

**LEBANON COMMUNITY SCHOOL DISTRICT
SCHOOL BOARD AGENDA
Lebanon School District Office
485 S. 5th St.
Lebanon, OR 97355
December 19, 2013**

A. CALL TO ORDER/WELCOME/FLAG SALUTE– 6:00 p.m. District Office Board Room

Liz Alperin
Richard Borden
Jerry Williams
Michael Martin
Russ McUne

B. AUDIENCE COMMENTS

This is a time for citizens to address the Board. The Chair will recognize speaker(s) at the designated time. All speakers should identify themselves and state their name before speaking. Speakers are asked to write their name, address, and phone number. Each speaker will be allowed 3 minutes.

C. GOOD NEWS

1. **Report:** Seven Oak Report/Jen Meckley & Wayne Reposa (Enclosure C-1)

D. PURSUING EXCELLENCE

E. FINANCE

1. **Report:** Financial Report (Enclosure E-1)
2. **Report:** Auditors Report (Enclosure E-2)
3. **Report:** Sand Ridge Yearly Report (Enclosure F-1)

F. GENERAL BUSINESS

G. HUMAN RESOURCES

1. **Action:** Ratification of the 2013-2015 Certified Bargaining Agreement (Enclosure G-1)

H. OPERATIONS

1. **Report:** Building/Storm Update

I. CONSENT AGENDA

1. **Action:** Approve December 5, 2013 Board Minutes (Enclosure I-1)

J. BOARD OF EDUCATION TIME/DISCUSSION

January 9, 2014	6:00 p.m./District Office Board Room	Regular Board Meeting
January 23, 2014	6:00 p.m./District Office Board Room	Regular Board Meeting
February 6, 2014	6:00 p.m./District Office Board Room	Regular Board Meeting
February 20, 2014	6:00 p.m./District Office Board Room	Regular Board Meeting

K. BOARD COMMUNICATION

L. SUPERINTENDENT COMMUNICATION

M. ADJOURN

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

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

"Other statutes, rules, charters, ordinances, and bylaws outside the Public Meetings Law may require governing bodies to hear public testimony or comment on certain matters. But in the absence of such a requirement, a governing body may conduct a meeting without any public participation. Governing bodies voluntarily may allow limited public participation at their meetings."

Oregon Attorney General's Administrative Law Manual and Uniform and Model Rules of Procedure under the Administrative Procedures Act. Hardy Myers, Attorney General, March 27, 2000.



Spartan Speak

December 13, 2013

School Board Members,

Thank you for giving Seven Oak Middle School the opportunity to present some highlights of our school to you.

The focus of our presentation will be to share some good news with you. Last year we created “plus” classes for our students who needed extra support in both math and reading. In doing so, we had to cut some of our elective courses. We will a teacher’s portfolio which highlights the wonderful success she had with 7th grade math plus classes.

We will also share an episode of our School News (SOK News). We are proud of our teachers and students for the hard work they do to keep our school informed.

Thank You,

**Jennifer Meckley
Principal, Seven Oak Middle School**

Math Plus

Who: Students who did not meet on their Standardized State Test (OAKS) last year who were considered motivated and willing to put forth positive effort in a support class

What: Math Plus Classes for 6th, 7th (the focus for this Portfolio) and 8th grade students

Where: Seven Oak Middle School

When: Classes are built into a student's regular school day so that they get two periods of back to back math, in place of an elective

Why: **Only 55% of our students passed OAKS in math last year**

(6th grade had a 40% passing rate. Only 17% of my current students passed their OAKS last year. ZERO of my PLUS students passed OAKS as a 6th grader)

Math Plus >

Classroom Overview

1. I have two blocks of 7th grade math plus classes. Meaning that I have a "regular" math class and then the majority of those students return to me for a second period of math - a class that we call Math Plus. Student ages range from 12-13 years old.

First Period - 23 students....19 return to me for Second Period Math Plus

Update as of End of Quarter Three: 19 students...15 return to me

Third Period - 18 students....12 return to me for Fourth Period Math Plus

Update as of End of Quarter Three: 21 students...14 return to me

2. *Second and fourth period are my math plus classes and the focus of this portfolio project.* The relevant characteristics that these students all share is their low level of math knowledge, problem solving skills and overall confidence in their ability to "get" math.

3. Time is always a constraint when it comes to teaching math when given a strict bell schedule. Having these students for two hours is a double edge sword. I have the time to accomplish much - but my audience of students is working towards having the perseverance to learn math for two hours...it is a daily challenge to keep them engaged and motivated to improve on their skills.

4. Gaining trust and convincing these students that I want them to be successful doesn't come from my first day of school speech. It takes time. For some students, I believe that they know I care. For others, the walls are built so high that I have yet to make it to over to see what's on the other side. There are many varying factors that have made previous years of math not as successful as we as a district would have like. Most days I wish there were one of me for each one of my students to meet their vastly different needs, attitudes and teaching styles. **I know that building a solid rapport with these students will get me further than any well thought out lesson plan or intervention.**

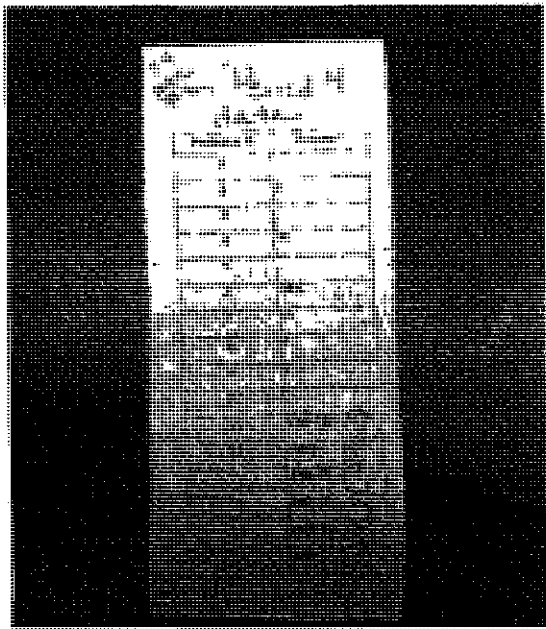
5. Attendance is a HUGE factor in our drive for success at 7Oak. I have days where half my students are gone. I have students disappear for up to 10 days before returning, totally oblivious to what we are working on. I had the quietest first quarter conferences that I have ever had in my career as a teacher. **Attendance is a significant variable, with the data quite alarming...but it is a variable that is out of my control.**

Student Growth & Learning

Target: Increase math OAKS scores from 55% in 2012 to 85% in 2013. Our Seven Oak school wide goal. Out of my current 7th grade students, 17% of them passed their OAKS last year.

Assessments used to choose Math Plus Students: OAKS scores. Observations and input from 6th grade teachers were used to choose candidates that will take advantage of an extra math class. Students were not given an option for this class - rather they were just scheduled for it.

Formative Assessments used to drive my focus: Progress Monitoring assessments through Easy CBM. I track which problems are missed by the majority of my students and focus on these skills.

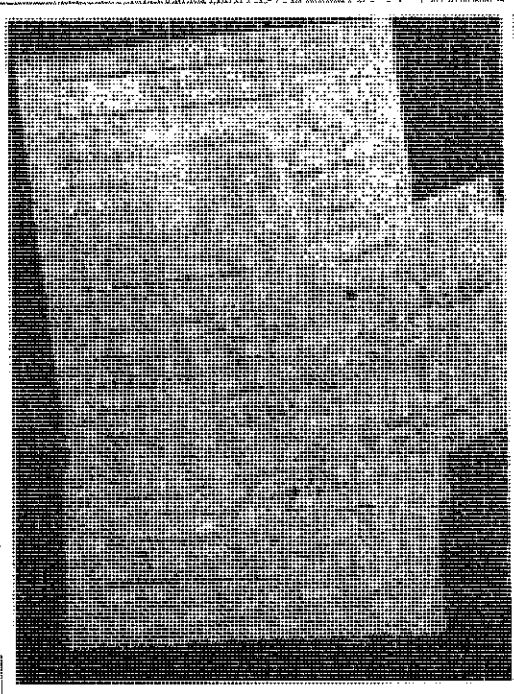


To the left: After all students have completed an Easy CBM progress monitoring we first go back through and solve each problem as a class. Students track their own answers and calculate their percentage. I then tally which problems are missed - as shown. **PRACTICE CHANGES:** From this process I can easily see where I need to focus my interventions for the whole class due to which problems are missed by the majority of the class. Most of these problems either involve a negative value or a fraction....or both. I will then make lesson plan changes on the data collected to address these

commonly missed problems. (Click on picture for clearer image)

More Formative Data: At least twice a week students do a short formative assessment on current learning targets. Because I have the majority of my students for 2 hours I am fortunate enough to be able to sit down with them and discuss their errors, as well as give

positive feedback to students about what they're doing right! This has been very helpful in assessing who is ready to move on, and who needs to study up more. I can then easily make



small groups based on where they are currently at. I have an 8th grade peer tutor in both of my PLUS classes and they have been instrumental in quick study/re-teach sessions based off of formative data. They can fill in gaps with students which provides me freedom to keep working with others, as well as the opportunity for students to hear it a different way which may click better. To the left are examples of formative assessments I have given. This is tied to my focus in regards to always having a good grasp on what my students know and which concepts do I need to go back over. If all students struggle on a formative, then I take ownership of that in knowing that as a whole class we

need to review. By constantly communicating feedback to students they can have comfort in knowing exactly how prepared they are in showcasing their skills on a summative assessment. Whether they do anything about being prepared before a test is on them, but it is my job to help make sure there aren't any surprises. I find students generally know how well they are going to do on assessments before they even see the test.

