbooks and other instructional materials are available through online resources that enable students with print disabilities to receive textbooks and instructional materials free of charge.

Textbooks and other instructional materials adopted by the Board shall be selected by the appropriate professional personnel in consultation with parents and citizens. The input of staff and students will be encouraged. Final decisions on purchase will rest with the superintendent or designee, subject to official adoption by the Board in the case of textbooks and other instructional materials.

Selection Criteria

All materials selected will be consistent with the following principles:

6. Materials that enrich and support the curriculum, taking into consideration the varied interests, abilities and maturity levels of the students served;
7. Materials that stimulate growth in factual knowledge, literary appreciation, aesthetic values and ethical standards;

8. A background of information which will enable students to make intelligent judgments in their daily lives;
9. Materials on opposing sides of controversial issues, so that young citizens may develop, under guidance, the practice of analytical reading and thinking;
10. Materials representative of the many religious, ethnic and cultural groups, showing their contributions to our heritage.

The above principles will serve as a guide in the selection of all instructional and library [media] materials.

To be in compliance with the requirements of federal law, the Board directs the superintendent to distribute curriculum materials and instructional supplies to district schools in such a manner that ensures all schools receive equivalent materials.

Any resident or employee may challenge the appropriateness of the district's instructional materials. The district will provide a procedure to process such challenges.

END OF POLICY

Legal Reference(s):

<u>ORS 336.035</u>	<u>ORS 337.260</u>	<u>OAR 581-021-0045</u>
<u>ORS 336.840</u>	<u>ORS 337.511</u>	<u>OAR 581-021-0046</u>
<u>ORS 337.120</u>	<u>ORS 339.155</u>	<u>OAR 581-022-1140</u>
<u>ORS 337.141</u>		<u>OAR 581-022-1520</u>
<u>ORS 337.150</u>	<u>OAR 581-011-0050 to -0117</u>	<u>OAR 581-022-1640</u>

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

Lebanon Community Schools

Academic Achievement**

The Board believes it is important that teachers have as much accurate knowledge of student achievement as possible to assess students' needs and growth; thus, a sharing of information among parent, teacher and student is essential.

The district shall ensure that all students have the opportunity to demonstrate progress toward ~~becoming proficient in the~~ mastery of the knowledge and skills of the student's current grade level or course content level. Students who have not yet met or who exceed all of the standards at any grade level, will be offered additional services or alternative educational or public ~~education~~ school options. The goal of the district is for each student to gain a minimum of a years academic growth in a years time

The Board directs staff to follow these guidelines in measuring and ~~reporting~~ determining student progress:

1. Parents and students will be informed at least annually, of their student's progress ~~to meet or exceed grade-level~~ toward achieving the academic content standards, including but not limited to:
 - a. Information on progress in each subject area to meet or exceed the academic content standards at the student's current grade level or course content level, including major goals used to determine the information;
 - b. Specific evidence of student progress ~~on the~~ toward mastery of a continuum of academic knowledge and skills (academic content standards) of a subject area, upon request from a parent;
 - c. [Evidence of the student's progress in a continuum of knowledge and skills that are not academic and that may include student behaviors that are defined by the district;]
 - d. Student scores on all state and local assessments indicating any of the requirements that have been waived for the district or the individual and time periods for the waiver; and
 - e. Student progress toward completion of diploma requirements to parents of students in grades 9-12, including credits earned, demonstration of extended application and demonstration of the Essential Skills.
2. Parents will be alerted and conferred with as soon as possible when a student's performance or attitude becomes unsatisfactory or shows marked or sudden deterioration;
3. Grades and/or portfolio content assessment will be based upon academic performance and will not include student attitude or behavior. Grades will not be used for disciplinary purposes. Absenteeism or misconduct shall not be the sole criterion for the reduction of a student's grade. Behavior performance shall be reported separately;

4. At comparable levels, the school system will strive for consistency in grading and reporting except when this consistency is inappropriate for certain classes or certain students;
5. When no grades are given but the student is evaluated in terms of progress, the school staff will also provide a realistic appraisal of the student's standing in relation to his/her peers;
6. The staff will take particular care to explain to parents the meaning of marks and symbols used to reflect student performance.

END OF POLICY

Legal Reference(s):

ORS 107.154
ORS 329.485
ORS 343.295

OAR 581-021-0022
OAR 581-022-1660
OAR 581-022-1670

Lebanon Community Schools

Code: **JGAB**

Adopted: 8/6/01

Readopted: 1/20/11, 12/15/11, 12/5/13,
3/20/14

Use of Restraint and Seclusion

The Board is dedicated to the development and application of best practices within the district's public educational/behavioral programs. It is the intent of the Board to establish a policy that defines the circumstances that must exist and the requirements that must be met prior to, during and after the use of physical restraint and/or seclusion as an intervention with district students.

Definitions

1. "Physical restraint" means the restriction of a student's movement by one or more persons holding the student or applying physical pressure upon the student. "Physical restraint" does not include touching or holding a student without the use of force for the purpose of directing the student or assisting the student in completing a task or activity. The definition of "physical restraint" does not include the use of mechanical, chemical or prone restraint of a student as these methods are prohibited by Oregon law.
2. "Seclusion" means the involuntary confinement of a student alone in a room from which the student is physically prevented from leaving.

Seclusion does not include the removal of a student for a short period of time to provide the student with an opportunity to regain self-control, in a setting from which the student is not physically prevented from leaving.

3. "Serious bodily injury" means any significant impairment of the physical condition of a person, as determined by qualified medical personnel, whether self-inflicted or inflicted by someone else.
4. "Mechanical restraint" means a device used to restrict the movement of a student or the movement or normal function of a portion of the body of a student.

Mechanical restraint does not include:

- a. A protective or stabilizing device ordered by a licensed physician; or
 - b. A vehicle safety restraint when used as intended during the transport of a student in a moving vehicle.
5. "Chemical restraint" means a drug or medication that is used on a student to control behavior or restrict freedom of movement that has not been prescribed by a licensed health professional or other qualified health care professional acting under the professional's scope of practice.
 6. "Prone restraint" means a restraint in which a student is held face down on the floor.

Use of Restraint and Seclusion - JGAB

1-3

(Enclosure E-2)

The use of physical restraint and/or seclusion is only permitted as a part of a behavioral support plan when other less restrictive interventions would not be effective and the student's behavior poses a threat of imminent, serious physical harm to the student or others.

Except in the case of an emergency, only staff current in the required training in accordance with the district-designated physical restraint and seclusion training program will implement physical restraint or seclusion with a student. In an emergency, physical restraint and/or seclusion may also be used by a school administrator, teacher or other school employee as necessary when the student's behavior imposes a reasonable threat of imminent, serious bodily injury to the student or to others. The use of physical restraint or seclusion under these circumstances is only allowed so long as the student's behavior poses a threat of imminent, serious physical harm to themselves or to others. Any student being restrained or secluded within the district whether in an emergency or as a part of a plan shall be constantly monitored by staff for the duration of the intervention. Any room used for seclusion of a student must ~~allow staff full view of the student in all areas of the room and be free of potentially hazardous conditions such as unprotected light fixtures and electrical outlets~~ meet the standards as outlined in OAR 581-021-0568.

The district shall utilize the Oregon Intervention System training program of physical restraints and seclusion for use in the district. As required by state regulation, the selected program shall include: behavioral support, prevention, de-escalation and crisis response techniques. Any program selected by the district must be in compliance with state and federal law with respect to the use of restraint and/or seclusion.

An annual review of the use of physical restraint and seclusion during the preceding school year shall be completed and submitted to the Superintendent of Public Instruction to ensure compliance with district policies and procedures.

The results of the annual review shall be documented and shall include at a minimum:

7. The total number of incidents of physical restraint;
8. The total number of incidents of seclusion;
9. The total number of seclusions in a locked room;
10. The total number of students placed in physical restraint;
11. The total number of students placed in seclusion;
12. The total number of incidents that resulted in injuries or death to students or personnel as a result of the use of physical restraint or seclusion;
13. The total number of students placed in physical restraint and/or seclusion more than 10 times in a school year and an explanation of what steps have been taken by the district to decrease the use of physical restraint and seclusion for each student;
14. The total number of physical restraint and seclusion incidents carried out by untrained individuals;

15. The demographic characteristics of all students upon whom physical restraint and/or seclusion was imposed;
16. The total number of rooms available for use by the district for seclusion of a student and a description of the dimensions and design of the rooms.

This report shall be made available to the Board and to the public at the district's main office and on the district's website.

At least once each school year the public shall be notified as to how to access the report.

The district shall investigate all complaints regarding the use of restraint and/or seclusion practices according to the procedures outlined in Board policy KL and KL-AR - Public Complaints.

The superintendent shall develop administrative regulations to carry out the requirements set forth in this policy and to meet any additional requirements established by law related to the use, reporting and written documentation of the use of physical restraint or seclusion by district personnel.

END OF POLICY

Legal Reference(s):

<u>ORS 161 205</u>	<u>OAR 581-021-0061</u>	<u>OAR 581-021-0563</u>
<u>ORS 339 250</u>	<u>OAR 581-021-0550</u>	<u>OAR 581-021-0566</u>
<u>ORS 339.288</u>	<u>OAR 581-021-0553</u>	<u>OAR 581-021-0568</u>
<u>ORS 339 291</u>	<u>OAR 581-021-0556</u>	<u>OAR 581-021-0569</u>
	<u>OAR 581-021-0559</u>	<u>OAR 581-021-0570</u>

Sexual Harassment

The Board is committed to the elimination of sexual harassment in district schools and activities. Sexual harassment is strictly prohibited and shall not be tolerated. This includes sexual harassment of students, staff or third parties by other students, staff, Board members or third parties. "Third parties" include, but are not limited to, school volunteers, parents, school visitors, service contractors or others engaged in district business, such as employees of businesses or organizations participating in cooperative work programs with the district and others not directly subject to district control at interdistrict and intradistrict athletic competitions or other school events. "District" includes: district facilities; district premises and nondistrict property if the student or employee is at any district-sponsored, district-approved or district-related activity or function, such as field trips or athletic events, where students are under the control of the district; or where the employee is engaged in district business. The prohibition also includes off duty conduct which is incompatible with district job responsibilities.

Sexual harassment of students and staff shall include, but is not limited to, unwelcome sexual advances, requests for sexual favors and other verbal, nonverbal or physical conduct of a sexual nature when:

1. The conduct or communication has the purpose or effect of demanding sexual favors in exchange for benefits;
2. Submission to or rejection of the conduct or communication is used as the basis for educational decisions affecting a student or employment or assignment of staff;
3. The conduct or communication is so severe, persistent or pervasive that it has the purpose or effect of unreasonably interfering with a student's educational performance or with an employee's ability to perform his/her job; or creates an intimidating, offensive or hostile educational or working environment. Relevant factors to be considered will include, but not be limited to, did the individual view the environment as hostile; was it reasonable to view the environment as hostile; the nature of the conduct; how often the conduct occurred and how long it continued; age and sex of the complainant; whether the alleged harasser was in a position of power over the student or staff member subjected to the harassment; number of individuals involved; age of the alleged harasser; where the harassment occurred; and other incidents of sexual harassment at the school involving the same or other students or staff.

Examples of sexual harassment may include, but not be limited to, physical touching or graffiti of a sexual nature; displaying or distributing of sexually explicit drawings; pictures and written materials; sexual gestures or obscene jokes; touching oneself sexually or talking about one's sexuality in front of others; or spreading rumors about or rating other students or others as to appearance, sexual activity or performance.

All complaints about behavior that may violate this policy shall be promptly investigated. Any student or employee who has knowledge of conduct in violation of this policy or feels he/she is a victim of sexual harassment must immediately report his/her concerns to the principal, compliance officer or superintendent, who has overall responsibility for all investigations. A student may also report concerns to a teacher, counselor or school nurse, who will promptly notify the appropriate district official. The student and the student's parents or staff member who initiated the complaint shall be notified of the findings of the investigation and, if appropriate, that remedial action has been taken.

The initiation of a complaint in good faith about behavior that may violate this policy shall not adversely affect the educational assignments or study environment of a student complainant or any terms or conditions of employment or work environment of the staff complainant. There shall be no retaliation by the district against any person who, in good faith, reports, files a complaint or otherwise participates in an investigation or inquiry of sexual harassment.

It is the intent of the Board that appropriate corrective action will be taken by the district to stop the sexual harassment, prevent its recurrence and address negative consequences. Students in violation of this policy shall be subject to discipline up to and including expulsion and/or counseling or sexual harassment awareness training, as appropriate. The age and maturity of the student(s) involved and other relevant factors will be considered in determining appropriate action. Employees in violation of this policy shall be subject to discipline, up to and including dismissal and/or additional sexual harassment awareness training, as appropriate. Other individuals whose behavior is found to be in violation of this policy shall be subject to appropriate sanctions as determined and imposed by the superintendent or Board.

Additionally, the district may report individuals in violation of this policy to law enforcement officials. Licensed staff, staff registered with the Teacher Standards and Practices Commission (TSPC) and those participating in practicum programs, as specified by Oregon Administrative Rules, shall be reported to TSPC.

The superintendent shall ensure appropriate periodic sexual harassment awareness training or information is provided to all supervisors, staff and students and that annually, the name and position of district officials responsible for accepting and managing sexual harassment complaints, business phone numbers, addresses or other necessary contact information is readily available. This policy as well as the complaint procedure will be made available to all students, parents of students and staff [in student/parent and staff handbooks]. The district's policy shall be posted in all [grade 6 through 12] schools. Such posting shall be by a sign of at least 8 1/2" by 11".

The superintendent will establish a process of reporting incidents of sexual harassment.

END OF POLICY

Legal Reference(s):

ORS 243.706
ORS 342.700
ORS 342.704
ORS 342.708
ORS 342.850

ORS 342.865
ORS 659.850
ORS 659A.006
ORS 659A.029
ORS 659A.030

OAR 581-021-0038
OAR 584-020-0040
OAR 584-020-0041

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (2006).
Title VII of the Civil Rights Act of 1964, 42 U.S.C. § 2000e (2006).
Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683 (2006); *Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance*, 34 C.F.R. Part 106 (2006).
Davis v. Monroe County Bd. of Educ., 526 U.S. 629 (1999).
Gebser v. Lago Vista Indep. Sch. Dist., 524 U.S. 274 (1998).

Last OEIB Achievement Compact submitted. Never * = Required Fields

Summary Page Disaggregated Results

College and Career Ready: Are students completing high school ready for college or career? *

	2008-09 Cohort	Disadvantaged	2009-10 Cohort	Disadvantaged	2010-11 Cohort	Disadvantaged	2011-12 Cohort Goal	Disadvantaged Goal	2014-15 Cohort 4-yr Goal	Disadvantaged 4-yr Goal
4-Year Graduation Rate	43.2	38.1	37.3	32.5			60.0	45.0		
4-Year Completion Rate	65.2	62.7			75.0	70.0				
3+ College Level Courses							50.0	50.0		
Post-Secondary Enrollment	45.4	36.6					50.0	50.0		

Progression: Are students making sufficient progress toward college and career readiness? *

	All Students 2011-12	Disadvantaged	All Students 2012-13	Disadvantaged	All Students 2013-14	Disadvantaged	Goal (All) 2014-15	Disadvantaged Goal	4-Year Goal (All) 2017-18	Disadvantaged 4-yr Goal
Kindergarten Participation					90.4	93.8	95.0	95.0		
3rd Grade Reading Proficiency	67.4	60.6	70.2	65.1	77.9	71.6	80.0	75.0		
5th Grade Math Proficiency	50.8	41.6	55.0	48.3	58.2	47.1	65.0	58.0		
4th Grade Not Chronically Absent	79.4	76.9	75.6	72.3	80.1	75.0	85.0	80.0		
5th Grade Math Proficiency	60.5	51.9	68.2	59.9	64.3	54.5	70.0	65.0		
5th Grade On Track to Graduate					76.2	70.1	80.0	75.0		
5th Grade Not Chronically Absent	74.2	67.1	69.9	63.9	73.4	67.0	80.0	75.0		

Equity: Are students succeeding across all buildings and populations? *

	2012-13	2013-14	2014-15	2015-16 Goal	4-Year Goal (2018-19)
Priority & Focus Schools (Includes schools with lowest overall rating on Oregon Report Card)		3	2	0	

Local Priorities: What other measures reflect key priorities in the district? (Optional, up to 3)



Grab File Edit Capture Window Help

Lebanon Comm Connected Superintendent Future Ready Distr c Inbox robhess parent meeting Submission / M App cat ons

Oregon Department of Education (14) https://districtcode.state.or.us/apps/InstCollections_TabCollections.aspx?CI.cte% Google

Most Visited BB 2020 LC Television G-Mail Talent ED FB 365 VL CAL GD GS HE jobs

2010-11 Cohort *

	Economically Disadvantaged	Limited English Proficient	Students with Disabilities	Black (Not of Hispanic origin)	Hispanic origin	American Indian / Alaska Native	Pacific Islander	Asian (Not included in Disadvantaged)	TAG (Not included in Disadvantaged)
4-Year Graduation Rate									
5-Year Completion Rate	75.0	60.0	65.0	75.0	75.0	80.0	75.0	100.0	95.0
2+ College Level Courses									
High School/eq Enrollment									

