

**LEBANON COMMUNITY SCHOOL DISTRICT
SCHOOL BOARD MEETING
March 8, 2018, 6:00 PM**

Santiam Travel Station

750 S. Third Street, Lebanon, OR 97355

MEETING AGENDA

1. WELCOME

- A. Call to Order
- B. Flag Salute

2. GOOD NEWS/COMMUNITY COMMUNICATIONS

- A. Kris Latimer, Executive Director of the Boys & Girls Clubs of the Greater Santiam, will update the Board about the Pipeline, Training Teens for Tomorrow and the Classroom to Career Expo.

3. GENERAL BUSINESS

- A. Piper Jaffray Bond Presentation (Attachment 3A, **Page 4**) **Action: Information Only**

4. AUDIENCE COMMENTS

This is a time for citizens to address the Board. The Chair will recognize speaker(s) at the designated time. All speakers shall identify themselves and state their name before speaking. Speakers are asked to provide their name, address and telephone number on the Speaker's Sign-in Sheet. Each speaker may address the Board for three minutes.

*****RETURN TO REGULAR AGENDA, ITEM 3, GENERAL BUSINESS*****

3. GENERAL BUSINESS

- B. Grade Configuration (Attachment 3B, **Page 27**) **Action: Discussion Only**
- C. Policies: First Reading (Attachment 3C, **Page 83**) **Action: Information Only**

Code	Title
CCC	Hiring of Licensed Administrators
CM	Compliance and Reporting on Standards
GBH/JECAC, also JECAC/GBH	Staff/Student/Parent Relations**
GBK/KGC, also KGC/GBK <i>(previously GBK/ JFCG/KGC)</i>	Prohibited Use, Distribution or Sale of Tobacco Products and Inhalant Delivery Systems, Version 2
IBDJA	Relations with Homeschooled Students**
IKA	Grading and Reporting
IKF	Graduation Requirements**, Version 2
IKF-AR	Graduation Requirements
JHFE-AR(1)	Reporting of Suspected Abuse of a Child
KBA-AR	Public Records

D. Policies: Second Reading (Attachment 3D, **Page 114**) **Action: Approval Requested**

Code	Title
DJFA	Credit Purchase Cards
DN	Disposal of District Property
DN-AR	Disposal of District Property (information only)
KL:	Public Complaints
KL-AR	Public Complaint Procedure
GBM	Staff Complaints
GMB-AR	Staff Complaints (delete)
BDDH	Public Comment
AC	Nondiscrimination
AC-AR	Discrimination Complaint Procedure
IGBBC: Talented and Gifted	Programs and Services
JGAB	Use of Restraint and Seclusion
KL-AR(2)	Appeal to Deputy Superintendent of Public Instruction (new)
LGA	Compliance with State Standards (delete)
LGA-AR(1)	Public Appeals and Complaints about Alleged Violations of State Standards (delete)
LGA-AR(2)	Direct Appeals to the State Superintendent of Public Instruction about Alleged Violations of Standards (delete)

- E. Proposed 2018/19 School Calendar (Attachment 3E, **Page 154**) **Action: Approval Requested**
- F. Superintendent's Recommendation for Renewal and Nonrenewal **Action: Approval Requested**
- G. February 22, 2018 Snow Day Makeup **Action: Discussion/Decision**

5. DEPARTMENT REPORTS

- A. Finance
1. Finance Report (Attachment 5A.1, **Page 157**)
 2. Comparability Data (Attachment 5A.2, **Page 164**)
- B. Operations
- C. Human Resources

6. COMMUNICATION

- A. Board
- B. Superintendent
1. 2020 Reflection (Attachment 6B.1, **Page 171**)
 2. School Safety
 3. Executive Team Resource/Coach

7. CONSENT AGENDA

- A. February 8, 2018 Board Meeting Minutes (Attachment 7A, **Page 176**) **Action Requested: Approval**

B. Health Curriculum, Kindergarten through Grade 5
(Attachment 7B, **Page 189**)

Action Requested: Approval

C. Hiring

Action Requested: Approval

Avilez, Catherine	Third Grade Teacher, Riverview	Temporary, 2017/18 School Year
Brammer, Evan	Science Teacher, Hamilton Creek	Temporary, 2017/18 School Year
Liska, Elizabeth	Fifth Grade Teacher, Riverview	Temporary through May 14, 2018
Williams, Vicki	Kindergarten Teacher, Cascades	Temporary, 2017/18 School Year

D. Leave of Absence

Action Requested: Approval

Leave of Absence for Ashley Yoder, Elementary Teacher, 2018/19 School Year

8. AUDIENCE COMMENTS

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9. ADJOURNMENT

FUTURE BOARD MEETINGS

Date	Time	Location
March 19, 2018 Special	7:00 PM	Santiam Travel Station
April 12, 2018	6:00 PM	Santiam Travel Station
April 26, 2018	6:00 PM	Santiam Travel Station
May 10, 2018	6:00 PM	Santiam Travel Station
June 14, 2018	6:00 PM	Santiam Travel Station

The Lebanon Community School District Board of Directors welcomes you to our regular meeting. It is the Board's goal to hold an effective and efficient meeting to conduct the business of the District. In keeping with this goal, 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 language below discusses the Public Meetings Law and public participation in such meetings.