Other Formative Check-Ins: In a less formal manner I do regular check ins with students on their comfort level and knowledge of current learning targets. This might involve me walking through and peeking at daily warm up problems while students work. I can easily tell by the pace and quickness of students getting started how well they know the material. I also do a quick thumbs up and thumbs down check in with students to see how they're feeling at given lesson points. Students will be real honest if they have no clue what's going on and if I get a room full of thumbs down I know I must go back.

GOALS based on formative data: After giving a formative I can quickly adjust learning and pace based off of my findings. Because I do not regularly collect and grade homework, it is imperative that I check in with where students are with our current learning

targets. I can make quick mini goals with students on their results and often times will have them fix it if they can and upon returning it to me they must verbally tell me what it is that they did wrong. I might re-assess a student with in a couple days to see if they meet their proficiency goal and did they retain the information learned from their formative experience.

OAKS data used in a formative manner: My students have the opportunity to take OAKS twice this year. I can view their first attempt data as formative and will use it to drive our second round of OAKS prep. I have strand data for each student and will group them according to this data. Materials will be made to address weaknesses and students will be motivated by their own data driving their provided work. Students find can find value in what they're working on if I can prove that it is something that held them back from meeting their 232 OAKS goal.

Summative Assessment: For the purpose of this class my main summative assessment will be OAKS, which we will take first round in February 2013 and second round in May 2013. My students have a history of not passing OAKS and frankly many have not viewed it as a problem. They will tell you point blank that they have never passed OAKS and in their minds they haven't really seen any repercussions. So how do they find importance in this test? We as educators know that the importance is truly found in high school, where OAKS has become a diploma requirement. I constantly refer to this and also to the fact that I plan on all my students passing OAKS this year. If I believe it, maybe they will too.

Another buy in for some students is their not wanting Math Plus as an 8th grader. Many of my students have LA Plus also, which means that they have no electives. No PE, no technology, no French... Nothing extra. For many, this is motivation to prove some skills this year to avoid having double blocks next year.

First Round Summative Reflection:

MATH PLUS Period 2: At the start of the year - 0/17 passed their OAKS last year.

Currently: 6 out of 17 have passed their OAKS = 35%

Five who did not meet are within 4 points - putting them in our "nearly meets" category.

Average growth: +12.12 points.

MATH PLUS Period 4: At the start of the year - 0/13 passed their OAKS last year.

Currently: 4/13 have passed their OAKS = 31%

Three who did not meet are within 4 points - putting them in our "nearly meets" category.

Average growth: +11 points

While my current passing rates are not close to our 85% passing rate - there was some serious growth amongst my students. ALL of my PLUS students did better on their OAKS this year, with the exception of one who received the same score, than they did last year - which was our class goal. Some made +21 points of growth and still DID NOT PASS, indicating what big holes we have to climb out of. I am very proud of how hard my students worked on their test and have been encouraged by their optimism to pass at our next go around. I believe all of my students are capable of beating this test.

My Educator Instructions for Math PLUS: Assist your students in meeting OAKS. Teach them to problem solve. Create critical thinkers. Empower them in building their confidence in math knowledge and capability.

Were my Learning Targets met? We are on the right track... I believe at this point that I have made headway towards our big picture goal of increasing OAKS passing rates. ALL of my PLUS students, with the exception of one who got the exact same score as last year, did better on their OAKS than they did last year. Some did A LOT better! By collecting survey data I had 66% of my students report having a better grade in math than they did last year. 72% reported having their math skills increase, and 68% reported that their confidence has increased in their ability to do math. At the start of the year I was a skeptic of what our progress would look like - many of my students just "don't get math" and we had some uphill battles of building confidence and abilities to overcome. I am happy to report two Math Plus classes of students who continually work hard to overcome something that's always been a challenge to them.

PRACTICE CHANGES: Since first round of OAKS yielded passing scores for several of my PLUS students, they had the option to change their PLUS class into an elective. Many of these

students also have LA PLUS which means that they do not have an elective at all. No PE. No Technology. I was happy to change schedules for students who earned a passing grade - what better way to show them that hard work pays off. I have also rotated several students into Math PLUS who originally weren't in there based off of their OAKS data. Many of these students did not see as much growth as my PLUS students and I'm optimistic that with the extra math support we will get more students over the 232 hurdle.

With OAKS comes an overall data report on areas of strengths and weaknesses. I now know that overall my students struggled most on "Number and Operations and Algebra". So, starting in April we will hit the ground running working on these skills again. This involves positive and negative numbers which is a huge 7th grade concept and challenge for many students. This data report summary indicated the same holes as my easy CBM formative assessments had. We did this particular content at the start of the year, which could be a partial variable to why they scored poorly on this strand, and need to refresh before taking OAKS again. This data report will be a driving factor in my decisions regarding planning for our upcoming OAKS prep in math PLUS. It will be a dictator in determining my objectives for the next sequence of learning in math PLUS.

Next Steps: With switching student schedules I still have a cohort of hard working students all with the same goal in mind: earn a passing grade in math and beat OAKS! We have been working on old worksample prompts the last month to continue our problem solving work as I believe teaching students how to problem solve is much more effective than just teaching them rules and formats. We will spend a month before retesting on OAKS reviewing skills from previously in the year and also talk multiple choice test taking strategies.

Question #4 - Engaged or non-engaged? In reflecting on my classroom of students, I can identify one individual in each period who is my challenge to engage each day. But overall, I have been blessed with a classroom of students who I do feel care about being successful, want to graduate from high school and are in touch with reality in regards to their low math abilities. Whether they give me 100% every day or not - I do have a classroom of students that I can work with each day and we make the most of whatever kind of attitude makes it through the door.

Data

Final OAKS DATA

Period 2

Student #	6th Grade OAKS	1st Round of OAKS	2nd Round of OAKS	Growth from 6th to BEST	Current Math Grade	Days Absent (1st & 2nd semester)
1	216	226	226	+10	C	31
2	216	224	235	+19	D	45
3	220	241	237	+21	C	33
4	215	235	230	+20	C	11
5	216	219	229	+13	F	52
6	206	227	233	+27	C	23
7	216	230	238	+22	B	7
8*	226	228	245	+19	B	5
9	217	223	234	+18	D	2
10	216	230	234	+18	D	11
11	217	232	231	+15	B	7
12 (partial yr)	222	215	230	+8	F	20
13	221	228	239	+18	C	13
14*	217	228	240	+23	C	10
15 -	216	236	226	+20	F	14

transferred out of PLUS					
	Passed: 0/15		Passed: 12/15 (80%)	Avg: +18.1	Avg: 19

Period 4

Student #	6th Grade OAKS	1st Round of OAKS	2nd Round of OAKS	Growth from 6th to BEST	Current Math Grade	Days Absent (1st and 2nd Semester)
1*	226	222	232	+6	B	1
2	211	214	230	+19	D	20
3*	221	226	243	+22	F	39
4*	219	228	223	+9	B	3
5	220	240	NA	+20	D	15
6	215	230	237	+22	C	18
7	211	225	222	+14	F	24
8*	225	221	239	+14	C	21
9	220	220	245	+25	C	20
10*	227	228	234	+7	B	7
11	209	223	224	+15	D	37
12	215	238	231	+23	C	6
13	NA	228	218	NA	F	Dropped
14*	223	230	233	+10	B	16
15*	210	221	218	+11	C	2
16*	227	226	237	+10	A	7

17 - transferred out of PLUS	224	232	NA	+8	D	30
18 - transferred out of PLUS	215	232	NA	+17	C	10
19 - transferred out of PLUS	223	232	218	+11	B	8
	Passed: 2/19 (11%)		Passed: 13/19 (68%)	Avg: +14.6		Avg: 16

*Students who moved into Math PLUS

Reflection:

Students who moved out of Math PLUS

Differentiated Student Work for final OAKS prep

How to spend time? Problem solving or maintaining a passing grade?

Absences....

EasyCBM correlation

Student Survey Results

Success - choosing the right students. Building Relationships. Cheerleading!!

Student Data Charts

(First Semester/First Round of OAKS)

Easy CBM data was concluded the week before Christmas Break - All of my RED ZONE students are in a math support class except two. I have made schedule requests to have these two added to my Math Plus classes based off of this data and their non passing OAKS scores.