2013-14 Sub-group Outcomes

2011-12 Cohort Goals *

	Economically Disadvantaged	Limited English Proficient	Students with Disabilities	Black (Not of Hispanic origin)	Hispanic origin	American Indian / Alaska Native	Pacific Islander	Asian (Not included in Disadvantaged)	TAG (Not included in Disadvantaged)
4-Year Graduation Rate	50.0	50.0	40.0	75.0	50.0	80.0	75.0	75.0	80.0
5-Year Completion Rate									
2+ College Level Courses	50.0	50.0	25.0	50.0	50.0	50.0	50.0	75.0	75.0
High School/eq Enrollment	50.0	50.0	25.0	50.0	50.0	50.0	50.0	75.0	80.0

2014-15 Sub-group Goals *

	Economically Disadvantaged	Limited English Proficient	Students with Disabilities	Black (Not of Hispanic origin)	Hispanic origin	American Indian / Alaska Native	Pacific Islander	Asian (Not included in Disadvantaged)	TAG (Not included in Disadvantaged)
10th Grade Assessment Participation	95.0	95.0	95.0	95.0	95.0	95.0	95.0	95.0	95.0
3rd Grade Reading Proficiency	75.0	50.0	50.0	75.0	75.0	75.0	75.0	75.0	90.0
3rd Grade Math Proficiency	60.0	60.0	40.0	60.0	60.0	60.0	60.0	75.0	75.0
5th Grade Not Chronically Absent	80.0	80.0	80.0	80.0	80.0	80.0	80.0	80.0	80.0
8th Grade Math Proficiency	65.0	65.0	40.0	65.0	65.0	65.0	65.0	75.0	80.0
8th Grade On Track to Graduate	75.0	75.0	75.0	75.0	75.0	75.0	75.0	90.0	90.0
8th Grade Not Chronically Absent	75.0	75.0	75.0	75.0	75.0	75.0	75.0	75.0	90.0

Achievement Compact 2013-2014

Progress Toward College and Career Readiness	Goal 13-14		Achievement 13-14	
Kinder Assessment Participation	100%	100	90.4%	93.8%
3rd Grade Reading Proficiency	75%	72%	77.9%	71.8%
5th Grade Math Proficiency	65%	60%	58.2%	47.1%
6th Grade Not Chronically Absent	80%	80%	80.1%	75.0%
8th Grade Math Proficiency	70%	67%	64.3%	54.5%
9th Grade Credits Earned	85%	85%	76.2%	70.1%
9th Grade Not Chronically Absent	80%	75%	73.4%	67.0%

(Enclosure E-3)

(Enclosure E-3)

Students Counted in the 5 Year Graduation Rate by ODE for 08-09 Cohort

			Diploma			GED			Alt Cert.			Drop/ Non Comp/ Still BLHS
ALL Students	Total Count	%	42.06%	8.53%	12.35%	10.88%	3.24%	0.29%	0.29%	0.29%	0.59%	22.35%
	340	Sub Count	143	29	42	37	11	1	1	1	2	76
			4 Yr	5 Yr	6 Yr	4 Yr	5 Yr	6 Yr	4 Yr	5 Yr	6 Yr	
NATIVE AMERICAN/ALASKA NATIVE	Total Count	%	33.33%	16.67%	16.67%	0.00%	16.67%	0.00%	0.00%	0.00%	0.00%	16.67%
	6	Sub Count	2	1	1	0	1	0	0	0	0	1
			4 Yr	5 Yr	6 Yr	4 Yr	5 Yr	6 Yr	4 Yr	5 Yr	6 Yr	
ASIAN	Total Count	%	66.67%	0.00%	33.33%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
	3	Sub Count	2	0	1	0	0	0	0	0	0	0
			4 Yr	5 Yr	6 Yr	4 Yr	5 Yr	6 Yr	4 Yr	5 Yr	6 Yr	
BLACK/AFRICAN AMERICAN	Total Count	%	40.00%	20.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	40.00%
	5	Sub Count	2	1	0	0	0	0	0	0	0	2
			4 Yr	5 Yr	6 Yr	4 Yr	5 Yr	6 Yr	4 Yr	5 Yr	6 Yr	
HISPANIC/LATINO	Total Count	%	38.46%	3.85%	15.38%	7.69%	0.00%	0.00%	3.85%	0.00%	0.00%	30.77%
	26	Sub Count	10	1	4	2	0	0	1	0	0	8
			4 Yr	5 Yr	6 Yr	4 Yr	5 Yr	6 Yr	4 Yr	5 Yr	6 Yr	
MULTI-RACE	Total Count	%	33.33%	16.67%	16.67%	0.00%	16.67%	0.00%	0.00%	0.00%	0.00%	16.67%
	6	Sub Count	2	1	1	0	1	0	0	0	0	1
			4 Yr	5 Yr	6 Yr	4 Yr	5 Yr	6 Yr	4 Yr	5 Yr	6 Yr	
WHITE	Total Count	%	42.52%	8.50%	11.90%	11.90%	3.06%	0.34%	0.00%	0.34%	0.68%	21.77%
	294	Sub Count	125	25	35	35	9	1	0	1	2	64
			4 Yr	5 Yr	6 Yr	4 Yr	5 Yr	6 Yr	4 Yr	5 Yr	6 Yr	
SPED	Total Count	%	18.92%	8.11%	0.00%	10.81%	0.00%	2.70%	0.00%	2.70%	2.70%	54.05%
	37	Sub Count	7	3	0	4	0	1	0	1	1	20
			4 Yr	5 Yr	6 Yr	4 Yr	5 Yr	6 Yr	4 Yr	5 Yr	6 Yr	
LEP	Total Count	%	37.50%	0.00%	12.50%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	50.00%
	8	Sub Count	3	0	1	0	0	0	0	0	0	4
			4 Yr	5 Yr	6 Yr	4 Yr	5 Yr	6 Yr	4 Yr	5 Yr	6 Yr	
Econ Dis.	Total Count	%	37.84%	7.03%	10.81%	12.97%	4.86%	0.00%	0.00%	0.54%	0.54%	25.41%
	185	Sub Count	70	13	20	24	9	0	0	1	1	47
			4 Yr	5 Yr	6 Yr	4 Yr	5 Yr	6 Yr	4 Yr	5 Yr	6 Yr	
TAG	Total Count	%	60.78%	9.30%	17.65%	3.92%	0.00%	0.00%	0.00%	0.00%	0.00%	7.84%
	51	Sub Count	31	5	9	2	0	0	0	0	0	4
			4 Yr	5 Yr	6 Yr	4 Yr	5 Yr	6 Yr	4 Yr	5 Yr	6 Yr	

Business Report

By: Linda Darling, Business Director
September 11, 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 \$3,154,700. This figure will continue to change until audit in October. The amounts in 2014-2015 salaries and benefits will continue to change as employees are hired and all employees select new benefit plans during August and September. The projected Ending Fund Balance (EFB) for 2014-2015 is \$3,493,000 which reflects current contracts, a full calendar. The purpose of projecting the 2014-2015 EFB this early is to help us monitor the changes as the year proceeds.

September State Revenue Forecast: *(provided by COSA)*

The September Revenue Forecast showed the slow, steady revenue growth that state economists had projected, for both the current biennium and for 2015-17.

State economist Mark McMullen estimated a gain of \$70 million in general fund and lottery revenue for 2013-15, compared to the June forecast, and a gain of about \$30 million for 2015-17.

McMullen said this forecast represents the most likely economic scenario, but that additional growth above that projected for 2013-15 could trigger a personal income tax kicker, as Oregon's biennial revenues now stand at about 1.8 percent over the "close of session" forecast. If revenue growth exceeds 2 percent in the biennium, approximately \$300 million (or more) would be returned to taxpayers in 2016, meaning it would impact available revenues in 2015-17, McMullen said.

- See more at: <http://www.cosa.k12.or.us/news/state-revenue-forecast-track-continued-slow-and-steady-growth#sthash.EaSSPJoU.dpuf>

Audit:

The week of Oct 6th, Accuity will in the district testing our financial data; during their February visit they tested internal controls, grant processes, and many other things. With the information that they will gather and the testing our 2013-2014 audit report will be completed in early November.

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

The Securities and Exchange Commission's Division of Enforcement (the SEC) recently announced the Municipal Continuing Disclosure Cooperation Initiative (the Initiative). 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 SEC's MCDC Initiative is focusing on Municipalities that have issued bonds in the last five years. We issued two bonds in 2011 (refunded the 2001 General Obligation Bond and initiated the 2011 Full Faith and Credit Bond) that would fall in the 5 year window. I have enclosed in your packet two sets of information about the MCDC Initiative. The document titled "Overview of SEC's MCDC Initiative" is provided by PiperJaffray incorporated the former Seattle NW that has facilitated all of the Districts bonds since 2000. I find this document easier to understand. I also included the formal posting of information for the SEC's webpage on the MCDC Initiative. We are currently doing research with our Bond Counsel, James Shannon of Mersereau Shannon LLP, to see if these are applicable to us. In issuing the bonds we followed the advice from PiperJaffray and our Bond Counsel. I will be bringing more information to the Board in the future.

Affordable Care Act (ACA):

The Affordable Care Act (ACA) has many names and it continues to evolve in an effort to have all American's covered by affordable health care. The District is considered a large employer (over 100 full time employees) therefore in 2015 we are responsible for the first waive shared responsibilities around insurance coverage, reporting coverage and several other reports and actions. What this means for us this month is that we have completed our first 12 month look back period of all individuals that worked during August 1, 2013 – September 30, 2014. This look back period is to evaluate who qualifies for an average of 30 hours a week, which would qualify them to be offered affordable health insurance. Of the 747 individuals evaluated I believe that only 4 have not been offered access to health insurance. The next step is that we are offering health insurance coverage through OEGB. We have properly addressed all of the required actions for the ACA. ACA is a challenging and very time consuming to learn, and implement. As the program continues to unfold it will have an impact on how we operate and what we offer for health insurance plans. I will continue to update the Board as we implement each layer of ACA. An abbreviated timeline is listed provided below (information provided by Gallagher Benefits Services, Inc.):

A multi-year rollout. A year-by-year timeline.

The Patient Protection and Affordable Care Act (PPACA) was first passed in 2010 with its various regulations rolling out over the next few years. See our timeline of key changes for employers.

2018

- High cost coverage tax

2016

- Employer Shared Responsibility for employers with 50 to 99 full-time and full-time equivalent employees

2015

- Employer Shared Responsibility for employers with 100 or more full-time and full-time equivalent employees
- Health insurance reporting coverage
- First payment of Transitional Reinsurance Fee is due
- First payment of Health Insurance Providers Fee is due

2014

- Exchanges
- Transparency in coverage (QHP) reporting—reporting begins after QHPs have been in place one calendar year

- Fair health insurance premiums
- Guaranteed availability of insurance coverage
- Guaranteed renewability of coverage
- Preexisting Condition Exclusion prohibition (for all enrollees)
- Nondiscrimination based on health status
- Nondiscrimination against healthcare providers
- Comprehensive health insurance coverage
- Cost-sharing limitations
- Prohibition on excessive waiting periods
- Coverage for clinical trials
- Annual/lifetime limits prohibited on essential benefits
- Increase in small business healthcare tax credit
- Provision of additional information (Quality Reporting)—reporting required no earlier than reporting required for QHPs (see above)
- Individual mandate

2014-2015 General Fund Summary Report

	10/11 Actual	11/12 Actual	12/13 Actual	13/14 Project 9/4/2014	14/15 Budget	9-2-14 YTD & Enc	9-2-14 Balance	14/15 Project 9/4/2014
General Fund - Revenue								
SSF Formula	27,355,256	28,932,900	30,017,096	33,007,400	34,260,000	6,558,217	27,701,783	34,500,000
SSF Adjustment	(279,025)	784,064	8,476	354,700	-	-	-	(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	55,000	40,000	6,853	33,147	47,000
Third Party Billing	31,968	31,047	50,472	35,600	70,000	1,285	68,715	50,000
TMR	161,370	187,235	176,000	189,000	175,000	-	175,000	184,000
JROTC	56,194	61,985	62,358	44,800	62,000	10,609	51,391	64,000
Other	368,102	360,139	422,445	489,700	380,400	3,686	376,714	375,000
Interfund Transfer	60,000	20,123	60,000	680,000	60,000	-	60,000	60,000
BFB	5,134,115	3,062,267	2,596,141	1,065,300	2,400,000	-	2,400,000	3,150,000
Total	34,311,536	34,531,437	33,452,848	35,921,500	37,447,400	6,580,650	30,866,750	38,180,000
	=====	=====	=====	=====	=====	=====	=====	=====
General Fund - Expenses								
Salaries	15,683,004	15,883,359	16,090,527	15,946,400	16,420,371	14,544,173	1,876,198	16,231,200
Benefits	8,821,743	9,459,887	9,385,913	9,750,200	10,633,677	7,769,671	2,864,006	9,585,800
P. Services	4,006,894	4,076,037	4,635,958	4,781,500	5,744,518	1,378,177	4,366,341	5,245,600
Supplies	1,016,745	1,376,729	1,165,368	1,123,500	1,420,884	767,783	653,101	1,359,800
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	244,133	58,817	295,900
Transfers	1,326,000	863,180	1,093,860	902,400	1,945,000	-	1,945,000	1,945,000
Contingency	-	-	-	-	950,000	-	950,000	-
Total	31,130,269	31,935,297	32,634,975	32,766,800	37,447,400	24,703,936	12,743,464	34,686,600
	=====	=====	=====	=====	=====	=====	=====	=====
	<i>Projected Ending Fund Balance</i>			3,154,700	<i>Projected Ending Fund Balance</i>			3,493,400

2014-2015 General Fund Summary Report

	10/11 Actual	11/12 Actual	12/13 Actual	13/14 Project 9/4/2014	14/15 Budget	9-2-14 YTD	9-2-14 Balance	14/15 Project 9/4/2014
SSF Formula								
Taxes	7,365,068	7,533,685	7,841,946	7,900,000	7,830,000	-	7,830,000	8,061,000
Federal Forest Fees	375,840	233,611	226,617	270,200	-	-	-	-
Common School	310,174	325,406	348,692	390,700	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	24,235,500	25,960,000	6,558,217	19,401,783	25,969,000
Adjustments to SSF Payments								
Adj for HC Disability Grant	(620)	10,520	8,476	44,600	-	-	-	-
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			-	310,100	-	-	-	-
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	33,362,100	34,260,000	6,558,217	27,701,783	34,250,000
Loan Receipts		119,000	-	-	-	-	-	-
Interest of Investments	60,225	62,615	59,860	55,000	40,000	6,853	33,147	47,000
Third Party billing - Medicaid	31,968	31,047	50,472	35,600	70,000	1,285	68,715	50,000
TMR	161,370	187,235	176,000	189,000	175,000	-	175,000	184,000
JROTC reimbursement	56,194	61,985	62,358	44,800	62,000	10,609	51,391	64,000
Other								
Outdoor School	-	2,641	-	-	-	-	-	-
Rental Fees	22,068	23,055	24,695	25,000	22,000	1,670	20,330	25,000
Fees Charged to Grants	66,021	36,491	53,440	-	50,000	-	50,000	-
Miscellaneous	217,139	243,065	278,595	392,800	233,400	2,016	231,384	275,000
E-Rate reimbursement	62,875	54,886	65,715	71,900	75,000	-	75,000	75,000
Interfund Transfer - Athletics	60,000	20,123	60,000	680,000	60,000	-	60,000	60,000
Beginning Fund Balance	5,134,115	3,062,267	2,596,141	1,065,300	2,400,000	-	2,400,000	3,150,000
Total	34,311,536	34,531,437	33,781,852	35,921,500	37,447,400	6,580,650	30,866,750	38,180,000