"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.

BOARD MEMORANDUM



To: Board of Directors

From: Linda Darling, Business Director

Date: 2/26/18

Meeting Date: 3/8/18

Re: General Obligation Bond Basics *(Attachment 3A)*

As requested by the Board, Lauren MacMillan from Piper Jaffray will be presenting information on:

- What is a General Obligation Bond?
- Information on the District's current General Obligation Bonds.
- What is the Oregon School Capital Improvement Matching (OSCIM) Program, timelines, and potential resource?

Bonds 101: General Obligation Bond Basics



Lauren MacMillan

SENIOR VICE PRESIDENT

Tel: +1 503-275-8302

Email: lauren.m.macmillan@pjc.com

BONDS IN GENERAL

- **Textbook definition: “Written evidence of debt”**
 - Fancy term for a loan
 - Can be broken into pieces and sold to multiple investors or sold directly to a bank
- **School districts issue bonds to finance major capital projects they cannot afford on a pay-as-you-go basis**
- **Interest on municipal bonds is generally exempt from both federal and state income taxes**
 - Helps lower interest rate
 - Strings attached

GENERAL OBLIGATION (GO) BOND BASICS

- Issued by municipalities
- Debt service (principal and interest) is secured by a property tax levied on all properties within the Issuer's boundaries and the Issuer's full faith and credit
- The property tax levy is unlimited and dedicated to payment of debt service
 - Levy rate can be set as high as necessary to generate enough revenue to pay debt service
 - Tax collections must be used for GO bond debt service
- GO bonds are considered to be the highest quality credit a school district can offer
- Must be approved by voters

KEY PROPERTY TAX CONCEPTS

Since GO Bonds are repaid with property taxes, it is important to understand a few key concepts:

- **Real Market Value (RMV)**
 - Amount that a property could reasonably expect to sell for as of January 1
- **Assessed Value (AV)**
 - Value of property subject to taxation
 - Cannot exceed the RMV
- **Bond Levy Rate**
 - Tax rate expressed in dollars per \$1,000 of AV
 - Calculated annually and set by county assessor
 - Issuers do not set the rate and cannot guarantee a levy rate

GO BONDS IN OREGON

- GO tax levy is not limited by Measure 5 or Measure 50 and is in addition to permanent rate
- 4 elections: March, May, September & November
 - Only November and May not subject to double majority
- State law allows school districts to issue up to 7.95% of Real Market Value
 - **For Lebanon SD, that's \$226.8 million!**
- Ballot title approves an amount, use of proceeds and maximum years to maturity
 - Estimate of projected levy rate can be included but cannot guarantee rate and voters do not approve the rate

SAMPLE BALLOT TITLE

CAPTION: (10 WORD LIMIT)

SCHOOL BOND FOR REPAIRS, CONSTRUCTION, SECURITY, TECHNOLOGY AND ENERGY EFFICIENCY

QUESTION: (20 WORD LIMIT)

Shall Hood River County Schools improve and construct facilities by issuing \$57,175,000 of bonds, estimated to maintain average tax rate? If the bonds are approved, they will be payable from taxes on property or property ownership that are not subject to the limits of sections 11 and 11b, Article XI of the Oregon Constitution.

SUMMARY: (175 WORD LIMIT)

If approved, bonds are expected to finance the following projects:

- Repairs to schools, including addressing failing roofs, heating and ventilation systems, plumbing, mechanical and electrical systems;
- Energy efficiency improvements to decrease energy use;
- Improvements to address deferred maintenance, worn out finishes, and replace old equipment;
- Technology improvements in every school for student learning opportunities;
- Safety and security updates at every school;
- New state-of-the-art science, engineering and math lab learning space at Wy'east Middle School;
- Replace, equip and furnish May Street Elementary School on the same site, providing maintenance and operational savings;
- Upgrade and improve athletic fields and tracks, including those used most by community members;
- Upgrade school playgrounds at Cascade Locks, Parkdale and Mid Valley Elementary Schools;
- Pay associated furnishing, equipping, demolition, site improvement and bond issuance costs.

Bonds would mature in twenty years or less from issuance, may be issued in multiple series, and are estimated to maintain recent average property tax rate of \$1.83 per \$1,000 assessed value, which may vary in actuality based on assessed value growth and other factors.