Update: (Their schedules were changed and they are in Math Plus currently)

Math Plus Period 2

Student #	6th Grade	Points Needed to	Easy CBM Benchmark	Days Absent for 1st	1st Semester	1st Round of OAKS Score
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Participation >

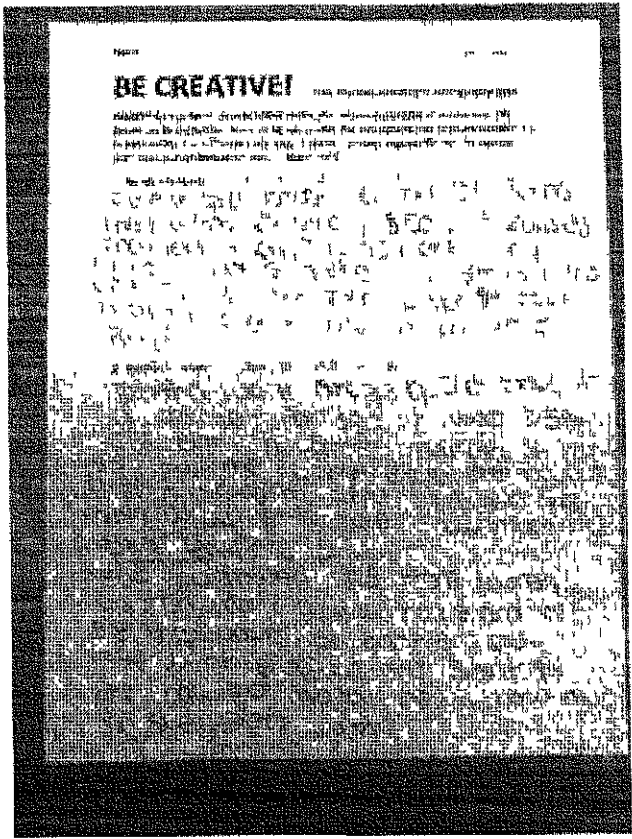
Quality

Creativity - Students have freedom when solving math problems of how they choose to reach their answer. I may teach one method, but I am well aware that there are a variety of ways to get to the correct answer. I tell students all the time, if you can solve it and explain how you got your answer I will take it! Students use this freedom to be creative in solving problems and justifying why they worked. I have given word problems with the challenge to students to see how many different ways they can creatively find the correct answer with justification for each method. It also creates a great chance for students to collaborate and communicate the way they approached the problem and to learn from each other.

Worksamples provide an excellent time for students to be creative in how they solve and check their solutions. They might know that there is a way expected of them to solve, but if they choose a plan that works and is defended through math communication then their answer is just as acceptable as the student who did it algebraically and in a shorter amount of time.

I turned the tables on my PLUS students recently and asked them to write word problems using provided numbers. These numbers included fractions, decimals, percents and negative values. At first glance, students were excited about the chance to make a really challenging problem...but the more they worked at this the more they realized how unsimple it truly is to write a GOOD word problem. Students were stretched to come up with something that made sense and incorporated all of the numbers I had required. Here is a student example of creativity which is tied to my focus by having students approach math another way by having to logically make a problem that incorporated the major ways they see numbers as 7th graders - fractions, decimals, percents and as a negative.

Collaboration - In Math Plus students regularly collaborate and work towards a common goal. Our overall class goal is to get better at math EVERY day! During the pre-



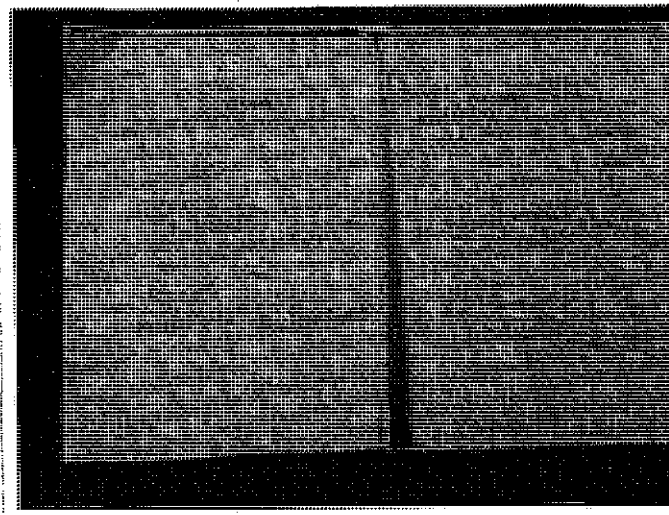
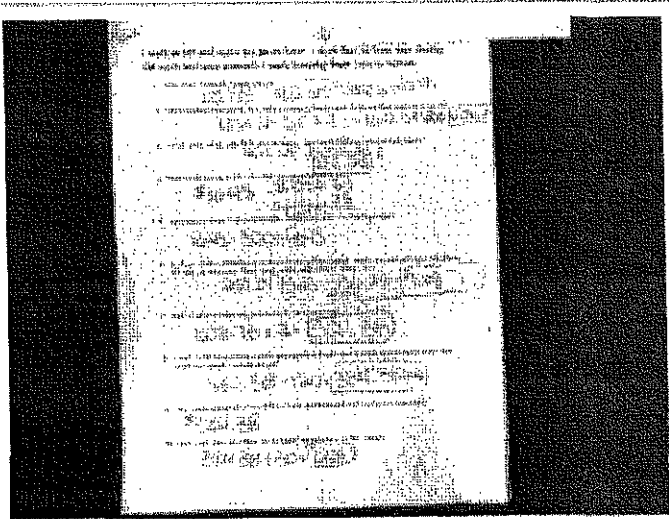
OAKS season our goal was to prepare for OAKS and everyone had an individual goal to do better than they did in 6th grade. All but one of my PLUS students made growth from their 6th grade score. Through small groups, students work together on their skills and have been coached to interact and help each other out. When using individual white boards, students will usually be instructed to first solve on their own. Then they quietly share with their neighbor. And lastly I call on a student to solve for the benefit of the whole class. Previously on my site under professional development I input a picture of students working together to complete a given task. This is tied to my focus

because I know that students will be working together once they reach high school through the current math curriculum CPM and this will help prepare them for this transition. Math Plus isn't just looking for immediate math success, we hope to prepare our students for future success in all of their upcoming math classes. Looking ahead: By teaching teamwork and how to positively interact with each other to complete a task will only assist to produce students who can be successful in many jobs that require positive coworker interaction.

Critical Thinking - One of my personal crusades for my students is for them to become critical thinkers. Problem solving is not their strong suit. They would much rather do a worksheet full of 100 skill and drill problems than one multi-step word problem that requires them to think, be rational and evaluate whether or not their answer makes sense at the end. Implementing critical thinking must be done carefully with students who "hate math". It has to be done slowly, with crutches and with a safety net in case of wrong turns. Involving real life application is my favorite approach and my students have done a lot of work with money, paying taxes, rent, and utilities, as well as integrating math into classified ads to implement a literacy component.

Student solving a finance problem:
car:

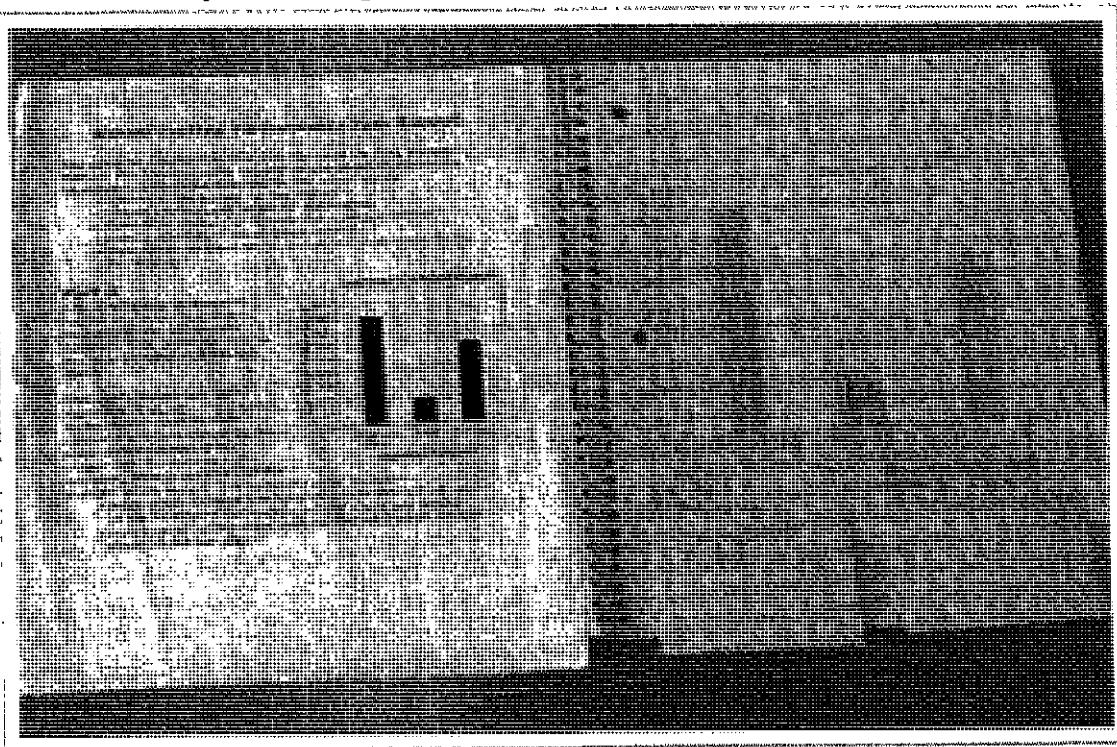
Student solving for the yearly cost of a



Communication - Communication is conveyed in several ways to students, parents, myself and my admin. Grades are reflected in a proficiency based way so that scores are directly aligned with specific grade level targets. This lets everyone know where strengths and weaknesses lie. Students all fill out an assessment reflection at the end of each summative test to have their own data sheet with data on proficient and non proficient targets. They are well versed on how to rematch on non proficient targets to earn a higher grade, another aspect of the proficiency based model. Students also receive a unit checklist at the start of each block that communicates to them what the upcoming student learning targets are and which common core standards they are aligned with. Students communicate to me through formative

assessments where their proficiency level is and what we need to review before their upcoming tests.