2014-2015 General Fund Summary Report

Obj	Description	10/11	11/12	12/13	9/4/2014	14/15	9-2-14	9-2-14	9-2-14	9/4/2014
		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	9,312,200	9,649,762	72,863	8,776,804	800,094	9,500,000
112	Classified salaries	3,390,242	3,400,585	3,570,418	3,821,800	4,076,721	244,683	3,535,256	296,782	3,955,000
113	Administrative salaries	1,243,817	1,403,982	1,356,839	1,409,100	1,505,040	247,758	1,254,664	2,618	1,505,000
114	Managerial - classified	240,110	201,463	124,134	92,900	94,714	15,786	78,928	-	94,700
116	Retirement stipends	176,948	112,059	98,858	99,100	75,000	15,141	60,483	(623)	76,000
118	Retirement Support Program	-	158,650	159,600	159,600	-	-	-	-	-
119	Confidential salaries	141,433	144,538	146,195	125,900	130,223	21,207	107,437	1,579	128,700
121	Certified subs	344,129	314,409	337,851	364,600	329,071	-	-	329,071	364,000
122	Classified subs	136,414	100,730	109,047	147,600	92,000	-	-	92,000	148,000
123	Temp certified	61,837	71,639	51,529	61,500	57,500	-	-	57,500	61,000
124	Temp classified	-	-	-	3,800	500	-	-	500	3,800
127	Student helpers salaries	2,820	3,405	2,884	12,500	6,000	6,222	-	(222)	12,000
131	Overtime	18,862	15,248	-	-	-	-	-	-	-
132	Compensation time	14,254	14,077	12,822	19,000	15,000	-	-	15,000	18,000
133	Extra duty	124,409	113,359	174,502	149,400	207,480	85,436	9,583	112,460	190,000
134	Classified extra hrs	96,860	111,939	127,482	123,900	135,000	11,758	-	123,242	125,000
135	Vacation Payoff	15,667	18,341	31,234	17,400	13,400	-	-	13,400	20,000
136	Mentor teacher pay	15,374	3,456	2,438	1,600	-	83	-	(83)	1,500
137	Personal Leave Payout	24,560	26,297	25,750	22,100	25,560	75	-	25,485	25,000
138	Department Head Extra Duty	4,675	6,810	2,300	2,100	6,000	-	-	6,000	2,500
140	Salary Settlements	-	-	64,867	-	-	-	-	-	-
142	Taxable Meal Reimbursement	-	1,398	667	300	1,400	7	-	1,394	1,000
	Total Salaries	15,683,004	15,883,359	16,090,527	15,946,400	16,420,371	721,018	13,823,155	1,876,198	16,231,200
210	PERS	2,943,902	3,690,522	3,650,098	3,955,700	4,371,213	169,179	3,304,549	897,484	3,718,300
220	Social Security	1,143,688	1,162,516	1,144,609	1,183,600	1,245,038	54,174	1,023,138	167,726	1,206,400
231	Worker's Comp	125,923	115,962	137,247	119,200	188,497	611	12,715	175,171	150,300
241	Employee Ins - Admin	158,787	164,096	163,789	168,600	198,715	28,488	151,855	18,372	180,000
242	Employee Ins - Certified	2,122,439	2,043,638	2,038,405	2,146,000	2,412,541	5,711	1,346,760	1,060,070	2,200,000
243	Employee Ins - Classified	1,446,732	1,457,700	1,691,683	1,721,400	1,805,454	78,442	1,475,431	251,580	1,722,000
244	Employee Ins - Other	28,402	29,739	31,766	20,600	22,820	3,442	17,174	2,204	22,800
245	Employee Ins - Retired	653,832	623,207	472,809	389,100	340,000	55,772	-	284,228	340,000
246	Classified Insurance Pool	152,008	123,906	4,979	-	-	-	-	-	-
247	TSA	46,031	48,601	50,530	46,000	49,399	3,119	39,109	7,172	46,000
	Total Benefits	8,821,743	9,459,887	9,385,913	9,750,200	10,633,677	398,940	7,370,731	2,864,006	9,585,800

2014-2015 General Fund Summary Report

Obj	Description	10/11	11/12	12/13	9/4/2014	14/15	9-2-14	9-2-14	9-2-14	9/4/2014
		Actual	Actual	Actual	Project	Adopted Budget	YTD	Encumb	Balance	Project
311	Instructional Services	2,375	466	300	69,300	800	-	-	800	70,000
312	Instr Prog Improve Service	10,335	329	8,800	18,700	32,000	9,200	-	22,800	20,000
319	Other Instr-Prof-Tech SVCS	2,952	4,498	20,884	15,000	16,500	10,710	-	5,790	10,800
322	Repairs & Maintenance	113,533	101,144	87,245	101,400	98,250	23,751	44,214	30,285	100,800
323	Radio Service	5,202	2,441	1,188	-	2,500	-	-	2,500	2,200
324	Rentals	119,548	94,807	137,321	121,200	150,650	24,593	106,427	19,630	118,200
325	Electricity	368,160	403,126	414,837	440,300	455,980	58,150	-	397,830	406,600
326	Fuel	209,808	198,605	159,642	187,500	226,000	3,527	-	222,473	188,900
327	Water & Sewer	94,849	101,759	130,496	113,000	145,300	21,994	-	123,306	110,000
328	Garbage	82,994	81,112	82,910	77,700	94,600	7,210	-	87,390	81,200
329	Other Property Services	5,623	4,124	675	400	5,500	213	2,288	3,000	2,700
330	Reimb. Student Transportation	-	-	-	4,200	2,600	-	-	2,600	1,400
340	Travel	67,079	75,073	62,436	65,300	166,350	13,234	3,737	149,380	86,200
343	Travel - Student - Out of Dist.	-	-	191	1,700	1,500	-	-	1,500	500
346	Meals/Transportation	1,819	265	228	100	500	-	-	500	600
348	Staff Tuition	14,452	9,821	15,033	30,600	28,000	75	2,204	25,721	30,600
351	Telephone	51,698	54,376	66,659	67,500	75,500	6,770	128	68,602	67,500
353	Postage	24,418	20,143	17,610	25,900	28,450	3,635	-	24,815	25,900
354	Advertising	6,763	2,147	1,316	1,900	2,800	867	-	1,933	3,000
355	Printing & Binding	24,823	22,633	14,735	13,900	30,838	251	6,769	23,818	63,900
360	Charter School Payments	1,421,285	1,658,152	1,800,976	1,955,000	2,304,000	580,453	-	1,723,547	2,232,000
362	Insurance Reimbursement	87	366	643	-	-	-	-	-	-
371	Tuitions Payments to Other Dist.	16,345	-	32,878	37,200	175,000	-	-	175,000	37,200
373	Tuition Pay Private School	-	-	-	-	5,000	-	-	5,000	-
374	Other Tuition	611,940	471,836	906,502	782,300	865,000	-	44,000	821,000	844,400
381	Audit Services	30,140	25,800	21,950	27,200	35,000	-	-	35,000	30,100
382	Legal Services	9,295	6,265	6,776	9,000	25,000	176	-	24,824	9,300
384	Negotiation Services	-	2,444	5,449	14,300	-	-	-	-	5,500
385	Management Services	9,038	3,700	-	-	-	-	-	-	-
386	Data Processing SVCS	88,244	122,699	53,576	57,300	100,500	9,108	6,200	85,191	80,500
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	37,762	346,032	233,506	572,800
391	Physical Exams - Drivers	2,510	2,530	2,540	2,200	3,700	225	2,275	1,200	2,400
392	Drug Tests Drivers	2,345	2,576	1,535	1,100	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	5,500	6,400	-	-	6,400	5,600
396	Criminal History checks	110	181	1,440	2,300	2,000	-	-	2,000	2,300
398	Fingerprinting	1,923	986	400	100	3,000	-	-	3,000	900
	Total P. Services	4,006,894	4,076,037	4,635,958	4,781,500	5,744,518	811,958	566,219	4,366,341	5,245,600

2014-2015 General Fund Summary Report

Obj	Description	10/11	11/12	12/13	9/4/2014	14/15	9-2-14	9-2-14	9-2-14	9/4/2014
		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	5,111	202,389	29,900	202,600
410	Supplies & Materials	376,582	314,876	359,880	356,100	409,490	30,401	46,746	332,343	376,600
413	Vehicle repair parts	37,483	47,675	41,968	54,800	60,500	5,725	32,124	22,651	54,800
414	Transportation operations	11,055	5,025	4,379	5,300	5,000	640	4,103	257	11,100
420	Textbooks	98,683	240,848	120,737	173,700	138,000	31,359	42,487	64,153	240,800
430	Library Books	11,442	11,506	10,819	6,600	12,700	-	-	12,700	10,100
440	Periodicals	4,649	2,964	4,440	3,800	5,230	40	1,881	3,309	4,000
460	Equipment under 5K	87,600	167,151	141,047	122,100	198,290	14,333	9,397	174,560	167,200
470	Computer software	99,921	143,181	118,839	139,200	184,602	109,422	-	75,180	143,200
480	Computer hardware	117,621	247,175	160,675	72,000	169,672	205,516	26,109	(61,952)	149,400
	Total Supplies & Materials	1,016,745	1,376,729	1,165,368	1,123,500	1,420,884	402,546	365,236	653,101	1,359,800
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	51,900	68,850	26,883	37	41,930	78,700
650	Insurance & Judgments	189,443	171,353	189,050	210,900	233,600	217,213	-	16,387	217,200
659	Settlements	5,200	10,000	-	-	-	-	-	-	-
	Total Other Objects	254,791	260,076	240,048	262,800	302,950	244,096	37	58,817	295,900
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	16,400	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	902,400	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	32,766,800	37,447,400	2,578,558	22,125,378	12,743,464	34,686,600

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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	9-2-14 Y-T-D	9-2-14 Encumb	9-2-14 Balance
100	General Fund	31,130,269	31,935,297	32,634,975	32,766,800	3,154,700	37,447,400	2,578,558	22,125,378	12,743,464
200	Grant Funds	3,082,381	2,692,584	3,903,906	2,675,000	1,800	5,200,000	145,052	1,624,722	3,430,226
205	Senate Bill 1149	-	-	-	-	117,980	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	2,178	49,622	1,200
240	Textbook Adoption	123,755	58,948	180,885	107,420	79,090	404,110	-	-	404,110
272	Capital Improvements	75,154	473,040	1,164,624	320,000	59,540	325,000	246,770	31,958	46,272
274	Technology	80,000	-	76,157	52,900	20,950	217,000	-	-	217,000
277	Track and Turf Replacement	90,986	564,979	-	100,000	27,360	180,000	-	-	180,000
279	Student Activity	520,623	503,023	550,340	600,000	437,000	1,100,000	20,359	35,966	1,043,675
286	High School Athletics	452,947	409,536	439,681	455,500	60,000	517,000	21,375	35,894	459,730
296	Nutrition Services	1,721,064	1,826,382	1,946,080	1,565,000	160,000	1,918,300	63,202	868,161	986,936
299	PERS Reserve	-	-	-	630,000	-	150,000	-	-	150,000
300	Debt Service	32,109,239	3,314,370	3,276,831	3,359,330	128,600	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	37,200	111,900	125,000	350	-	124,650
Grand Total		69,584,378	42,050,400	44,896,571	42,899,350	4,524,090	52,101,277	3,077,846	24,771,700	24,251,731
		=====	=====	=====	=====	=====	=====	=====	=====	=====

Overview of SEC's MCDC Initiative

By now you may have seen one or more mailings from bond attorneys regarding the Securities and Exchange Commission's (SEC) Municipalities Continuing Disclosure Cooperation Initiative (the Initiative). This summary is intended to provide a description of key elements of the Initiative and to discuss the practical realities that we encourage you to consider in connection with the Initiative.

First, background on what the SEC is pursuing in the Initiative?

When you previously issued municipal bonds, or acted in the capacity of an obligor in connection with an issue, you likely entered into a continuing disclosure agreement in which you agreed to periodically provide financial and other information to a central repository (currently EMMA) until your bonds matured. You entered into this agreement for the benefit of your bondholders, so that they have continuous access to current information about their investment in the bonds. These agreements were a condition to the underwriter purchasing your bonds under federal rules applicable to them.

The SEC is aware that many municipal debt issuers and obligors may have failed to comply with these agreements by failing to report this information, and may not have disclosed past material violations of their agreements in their Official Statements for subsequent issues, as currently required under federal securities laws. The SEC is also concerned that underwriters did not complete a thorough review of statements by issuers and obligors in Official Statements respecting disclosure about past compliance with these agreements. The SEC has recently entered into settlements against both municipal debt issuers and municipal bond underwriters (including actions against individual staff) involving various types of penalties for violations of this type.

What is the MCDC Initiative?

The Initiative allows issuers, obligors and underwriters to voluntarily self-report failures to disclose material violations of past continuing disclosure agreements in Official Statements and enter into settlement terms with the SEC that are standardized and pre-determined. These standardized settlement terms are expected to be more lenient than terms the SEC will seek if issuers, obligors or underwriters do not enter into the Initiative and unreported violations are discovered later.

Under the terms of the Initiative, underwriters who self-report must agree to pay monetary penalties based on the number and amount of violations, capped at a maximum amount of \$500,000 (depending on the size of the firm) and agree to certain internal process improvements and future certifications and cooperation with the SEC. Issuers who self-report will not be subject to monetary penalties, but will agree to the disclosure of the settlement terms in subsequent bond offerings, the establishment of internal procedures and training and future certification and cooperation with the SEC.

For underwriters, the MCDC Initiative expires after September 9, 2014. For issuers and obligors, the deadline for self-reporting was recently extended until December 1, 2014, after which time the SEC has suggested that it will seek much tougher penalties against underwriters, issuers and obligors who have not self-reported when the SEC can document that securities law violations have occurred, including possibly individual penalties and monetary penalties against issuers.

What will bond underwriters likely be doing under MCDC?

At this point, we believe that many underwriters will settle with the SEC under the Initiative in an attempt to avoid more onerous penalties later for underwritings that were not reported. Underwriters will pay a per violation monetary penalty which is capped at a maximum of \$500,000 depending on the size of the firm, so underwriters have an incentive to report in order to avoid potential allegations of securities law violations in the future. Any reporting made by underwriters under the Initiative respecting an issue will alert the SEC to possible violations by the issuer or obligor.

Piper Jaffray as underwriter will communicate and cooperate with issuers and obligors for transactions that will self-report. Other underwriters may not give an issuer much, if any, notice regarding their intent to self-report a particular issue of bonds. As such, it is possible that an underwriter might report a violation on a transaction where the issuer or the obligor of that debt (a) may not be aware of the potential violation being reported by the underwriter, (b) may not believe that a material violation occurred, or (c) may not be aware that a report to the SEC is being made.

How would an issuer or obligor determine whether they have a reportable issue related to the MCDC Initiative?

Issuers and obligors should start by determining whether they have issued any obligations with Official Statements in the past 5 years prior to the date of the reporting deadline, which is now December 1, 2014. Then, for each identified issue of bonds, issuers and obligors should identify the agreements for any obligations outstanding during the 5 year period before the identified offering and verify if the filings required by the agreements have been made at the times required. Particular attention should be paid to dates on which filings were made, and whether the filing was filed late and how late. Attention should also be paid to material events that may have occurred and whether appropriate and timely notice was given to the marketplace regarding such events. Finally issuers and obligors should review whether any deficiencies were disclosed in Official Statements during the review period and whether any of these disclosure failures were material. If statements made in previous Official Statements were materially inaccurate or omitted material information about compliance with past agreements, issuers and obligors may want to consider entering into the Initiative.

Issuers and obligors are encouraged, if in doubt about their approach to these issues, to seek competent legal advice regarding determining their filing responsibility and history and whether they should enter into the Initiative. Piper Jaffray cannot provide legal advice as to whether you should or should not enter into the Initiative or whether particular underwritings should be reported, as these decisions involve legal judgments that are appropriately discussed with your own attorney.

Issuers and obligors are encouraged to discuss the Initiative with their underwriters and to seek a commitment from them to communicate fully about any self-reporting undertaken by underwriters involving offerings during the 5 year period.

Issuers and obligors are also encouraged to review their policies and procedures regarding continuing disclosure and make needed corrections respecting past outstanding compliance concerns.

For questions about this memo, please call your Piper Jaffray representative.

In providing the information contained herein to a municipal entity or obligated person, Piper Jaffray is not recommending an action to any municipal entity or obligated person recipient, is not acting as an advisor to any municipal entity or obligated person and does not owe a fiduciary duty pursuant to Section 15B of the Exchange Act to any municipal entity or obligated person with respect to the information and material contained in this communication. Piper Jaffray is acting for its own interests, and any municipal entity or obligated person recipient of this information should discuss any information and material contained in this communication with any and all internal or external advisors and experts that the municipal entity or obligated person deems appropriate before acting on this information or material

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Municipalities Continuing Disclosure Cooperation Initiative

Division of Enforcement

U.S. Securities and Exchange Commission

I. Introduction

The Municipalities Continuing Disclosure Cooperation Initiative (the "MCDC Initiative") is intended to address potentially widespread violations of the federal securities laws by municipal issuers and underwriters of municipal securities in connection with certain representations about continuing disclosures in bond offering documents

As described below, under the MCDC Initiative, the Division of Enforcement (the "Division") of the U.S. Securities and Exchange Commission (the "Commission") will *recommend favorable settlement terms to issuers and obligated persons involved in the offer or sale of municipal securities (collectively, "issuers") as well as underwriters of such offerings if they self-report to the Division possible violations involving materially inaccurate statements relating to prior compliance with the continuing disclosure obligations specified in Rule 15c2-12 under the Securities Exchange Act of 1934 (the "Exchange Act")*¹

II. Background

Rule 15c2-12 generally prohibits any underwriter from purchasing or selling municipal securities unless the issuer has committed to providing continuing disclosure regarding the security and issuer, including information about its financial condition and operating data.² Rule 15c2-12 also generally requires that any final official statement prepared in connection with a primary offering of municipal securities contain a description of any instances in the previous five years in which the issuer failed to comply, in all material respects, with any previous commitment to provide such continuing disclosure.

The Commission may file enforcement actions under either Section 17(a) of the Securities Act of 1933 (the "Securities Act"), and/or Section 10(b) of the Exchange Act against issuers for inaccurately stating in final official statements that they have substantially complied with their prior continuing disclosure obligations. In such instances, underwriters for these bond offerings may also have violated the anti-fraud provisions to the extent they failed to exercise adequate due diligence in determining whether issuers have complied with such obligations, and as a result, failed to form a reasonable basis for believing the truthfulness of a key representation in the issuer's official statement. For instance, on July 29, 2013, the Commission charged a school district in Indiana and its underwriter with falsely stating to bond investors that the school district had been properly providing annual financial information and notices required as part of its prior bond offerings.³ Without admitting or denying the Commission's findings, the school district and underwriter each consented to, among other things, an order to cease and desist from committing or causing any violations of Section 10(b) of the Exchange Act and Rule 10b-5. The underwriter also agreed to pay disgorgement and prejudgment interest of \$279,446 as well as a penalty of \$300,000.