Sometimes students communicate feedback to each other on their math. This looks different depending on the day. At times I will have students trade papers with their neighbor. Then they go through from top to bottom their partners work and verbally give them positive feedback as well as accuracy feedback. It has been encouraging to see student leaders shine through this process because many of them have teachers deep down inside that come out through activities like this. I have also had students leave their math work out on a desk and everyone rotates through and observes each others work. This is a great activity for students to see how others approached the problem and set up their work. I have post-it notes that students leave on their work for students to communicate feedback to each other on positives, as well as things that they could improve on. Sometimes these comments have more weight if they come from one of their own peers. An example of this activity is shown below. This is from a student who I continually remind to communicate his work and give explanations - which is exactly what his peers told him on his "room for improvement" post-it.



Making Meaningful real world connections... Incorporate the dreaded **WORD PROBLEMS**. We have done fractions with students making their own trail mix recipes and

literally making their trail mix - amazing how engaged students are when there are M&M's involved. We have calculated how much money we would have left over after all taxes, rent, utilities and car payments are paid if we make minimum wage. It comes out to around \$6.33 per day. Even 7th graders know that isn't enough for their monthly groceries. We have used classified ads to figure out the rent difference for apartments in Lebanon, Albany and Corvallis and how it fluctuates depending on how many roommates you have.

Trail Mix Activity:



Students are responsible for their own learning because currently our Math Plus classes are "pass" or "no pass". Students literally just have to participate to earn a passing mark at this point. I am very upfront with students in regards to their test scores, their grade and what they need to work on to get better. I have structures in place so that students know what they should be working on when any one task is finished. I have a proficiency based grading approach that allows for rematches - students are well versed in this process and are expected to take advantage of it. They are at a stage in their academics where they have to own their grades and take responsibility to make sure that they are doing their part to earn passing grades which translates into understanding math.

Reflection

1. Success. Unfortunately I cannot report that my passing rate is at 85% at this time.

However, this is not the only way for success to be found among my students. We have found success in a variety of ways. Looking back to September, I have found success in finding a management system that works. I do not have the behavior battles that I had back at the beginning. Walls have been broken down and relationships built - my students will work for me. They find value in what they are doing, and while they work at a variety of paces...they all work.

Success. We went from a 0% passing rate to a 33% (average of both classes) passing rate - with huge growth gains. This is a success!! Not one student went backwards. And I am so proud of the work my students did in preparing and working hard on OAKS. So many of them have grown in confidence and found success in the payoff - I was able to move students out of math PLUS into an elective that they worked hard to earn. What better way to show students that hard work does pay off.

Success. I have had several students pass their OAKS and with the option of receiving an elective in place of math PLUS they opted to stay in this support class because they understood how beneficial it had been to their success. They enjoy having time to work on their HW. They like the extra help. The maturity these students showed in making an executive decision to stay where they were to continue the success they've found was a huge SUCCESS to me as their teacher.

2. In looking back I feel good about the amount of prep work my students did before OAKS.

When not formally preparing for this assessment we are working on problem solving skills - many are becoming quite the critical thinkers. **ALTERNATIVE STRATEGIES:** One thing I would have done differently is how my failing students used their PLUS time right before final grades are posted. Culturally we still don't have all the buy-in for OAKS and many don't find

the importance in this test. I agree to some extent that students still need to focus on passing their math class. I had several students receive an F for their first semester grade. If you look at the data chart - these are my notoriously absent students. Spending time on them re-matching on their low assessment grades will be a priority next time, because I want them to find success in their math class grade. I need to make sure they get the lessons that they miss by being absent so often. And this will correlate with OAKS success because the alignment is there.

3. Critical choices: When I have half my class missing I usually make the choice of working with a small group or one on one to maximize the ratio of teacher to student. I also adjusted the way I plan for these classes with the amount of students who are absent from day to day. It is hard to plan something that will last for several days if you have an absence rate such as I do. I have made more of an attempt to plan short mini lessons that can be completed each day to avoid the nightmare of having lots of loose ends (unfinished assignments).

I am continually amazed by things my students do and do not know. When I am caught off guard by lack of knowledge I will make notes to address these identified holes. For example, when reviewing the circle formula I referenced $22/7$ as an estimation for pi. This was BRAND new to all my students which caught me off caught. I realized that I had to go back and review what is pi? what are the estimations we use? what if I want the exact are of a circle? I have learned to quickly make up problems to address learning holes when the time arises. If I can't do it on the spot - I will incorporate it into upcoming lessons to make sure that it is covered.

After first round of OAKS I made some critical choices in moving students out of math PLUS who wanted to have an elective in place of their second math class. I took time to contact families and talk to students about what this would mean for their HW and rematch time.

They would be responsible to take work home and have the discipline to stay on top of their grade. I also made some schedule changes for students who were not in math PLUS who did not pass their OAKS. I spoke with each student directly and not one put up a fight. They were in touch with reality in regards to needing a little extra support - and I'm anxious to see how well they do on their second round.

4. I can grow as an educator by continuing to take risks in the way I implement skills and teaching styles that I am learning about in my professional development experiences. Change is especially hard for me, but I am a true believer that what we do as educators and the decisions that we make should always be in the best interest of our students.

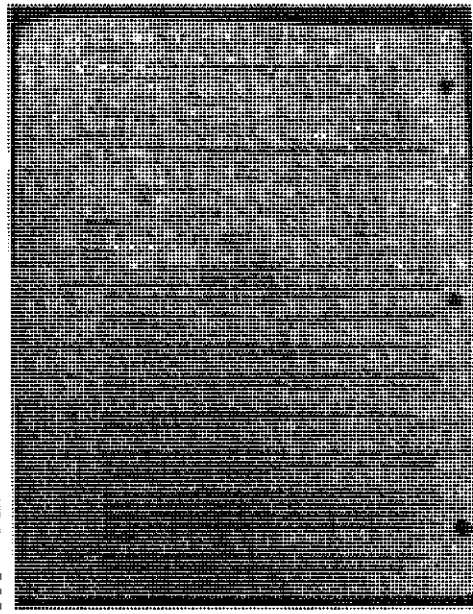
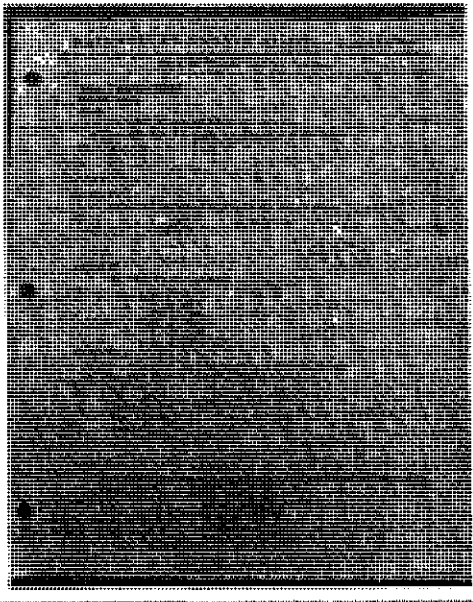
I am taking part in the PG&A pilot program on how teachers receive their overall performance grade. I have learned more about and written SMART goals on my current students which include how they score on their OAKS. One is in regards to having 10 students pass their OAKS who did not pass last year and the other is about overall class growth. I am learning how to make adjustments to my goals and change learning practices to meet them.

There will be some changes in the way teachers give grades to students next year that just came to light. A more proficiency based approach - which has always been of interest to me. I am excited to be a part of a team that looks at the implementation of this across our district and learning, sharing and making these changes that will best support our students.

These are some examples of me continuing to grow as an educator and routinely making adaptations to my strategies and involvement to be an effective, informed teacher.

5. This year at Seven Oak we have implemented unit checklists with clear learning targets that are attached to our Common Core State Standards. I first provided these to students and they became a paper for students to hold onto. I don't think in hindsight they were beneficial because we didn't reference them. The last unit I taught before winter break I utilized them a little differently. Beneath each learning target I left space and as a class we filled in notes and examples for each target. They could then be used as a study guide for those students who saw the value in what these checklists had to offer. (Click on images for enlarged view)

Example:



I recently changed this unit checklist to add a rating scale for students to track their progress. I learned about this at our PLC Training that was held at the River Center on February 27th. I attended the Facilitator training and it touched on the idea of having students take an active role in tracking their learning process. I have students reflect on their learning after taking their summative assessments, but I liked this addition in between the lesson and summative - at the start of each block. An example of the new unit checklist is under participation which shows a student tracking their knowledge on stated learning targets.

6. Most Important Learning. My most important learning thus far is to be pro-active in keeping a positive attitude, even when times seem tough. I catch myself griping about variables out of my control... ie: attendance. I have quickly learned to re-adjust and make the most of the time I have with my students. And to focus on the students that are present each day working to make a change.

I have also learned to change plans that aren't working. Sometimes the best ideas just don't get the intended results and change is necessary. It's okay to jump ship on systems that don't work - but sometimes it's hard to let go of ideas we deem fabulous. Even if it's a comfortable system to me, I have learned to always first look out for student's best interest.

Behavior tolerance: I figured out early on with many of my students that picking my battles would be crucial. I am quick to correct and discipline and consider myself to have high expectations in regards to respect and following directions. While I still think I have high expectations, I have learned to be more tolerant and address issues differently and in a more teaching manner. Students who may have misbehaved in the past to get out of classrooms don't get that lucky with me. One punishment that works well is me literally sitting next to them and helping them through each problem - they quickly figure out that they'd rather do it on their own. By picking my battles while still having no tolerance for disrespect, I can usually keep kids on my side which keeps them working on their math. I have written the least amount of referrals and sent out fewer students than ever in my teaching career at 7OAK. And I wouldn't say these students are easier than my prior ones - I have learned to address issues and to move on. Students respect that.

Business Report

By: Linda Darling, Business Director

December 19, 2013

Financial Report: (enclosure E-1)

The 2013-2014 Financial Board report included in this Board packet reflects projected revenue and expenditures. The projected Ending Fund Balance (EFB) for 2013-2014 is \$1,641,600 which reflects proposed contracts (licensed insurance cap at \$1,075), a full calendar (no furloughs), and local property tax. The projected local tax revenue has been reduced from \$7,930,000 to \$7,850,000 because the amount of imposed property tax and the to-date collections are less than what I projected.

June 30, 2013 Audit Report: (Enclosure E-2)

Kori Sarrett of Accuity, LLC will be present at the Board meeting to report on Lebanon Community School District No.9 Annual Financial Report for June 30, 2013. The General Fund ending fund balance is \$1,065,336.

Budget Committee Openings:

We have received two applications for the three budget committee openings. I know of one additional application that will be submitted but we have not received it as of 12/12/13. William Barish is one of the applicants and he will not be able to attend the Jan. 23rd Board meeting because of work commitments.

Winter Storm Damage:

We are currently working with PACE on two open claims for damage at Riverview and District Office. The District has a \$10,000 deductible per claim but since both sites damage is due to the same storm the insurance is counting as a single claim. Assistant Superintendent Bo Yates will report current information at the Board meeting.

2013-2014 General Fund Summary Report

	10/11 Actual	11/12 Actual	12/13 Actual	13/14 Budget	12-11-13 YTD & Enc	12-11-13 Balance	13/14 Full Cal. Project
General Fund - Revenue							
SSF Formula	27,355,256	28,932,900	30,017,096	32,835,000	19,195,884	13,639,116	32,290,000
SSF Adjustment	(279,025)	784,064	337,479	-	-	-	40,000
State Fiscal Stabilization Func	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	60,000	15,673	44,327	40,000
Third Party Billing	31,968	31,047	50,472	70,000	28,725	41,275	70,000
TMR	161,370	187,235	176,000	160,000	-	160,000	170,000
JROTC	56,194	61,985	62,358	62,000	21,936	40,064	50,000
Other	368,102	360,139	422,445	372,000	167,693	204,307	379,000
Interfund Transfer	60,000	20,123	60,000	690,000	651,032	38,968	690,000
BFB	5,134,115	3,062,267	2,596,141	1,200,000	1,065,336	134,664	1,065,300
Total	34,311,536	34,531,437	33,781,852	35,449,000	21,146,279	14,302,721	34,794,300
	=====	=====	=====	=====	=====	=====	=====
General Fund - Expenses							
Salaries	15,683,004	15,883,359	16,090,527	16,230,362	15,127,922	1,102,440	15,854,200
Benefits	8,821,743	9,459,887	9,467,455	11,206,382	9,110,512	2,095,870	9,798,400
P. Services	4,006,894	4,076,037	4,635,958	5,370,289	2,439,430	2,930,859	5,039,000
Supplies	1,016,745	1,376,729	1,165,368	1,278,567	699,354	579,213	1,256,700
Capital Outlay	21,093	16,030	23,301	15,000	2,000	13,000	20,100
Other Objects	254,791	260,076	240,048	288,400	238,735	49,665	278,300
Transfers	1,326,000	863,180	1,093,860	906,000	886,000	20,000	906,000
Contingency	-	-	-	154,000	-	154,000	-
Total	31,130,269	31,935,297	32,716,517	35,449,000	28,503,954	6,945,046	33,152,700
	=====	=====	=====	=====	=====	=====	=====
<i>Projected Ending Fund Balance</i>							1,641,600

2013-2014 General Fund Summary Report

	09/10	10/11	11/12	12/13	13/14	12-11-13	12-11-13	13/14
	Actual	Actual	Actual	Actual	Budget	YTD	Balance	Full Cal. Project
<u>General Fund - Revenue</u>								12/12/2013
SSF Formula								
Taxes	7,301,372	7,365,068	7,533,685	7,841,946	7,830,000	7,015,752	814,248	7,850,000
Federal Forest Fees	438,493	375,840	233,611	226,617	-	-	-	210,000
Common School	323,450	310,174	325,406	348,692	350,000	-	350,000	350,000
State Timber	138,459	100,621	27,968	53,044	100,000	9,634	90,366	80,000
School Support Fund	20,469,928	19,203,553	20,812,230	21,546,797	24,555,000	12,170,497	12,384,503	23,800,000
Adjustments to SSF Payments								
Adj for HC Disability Grant	(14,479)	(620)	10,520	8,476	-	-	-	-
Adj for 09/10 payment	-	(278,405)		-	-	-	-	-
Adj for 10/11 payment			773,544	-	-	-	-	-
Adj for 11/12 payment				329,004	-	-	-	40,000
State Fiscal Stabilization Fund	1,086,671	446,624	-	-	-	-	-	-
Federal Ed Jobs	-	810,332	11,974	-	-	-	-	-
School Year SubAccount		106,374	898,088	-	-	-	-	-
Total SSF Formula	29,272,784	28,439,562	30,627,026	30,354,576	32,835,000	19,195,884	13,639,116	32,330,000
Loan Receipts			119,000	-	-	-	-	-
Interest of Investments	77,313	60,225	62,615	59,860	60,000	15,673	44,327	40,000
Third Party billing - Medicaid	28,621	31,968	31,047	50,472	70,000	28,725	41,275	70,000
TMR	122,222	161,370	187,235	176,000	160,000	-	160,000	170,000
JROTC reimbursement	47,189	56,194	61,985	62,358	62,000	21,936	40,064	50,000
Other								
Outdoor School	2,949	-	2,641	-	3,000	-	3,000	-
Rental Fees	21,031	22,068	23,055	24,695	22,000	7,583	14,418	22,000
Fees Charged to Grants	53,854	66,021	36,491	53,440	50,000	-	50,000	35,000
Miscellaneous	588,946	217,139	243,065	278,595	232,000	88,220	143,780	250,000
E-Rate reimbursement	-	62,875	54,886	65,715	65,000	71,891	(6,891)	72,000
Interfund Transfer - Athletics	55,679	60,000	20,123	60,000	690,000	651,032	38,968	690,000
Beginning Fund Balance	4,276,860	5,134,115	3,062,267	2,596,141	1,200,000	1,065,336	134,664	1,065,300
Total	34,547,447	34,311,536	34,531,437	33,781,852	35,449,000	21,146,279	14,302,721	34,794,300
	=====	=====	=====	=====	=====	=====	=====	=====

2013-2014 General Fund Summary Report

Obj	Description	10/11	11/12	12/13	13/14	12-11-13	12-11-13	12-11-13	13/14
		Actual	Actual	Actual	Adopted Budget	YTD	Encumb	Balance	Full Cal. Project
111	Certified salaries	9,630,593	9,660,974	9,691,110	9,778,586	2,398,309	6,846,698	533,579	9,310,000
112	Classified salaries	3,390,242	3,400,585	3,570,418	3,734,489	1,176,868	2,546,733	10,888	3,750,000
113	Administrative salaries	1,243,817	1,403,982	1,356,839	1,466,212	592,465	826,485	47,261	1,415,000
114	Managerial - classified	240,110	201,463	124,134	90,756	38,690	54,166	(2,100)	92,900
116	Retirement stipends	176,948	112,059	98,858	102,400	41,356	53,884	7,159	102,400
118	Retirement Support Program	-	158,650	159,600	159,600	66,500	93,100	-	159,600
119	Confidential salaries	141,433	144,538	146,195	127,353	52,692	73,768	893	127,000
121	Certified subs	344,129	314,409	337,851	328,810	56,298	-	272,512	340,000
122	Classified subs	136,414	100,730	109,047	122,000	33,867	-	88,133	120,000
123	Temp certified	61,837	71,639	51,529	56,500	3,120	-	53,380	51,000
124	Temp classified	-	-	-	500	-	-	500	500
127	Student helpers salaries	2,820	3,405	2,884	3,000	5,313	-	(2,313)	7,000
131	Overtime	18,862	15,248	-	-	-	-	-	-
132	Compensation time	14,254	14,077	12,822	15,000	619	-	14,381	15,000
133	Extra duty	124,409	113,359	174,502	112,356	73,706	48,792	(10,141)	203,000
134	Classified extra hrs	96,860	111,939	127,482	115,000	43,537	-	71,463	130,000
135	Vacation Payoff	15,667	18,341	31,234	10,400	-	-	10,400	25,000
136	Mentor teacher pay	15,374	3,456	2,438	-	110	-	(110)	2,500
137	Personal Leave Payout	24,560	26,297	25,750	-	-	-	-	-
138	Department Head Extra Duty	4,675	6,810	2,300	6,000	800	-	5,200	2,500
140	Salary Settlements	-	-	64,867	-	-	-	-	-
142	Taxable Meal Reimbursement	-	1,398	667	1,400	46	-	1,354	800
	Total Salaries	15,683,004	15,883,359	16,090,527	16,230,362	4,584,295	10,543,627	1,102,440	15,854,200
210	PERS	2,943,902	3,690,522	3,708,868	4,968,156	1,147,919	2,672,692	1,147,546	3,968,000
220	Social Security	1,143,688	1,162,516	1,173,990	1,202,280	338,166	768,682	95,432	1,162,400
231	Worker's Comp	125,923	115,962	130,637	159,299	44,104	86,393	28,802	135,000
241	Employee Ins - Admin	158,787	164,096	163,789	206,012	66,945	101,491	37,577	170,000
242	Employee Ins - Certified	2,122,439	2,043,638	2,038,405	2,378,653	500,232	1,455,404	423,017	2,200,000
243	Employee Ins - Classified	1,446,732	1,457,700	1,691,683	1,787,967	490,866	1,158,373	138,727	1,690,000
244	Employee Ins - Other	28,402	29,739	31,766	21,820	8,588	12,047	1,184	21,000
245	Employee Ins - Retired	653,832	623,207	472,809	434,000	212,315	-	221,685	405,000
246	Classified Insurance Pool	152,008	123,906	4,979	-	-	-	-	-
247	TSA	46,031	48,601	50,530	48,195	14,714	31,582	1,899	47,000
	Total Benefits	8,821,743	9,459,887	9,467,455	11,206,382	2,823,849	6,286,663	2,095,870	9,798,400