The Commission has in the past emphasized that the likelihood that an issuer will abide by its continuing disclosure obligations is critical to any evaluation of its covenants. An underwriter's obligation to have a reasonable basis to believe that the key representations in a final official statement are true and accurate extends to an issuer's representations concerning past compliance with disclosure obligations. Indeed, this provision of Rule 15c2-12 was specifically intended to serve as an incentive for issuers to comply with their undertakings to provide disclosures in the *secondary market for municipal securities, and also assists underwriters and others*

Questionnaire

Municipalities Continuing Disclosure Cooperation Initiative Questionnaire for Self-Reporting Entities

in assessing the reliability of the issuer's disclosure representations. Moreover, the Commission has in the past stated that it believes that it is doubtful that an underwriter could form a reasonable basis for relying on the accuracy or completeness of an issuer's ongoing disclosure representations without the underwriter affirmatively inquiring as to that filing history, and the underwriter may not rely solely on a written certification from an issuer that it has provided all filings or notices.⁴

Based on available information, and as highlighted in the Commission's August 2012 Municipal Market Report, there is significant concern that many issuers have not been complying with their obligation to file continuing disclosure documents and that federal securities law violations involving false statements concerning such compliance may be widespread.

III. The MCDC Initiative

A. Who Should Consider Self-Reporting to the Division?

To be eligible for the MCDC Initiative, an issuer or underwriter must self-report by accurately completing the attached questionnaire and submitting it within the following applicable time periods:

- For underwriters, beginning March 10, 2014 and ending at 12:00 a.m. EST on September 10, 2014; and
- For issuers, beginning March 10, 2014 and ending at 5:00 p.m. EST on December 1, 2014.

Information required by the questionnaire includes:

- *identification and contact information of the self-reporting entity;*
- information regarding the municipal securities offerings containing the potentially inaccurate statements;
- identities of 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 such offering;
- any facts that the self-reporting entity would like to provide to assist the staff in understanding the circumstances that may have led to the potentially inaccurate statement(s); and
- a statement that the self-reporting entity intends to consent to the applicable settlement terms under the MCDC Initiative.

Submissions may be made by email to MCDCsubmissions@sec.gov, by fax to (301) 847-4713 or by mail to MCDC Initiative, U.S. Securities and Exchange Commission, Boston Regional Office, 33 Arch Street, Boston, MA 02110.

C. Standardized Settlement Terms the Division Will Recommend

To the extent an entity meets the requirements of the MCDC Initiative and the Division decides to recommend enforcement action against the entity ("eligible issuer" or "eligible underwriter"), the Division will recommend that the Commission accept a settlement which includes the terms described below.⁵

1. Types of Proceedings and Nature of Charges

For eligible issuers, the Division will recommend that the Commission accept a settlement pursuant to which the issuer consents to the institution of a cease and desist proceeding under Section 8A of the Securities Act for violation(s) of Section 17(a)(2) of the Securities Act.⁶ The Division will recommend a settlement in which the issuer neither admits nor denies the findings of the Commission.

For eligible underwriters, the Division will recommend that the Commission accept a settlement pursuant to which the underwriter consents to the institution of a cease and desist proceeding under Section 8A of the Securities Act and administrative proceedings under Section 15(b) of the Exchange Act for violation(s) of Section 17(a)(2) of the Securities Act. The Division will recommend a settlement in which the underwriter neither admits nor denies the findings of the Commission.

2. Undertakings

For eligible issuers, the settlement to be recommended by the Division must include

undertakings by the issuers. Specifically, as part of the settlement, the issuer must undertake to

- establish appropriate policies and procedures and training regarding continuing disclosure obligations within 180 days of the institution of the proceedings,
- comply with existing continuing disclosure undertakings, including updating past delinquent filings within 180 days of the institution of the proceedings,
- cooperate with any subsequent investigation by the Division regarding the false statement(s), including the roles of individuals and/or other parties involved;
- disclose in a clear and conspicuous fashion the settlement terms in any final official statement for an offering by the issuer within five years of the date of institution of the proceedings, and
- provide the Commission staff with a compliance certification regarding the applicable undertakings by the issuer on the one year anniversary of the date of institution of the proceedings.

For eligible underwriters, the settlement to be recommended by the Division must include undertakings by the underwriters. Specifically, as part of the settlement, the underwriter must undertake to.

- retain an independent consultant, not unacceptable to the Commission staff, to conduct a compliance review and, within 180 days of the institution of proceedings, provide recommendations to the underwriter regarding the underwriter's municipal underwriting due diligence process and procedures,
- within 90 days of the independent consultant's recommendations, take reasonable steps to enact such recommendations; provided that the underwriter make seek approval from the Commission staff to not adopt recommendations that the underwriter can demonstrate to be unduly burdensome,
- cooperate with any subsequent investigation by the Division regarding the false statement(s), including the roles of individuals and/or other parties involved, and
- provide the Commission staff with a compliance certifications regarding the applicable undertakings by the Underwriter on the one year anniversary of the date of institution of the proceedings

3 Civil Penalties

For eligible issuers, the Division will recommend that the Commission accept a settlement in which there is no payment of any civil penalty by the issuer.

For eligible underwriters, the Division will recommend that the Commission accept a settlement in which the underwriter consents to an order requiring payment of a civil penalty as described below:

- For offerings of \$30 million or less, the underwriter will be required to pay a civil penalty of \$20,000 per offering containing a materially false statement,
- For offerings of more than \$30 million, the underwriter will be required to pay a civil penalty of \$60,000 per offering containing a materially false statement;
- However, no underwriter will be required to pay a total amount of civil penalties under the MCDC Initiative greater than the following
 - For an underwriter with total revenue over \$100 million as reported in the underwriter's Annual Audited Report – Form X-17A-5 Part III for the underwriter's fiscal year 2013: \$500,000,
 - For an underwriter with total revenue between \$20 million and \$100 million as reported in the underwriter's Annual Audited Report – Form X-17A-5 Part III for the underwriter's fiscal year 2013: \$250,000, and
 - For an underwriter with total revenue below \$20 million as reported in the underwriter's Annual Audited Report – Form X-17A-5 Part III for the underwriter's fiscal year 2013: \$100,000.

D. No Assurances Offered with Respect to Individual Liability

The MCDC Initiative covers only eligible issuers and underwriters. The Division provides no assurance that individuals associated with those entities, such as municipal officials and employees of underwriting firms, will be offered similar terms if they have engaged in violations of the federal securities laws. The Division may recommend enforcement action against such individuals and may seek remedies beyond those available through the MCDC Initiative. Assessing whether to recommend enforcement action against an individual for violations of the federal securities laws necessarily involves a case-by-case assessment of specific facts and

circumstances, including evidence regarding the level of intent and other factors such as cooperation by the individual.

E. No Assurances for Entities That Do Not Take Advantage of MCDC Initiative

For issuers and underwriters that would be eligible for the terms of the MCDC initiative but that do not self-report pursuant to the terms of the MCDC Initiative, the Division offers no assurances that it will recommend the above terms in any subsequent enforcement recommendation. As noted above, assessing whether to recommend enforcement action necessarily involves a case-by-case assessment of specific facts and circumstances, but entities are cautioned that enforcement actions outside of the MCDC Initiative could result in the Division or the Commission seeking remedies beyond those described in the initiative. For issuers, the Division will likely recommend and seek financial sanctions. For underwriters, the Division will likely recommend and seek financial sanctions in amounts greater than those available pursuant to the MCDC Initiative.

Questions regarding the MCDC Initiative may be directed to MCDCinquiries@sec.gov.

¹ Recommendations by the Division to the Commission are subject to approval by the Commission.

² The issuers' agreement to make such disclosures is memorialized in a written undertaking frequently called a Continuing Disclosure Agreement. The Continuing Disclosure Agreement requires that issuer to file annual financial information and notices of certain material events with the Electronic Municipal Market Access, or EMMA, an electronic information repository system maintained by the Municipal Securities Rulemaking Board (MSRB), which is accessible to all investors on the internet.

³ *In the Matter of West Clark Community Schools*, AP File No. 3-15391 (July 29, 2013); *In the Matter of City Securities Corporation and Randy G. Ruhl*, AP File No. 3-15390 (July 29, 2013).

⁴ See "Municipal Securities Disclosure," Securities Exchange Act Release No. 34961 (November 10, 1994), 59 FR 59590, *supra* notes 50-54 (November 17, 1994). See also "Amendments to Municipal Securities Disclosure," Securities Exchange Act Release No. 34-62184A (May 26, 2010), 75 FR 331100, *supra* n. 348-362 (June 10, 2010).

⁵ The standardized settlement terms of the MCDC Initiative are only applicable to inaccurate statements concerning compliance with continuing disclosure obligations. The MCDC Initiative and the standardized settlement terms are not applicable to other material misstatements in final official statements or related communications or other misconduct. Any other potential misconduct is subject to investigation and separate enforcement action, if appropriate. If enforcement action is taken, entities may be subject to additional remedies for that misconduct, including additional financial sanctions.

⁶ Violations of Section 17(a)(2) require a finding of negligent conduct.

Modified: July 31, 2014

Lebanon Community School District

Professional Growth and Accountability Program

6.0

August 25, 2014

A System for Instructional Excellence:

- Standards
- Performance Targets
- Descriptive Narratives

PROFESSIONAL GROWTH AND ACCOUNTABILITY 6.0

Supervision and Evaluation Program for Licensed Teachers

The development and implementation of the Lebanon Community School District's Professional Growth and Accountability Program (PG&A) has taken place in the context of continual improvement and refinement. It is considered a "living document" that will never be completed, only improved by thoughtful practitioners of instruction and instructional supervision. Following is a brief history to date of the program development.

In the fall of 1997, a joint committee of administrators and teachers was formed by Lebanon Community School District. This committee was faced with the task of reviewing and revising the District's eight year old teacher evaluation program. A lot had changed in the prior eight years, and the committee was eager to apply the current knowledge, research, and best thinking in the field of teaching and learning, as well as a renewed state emphasis on education, reflected in the 21st Century Schools Act (HB 2991) and the Accountability for Schools for the 21st Century Law (SB 880). The program would need to strongly promote continual professional growth while at the same time providing a set of standards against which professional skill could be judged. The committee expressed a strong desire to "do it right" and decided that the development of a quality program would take time.

During the 2005-06 year, a second joint committee made fairly extensive revisions to the program while also maintaining the overall core philosophy. Primary changes included a synthesis of the Standards and enhancement of the data collection procedures as well as a Level III component.

During the 2009-2010 school year the PG&A was reviewed in light of work with the CLASS Project committee in aligning staff development, evaluation, career paths and compensation opportunities and underwent another transformation. The most significant change was the addition of the professional domain (Domain 4). The document reflected the original work, yet provided a new focus for the use of the evaluation tool. While still used for evaluation, it also determined targeted staff development activities in the form of "performance targets" based on individual evaluations, with the expectation that evaluation be truly "differentiated" instruction for the instructors.

In 2013, revisions were made to align our system to the requirements of SB 290. These revisions continue as Oregon works for the approval of their ESEA flexibility waiver. The most recent version shifts our program to the state-wide matrix model and the student learning and growth rubric.

The core of the District's supervision and evaluation program is the twelve Performance Standards, the District's operational definition of effective teaching. The committee's resource from the beginning has been Enhancing Professional Practice-A Framework for Teaching by Charlotte Danielson. This framework provides the basis from which the committee crafted the District's performance standards as contained in this manual. The framework is of great assistance, providing a comprehensive model, which includes research-based descriptions of levels of performance of teaching.

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THE GUIDING PRINCIPLES:

1. The system is grounded in student learning.
2. The system defines quality instruction, reflecting the complex nature of teaching and learning.
3. The system guides continual focus and reflection on professional actions.
4. Performance drives professional development and continuous improvement.
5. Collaboration is integral to professional growth.

PERFORMANCE STANDARDS BY DOMAIN & TITLE

Domain I: Planning and Preparation

Standard 1: Knowledge of Content

Standard 2: Curriculum Design

Domain II: Classroom Environment

Standard 3: Climate of Respect and High-Expectations for Learning

Standard 4: Classroom Procedures and Physical Environment

Standard 5: Managing Student Behavior

Domain III: Instruction

Standard 6: Lesson Delivery

Standard 7: Feedback to Students

Standard 8: Using Data and Assessment to Inform Instruction

Domain IV: Professional Responsibilities

Standard 9: Ongoing Professional Growth

Standard 10: Professionalism and Availability

Standard 11: Communication

Standard 14: Special Education Responsibilities

Domain V: Student Growth and Learning

Standard 12: SMART Goal Setting and Student Growth and Learning (Goal 1)

Standard 13: SMART Goal Setting and Student Growth and Learning (Goal 2)

PERFORMANCE STANDARDS BY POSITION

1. Teachers – 1-13
2. Special Education and Title I Teachers – 1-14
3. Media Specialists – 1, 3, 4, 5, 9 - 13
4. Nurses – 3, 4, 5, 9 - 13
5. Teacher on Special Assignment – 1, 9, 10, 11-13
6. Counselors – 1, 3, 5, 7-13
7. Teacher Leader Positions – Standards may vary but in all cases include: 1, 9, 10 - 13

PG& A ANNUAL PROGRAM CALENDAR • 2014-2015

- A **Formal Observation** consists of a 30-minute classroom observation, (may include eCOVE observation tools) feedback on the observation based upon the standards, and a post-observation conference (within 10 working days of the observation) about the observation and data collected.
- There must be approximately 20 working days between *Formal Observations*.
- There must be 10 working days between face to face feedback following *Mini Observations* and the next observation

<p>Probationary Teachers</p> <p>Probationary teachers complete summative evaluation process on an annual basis.</p>	<ul style="list-style-type: none"> • Complete Summative Self Reflection by October 1st (for the purpose of developing professional growth goal) • Complete <i>SMART Goals Setting</i> by October 1st • Two (2) <i>Formal Observations</i> or (1) <i>Formal Observation</i> and (3) <i>Mini Observations</i> by January 31st • Complete <i>SMART Goals</i> mid-year review during <i>2nd Post Observation Conference</i> (SMART Goals may need to be continued based on timelines of goal) • Complete <i>Summative Evaluation</i> by February 15th (Review Summative Self Reflection and SMART Goal Achievement) • Complete <i>SMART Goal Achievement</i> and <i>Professional Goal Reviewed</i> by the final day of school year.
<p>Contract Teachers: Summative Evaluation Year</p> <p>Last name beginning with A-L: School years starting in an ODD numbered year (e.g., 2015/16)</p> <p>Last name beginning with M-Z: School years starting in an EVEN numbered year (e.g., 2014/15)</p> <p>NOTE: Teachers who are on Directed Goals, Plans of Assistance, etc. may also receive a summative evaluation.</p>	<ul style="list-style-type: none"> • Complete Summative Self Reflection by October 1st (for the purpose of developing professional growth goal) • Complete <i>SMART Goals Setting</i> by October 1st • Two (2) <i>Formal Observations</i> or (1) <i>Formal Observation</i> and (3) <i>Mini Observations</i> by May 15th • Complete <i>SMART Goals</i> mid-year review during <i>1st Post Observation Conference</i> • Complete <i>Summative Evaluation</i> by the final day of school year. (Review Summative Self Reflection and SMART Goal Achievement)
<p>Contract Teachers: Formative Year</p>	<ul style="list-style-type: none"> • Complete Formative Self Reflection by October 1st • Complete <i>SMART Goals Setting</i> by October 1st • One (1) <i>Formal Observations</i> or three (3) <i>Mini Observations</i> by May 15th • Complete <i>SMART Goals</i> mid-year review during <i>1st Post Observation Conference</i> • Complete <i>SMART Goal Achievement</i> and <i>Professional Goal Reviewed</i> by the final day of school year.

LEVELS

Probationary Teachers

- Teachers who are in the first three (3) years of their teaching career at LCSD.
- To become a contract teacher, probationary teachers must be proficient or above in **ALL** standards.

Contract Teachers

- Teacher who have been with the district more than three (3) years.

DEFINITIONS

EXEMPLARY (E): The educator's skills in this content area are in the top 10% of their field and serve as a model and example to other teachers and administrators. There must be significant evidence for a teacher to be ranked Exemplary on a teaching standard.

PROFICIENT (P): The educator's performance is strong, with some room for improvement.

BASIC (B): The educator's performance is emerging, but there are specific performance targets that must be improved.

DEFICIENT (D): The educator's performance is unacceptable and must improve significantly in several performance targets.

MULTIPLE MEASURES

Professional Practice:

Observations: Two formal observations per year, which consist of a 30-minute classroom observation, feedback on the observation based upon the standards, and a post-observation conference (within 10 working days of the observation) about the observation and data collected.