2013-2014 General Fund Summary Report

Obj	Description	13/14			Adopted Budget	12-11-13 YTD	12-11-13 Encumb	12-11-13 Balance	13/14 Full Cal. Project
		10/11 Actual	11/12 Actual	12/13 Actual					
311	Instructional Services	2,375	466	300	10,500	-	6,200	4,300	300
312	Instr Prog Improve Service	10,335	329	8,800	5,810	3,864	12,000	(10,054)	16,000
319	Other Instr-Prof-Tech SVCS	2,952	4,498	20,884	15,000	1,000	400	13,600	20,900
322	Repairs & Maintenance	113,533	101,144	87,245	97,437	58,231	23,408	15,798	100,600
323	Radio Service	5,202	2,441	1,188	4,000	-	-	4,000	2,900
324	Rentals	119,548	94,807	137,321	132,501	56,734	78,590	(2,823)	137,300
325	Electricity	368,160	403,126	414,837	455,980	152,988	-	302,992	456,300
326	Fuel	209,808	198,605	159,642	226,000	36,228	-	189,772	175,600
327	Water & Sewer	94,849	101,759	130,496	140,850	50,785	-	90,065	143,500
328	Garbage	82,994	81,112	82,910	83,290	27,808	-	55,482	84,600
329	Other Property Services	5,623	4,124	675	5,500	636	-	4,864	700
340	Travel	67,079	75,073	62,436	73,676	26,438	2,745	44,493	68,700
343	Travel - Student - Out of Dist.	-	-	191	1,500	-	-	1,500	200
346	Meals/Transportation	1,819	265	228	500	46	-	454	300
348	Staff Tuition	14,452	9,821	15,033	27,500	2,503	-	24,997	27,500
351	Telephone	51,698	54,376	66,659	64,530	26,744	2,527	35,259	70,000
353	Postage	24,418	20,143	17,610	27,250	11,978	14	15,258	23,000
354	Advertising	6,763	2,147	1,316	2,900	451	105	2,344	1,300
355	Printing & Binding	24,823	22,633	14,735	25,065	8,645	933	15,487	20,700
360	Charter School Payments	1,421,285	1,658,152	1,800,976	2,026,000	1,016,068	-	1,009,932	2,100,000
362	Insurance Reimbursement	87	366	643	-	-	-	-	-
371	Tuitions Payments to Other Dist.	16,345	-	32,878	220,000	37,250	-	182,750	65,000
373	Tuition Pay Private School	-	-	-	5,000	-	-	5,000	-
374	Other Tuition	611,940	471,836	906,502	945,000	96,731	232,331	615,938	766,500
381	Audit Services	30,140	25,800	21,950	35,000	22,150	-	12,850	26,000
382	Legal Services	9,295	6,265	6,776	25,000	5,944	-	19,056	9,300
384	Negotiation Services	-	2,444	5,449	-	8,216	-	(8,216)	20,000
385	Management Services	9,038	3,700	-	-	-	-	-	-
386	Data Processing SVCS	88,244	122,699	53,576	60,600	15,198	-	45,402	87,000
387	Statistical Services	-	6,300	1,000	6,500	-	-	6,500	6,500
388	Election Services	7,014	-	6,410	-	-	-	-	-
389	Other Non_Instr Pro/Tech	572,801	571,302	543,914	607,300	141,843	240,575	224,883	572,800
391	Physical Exams - Drivers	2,510	2,530	2,540	3,700	375	1,625	1,700	2,500
392	Drug Tests Drivers	2,345	2,576	1,535	3,000	380	1,120	1,500	2,200
393	Child Care Services	21,000	18,900	22,000	22,000	8,800	13,200	-	22,000
394	Sub calling service	6,383	5,132	5,464	6,400	5,536	-	864	5,500
396	Criminal History checks	110	181	1,440	2,000	88	-	1,913	1,400
398	Fingerprinting	1,923	986	400	3,000	-	-	3,000	1,900
	Total P. Services	4,006,894	4,076,037	4,635,958	5,370,289	1,823,660	615,771	2,930,859	5,039,000

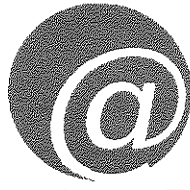
2013-2014 General Fund Summary Report

Obj	Description	10/11	11/12	12/13	13/14	12-11-13	12-11-13	12-11-13	13/14
		Actual	Actual	Actual	Adopted Budget	YTD	Encumb	Balance	Full Cal. Project
406	Gas Oil & Lubricants	171,711	196,328	202,584	247,900	62,107	165,997	19,796	208,700
410	Supplies & Materials	376,582	314,876	359,880	389,156	164,228	44,680	180,249	375,000
413	Vehicle repair parts	37,483	47,675	41,968	50,500	20,775	22,025	7,700	42,000
414	Transportation operations	11,055	5,025	4,379	5,500	1,934	3,125	441	4,400
420	Textbooks	98,683	240,848	120,737	129,500	23,004	-	106,496	153,400
430	Library Books	11,442	11,506	10,819	13,710	1,132	1,832	10,745	10,800
440	Periodicals	4,649	2,964	4,440	2,100	3,861	490	(2,251)	4,400
460	Equipment under 5K	87,600	167,151	141,047	166,775	19,784	16,887	130,104	154,100
470	Computer software	99,921	143,181	118,839	155,000	108,217	4,394	42,388	143,200
480	Computer hardware	117,621	247,175	160,675	118,426	26,392	8,489	83,545	160,700
	Total Supplies & Materials	1,016,745	1,376,729	1,165,368	1,278,567	431,435	267,919	579,213	1,256,700
540	Equipment	21,093	16,030	23,301	15,000	-	2,000	13,000	20,100
	Total Capital Outlay	21,093	16,030	23,301	15,000	0	2,000	13,000	20,100
621	Regular Interest	-	-	-	500	-	-	500	-
640	Dues & Fees	60,148	78,723	50,998	64,300	26,418	1,500	36,382	63,300
650	Insurance & Judgments	189,443	171,353	189,050	223,600	210,817	-	12,783	215,000
659	Settlements	5,200	10,000	-	-	-	-	-	-
	Total Other Objects	254,791	260,076	240,048	288,400	237,235	1,500	49,665	278,300
707	Transfer - Capital Project	-	-	-	-	-	-	-	-
710	Transfer - Technology	80,000	50,000	50,000	50,000	50,000	-	-	50,000
712	Transfer - Textbook Adoption	120,000	128,000	200,000	50,000	50,000	-	-	50,000
713	Transfer - Capital Improvement	300,000	-	200,000	150,000	150,000	-	-	150,000
714	Transfer - Track and Turf Fund	-	100,000	100,000	100,000	100,000	-	-	100,000
715	Transfer - Athletic Fund	320,000	336,000	336,000	336,000	336,000	-	-	336,000
716	Transfer - Bus Replacement	108,000	156,000	150,000	150,000	150,000	-	-	150,000
717	Transfer - Unemploy Ins	100,000	20,000	-	50,000	50,000	-	-	50,000
718	PERS Reserve	280,000	-	-	-	-	-	-	-
719	Transfer - Food Service	18,000	17,180	17,860	20,000	-	-	20,000	20,000
730	Transfer - Debt Service	-	56,000	30,000	-	-	-	-	-
731	Transfer - Academic Achievemer	-	-	10,000	-	-	-	-	-
	Total Transfers	1,326,000	863,180	1,093,860	906,000	886,000	-	20,000	906,000
810	Reserve/Contingency	-	-	-	154,000	-	-	154,000	-
	Grand Total	31,130,269	31,935,297	32,716,517	35,449,000	10,786,474	17,717,481	6,945,046	33,152,700

2013-2014 General Fund Summary Report

All Funds

Fund	Description	10/11 Actual	11/12 Actual	12/13 Actual	13/14 Adopted Budget	12-11-13 Y-T-D	12-11-13 Encumb	12-11-13 Balance
100	General Fund	31,130,269	31,935,297	32,716,517	35,449,000	10,786,474	17,717,481	6,945,046
200	Grant Funds	3,082,381	2,692,584	3,903,906	5,200,000	1,397,716	1,474,964	2,327,320
212	Academic Achievement Fund	-	-	-	20,150	-	-	20,150
230	Bus Replacement Fund	-	-	452,440	165,650	-	-	165,650
240	Textbook Adoption Fund	123,755	58,948	180,885	142,000	132,195	211	9,594
272	Capital Improvements Fund	75,154	473,040	1,164,624	350,000	199,526	16,033	134,441
274	Technology Fund	80,000	-	76,157	75,000	-	-	75,000
277	Track and Turf Replacement	90,986	564,979	-	125,000	100,000	-	25,000
279	Student Activity Fund	520,623	503,023	550,340	1,050,000	157,088	58,009	834,903
286	High School Athletics	452,947	409,536	439,681	500,000	191,505	103,158	205,337
296	Nutrition Services	1,721,064	1,826,382	1,946,080	2,105,230	538,636	731,407	835,187
299	PERS Reserve Fund	-	-	-	630,000	-	-	630,000
300	Debt Service	32,109,239	3,314,370	3,276,831	3,359,332	509,143	-	2,850,189
310	Debt Service / SB 1149	61,016	61,016	-	5,152	5,152	-	-
311	2011 Non-Bonded Debt	-	174,940	223,547	290,400	48,607	-	241,793
601	Unemployment Fund	55,462	36,285	47,106	124,000	7,729	-	116,271
	Grand Total	69,584,378 =====	42,050,400 =====	44,978,113 =====	49,590,914 =====	14,073,772 =====	20,101,262 =====	15,415,881 =====



Accuity, LLC

CERTIFIED PUBLIC ACCOUNTANTS

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

We have audited the financial statements of the governmental activities, each major fund, and the remaining fund information of Lebanon Community School District No. 9 for the year ended June 30, 2013. Professional standards require that we provide you with information about our responsibilities under auditing standards generally accepted in the United States of America and *Government Auditing Standards*, as well as certain information related to the planned scope and timing of our audit. We have communicated such information in our engagement letter dated May 20, 2013. Professional standards also require that we communicate to you the following information related to our audit.

Significant Accounting Policies

Qualitative Aspects of the District's Significant Accounting Practices

Management is responsible for the selection and use of appropriate accounting policies. The significant accounting policies used by Lebanon Community School District No. 9 are described in Note I to the financial statements. No new accounting policies were adopted and the application of existing policies was not changed during the year ended June 30, 2013. We noted no transactions entered into by the District during the year for which there is a lack of authoritative guidance or consensus. All significant transactions have been recognized in the financial statements in the proper period.

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

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

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

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

Corrected and Uncorrected Misstatements

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

Difficulties Encountered in Performing the Audit

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

Disagreements with Management

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

Management Representations

We have requested certain written representations from management, which are included in the attached letter dated November 8, 2013.

Management Consultations with Other Independent Accountants

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

Other Information in Documents Containing Audited Financial Statements

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

Other Matters

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

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

A handwritten signature in cursive script that reads "Accuity, LLC". The signature is written in black ink and is positioned above the printed name "Accuity, LLC".

November 8, 2013



LEBANON Community Schools

"Pursuing excellence for every student every day"

November 7, 2013

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

We are providing this letter in connection with your audit of the financial statements of Lebanon Community School District No. 9 as of June 30, 2013, and for the year then ended for the purpose of expressing an opinion as to whether the financial statements present fairly, in all material respects, the respective financial position of the governmental activities, each major fund, and the remaining fund information of Lebanon Community School District No. 9, and the respective changes in financial position and cash flows thereof in conformity with accounting principles generally accepted in the United States of America. We confirm that we are responsible for the fair presentation of the aforementioned financial statements in conformity with accounting principles generally accepted in the United States of America. We are also responsible for adopting sound accounting policies, establishing and maintaining effective internal control over financial reporting, and preventing and detecting fraud.

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

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

1. The financial statements referred to above are fairly presented in conformity with accounting principles generally accepted in the United States of America, and include all properly classified funds and other financial information of the District required by accounting principles generally accepted in the United States of America to be included in the financial reporting entity.

2. We have made available to you all:

- a. Financial records and related data.
- b. Minutes of the meetings of the board of directors of Lebanon Community School District No. 9 or summaries of actions of recent meetings for which minutes have not yet been prepared.

There have been no communications from regulatory agencies concerning noncompliance with, or deficiencies in, accounting, internal control, or financial reporting practices.

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

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

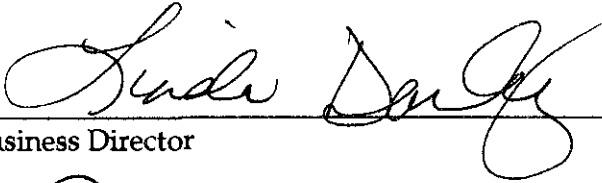
18. We have followed all applicable laws and regulations in adopting, approving, and amending budgets.
19. The financial statements include all component units, as well as joint ventures with an equity interest, and properly disclose all other joint ventures and other related organizations.
20. The financial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

31. With respect to the management's discussion and analysis and budgetary comparison information:
 - a. We acknowledge our responsibility for presenting the management's discussion and analysis and budgetary comparison information in accordance with accounting principles generally accepted in the United States of America, and we believe this information, including its form and content, is fairly presented in accordance with accounting principles generally accepted in the United States of America. The methods of measurement and presentation of the management's discussion and analysis and budgetary comparison information have not changed from those used in the prior period, and we have disclosed to you any significant assumptions or interpretations underlying the measurement and presentation of the supplementary information.
32. We have evaluated the District's ability to continue as a going concern and have included appropriate disclosures, as necessary, in the financial statements.
33. With respect to federal award programs:
 - a. We are responsible for understanding and complying with, and have complied with, the requirements of OMB Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*, including requirements relating to preparation of the schedule of expenditures of federal awards.
 - b. We have prepared the schedule of expenditures of federal awards in accordance with OMB Circular A-133, and have included and disclosed in the schedule, expenditures made during the audit period for all awards provided by federal agencies in the form of grants, federal cost-reimbursement contracts, loans, loan guarantees, property (including donated surplus property), cooperative agreements, interest subsidies, insurance, food commodities, direct appropriations, and other assistance.
 - c. We acknowledge our responsibility for presenting the schedule of expenditures of federal awards in accordance with the requirements of OMB Circular A-133 §310.b, and we believe the schedule of expenditures of federal awards, including its form and content, is fairly presented in accordance with the Circular. The methods of measurement and presentation of the schedule have not changed from those used in the prior period and we have disclosed to you any significant assumptions and interpretations underlying the measurement and presentation of the schedule of expenditures of federal awards.
 - d. We have identified and disclosed to you all of our government programs and related activities subject to OMB Circular A-133.
 - e. We are responsible for understanding and complying with, and have complied with, the requirements of laws, regulations, and the provisions of contracts and grant agreements related to each of our federal programs and have identified and disclosed to you the requirements of laws, regulations, and the provisions of contracts and grant agreements that are considered to have a direct and material effect on each major federal program.
 - f. We are responsible for establishing and maintaining, and have established and maintained, effective internal control over compliance requirements applicable to our federal programs that provides reasonable assurance that we are managing our federal awards in compliance

with laws, regulations, and the provisions of contracts and grant agreements that could have a material effect on our federal programs. We believe the internal control system is adequate and is functioning as intended.

- g. We have made available to you all contracts and grant agreements (including amendments, if any) and any other correspondence with federal agencies or pass-through entities relevant to federal programs and related activities.
- h. We have not received requests from a federal agency to audit one or more specific programs as a major program.
- i. We have complied with the direct and material compliance requirements, including, when applicable, those set forth in the OMB Circular A-133 Compliance Supplement, relating to federal awards and have identified and disclosed to you all amounts questioned and all known noncompliance with the requirements of federal awards.
- j. We have disclosed any communications from grantors and pass-through entities concerning possible noncompliance with the direct and material compliance requirements, including communications received from the end of the period covered by the compliance audit to the date of the auditor's report.
- k. Amounts claimed or used for matching were determined in accordance with relevant guidelines in OMB Circular A-87, *Cost Principles for State, Local, and Tribal Governments*, and OMB's *Uniform Administrative Requirements for Grants and Cooperative Agreements to State and Local Governments*.
- l. We have disclosed to you our interpretation of compliance requirements that may have varying interpretations.
- m. We have made available to you all documentation related to the compliance requirements, including information related to federal program financial reports and claims for advances and reimbursements.
- n. We have disclosed to you the nature of any subsequent events that provide additional evidence about conditions that existed at the end of the reporting period affecting noncompliance during the reporting period.
- o. There are no such known instances of noncompliance with direct and material compliance requirements that occurred subsequent to the period covered by the auditor's report.
- p. No changes have been made in internal control over compliance, or other factors that might significantly affect internal control, subsequent to the date as of which compliance was audited.
- q. Federal program financial reports and claims for advances and reimbursements are supported by the books and records from which the financial statements have been prepared.