Evaluation Rubric: Domain I – (Planning and Preparation), Domain II – (Classroom Environment) and Domain III – (Instruction).

Professional Responsibilities:

Goal Setting: Evidence of teacher's progress towards SMART Goals is assessed at mid-year (as part of a post observation conference) and as part of the summative evaluation.

Evaluation Rubric: Domain IV – (Professional Responsibility).

Student Learning and Growth:

Student Learning and Growth Goals: Two SMART Goals are connected to student learning and growth. Goals are assessed using Domain V – Standard 12 (SMART Goal Setting and Student Learning and Growth, Goal 1) and Standard 13 (SMART Goal Setting and Student Learning and Growth, Goal 2).

THE OREGON MATRIX

In the Oregon Matrix, Professional Practice (PP) and Professional Responsibility (PR) intersects with Student Learning and Growth (SLG) culminating in a Professional Growth Plan and summative performance level. When there is a discrepancy between the PP/PR level and SLG level, further inquiry is triggered to explore and understand the reasons for the discrepancy in order to then determine the Professional Growth Plan and corresponding summative performance level.

Y-AXIS: Combined Rating on Professional Practice and Professional Responsibility (PP/PR)	Level 4 (Highest)	Proficient 3	Proficient or Exemplary 3 or 4	Exemplary 4	Exemplary 4
	Level 3	Basic or Proficient 2 or 3	Proficient 3	Proficient 3	Proficient 3
	Level 2	Basic 2	Basic 2	Basic 2	Basic or Proficient 2 or 3
	Level 1 (Lowest)	Deficient 1	Deficient 1	Deficient or Basic 1 or 2	Basic 2
		Level 1 (Lowest)	Level 2	Level 3	Level 4 (Highest)
X-AXIS: Rating On Student Learning and Growth					

Y-Axis: Professional Practice and Professional Responsibility (PP/PR)

The evaluator will:

- 1) Add up all component scores to get the total points possible (standards 1-11 and 14 for special education);
- 2) Divide by the number of targets (i.e. 45 for teachers and 50 for special education teachers);
- 3) Get a rating between 1 and 4 for PP/PR;
- 4) Use the following thresholds to determine PP/PR level
 - 3.6 – 4.0 = 4 PP/PR
 - 2.81 – 3.59 = 3 PP/PR
 - 1.99 – 2.8 = 2 PP/PR*
 - <1.99 = 1 PP/PR

***PP/PR Scoring Rule:** If the educator scores two 1's in any PP/PR component and his/her average score falls between 1.99-2.499, the educator's performance level cannot be rated above a 1.

- 5) Find the PP/PR performance level (1-4) on the Y-axis of the matrix

X-Axis: Student Learning and Growth (SLG) SMART Goals

The level of performance on SLG will be determined by scoring the SMART goals using the Oregon SMART Goal scoring rubric (Standards 12 and 13). All educators will set two SMART goals annually. Educators on a two-year evaluation cycle (formative and summative) will select two of the four goals collaboratively with their evaluator to be included in their summative evaluation.

- 1) Score the SMART goal using the Oregon SMART Goal scoring rubric (Standard 12 and 13);
- 2) Get a rating between 1 and 4 for each SMART goal;
- 3) Use the thresholds below to determine SLG level,

4) Find the SLG performance level (1-4) on the X-Axis of the matrix.

Level 4	Level 3	Level 2	Level 1
<ul style="list-style-type: none"> • 4 on both goals 	<ul style="list-style-type: none"> • 3 on both goals, or • 3 on one goal & 4 on one goal, or • 4 on one goal & 2 on one goal 	<ul style="list-style-type: none"> • 2 on both goals, or • 2 on one goal & 3 on one goal, or • 3 on one goal & 1 on one goal, or • 4 on one goal & 1 on one goal 	<ul style="list-style-type: none"> • 1 on both goals, or • 1 on one goal & 2 on one goal

FINAL SUMMATIVE PERFORMANCE LEVEL AND PROFESSIONAL GROWTH PLAN

Taking the performance levels for professional practice and professional responsibilities (PP/RP) and student learning and growth (SLG) find where the X-Axis intersects with the Y-Axis on the matrix. The PP/PR will then be compared to the SLG to determine the educator’s Professional Growth Plan and overall summative performance level. The four types of Professional Growth Plans are defined as follows:

Exemplary – The educator leads the conversation and with the evaluator chooses the focus on the professional goal(s) as the educator and evaluator collaborate on the plan/professional goal(s) must also include a focus on increasing the educator’s overall aptitude in this measure.

Proficient – The educator and evaluator collaboratively develop the educator’s professional goal(s). If the educator had a SLG performance level 1 or 2, the plan/professional goal(s) must also include a focus on increasing the educator’s overall aptitude in this measure

Basic – the evaluator consults with the educator and uses the information gathered to inform the educator’s professional goal(s). If the educator had a SLG performance level 1 or 2, the plan/professional goal(s) must also include a focus on increasing the educator’s overall aptitude in this measure.

Deficient – the evaluator directs the educator’s professional goal(s). This plan should involve a focus on the most important area(s) to improve educator performance. If the educator had a SLG performance level 1 or 2, the plan/professional goal(s) must also include a focus on increasing the educator’s overall aptitude in this measure.

The matrix summative rating is to be used for state reporting purposes as required by the ESEA Flexibility Waiver.

Guiding Questions:

- Does teacher have sufficient (quantity) and proficient (quality) knowledge of the subject matter taught?
- Is the content taught connected to current state, district, or national standards?
- What kind of instructional resources (including technology) are used to communicate and enhance the content?
- Are students learning the required content?

#	Exemplary	Proficient	Basic	Deficient
1A	The teacher has up to date knowledge of important concepts and skills and connects this knowledge to previous learning to guide instruction.	The teacher has knowledge of content and skills, and uses this knowledge to guide instruction.	The teacher has limited content knowledge and skills, and misses opportunities to use the knowledge to guide instruction.	The teacher makes content errors.
1B	Teacher’s plans and practice reflect thorough understanding of prerequisite relationships among topics and concepts and provide a link to necessary cognitive structures needed by students to ensure understanding.	Teacher’s plans and practice reflect understanding of prerequisite relationships among topics and concepts.	Teacher’s plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete.	Teacher’s plans and practice display little understanding of prerequisite relationships important to student’s learning of the content.

Possible evidence:

- Posted goals and/or learning targets in the classroom that includes content material.
- Deep knowledge of current content is communicated in a variety of forms (classroom artifacts, resources made available to students, activity selection, etc.).
- Student success on classroom-based assessments.
- The teacher has a strong command of subject matter and possesses deep knowledge of current content.
- The teacher is always learning new things about content and remaining up-to-date on changes in content.
- Interaction between teacher and students around meaningful feedback related to essential content.

Standard 2: Knowledge of Students and Curriculum Design Domain I: Planning and Preparation

Guiding Questions:

- Is the teacher familiar with state content standards and knows where to find them?
- Can the teacher state instructional objectives for a(n) activity, lesson or unit?
- Are objectives measurable? Are they stated in terms of student learning?
- Does the teacher individualize instructional objectives based upon student needs? Is the planned instruction relevant to student needs and interests?
- Does the teacher share objectives with other teachers in order to improve practice?
- Has the teacher developed lesson plans that support a clear scope and sequence of material to cover?
- Does planned instruction engage students in problem-solving and critical thinking? Does it reflect research-based best practices?
- Can teacher describe research-based best instructional practices that apply to their content area and level?

#	Exemplary	Proficient	Basic	Deficient
2A	The teacher creates detailed developmentally appropriate units based on objectives linked to national, state, local or departmental standards and revises them as learning progresses and data is made available.	The teacher creates developmentally appropriate units based on objectives linked to national, state, local or departmental standards and uses the standards to guide instruction.	The teacher creates units that are limited in scope and detail, often not based on objectives linked to national, state, local or departmental standards, and often not used to guide instruction.	The teacher creates units that are limited in scope, are not based on objectives linked to national, state, local or departmental standards, are unrelated to actual instruction or are not created at all.
2B	The teacher selects the best practices for the lesson to be taught and is able to articulate why the practice was chosen.	The teacher designs coherent instruction that incorporates researched-based best practices.	The teacher designs coherent instruction that occasionally incorporates researched-based best practices but is unclear why the practice was chosen.	The teacher seldom or never designs coherent instruction.
2C	The teacher designs instruction that incorporates creativity, collaboration, critical thinking and communication consistently as learning progresses.	The teacher designs instruction that promotes creativity, collaboration, critical thinking and communication.	The teacher designs instruction that may include creativity, collaboration, critical thinking and communication but rarely sees all four.	The teacher rarely or never designs instruction that includes creativity, collaboration, critical thinking or communication.
2D	The teacher reflects on the lessons/units taught and modifies plans for future lessons/units that will be affected based on changes that will occur.	The teacher reflects on the lessons/units taught and plans instructional improvements.	The teacher occasionally reflects on lessons/units taught but rarely makes improvements to lessons.	The teacher rarely or never reflects on the effectiveness of lessons/units.

Standard 2: Knowledge of Student/Curriculum Design-continued Domain I: Planning and Preparation

Possible evidence:

- The teacher is familiar with national, state, district, and school content standards and uses them in curriculum/planning documents.
- The teacher sets whole group, small group, and individual learning objectives for students that can be measured.
- The students and parents know the objectives and work collaboratively to achieve them.
- Lesson and unit objectives are written on the board or posted in the classroom for students to see and understand.
- Yearlong, unit, and weekly lesson plans are developed that include instructional objectives and learning outcomes.
- Yearlong, unit, and weekly lesson plans are detailed, age appropriate, and relevant to student needs/interests.
- The teacher uses resources beyond the textbook to provide the highest quality learning experiences for students.
- The teacher can describe how assessment is used prior to and during instruction.
- Students have several ways and opportunities to demonstrate learning throughout the lesson or unit.
- The teacher is familiar with best practice research, attends and can share information obtained from trainings, workshops, books, courses, or conferences helped guide the teacher in designing curriculum and assessment.

Standard 3: Climate of Respect and High Expectations for Learning

Domain II: Classroom Environment

Guiding Questions:

- Does the teacher support all students learning and achieving at high levels?
- Is the teacher familiar with behavior systems that promote climates of respect and learning?
- Does the teacher promote safety, respect, and learning through their language, behavior, classroom arrangement and displays?
- How does the teacher respond to appropriate and inappropriate student treatment of others in the classroom?

#	Exemplary	Proficient	Basic	Deficient
3A	The teacher creates an environment where students promote equity, respect, and positive interpersonal interaction.	The teacher creates an environment that promotes equity, respect, and positive interpersonal interaction.	The teacher does not create an environment where equity, respect, and positive interpersonal interaction are present.	The teacher creates an environment that does not promote equity, respect or positive interpersonal interaction and fails to address related issues.
3B	The teachers and students interactions are encouraging, demonstrate positive relationship(s), are age and culturally appropriate.	The teacher's interactions with students are encouraging, demonstrate positive relationship(s), are age and culturally appropriate.	The teacher misses opportunities to encourage and demonstrate positive relationship(s), which are age and culturally appropriate.	Interactions between teacher and students are not appropriate, encouraging, do not demonstrate positive relationship(s), are not age and culturally appropriate or are largely negative interactions.
3C	High expectations for student success, work quality and achievement are in place and shared by student and teacher.	Expectations for student success, work quality and achievement are in place by the teacher.	Limited expectations for student success, work quality and achievement are not communicated or in place for some students.	Low expectations for student success, work quality and achievement are not in place and are not communicated to students.

Possible evidence:

- Classroom and student displays promote a climate of learning and respect.
- Students treat other students, staff, and community in positive and appropriate ways.
- Teacher and students use positive and appropriate language in their interactions with others.
- The teacher intervenes when necessary to establish and promote a classroom of respect and learning.
- The teacher demonstrates knowledge of behavior systems and uses them effectively.
- Students treat equipment, materials, and facilities with respect.
- Students interact with the curriculum and the teacher and are engaged in the educational process.
- Students complete quality work and submit it on time.
- Students feel safe in the classroom.
- Students are comfortable asking questions or sharing concerns.

Standard 4: Classroom Procedures and Physical Environment Domain II: Classroom Environment

Guiding Questions:

- Does the teacher have a coherent and comprehensive system for managing classroom procedures and minimizing distractions?
- Do the students have ownership during transitions and know what is expected of them so that instructional time is not lost?
- Do students have access to the instructional materials they need to be successful?
- Is the classroom environment and room arrangement safe, warm, inviting, accessible, and conducive to high levels of learning?

#	Exemplary	Proficient	Basic	Deficient
4A	Design of classroom environment is safe and accessible for all students and constructed to facilitate learning.	Design of classroom environment is safe and accessible for all students.	Design of classroom environment is safe but accessibility for all students has not been addressed.	Design of classroom environment has barriers that limit accessibility for all students or is unsafe.
4B	The teacher develops procedures that create independence for students.	The teacher develops procedures so that students lose a minimal amount of instructional time.	The teacher has procedures which cause a loss of instructional time.	Classroom procedures are not in place.
4C	The teacher oversees smooth transitions where students know what is expected of them and transition independently.	The teacher facilitates smooth transitions so that students know what is expected and proceed with a prompt.	The teacher facilitates transitions where students are confused about what they should be doing or the next step to take & need frequent reminders.	The teacher facilitates transitions where students do not know what to do during transitions, are off task, need continual reminders and behavioral concerns increase.
4D	The teacher ensures all students have access to the materials, technology, and necessary resources needed to be successful. Students know how to access these resources and do so in an independent fashion.	The teacher ensures students have access to materials, technology, and necessary resources needed to be successful.	The teacher utilizes materials, technology, and necessary resources as an afterthought with limited setup.	Few or no students have access to materials, technology, and necessary resources resulting in reduced success.
4E	Purposefully arranges classroom furniture, materials, and displays to support unit and lesson objectives that supports increased rigor of the lesson, supports student/student and student/teacher interactions.	Organizes classroom furniture, materials, and displays to support unit and lesson objectives, facilitates student/student and student/teacher interactions	Classroom furniture, materials, & displays have no impact on unit & lesson objectives while limiting student/student & student/teacher interactions.	Classroom furniture, materials & displays interfere with lesson activities, inhibits student/student & student/teacher interactions resulting in distractions.

Possible evidence:

- Classroom is organized and welcoming.
- Instructional time is not lost during transitions.
- The teacher has a very clear, well-articulated system for managing all classroom procedures and materials. Students know, understand, and can explain the system to others.

Guiding Questions:

- Does the teacher understand the critical elements of teaching positive reinforcement, and logical consequences?
- Can the teacher clearly articulate classroom and school expectations?
- Does the teacher enforce classroom and school expectations?
- Is the teacher aware of the importance of prevention versus reaction in dealing with negative behavior?
- Is the teacher aware of strategies that help prevent negative behavior and reinforce positive behavior?

#	Exemplary	Proficient	Basic	Deficient
5A	The teacher clearly communicates classroom expectations developed with input from the students.	The teacher clearly communicates classroom expectations that are understood by all students.	The teacher communicates classroom expectations that are confusing or unclear.	The teacher's classroom expectations are not communicated.
5B	Classroom expectations are enforced, retaught when students require re-teaching and used to support positive behavior in and the classroom and throughout the school.	Classroom expectations are enforced so that classroom behavior is appropriate.	Classroom expectations are enforced inconsistently so student behavior is appropriate only some of the time and distracting to classmates at others.	Classroom expectations are not enforced so student behavior is often inappropriate or unsafe.
5C	The teacher monitors and proactively addresses inappropriate behavior appropriately, predictably and in a preventative way, following student behavior plans and the differentiated needs of the student.	The teacher monitors and addresses inappropriate behavior appropriately, predictably and in a preventative way and follows individual student behavior plans.	The teacher inconsistently monitors and addresses inappropriate with students sometimes surprised by teacher responses.	The teacher does not monitors and addresses inappropriate behavior.
5D	The teacher uses a variety of discipline strategies that show caring, respect and fairness for all students and build strong positive relationships with all students.	The teacher uses a variety of discipline strategies that show caring, respect and fairness for all students.	The teacher uses discipline strategies that show caring, respect and fairness for some students but increase the frequency of behavior concerns with others.	The teacher's discipline strategies are unfair or disrespectful to students.

Possible evidence:

- The teacher is familiar with/uses effective behavior strategies to maintain positive behavior.
- Students are well behaved, treat one another with respect, and follow directions.
- Classroom expectations are posted, taught, reinforced, and re-taught.
- Students are aware of the classroom and school expectations.

Guiding Questions:

- Is the lesson delivery clear and easy to understand?
- Does the teacher use a variety of instructional strategies and activate prior knowledge?
- How is instruction differentiated to meet the needs of all learners?
- Does the instructional lesson elicit higher-level thinking and problem solving?
- How does the teacher create high levels of engagement? Is a variety of questioning techniques used to engage students?
- How does the teacher use assessment and/or questioning techniques and strategies to monitor and adjust instruction?