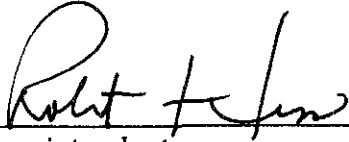
- r. The copies of federal program financial reports provided to you are true copies of the reports submitted, or electronically transmitted, to the respective federal agency or pass-through entity, as applicable.
 - s. We have charged costs to federal awards in accordance with applicable cost principles.
 - t. We are responsible for and have accurately prepared the auditee section of the Data Collection Form, as required by OMB Circular A-133.
34. We have evaluated and classified any subsequent events as recognized or unrecognized through the date of signature of this letter. No events, including instances of noncompliance, have occurred subsequent to the balance sheet date and through the date of signature of this letter that would require adjustment to or disclosure in the aforementioned financial statements.



Business Director

11/8/13

Date



Superintendent

11/8/13

Date

LEBANON COMMUNITY SCHOOLS
Lebanon, Linn County, Oregon
December 5, 2013

A Regular Meeting of the Board of Directors was held in the Board Room at the District Office on December 5, 2013. Chairman Russ McUne called the meeting to order at 6:01 p.m. Those present included:

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

AUDIENCE COMMENTS

Lebanon High School Special Education Assistant and parent Alana Meek shared her appreciation for the MAPS testing. She explained that as a parent it helped her children understand what areas that they were struggling in and allowed them to focus on better understanding in those areas. She feels that the MAPS program has helped her children be more successful in school.

GOOD NEWS

1. Report: Lebanon High School Graduation Rate Report/Brad Shreve & Ed Sansom (Enclosure C-1)

Lebanon High School Principal Brad Shreve shared the following regarding the Lebanon High School:

- 1) Good News
 - a) Linn County Junior First Citizen/Julianne Robinson
 - b) Volleyball State Tournament
 - c) Math Improvement
 - d) AVID program
- 2) Basic Grad Completion
- 3) Counselor Program
 - a) Counseling Services for Students
 - b) Cohort Data: Class of 2014-17
 - c) Class Overview
 - d) Timeline Overview
- 4) 40-40-20 Vision
- 5) School Improvement Goals
 - a) Grad Rates
 - b) Report Card
 - c) SPED Completion Rate
- 6) Increasing Rigor Four-Year Shift
- 7) AVID

Lebanon High School Assistant Principal Laura Foley spoke to the AVID Program as site coordinator for High School. She hit on the following points:

- 1) Four Year Implementation Plan
- 2) Visitation by Regional Director
- 3) Success to Date

Brad Shreve spoke again to the following:

- 1) Math Acceleration
- 2) MAP & Assessment Plan

Lebanon High School Assistant Principal Ed Sansom spoke to the following:

- 1) MAP & Assessment Plan

2. Report: Equal Opportunities Schools Grant (Enclosure C-2)

Partnership Director of Equal Opportunities Schools Sasha Rabkin presented information on the Equal Opportunity Grant. Items discussed were:

- 1) The Path to AP Equity at Lebanon High School: assets, barriers and opportunities
- 2) Why This Partnership Matters
- 3) Why Participation Gaps in AP Exist
- 4) Expanding Views of Readiness
- 5) Next Steps
- 6) Expand AP Participation District-wide
- 7) Close APO Participation Gaps
- 8) Support Student Success
- 9) Maintain Equitable AP Participation and Achievement
- 10) Data Sources
- 11) Academic Rigor in High School Predicts College Success
- 12) 83% of LHS Students Have College Aspirations
- 13) Are We Preparing Our Students?
- 14) National Trends in College Completion by Demographics
- 15) Staff at LHS Say AP Matters
- 16) We Have Work to Do
- 17) Projected 11th/12th Grade AP Participation by Race & Income
- 18) What Are the Keys to Equitable AP Access and Success
- 19) Do LHS Students Have the Information They Need?
- 20) Which Students Need More AP Information?
- 21) What We Say (or Don't) Matters
- 22) Who We Say It To Matters
- 23) Students' Experiences Reflect Adult Expectations
- 24) Expanding Views of AP/IB Readiness
- 25) Academic Performance May Not be the Best Predictor of Student Success
- 26) Growth Mindset
- 27) Grit
- 28) Academic Sense of Self
- 29) Academic Performance
- 30) Targeted Supports: Our Students Will Guide Us
- 31) Ensuring More Students Have All the Keys to AP/Ib Access
- 32) We Have the Tools
- 33) Policies & Practices: Preparing Students for Success
- 34) Open Wide the Door to a Brighter Future

PURSuing EXCELLENCE

1. Report: Easy CBM Assessment System/Hamilton Creek Teacher (Enclosure D-1)

Hamilton Creek Principal Dawn Baker and Hamilton Creek Teacher Julie Ragen spoke and shared a Power Point regarding the success and ways that the Hamilton Creek staff use the Easy CBM data addressing the following:

- 1) Academic System of Support
- 2) Schedule of Support for Students
- 3) Reading Placement Criteria (Grant)
- 4) Grade Measures for Reading and Math
- 5) Data Points
- 6) Passage Reading Fluency Graph
- 7) Benefits: Cost/Time/Required at Kindergarten/Embedded in RTI Process for our District/Common Core aligned/Staff Trained

GENERAL BUSINESS

1. **Action:** Approve 2nd Reading of Policies (Enclosure F-1)
- BBB – Board Elections
 - BBFA – Board Member Ethics and Conflict of Interest
 - BBFB – Board Member Ethics and Nepotism
 - EBBB – Injury/Illness Reports
 - EBCB – Emergency Drills
 - GBC – Staff Ethics
 - GBEDA – Drug and Alcohol Testing – Transportation Personnel
 - GCBDC/GDBDC – Domestic Violence/Harassment/Sexual Assault/Stalking Leave
 - GCL/GDL – Staff Development – Licensed
 - IGBAJ – Special Education – Free Appropriate Public Education
 - IKF – Graduation Requirements
 - ING – Animals in ESD Facilities
 - JGAB – Restraint and Seclusion
 - JHCB – Immunization of Students
 - JHCDA – Administering Injectable Medicines to Students
 - KBA – Public Records

Ryan Noss shared that he contacted OSBA regarding policy EBBB and it is verbatim what the law states. Technically the policy is to cover the employee on the job.

Mike Martin made a motion to approve and adopt the policies as presented. Jerry Williams seconded. The motion carried unanimously.

OPERATIONS

1. **Action:** Approve the Pest Management System (Enclosure H-1)

Jerry Williams made a motion to approve the Pest Management System as presented. Richard Borden seconded. The motion carried unanimously.

CONSENT AGENDA

1. **Action:** Approve November 21, 2013 Board Minutes (Enclosure I-1)

Mike Martin made a move to approve the Consent Agenda. Richard Borden seconded. The motion carried unanimously.

BOARD OF EDUCATION TIME/DISCUSSION

December 19, 2013	6:00 p.m./District Office Board Room	Regular Board Meeting
January 9, 2014	6:00 p.m./District Office Board Room	Regular Board Meeting
January 23, 2014	6:00 p.m./District Office Board Room	Regular Board Meeting

Russ McUne reported that he will not be able to attend the December 19 Board meeting. Richard Borden shared that he may also have to miss the December 19 Board meeting. Discussion followed and the consensus of the Board was to keep the December 19 Board meeting as scheduled.

BOARD COMMUNICATION

Jerry Williams brought to the Board's attention the need to vote for members of the OSBA Board.

Legislative Policy Committee member David Dowire ran unopposed. Two people are running for the open OSBA Board position; Ann Schuster and Donald Cruise. Russ McUne, Liz Alperin, Mike Martin and Richard Borden voted for Ann Schuster. Jerry Williams voted for Donald Cruise.

Richard Borden made a motion to approve Ann Schuster and David Dowire to the OSBA Board. Mike Martin seconded. The motion carried unanimously.

Jerry Williams questioned if Easy CBM K-5 testing is being used in the district for grades K-5 and if MAPS Testing is used for 6-12 grades.

Rob Hess explained that the district is looking at and debating both testing programs. Monitoring tools on the Easy CBM program can be used by K-5 teachers and seem to work very well for them. MAPS testing is good for RITS scores. This year the district is using both the Easy CBM for K-5 and MAPS for 6-12.

Russ McUne pointed out that as long as teachers can get the data and use it, then either program is fine with him. He feels that it is a decision for the administration to make.

SUPERINTENDENT COMMUNICATION

Rob Hess shared that a Visible Learning Trainer came to the district for a day, to do training with administrators, and it was a great success. She also visited schools to give honest feedback to administrators. The concept of Visual Learning is that "students own their learning".

Rob Hess shared that the cost for the AVID program for both High School and Seven Oak is approximately \$100,000.

HUMAN RESOURCES

1. Information: Superintendent/Rob Hess Evaluation

This agenda item was moved to the end of the agenda for this night's meeting.

The consensus of the Board was to table the Superintendent's Evaluation until the first meeting in January, as it was getting late and the Board wanted to be able to take their time and do a good job.

ADJOURN

The meeting adjourned at 9:10 p.m.

(Recorded by Kathy Schurr)

Rob Hess, Superintendent

Russ McUne Board Chair