	Exemplary	Proficient	Basic	Deficient
6A	The teacher consistently presents the learning target for each lesson. It is written in student friendly language, and threaded throughout the lesson. Students know and understand the target and can self-assess their understanding.	The teacher clearly and consistently presents the learning target of each lesson, which is threaded throughout the lesson.	The teacher shares the learning target but it does not connect to the overall lesson.	The learning target of the lesson is missing or not shared.
6B	Lesson delivery is clear and concise, pacing of the lesson enhances student learning, the teacher uses a variety of research-based strategies and resources that promote higher order thinking, and students are actively engaged and contribute to the learning.	Lesson delivery is clear, reflects appropriate pacing, and uses multiple strategies and resources that engage the student.	The lesson either lacks clarity, reflects inappropriate pacing, or uses a limited number of strategies and resources.	Lesson delivery is not clear, difficult for students to follow has inappropriate pacing, and few strategies and resources.
6C	The teacher activates students' prior knowledge by using a variety of strategies including making connections that are relevant for the student and connections to the real world	The teacher uses multiple strategies to activate students' prior knowledge.	The teacher uses a single strategy to activate prior knowledge that is relevant for the student.	The teacher does not apply strategies to access prior knowledge that are relevant for the student.
6D	The teacher differentiates instruction to meet the needs of diverse learners by using a wide variety of strategies that ensure mastery for students across the continuum or skill.	The teacher differentiates instruction to meet the needs of diverse learners by using instructional strategies that address individual needs.	The teacher uses one or two differentiation strategies sometimes unsuccessfully.	The teacher does not differentiate instruction to meet the needs of diverse learners, using just one strategy for all learners, often unsuccessfully.
6E	Uses a variety of questioning and discussion techniques to elicit student reflection, analysis, evaluation and creativity.	Uses a variety of questioning and discussion techniques to elicit student reflection and participation.	Rarely uses more than one or two questioning and discussion techniques to elicit student reflection.	Does not use questioning or discussion techniques or strategies to elicit student reflection.
6F	The teacher ensures students actively think about, discuss, and use the ideas and skills being taught throughout the lesson utilizing a variety of strategies.	The teacher engages students to actively think about, discuss, and use the ideas and skills being taught.	The teacher creates only a single opportunity for students to think about, discuss, and use the ideas and skills being taught.	The teacher does not engage students to actively think about, discuss or use the ideas and skills being taught.

Possible evidence:

- Students are actively engaged in learning.
- The teacher is organized, knows the required learning targets, and is able to effectively communicate them.

Guiding Questions:

- Does the teacher listen to his/her students? How do you know?
- How immediate is feedback to students?
- How does the teacher provide feedback about student learning and progress? Is the feedback helpful?
- Do students feel like they are learning?
- Is the feedback helpful and timely?
- Does student performance reflect feedback?
- Can students describe how learning has progressed?

#	Exemplary	Proficient	Basic	Deficient
7A	Provides feedback that increases learning and academic growth, which generates high levels of motivation to improve academic and behavior performance.	Provides feedback that facilitates learning and academic growth and encourages students to improve academic and behavioral performance.	Provides feedback that facilitates learning but little guidance to improve academics and behavior.	Provides feedback that is inconsistent, and does not facilitate learning or academic growth and provides no guidance to improve academics and behavior.
7B	Provides feedback that facilitates learning and academic growth by sharing and reviewing clear criteria for proficient work, including rubrics and exemplars which students use to self assess.	Provides feedback that facilitates learning and academic growth by sharing and reviewing clear criteria for demonstrating proficiency.	The teacher provides the students with some of the qualities their finished work should exhibit and students are left with questions of whether their work shows proficiency.	The teacher leaves it up to the students to determine what it takes to demonstrate proficiency.
7C	Provides feedback in a variety of forms that is consistent, ongoing and timely, so students know what learning targets they have mastered and what they need to do to improve their performance.	Provides feedback that is consistent, ongoing and timely so students know how they are progressing toward mastery and what they need to do to improve that performance.	Provides feedback that allows the student to sometimes know how they are progressing but not how to improve toward mastery.	The teacher provides inconsistent or little feedback.

Possible evidence:

- Students are not afraid to make mistakes or ask questions.
- There is an attitude of continuous progress that is pervasive throughout the class.
- Students are willing to take risks in their learning.
- Evaluation of student progress is based on previously given feedback.
- Students are motivated to improve. They have not given up.
- The teacher sets high expectations through meaningful feedback and encourages students to meet those high expectations by providing the necessary support.
- *The teacher can produce evidence of systems designed to facilitate frequent, consistent, specific feedback.*
- Teachers design questions with the purpose of determining student understanding/misunderstanding in order to provide meaningful feedback.
- Feedback is frequent, specific, helpful and consistent.

Standard 8: Using Data and Assessment to Inform Instruction Domain III: Instruction

Guiding Questions:

- Is the teacher familiar with and able to use the wide variety of assessment options that are available?
- Can the teacher explain how to effectively use different types of assessments?
- Does the teacher connect (align) classroom and district assessments with instructional objectives and lesson activities?
- In what ways does the teacher use formative and summative assessment to inform planning, guide instruction, and provide meaningful feedback?
- Is the teacher familiar with the distinction of assessment for learning as opposed to assessment of learning?
- What kind of assessment data does the teacher use to inform instruction?

#	Exemplary	Proficient	Basic	Deficient
8A	The teacher has a strong knowledge of the types, purpose and uses of content area, school, district, and state assessment methods/options as evidenced by use of the assessments for their intended purpose and to guide and monitor instruction.	The teacher understands the types, purposes and uses of content area, school, district, and state assessment methods and options and uses assessment to guide instruction.	The teacher has limited knowledge of the types, purposes and uses of content area, school, district, and state assessment methods and options and may use assessments to guide instruction.	The teacher lacks familiarity of the types, purposes and uses of content area, school, district, and state assessment methods and options as evidenced by not using assessments to guide instruction.
8B	The teacher collects, maintains and analyzes formative and summative assessment data to guide, inform and modify instruction for each student.	The teacher collects, maintains and analyzes formative and summative assessment data to guide, inform and modify instruction for groups of students.	The teacher collects, and maintains summative assessment data, which is rarely used for the purpose of informing instruction.	The teacher does not collect formative or summative assessment data.
8C	The teacher designs coherent instruction that is modified based on data from interim/formative assessments (e.g., checking for understanding) where students are always familiar with their own assessment data and have ownership of their learning.	The teacher designs coherent instruction that is modified based on data from interim/formative assessments (e.g., checking for understanding).	The teacher designs coherent instruction with infrequent modifications based on data from interim assessments (e.g., checking for understanding) occasionally used.	The teacher designs instruction that does not advance learning and does not utilize data from interim assessments (e.g., checking for understanding)..

Possible evidence:

- A variety of formative and summative assessments are used appropriately.
- The teacher has an organized assessment system that can be easily explained and understood.
- The teacher keeps detailed records of assessments, student performance and uses them to develop relevant and rigorous daily, weekly and unit lesson plans.
- The teacher knows the level and needs of students based upon formative and summative assessments.
- Partnerships exist between students and teacher around self-monitoring and goal setting processes.
- The teacher can describe how assessment is used during, and after instruction.
- The teacher knows the difference and distinctions of formative assessments and summative assessments and when to use them.

Guiding Questions:

- What kind of professional growth opportunities is the educator engaged in?
- Is the educator a self-directed learner when it comes to professional growth opportunities? Is the educator willing to take risks in order to grow and change as a professional?
- Does the educator reflect on individual strengths and weaknesses? How is the educator enhancing his/her strengths and addressing weaknesses?
- What leadership role(s) has the educator pursued at the school and district level?
- Is the educator aware of building and district instructional initiatives?
- What strategies or actions does the educator apply to facilitate and support implementation of instructional initiatives?

#	Exemplary	Proficient	Basic	Deficient
9A	Leads professional development and leadership* opportunities while, taking full advantage of professional development opportunities inside and outside the district.	Pursues professional development and leadership* opportunities, taking advantage of professional development opportunities inside and outside the district.	Pursues professional development opportunities taking limited advantage of professional development opportunities inside & outside the district.	Does not pursue professional development opportunities taking little or no advantage of professional development opportunities inside or outside the district.
9B	Pursues teacher leadership* opportunities by regularly taking on leadership roles at the school and district level and encouraging others to pursue professional growth opportunities.	Pursues teacher leadership* opportunities by taking on leadership roles at the school.	Does not take on opportunities to lead and/or to interact professionally with others.	Refuses to take on leadership roles even when the training is provided within normal working conditions and times.
9C	Pursues professional development opportunities by learning about current best practices, embeds new learning in the classroom and shares with others.	Pursues professional development opportunities by learning about current best practices and applies them in the classroom.	Learns about current best practices but are not applied in the classroom.	Rarely or never learns about current best practices.
9D	The educator participates in the development of building and district instructional priorities and programs and directs strong energy toward sharing this information with other staff members.	The educator engages in building and district instructional priorities and programs and directs energy toward learning about the initiatives.	The educator directs limited energy toward learning about the building initiatives.	The educator rarely directs energy toward learning about the building initiatives.
9E	The teacher knows, continuously applies and supports the growth of others with a wide range of strategies that facilitate continuous progress toward building and district instructional initiatives and programs to affect change in all areas.	Knows and applies strategies that facilitate continuous progress toward building and district instructional initiatives and programs to affect change.	Aware of and sporadically applies the strategies that facilitate continuous progress toward building and district instructional initiatives and programs to affect change in some areas.	Doesn't know and/or fails to apply strategies that facilitate continuous progress toward building and district instructional initiatives and programs to affect change in any area.
9F	Willing to change, learn, and grow professionally and also able and willing to lead others in implementation of district initiatives and programs.	Willing to change, learn, and grow professionally and support others in the implementation of district initiatives and programs.	Reluctant to change, learn and grow professionally; infrequently supports others in implementation of district initiatives and programs.	Unwilling to change, learn, or grow as a professional and works against implementation activities.

**These are not necessarily official positions, but may be in the form of collaboration or other professional relationships.*

Possible evidence:

- The educator can describe best practices related to instruction, content area, assessment and educational research.
- The educator constantly pursues professional growth opportunities and applies the learning to improve his/her performance.
- The educator displays the qualities of a life-long learner including the habits of reading, writing, reflection, and sharing with others.
- The educator supports building and district instructional priorities through increased knowledge and a change in teaching practice.

Standard 10: Professionalism and Availability Domain IV: Professional Responsibilities

Guiding Questions:

- Does the educator perform required duties as assigned?
- Does the educator respond professionally to all constituents?
- What kind of record keeping and documentation system does the educator use to keep track of communication with all stakeholders? How effective is that system?
- Does the educator consistently follow applicable laws, policies, regulations and procedures?

#	Exemplary	Proficient	Basic	Deficient
10A	Maintains records that are accurate, clear, organized and readily available to their intended audience	Maintains records that are accurate and organized.	Maintains records that are fairly accurate and somewhat organized, but often needs reminders to complete necessary paperwork or additional time to access them.	Maintains records that are not accurate, incomplete and needs constant reminders to turn in paperwork and complete work.
10B	The teacher searches out ways to be accessible to others, provides support, is proactive in keeping administration informed about concerns, asks for help when needed, and provides ideas and input at all times and in a professional, proactive manner.	The teacher is available to others, provides support when necessary, keeps administration informed about concerns, asks for help when needed, provides ideas and input and is professional and proactive.	The teacher is intermittently available to others by providing limited support when requested, infrequently informs administration about some concerns, may ask for help when needed, and provides ideas and input occasionally, and is not proactive in some situations.	The teacher is not available to others, does not provide support when necessary, does not keep administration informed about concerns, will not ask for help when needed, and provides ideas and input once in awhile, but is unprofessional or not proactive in most situations.
10C	Proactively contacts stakeholders to provide them with important information.	Is responsible by responding to phone calls, e-mails and correspondence in a timely manner.	Responds to some phone calls, e-mails and correspondence but not always in a timely manner.	The teacher is unavailable to others by not returning phone calls and/or e-mails.
10D	Maintains perfect or near-perfect professional attendance and willingly attends and assists with meetings.	Maintains professionalism by attending required meetings.	Irregular professional attendance and occasionally misses required meetings	Poor professional attendance and does not attend required meetings.
10E	Behaves and dresses in a professional manner and is consistently culturally component with students and families, always demonstrates a professional demeanor and maintains appropriate professional boundaries.	Behaves and dresses in a professional manner and is responsive to the values and cultures of the students/ families, demonstrating a professional demeanor and maintains appropriate professional boundaries.	Usually behaves and dresses in a professional manner but is inconsistently sensitive to the values and cultures of the students/ families, or occasionally acts in an unprofessional manner.	Rarely behaves or dresses in a professional manner and is insensitive to the values and cultures of the students, families and community, frequently displays unprofessional demeanor or language and violates appropriate boundaries.

Possible evidence:

- The educator can be counted on to complete all required duties, reports, and paperwork.
- The educator is punctual to school and meetings, ready to start class when students arrive.
- The educator’s record-keeping system is clear, organized, up-to-date, and easy to understand.
- The educator collaborates and communicates frequently with others, returns phone calls and e-mails in a timely manner and makes an effort to be available to students, parents and staff.
- The educator acts and dresses professionally and appropriately for the assignment or day’s activities.

Guiding Questions:

- Does the educator communicate effectively and respectfully with others?
- Does the educator initiate consultation with other teachers/professionals as appropriate?
- Does the educator need to facilitate meetings as a component of the job? Are meetings facilitated effectively?
- In what ways does the educator collaborate with others? Is the educator an effective collaborator?
- Does the educator communicate student progress in a timely manner to students, parents, colleagues, etc.?

#	Exemplary	Proficient	Basic	Deficient
11A	The educator communicates effectively and respectfully with all stakeholders (students, parents, colleagues, and supervisors), maintaining professional relationships with people..	The educator communicates effectively and respectfully with stakeholders (students, parents, colleagues, and supervisors).	The educator sometimes communicates effectively and respectfully with some stakeholders (students, parents, colleagues, and supervisors).	The educator rarely communicates effectively or respectfully with stakeholders (students, parents, colleagues, and supervisors), is often disrespectful resulting in frequent miscommunications, leading to mistrust, and relationship breakdowns.
11B	The educator communicates using humor appropriately and with respect for the age and culture of the audience all the time.	The educator uses humor appropriately and with respect for the age and culture of the audience.	The educator uses humor inappropriately at times, or is not understood by many.	The educator communicates using humor and sarcasm inappropriately, often offending the audience.
11C	Contacts parents proactively by celebrating student success and addressing concerns, helps parents feel welcome at school. Uses a variety of methods including report-cards, conferences, works to reach all parents, even “hard to reach” parents through the method that works best for them.	Responds promptly to parent concerns, helps parents feel welcome at school and provides parents information about their student, highlighting the positives and discussing problems using methods including report cards, conferences.	Occasionally responds to parent concerns, infrequently helps parents feel welcome at school and provides limited feedback/information that focuses mostly on problems or negative behavior; contacts a few parents, but usually prefers to positively communicate with parents of high-achieving students.	Rarely responds to parent concerns, may not help parents feel welcome at school, feedback to parents is inconsistent or nonexistent.
11D	Initiates collaboration with colleagues to accomplish tasks, plan units, share teaching ideas, or look at student work, contributing ideas and expertise resulting in instructional improvements among members of the team and furthering the school’s mission.	Collaborates with colleagues to accomplish tasks, plan units, share teaching ideas, or look at student work as a team player, contributing ideas and expertise to the discussion.	Reluctantly collaborates with colleagues to accomplish tasks, plan units, share teaching ideas, or look at student work, contributing a few ideas and limited expertise to the discussion.	Does not collaborate with colleagues contributing no input or limited expertise to discussions or often declining to work with others.

**If meetings are required.*

Possible evidence:

- The educator communicates in a respectful and positive manner to everyone.
- The educator has high value for collaboration and frequently is involved in projects/activities that use collaboration.

Standard 12: SMART Goal Setting and Student Learning and Growth (Goal 1)

Domain V: Student Growth and Learning

Guiding Questions:

- What tools are you using to measure individual student success in your classroom on a daily basis?
- How are you measuring overall student success in your classroom?
- How do you know when to modify your instruction? How do you measure the effectiveness of the changes to your lesson or lesson delivery?

Level 4	This category applies when approximately 90% of students met their target(s) and approximately 25% of students exceeded their target(s). This category should only be selected when a substantial number of students surpassed the overall level of attainment established by the target(s). Goals are very rigorous yet attainable, and differentiated (as appropriate) for all students.
Level 3	This category applies when approximately 90% of students met their target(s). Results within a few points, a few percentage points, or a few students on either side of the target(s) should be considered "met". The bar for this category should be high and it should only be selected when it is clear that all or almost all students met the overall level of attainment established by the target(s). Goals are rigorous yet attainable and differentiated (as appropriate) for all students.
Level 2	This category applies when 70-89% of students met their target(s), but those that missed the target missed by more than a few points, a few percentage points or a few students. Goals are attainable but might not be rigorous or differentiated (as appropriate) for all students.
Level 1	This category applies when less than 70% of students meet their target(s). If a substantial proportion of students did not meet their target(s), the SMART goal was not met. Goals are attainable, but not rigorous This category also applies when results are missing or incomplete.

Possible evidence:

- The educator collects data related to the SMART Goal targets.
- The educator observes and monitors student performance on daily activities, then uses the data to modify instruction delivery or activities to address student learning needs.
- The educator adjusts lesson pacing in response to implicit and explicit student feedback
- SMART Goal form was completed.

Standard 13: SMART Goal Setting and Student Learning and Growth (Goal 2)

Domain V: Student Growth and Learning

Guiding Questions:

- What tools are you using to measure individual student success in your classroom on a daily basis?
- How are you measuring overall student success in your classroom?
- How do you know when to modify your instruction? How do you measure the effectiveness of the changes to your lesson or lesson delivery?

Level 4	This category applies when approximately 90% of students met their target(s) and approximately 25% of students exceeded their target(s). This category should only be selected when a substantial number of students surpassed the overall level of attainment established by the target(s). Goals are very rigorous yet attainable, and differentiated (as appropriate) for all students.
Level 3	This category applies when approximately 90% of students met their target(s). Results within a few points, a few percentage points, or a few students on either side of the target(s) should be considered "met". The bar for this category should be high and it should only be selected when it is clear that all or almost all students met the overall level of attainment established by the target(s). Goals are rigorous yet attainable and differentiated (as appropriate) for all students.
Level 2	This category applies when 70-89% of students met their target(s), but those that missed the target missed by more than a few points, a few percentage points or a few students. Goals are attainable but might not be rigorous or differentiated (as appropriate) for all students.
Level 1	This category applies when less than 70% of students meet their target(s). If a substantial proportion of students did not meet their target(s), the SMART goal was not met. Goals are attainable, but not rigorous. This category also applies when results are missing or incomplete.

Possible evidence:

- The educator collects data related to the SMART Goal targets.
- The educator observes and monitors student performance on daily activities, then uses the data to modify instruction delivery or activities to address to student learning needs.
- The educator adjusts lesson pacing in response to implicit and explicit student feedback.
- SMART Goal form was completed.

Standard 14: Special Education Responsibilities Domain IV: Professional Responsibilities

Guiding Questions:

- Does the educator consistently follow applicable laws, policies, regulations, and procedures?
- Does the educator complete all student assessments and evaluations in a timely manner?
- Does the educator use data to inform and guide IEP meetings to develop appropriate objectives and outcomes for the student?
- Are the educator's student plans clear and detailed and guide appropriate instruction and/or other services for students?

#	Exemplary	Proficient	Basic	Deficient
14A	Has extensive comprehensive knowledge and adheres to applicable laws, policies, regulations and procedures, including assessment, and evaluation procedures and maintains accurate documentation, completing all student assessments and evaluations within required timelines.	Has knowledge of and adheres to applicable laws, policies, regulations and procedures including assessment and evaluation procedures and maintains accurate documentation, completing student assessments and evaluations within required timelines.	Has an incomplete knowledge of and sometimes adheres to applicable laws, policies, regulations, and procedures including assessment and evaluation procedures, makes errors in paperwork and does not complete all student assessment and evaluations on time.	Has vague or inaccurate knowledge of and rarely adheres to applicable laws, policies, regulations, and procedures including assessment and evaluation procedures and often makes critical errors in procedure or documentation and fails to complete most student assessments and evaluations on time or at all.
14B	Always adheres to applicable laws, policies, regulations and procedures by being prepared for all meetings with relevant data, involving all required participants in IEP meetings, guiding discussions toward clearly articulated goals with maximum efficiency, and assessing outcomes for adjustment & improvement.	Adheres to applicable laws, policies, regulations and procedures by being prepared for meetings with relevant data, involving required participants in IEP meetings, then following up and monitoring any intended actions and outcomes.	Sometimes adheres to some applicable laws, policies, regulations and procedures by being prepared for only a few meetings but not always having relevant data, not involving all required participants IEP meetings, and not guiding discussions nor following up or monitoring intended actions & outcomes.	Rarely adheres to a few applicable laws, policies, regulations and procedures by not being prepared for meetings, failing to have or to use relevant data and/or failing to involve all required participants in IEP meetings, resolutions are usually not determined and/or follow up rarely occurs.
14C	Adheres to applicable laws, policies, regulations and procedures by maintaining accurate records* consistent with district, state and federal guidelines and expectations.	Adheres to applicable laws, policies, regulations and procedures by maintaining accurate records consistent with district guidelines and expectations.	Adheres to some applicable laws, policies, regulations and procedures by sometimes maintaining records that are partially accurate and consistent with district guidelines/expectations	Adheres to a few applicable laws, policies, regulations and procedures by not maintaining records and/or not maintaining accurate records based on district guidelines/expectations.
14D	Collects data to develop student goals creating clear individual education plans that are effective and efficient in guiding appropriate instruction or other services for students.	Collects data to develop student goals creating clear individual education plans that are effective in guiding appropriate instruction or other services for students.	Data collection is inconsistent or lacks the frequency necessary to develop individual education plans that guide instruction or other services for students.	Data is not collected or available for the development of an individual education plan.
14E	Support personnel are scheduled effectively to support students on the special education caseload and based on their individual strengths. In addition, the teacher uses knowledge of external supports to refer students efficiently and effectively.	Utilizes support personnel to support students on the special education caseload and uses knowledge of external supports to refer students efficiently and effectively.	Support personnel are underutilized to cover the students on the special education caseload with holes in their schedule or assigned to support students where power struggles or missed learning time occur. The teacher misses opportunities to access external supports.	Support personnel are not used efficiently and the teacher has little knowledge of external support programs and when to refer students.

*Records = building files/paperwork

Possible evidence:

- The educator ensures required meetings (referral, evaluation, IEP) include all required team members, adhere to established protocols, and are held within required timelines.
- The educator ensures eligibility, IEP, and other related documents are completed accurately and within legal time constraints.

Goal Setting

Teachers will establish at least *two* student learning goals and identify strategies and measures that will be used to determine goal attainment (see table below) The also will specify what evidence will be provided to document progress on each goal

- 1 Teachers who are responsible for student learning in tested subjects and grades (e.g., English-language arts and mathematics in grades 3-8 and 11), must use a Category 1 state assessment for one of their SMART goals and measures from Category 2 or 1 for their second goal to provide additional evidence of students' growth and proficiency/mastery of the standards and evidence of deeper learning and 21st century skills
- 2 Teachers in non-tested (state test) subjects and grades will use measures from Category 2 for both of their goals

Types of Measures for Student Learning and Growth for Teacher Evaluations

Category	Types of Measures (Aligned to Standards)	Examples include but are not limited to:
1	<p>Oregon's state assessments</p> <p><u>Category 1 Goal Not Required for 2014-15 School Year</u></p>	<p>SMARTER Balanced Assessment</p> <p>Extended Assessments (special education assessment)</p>
2	<p>Commercially developed assessments, locally developed assessments, results from proficiency based assessment systems, or locally-developed collections of evidence, i.e. portfolios of student work that includes multiple types of performance</p>	<p><i>ACT, PLAN, EXPLORE, AP, EasyCBM, MAPS</i> or other approved by the district or state as valid, reliable and able to be scored comparatively across schools or classrooms, with pre and post-measures</p>

SMART Goal Quality Review Checklist

Before SMART goals are used in teacher and administrator evaluations, this checklist must be used in order to approve them For the SMART goal to be approved, all criteria must be met

Baseline Data	Yes	No
Is baseline data used to make data-drive decisions for the SLG goal, including student information from past assessments and/or pre-assessment results?		
Student Growth Goal (Targets)		
Is the SMART goal written as a "growth" goal v "achievement" goal? (i.e. growth goals measure student learning between two or more points in time and achievement goals measure student learning at only one point in time)		
Does the SMART goal describe a "target" or expected growth for all students, tiered or differentiated as needed based on baseline data?		
Rigor of Goals		
Does the goal address specific knowledge and skills aligned to the course curriculum and based on content standards?		
Is the SMART goal measurable and challenging, yet attainable?		

SMART (student learning) and Professional Goal Setting Form

Original to Teacher
Copy to Supervisor

Teacher Name: _____ Goal Number: _____ Date: _____
Supervisor: _____ School: _____ Assignment: _____

Intended Outcome / Goal:

What is to be achieved specifically and is it realistic?
How does it align with team, school and district goals?

Measurement:

On which data is the goal outcome based?
What is the baseline data specific to this student growth goal?
Based on the data will your goal measure student growth? (If not, the goal must be revised.)
How often will data be collected?

Action Plan:

What specific activities/instructional strategies will you utilize to meet this goal?

Rationale:

What is the purpose of your goal?
Why did you choose this goal?
What data did you use to formulate your goal?

Professional Growth Goal: (Teachers must develop one Professional Growth Goal per year.)

In what ways will your Professional Growth Goal help you to achieve your SMART Goals?

Supervisor Support Plan:

What will your supervisor do to help you achieve your goal?
What opportunities for learning will the teacher utilize?

Lebanon Standards Connections:

1 2 3 4 5 6 7 8 9 10 11 12 13 14

Must Complete Two SMART Goals and One Professional Goal

(Enclosure H-1)

Smart Goal Mid-Year Review
(form completed during post observation conference)

Name _____

Meeting Date _____

Administrator _____

What progress has been made towards achievement of your SMART goals?

What action steps related to your SMART goals have been completed to date?

Are there any modifications that should be made, based your current data, to the action steps developed to achieve your SMART goals?

What progress has been made towards achievement of your professional growth goal?

What action steps related to your professional growth goal have been completed to date?

Are there any modifications that should be made to your action steps related to your professional growth goal?

Pre-Summative/Summative Evaluation

PRE-SUMMATIVE EVALUATION

It can be used to provide feedback to educators to document progress on various standards or to identify areas of potential need.

- It is recommended that it be completed in November or December for educators who are in need of support through ***DIRECTED GOALS*** or ***A PLAN OF ASSISTANCE FOR IMPROVEMENT***.
- Both the educator and the administrator should complete a copy then meet to discuss it. The administrator may make modifications to the final copy based on input and discussion with the educator.
- Once completed and discussed with the educator it can be used to develop ***DIRECTED GOALS*** or ***A PLAN OF ASSISTANCE FOR IMPROVEMENT***

As a ***SUMMATIVE EVALUATION*** this form is designed for ease of use by both teacher and administrator.

- It provides a summary statement for each performance target for all the standards in the PGA.
- It should be completed by:
 - ✓ February 15th for Probationary teachers
 - ✓ The end of the school year for Contract teachers

Additional options for both the ***PRE-SUMMATIVE and SUMMATIVE EVALUATION*** are included for use at the administrator's discretion.

Teacher Self Reflection and Aligned Professional Development

The Summative/Formative Evaluation forms are also used as a self-reflection tool for teachers. The self-reflection is completed at the beginning of the school year. Teachers use this form to reflect on their practice and to set a professional growth goal for the upcoming evaluation cycle.

The district uses this information (via Talent Ed Perform) to review the professional development needs identified by each teacher and to develop a differentiated professional development program to address the identified needs.

Furthermore, as the district curriculum department identifies upcoming professional development opportunities, the director uses evaluation data to determine which teachers have an identified need in the area covered through the professional development offering. This allows the district to differentiate professional development based on individual teacher performance.

Finally, during the mid-year review the teacher and supervisor review the professional goal and differentiated professional development the teacher has participated in. Together they assess the level of implementation of the professional development in their practices at the classroom level.

SUMMATIVE EVALUATION (Form S-PS-1)

Employee Name: _____

TYPE: Pre Summative Final Completed by: Administrator Teacher Date: _____

DIRECTIONS: This form is to be completed by BOTH the teacher and the supervisor. Mark the box for each *Performance Target* that accurately reflects the teacher's current skills, knowledge and abilities. Schedule a meeting to discuss the assessment and self-reflection. The information should be used to set goals, identify areas of growth and those needing support and to develop Plans of Assistance if appropriate.

Domain I: Planning and Preparation

Performance Targets	#	Exemplary	Proficient	Basic	Deficient
Standard 1: Knowledge of Content Overall Rating: E P B D NA					
The teacher has knowledge of content and skills, and uses this knowledge to guide instruction.	1A				
Teacher's plans and practice reflect understanding of prerequisite relationships among topics and concepts.	1B				

Standard 2: Curriculum Design

Overall Rating: E P B D NA

The teacher creates developmentally appropriate units based on objectives linked to national, state, local or departmental standards and uses the standards to guide instruction.	2A				
The teacher designs coherent instruction that incorporates researched-based best practices.	2B				
The teacher designs instruction that promotes creativity, collaboration, critical thinking and communication.	2C				
The teacher reflects on the lessons/units taught and plans instructional improvements.	2D				

Domain II: Classroom Environment

Standard 3: Climate of Respect, Engagement and High Expectations for Learning

Overall Rating: E P B D NA

The teacher creates an environment that promotes equity, respect, and positive interpersonal interaction.	3A				
The teacher's interactions with students are encouraging, demonstrate positive relationship(s), are age and culturally appropriate.	3B				
High expectations for student success, work quality and achievement are in place by the teacher.	3C				

Domain II: Classroom Environment - continued

Performance Targets		#	Exemplary	Proficient	Basic	Deficient
<i>Standard 4: Classroom Procedures and Physical Environment</i>						
<i>Overall Rating: E P B D NA</i>						
Design of classroom environment is safe and accessible for all students.		4A				
The teacher develops procedures so that students lose a minimal amount of instructional time.		4B				
The teacher facilitates smooth transitions so that students know what is expected and proceed with a prompt.		4C				
The teacher ensures students have access to materials, technology, and necessary resources needed to be successful.		4D				
Organizes classroom furniture, materials, and displays to support unit and lesson objectives, facilitates student/student and student/teacher interactions		4E				

Standard 5: Managing Student Behavior

Overall Rating: E P B D NA

The teacher clearly communicates classroom expectations that are understood by all students.		5A				
Classroom expectations are enforced so that classroom behavior is appropriate.		5B				
The teacher monitors and addresses inappropriate behavior appropriately, predictably and in a preventative way and follows individual student behavior plans.		5C				
The teacher uses a variety of discipline strategies that show caring, respect and fairness for students.		5D				

Domain III: Instruction

Standard 6: Lesson Delivery

Overall Rating: E P B D NA

The teacher clearly and consistently presents the learning target of each lesson, which is threaded throughout the lesson.		6A				
Lesson delivery is clear, reflects appropriate pacing, and uses variety of strategies and resources that engage the student.		6B				
The teacher uses multiple strategies to activate students' prior knowledge.		6C				
The teacher differentiates instruction to meet the needs of diverse learners by using instructional strategies that address individual needs.		6D				
Uses a variety of questioning and discussion techniques to elicit student reflection and participation.		6E				
The teacher engages students to actively think about, discuss, and use the ideas and skills being taught.		6F				

Standard 7: Feedback to Students

Overall Rating: E P B D NA

Provides feedback that facilitates learning and academic growth and encourages students to improve academic and behavioral performance.		7A				
Provides feedback that facilitates learning and academic growth by sharing and reviewing clear criteria for demonstrating proficiency.		7B				
Provides feedback that is consistent, ongoing and timely so students know how they are progressing toward mastery and what they need to do to improve that performance.		7C				

Standard 8 Using Data and Assessment to Inform Instruction

Overall Rating: E P B D NA

The teacher understands the types, purposes and uses of content area, school, district, and state assessment methods and options and uses assessment to guide instruction.		8A				
The teacher collects, maintains and analyzes formative and summative assessment data to guide, inform and modify instruction for groups of students.		8B				
The teacher designs coherent instruction that is modified based on data from interim/formative assessments (e.g., checking for understanding).		8C				

Domain IV: Professional Responsibilities

Standard 9: Ongoing Professional Growth

Overall Rating: E P B D NA

Pursues professional development and leadership opportunities, taking advantage of professional development opportunities inside and outside the district.	9A				
Pursues teacher leadership* opportunities by taking on leadership roles at the school.	9B				
Pursues professional development opportunities by learning about current best practices and applies them in the classroom.	9C				
The educator is aware of and professionally engages in building and district instructional priorities and programs and directs energy toward learning about the initiatives.	9D				
Knows and applies strategies that facilitate continuous progress toward building and district instructional initiatives and programs to affect change.	9E				
Willing to change, learn, and grow professionally and support others in the implementation of district initiatives and programs.	9F				

Standard 10: Professionalism and Availability

Overall Rating: E P B D NA

Maintains records that are accurate and organized.	10A				
The teacher is available to others, provides support when necessary, keeps administration informed about concerns, asks for help when needed, provides ideas and input and is professional and proactive.	10B				
Is responsible by responding to phone calls, e-mails and correspondence in a timely manner.	10C				
Maintains professionalism by attending required meetings.	10D				
Behaves and dresses in a professional manner and is responsive to the values and cultures of the students/ families, demonstrating a professional demeanor and maintains appropriate professional boundaries.	10E				

Standard 11: Communication

Overall Rating: E P B D NA

The educator communicates effectively and respectfully with stakeholders (students, parents, colleagues, and supervisors).	11A				
The educator uses humor appropriately and with respect for the age and culture of the audience.	11B				
Responds promptly to parent concerns, helps parents feel welcome at school and provides parent information about their student, highlighting the positives and discussing problems using methods including report cards, conferences.	11C				
Collaborates with colleagues to accomplish tasks, plan units, share teaching ideas, or look at student work as a team player, contributing ideas and expertise to the discussion.	11D				

Standard 12: SMART Goal Setting and Student Learning and Growth (Goal 1) Overall Rating: E/4 P/3 B/2 D/1

Level 4	This category applies when approximately 90% of students met their target(s) and approximately 25% of students exceeded their target(s). This category should only be selected when a substantial number of students surpassed the overall level of attainment established by the target(s). Goals are very rigorous yet attainable, and differentiated (as appropriate) for all students.
Level 3	This category applies when approximately 90% of students met their target(s). Results within a few points, a few percentage points, or a few students on either side of the target(s) should be considered "met". The bar for this category should be high and it should only be selected when it is clear that all or almost all students met the overall level of attainment established by the target(s). Goals are rigorous yet attainable and differentiated (as appropriate) for all students.
Level 2	This category applies when 70-89% of students met their target(s), but those that missed the target missed by more than a few points, a few percentage points or a few students. Goals are attainable but might not be rigorous or differentiated (as appropriate) for all students.
Level 1	This category applies when less than 70% of students meet their target(s). If a substantial proportion of students did not meet their target(s), the SMART goal was not met. Goals are attainable, but not rigorous. This category also applies when results are missing or incomplete.

Standard 13: SMART Goal Setting and Student Learning and Growth (Goal 2) Overall Rating: E/4 P/3 B/2 D/1

Level 4	This category applies when approximately 90% of students met their target(s) and approximately 25% of students exceeded their target(s). This category should only be selected when a substantial number of students surpassed the overall level of attainment established by the target(s). Goals are very rigorous yet attainable, and differentiated (as appropriate) for all students.
Level 3	This category applies when approximately 90% of students met their target(s). Results within a few points, a few percentage points, or a few students on either side of the target(s) should be considered “met”. The bar for this category should be high and it should only be selected when it is clear that all or almost all students met the overall level of attainment established by the target(s). Goals are rigorous yet attainable and differentiated (as appropriate) for all students.
Level 2	This category applies when 70-89% of students met their target(s), but those that missed the target missed by more than a few points, a few percentage points or a few students. Goals are attainable but might not be rigorous or differentiated (as appropriate) for all students.
Level 1	This category applies when less than 70% of students meet their target(s). If a substantial proportion of students did not meet their target(s), the SMART goal was not met. Goals are attainable, but not rigorous. This category also applies when results are missing or incomplete.

Special Education Teachers

Standard 14: Special Education Responsibilities

Overall Rating: E P B D NA

Has knowledge of and adheres to all applicable laws, policies, regulations, procedures including assessment and evaluation procedures and maintains accurate documentation, completing student assessments and evaluations within required timelines.	14A				
Prepared for meetings with relevant data, involving required participants in IEP meetings, then following up and monitoring any intended actions and outcomes.	14B				
Maintains accurate records consistent with district guidelines and expectations.	14C				
Uses data to guide the development of student goals creating clear individual student plans that comply with state and district requirements and are effective in guiding appropriate instruction or other services for students.	14D				
Utilizes support personnel efficiently, and uses knowledge of external support programs to refer students efficiently and effectively.	14E				

My signature indicates I received a copy of this document and discussed it with my supervisor.

Employee's Signature _____ Administrator's Signature _____ Date _____

Comments:

APPENDIX A

Oregon Matrix with Oregon Department of Education Language and Descriptions

In the Oregon Matrix, Professional Practice (PP) and Professional Responsibility (PR) intersects with Student Learning and Growth (SLG) culminating in a Professional Growth Plan and summative performance level. When there is a discrepancy between the PP/PR level and SLG level, further inquiry is triggered to explore and understand the reasons for the discrepancy in order to then determine the Professional Growth Plan and corresponding summative performance level.

Y-AXIS: Combined Rating on Professional Practice and Professional Responsibilities (PP/PR)	LEVEL 4 (Highest)	COLLEGIAL PLAN With focus on SLG Goals * SLG INQUIRY due to LOW level of fidelity between measures 3	FACILITATIVE or COLLEGIAL PLAN With focus on SLG Goals Determined post inquiry * SLG INQUIRY due to only SOME level of fidelity between measures 3 or 4	FACILITATIVE PLAN Educator leads development of Professional Growth Plan GOOD level of fidelity between measures 4	FACILITATIVE PLAN Educator leads development of Professional Growth Plan HIGHEST level of fidelity between measures 4
	LEVEL 3	COLLEGIAL or CONSULTING PLAN With focus on SLG Goals Determined post inquiry * SLG INQUIRY due to SOME level of fidelity between measures 2 or 3	COLLEGIAL PLAN With focus on SLG Goals GOOD level of fidelity between measures 3	COLLEGIAL PLAN Educator and evaluator collaboratively develop Professional Growth Plan HIGHEST level of fidelity between measures 3	COLLEGIAL PLAN Educator and evaluator collaboratively develop Professional Growth Plan GOOD level of fidelity between measures 3
	LEVEL 2	CONSULTING PLAN With focus on SLG Goals Evaluator consults with the educator and guides development of Professional Growth Plan GOOD level of fidelity between measures 2	CONSULTING PLAN with focus on SLG Goals Evaluator consults with the educator and guides development of Professional Growth Plan HIGHEST level of fidelity between measures 2	CONSULTING PLAN Evaluator consults with the educator and guides development of Professional Growth Plan GOOD level of fidelity between measures 2	COLLEGIAL or CONSULTING PLAN Determined post inquiry * PP/PR INQUIRY due to only SOME level of fidelity between measures 2 or 3
	LEVEL 1 (Lowest)	DIRECTED PLAN With focus on SLG Goals Evaluator determines Professional Growth Plan HIGHEST level of fidelity between measures 1	DIRECTED PLAN With focus on SLG Goals Evaluator determines Professional Growth Plan GOOD level of fidelity between measures 1	CONSULTING or DIRECTED PLAN Determined post inquiry * PP/PR INQUIRY due to only some level of fidelity between measures 1 or 2	CONSULTING PLAN Evaluator consults with the educator and guides development of Professional Growth Plan * PP/PR INQUIRY due to only LOW level of fidelity between measures 2
	LEVEL 1 (Lowest)	LEVEL 2	LEVEL 3	LEVEL 4 (Highest)	
X-AXIS: Rating on Student Learning and Growth					

Y-Axis: Professional Practice and Professional Responsibility (PP/PR)

The evaluator will:

- 1) Add up all component scores to get the total points possible (standards 1-11 and 14 for special education);
- 2) Divide by the number of targets (i.e. 45 for teachers and 50 for special education teachers);
- 3) Get a rating between 1 and 4 for PP/PR;
- 4) Use the following thresholds to determine PP/PR level:
 - 3.6 – 4.0 = 4 PP/PR
 - 2.81 – 3.59 = 3 PP/PR
 - 1.99 – 2.8 = 2 PP/PR*
 - <1.99 = 1 PP/PR

***PP/PR Scoring Rule:** If the educator scores two 1's in any PP/RP component and his/her average score falls between 1.99-2.499, the educator's performance level cannot be rated above a 1.

5) Find the PP/RP performance level (1-4) on the Y-axis of the matrix.

X-Axis: Student Learning and Growth (SLG) SMART Goals

The level of performance on SLG will be determined by scoring the SMART goals using the Oregon SMART Goal scoring rubric (Standards 12 and 13). All educators will set two SMART goals annually. Educators on a two year evaluation cycle (formative and summative) will select two of the four goals collaboratively with their evaluator to be included in their summative evaluation.

- 1) Score the SMART goal using the Oregon SMART Goal scoring rubric (Standard 12 and 13);
- 2) Get a rating between 1 and 4 for each SMART goal;
- 3) Use the thresholds below to determine SLG level;
- 4) Find the SLG performance level (1-4) on the X-Axis of the matrix.

Level 4	Level 3	Level 2	Level 1
<ul style="list-style-type: none"> • 4 on both goals 	<ul style="list-style-type: none"> • 3 on both goals, or • 3 on one goal & 4 on one goal, or • 4 on one goal & 2 on one goal 	<ul style="list-style-type: none"> • 2 on both goals, or • 2 on one goal & 3 on one goal, or • 3 on one goal & 1 on one goal, or • 4 on one goal & 1 on one goal 	<ul style="list-style-type: none"> • 1 on both goals, or • 1 on one goal & 2 on one goal

FINAL SUMMATIVE PERFORMANCE LEVEL AND PROFESSIONAL GROWTH PLAN

Taking the performance levels for professional practice and professional responsibilities (PP/RP) and student learning and growth (SLG) find where the X-Axis intersects with the Y-Axis on the matrix. The PP/PR will then be compared to the SLG to determine the educator's Professional Growth Plan and overall summative performance level. The four types of Professional Growth Plans are defined as follows:

Facilitative Growth Plans – The educator leads the conversation and with the evaluator chooses the focus on the Professional Growth Plan and professional goal(s) as the educator and evaluator collaborate on the plan/professional goal(s) must also include a focus on increasing the educator's overall aptitude in this measure.

Collegial Growth Plans – The educator and evaluator collaboratively develop the educator's Professional Growth Plan/professional goal(s). If the educator had a SLG performance level 1 or 2, the plan/professional goal(s) must also include a focus on increasing the educator's overall aptitude in this measure.

Consultative Growth Plans – the evaluator consults with the educator and uses the information gathered to inform the educator's Professional Growth Plan / professional goal(s). If the educator had a SLG performance level 1 or 2, the plan/professional goal(s) must also include a focus on increasing the educator's overall aptitude in this measure.

Directed Growth Plans – the evaluator directs the educator's Professional Growth Plan / professional goal(s). This plan should involve a focus on the most important area(s) to improve educator performance. If the educator had a SLG performance level 1 or 2, the plan/professional goal(s) must also include a focus on increasing the educator's overall aptitude in this measure.

The matrix summative rating is to be used for state reporting purposes as required by the ESEA Flexibility Waiver.

LEBANON COMMUNITY SCHOOLS
Lebanon, Linn County, Oregon
August 14, 2014

A Regular Meeting of the Board of Directors was held in the Board Room at the District Office on August 14, 2014. Chairman Russ McUne called the meeting to order at 6:00 p.m. Those present included:

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

BOARD REORGANIZATION

1. Action: Election of Board Chair and Vice Chair for 2014-2015

Jerry Williams nominated Richard Borden for Board Chair.

Liz Alperin nominated Mike Martin for Board Chair.

Russ McUne, Richard Borden and Jerry Williams voted for Richard Borden for Board chair. Mike Martin and Liz Alperin voted for Mike Martin for Board Chair. Richard Borden was elected Board Chair by majority.

Liz Alperin nominated herself for Vice Chair.

Jerry Williams nominated Mike Martin for Vice Chair.

Russ McUne, Mike Martin and Liz Alperin voted for Liz Alperin for Vice Chair. Jerry Williams and Richard Borden voted for Mike Martin for Vice Chair. Liz Alperin was elected Vice Chair by majority.

GOOD NEWS

1. Information: Preliminary Results from State Assessment

Rob Hess reported that the 2013-2014 State Report Card will show that all of the Lebanon Schools are at a level three or level four except the High School. The High School is at a level two due to graduation scores, but would be at a level three or four if scored the same as the other schools. That means that there has been lots of growth at the schools over the last couple of years. The State Report Cards will come out in October.

Rob pointed out that there is still work to do in ELL and Special Education. Smarter Balance will be used this year for testing, which could mean a reduction of students meeting standards, as the test is much more rigorous than the Oaks. Students will only be allowed to take this test one time compared with three times for the OAKS. Schools will be working on performance tasks in the fall to help prepare students.

PURSUING EXCELLENCE

1. Report: AVID: A system for preparing ALL students for college/career readiness (Enclosure E-1)

(Enclosure J-1)

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Rob Hess shared a Power Point presentation giving an informational picture of AVID. He spoke to the following points:

- 1) AVID's mission
- 2) What is AVID?
- 3) Where in the world is AVID?
- 4) The AVID College Readiness System
- 5) Demographics: AVID seniors
- 6) The AVID Elective student profile
- 7) The AVID Elective student profile
- 8) The 11 Essentials
- 9) WICOR
- 10) A sample week in the AVID Elective
- 11) What is academic rigor?
- 12) Why Rigor?
- 13) Meeting the challenge
- 14) More than 30 years of success
- 15) AVID graduates AP test-takers
- 16) Our AVID data
- 17) Completing college-entrance requirements
- 18) AVID closes the achievement gap
- 19) Getting accepted to 4-year colleges
- 20) Eighth graders taking algebra

GENERAL BUSINESS

- 1. Action:** Board Resolution 1415-01-Representatives and Authorizations (Enclosure F-1)

Mike Martin expressed his desire that the Board be informed should the District borrow money under Item "P" of the Board Resolution.

Russ McUne made a motion to approve Board Resolution 1415-01-Representatives and Authorizations with the addition of language to Item "P" that the Board be informed should the District borrow money. Mike Martin seconded. The motion carried unanimously.

- 2. Action:** Approve 1st Reading of Policies (Enclosure F-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
 -

Russ McUne made a motion to approve the Board policies on 1st reading as presented. Mike Martin seconded.

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Liz Alperin had questions to language on the following policies:

JBA-GBN – Can “job responsibility” be changed to “Board Policies?”

IK – Can language be added that states “every student would have opportunity for growth”?

Ryan Noss will take the questions and ask Peggy Holstead from OSBA and report back at the September Board meeting.

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

3. **Information** Board AR Policies (Enclosure F-3)
 - **GBC-AR** – Staff Ethics
 - **GBNA-AR** - Hazing/Harassment/Intimidation/Bullying/Menacing/Cyberbullying –Staff
 - **ING-AR** – Animals in District Facilities

4. **Action:** Appoint Two Board Members to Plan Superintendent’s Evaluation

Russ McUne and Mike Martin volunteered to serve as the two Board Members to plan the Superintendent’s Evaluation.

The consensus of the Board was to have Russ McUne and Mike Martin serve.

FINANCE

1. **Information:** Financial Report (Enclosure G-1)

Linda Darling was absent from this meeting but had included information in the Board packet.

2. **Action:** Approve Employee Reimbursement Rates (Enclosure G-2)

Linda Darling recommended that the Employee Reimbursement Rates stay the same as last year.

Russ McUne made a motion to approve the Employee Reimbursement Rates as presented. Jerry Williams seconded. The motion carried unanimously.

CONSENT AGENDA

1. **Action:** Approve June 19, 2014 Board Minutes (Enclosure J-1)
2. **Action:** Approve Hiring Nicole Medley, Elementary Teacher, Hamilton Creek
3. **Action:** Approve Hiring Ashleigh Elenz, Elementary Teacher, Green Acres
4. **Action:** Approve Hiring Ryan McWayne, Elementary Teacher, Cascades
5. **Action:** Approve Hiring Claren Mortenson, Math Teacher, Pioneer
6. **Action:** Approve Hiring Cary Martin, Elementary Teacher, Cascades
7. **Action:** Approve Hiring Kathleen Kennett, Speech Language Pathologist
8. **Action:** Approve Hiring Allison Pilak-Kiel, Health Occupation, Lebanon High
9. **Action:** Approve Hiring Kris Judy, Math Teacher, Lebanon High
10. **Action:** Approve Hiring Gail York, Title I Reading, Cascades
11. **Action:** Approve Hiring Jeff Bennett, Science, Seven Oak

- 12. Action:** Approve Hiring Barbara Sirianni, Social Worker – Counselor, .50 FTE, Hamilton Creek/Riverview
- 13. Action:** Approve Hiring Mercedes Cruz, Special Education, Lebanon High
- 14. Action:** Approve Hiring Debra Price, Title 1 Reading, .20 FTE, Lacombe
- 15. Action:** Approve Leave of Absence for Rachell Shader 2014-2015

Russ McUne made a motion to approve the Consent Agenda. Mike Martin seconded. The motion carried unanimously.

BOARD OF EDUCATION TIME/DISCUSSION

September 11, 2014	6:00 p.m./District Office Board Room	Regular Board Meeting
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

Liz Alperin pointed out that due to her job she may have trouble getting to a 6:00 p.m. meeting, so the meeting may need to be moved to 6:30 p.m. She will keep the Board informed.

BOARD COMMUNICATION

Russ McUne said that he heard many positive comments regarding the play “Seven Brides for Seven Brothers” that was presented at the High School by LAFTA.

Liz Alperin thanked the teachers who gave up their summer time to attend AVID, AP, and other conferences and trainings.

Jerry Williams pointed out that the State is looking at funding for the mandated full day kindergarten that is to begin 2017. Jerry encouraged the Lebanon District to give the State testimony to the success of the program.

SUPERINTENDENT COMMUNICATION

Rob Hess shared his excitement regarding the growth results of students last year. The District is set to achieve the next level of growth. Rob said that he is also excited about the new teachers that are beginning with the District this year. There are 46 new teachers in the District.

Dawn Baker shared what the District will be doing with the new teachers during the New Teacher Training next week. In addition to the training, each new teacher will have a teacher mentor.

Rob Hess shared that he will be giving his Welcome Back speech on Aug. 26th. LEA will be serving a full breakfast.

Rob Hess thanked the Board for allowing the District to continue to have early release for collaboration time.

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ADJOURN

The meeting Adjourned at 7:19 p.m.

(Recorded by Kathy Schurr)

Rob Hess, Superintendent

Richard Borden, Board Chair