**Estimate of
levy rate
impact –
NOT a rate
limit or
guarantee**

USE OF PROCEEDS

- Proceeds may be used for “capital costs” with a useful life of 1 year or more

Land and Other Assets	Acquisition	Construction	Deferred Maintenance or Repairs
Furnishing & Equipping	Remodeling	Improvements	

- Weighted average life of bonds may not exceed weighted average life of projects
 - Can't borrow for 30 years and only finance computers
- “Routine” maintenance and supplies are not eligible
- Any interest earnings on proceeds must be used in accordance with ballot title

FEDERAL TAX RULES

Interest on qualifying municipal bonds is exempt from federal taxation, but the issue is subject to federal tax law. Key provisions:

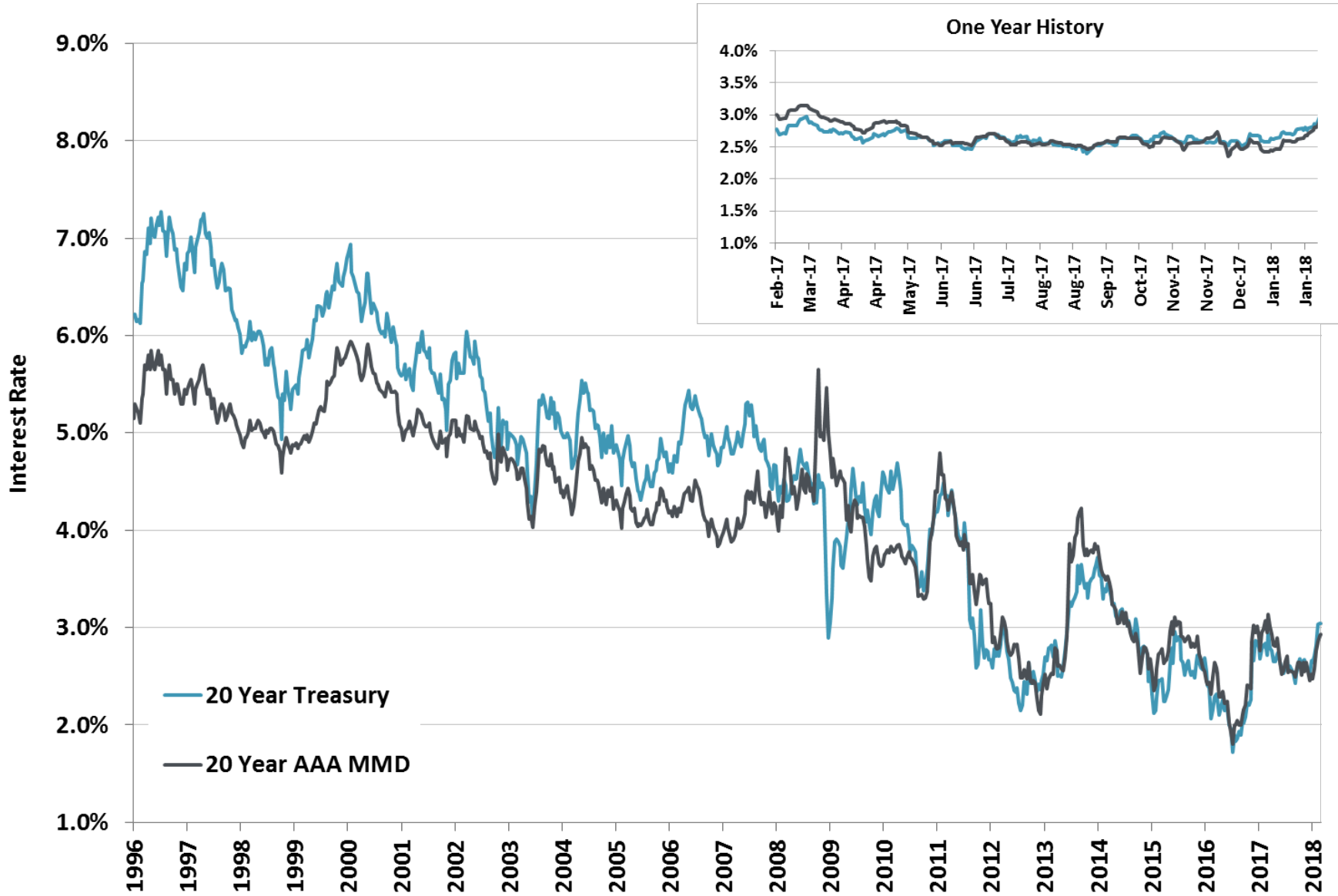
- **Use of Proceeds**
 - Public purpose projects are OK
 - Certain limitations on ‘partnerships,’ with, for example, non-profits
- **Reimbursement of past expenditures during a limited period with approval of a reimbursement resolution**
- **Timing of Spending Proceeds**
 - Issuer must have a reasonable expectation it will spend 85% of the proceeds in 3 years
 - Includes any premium on proceeds

PROPERTY VALUE GROWTH

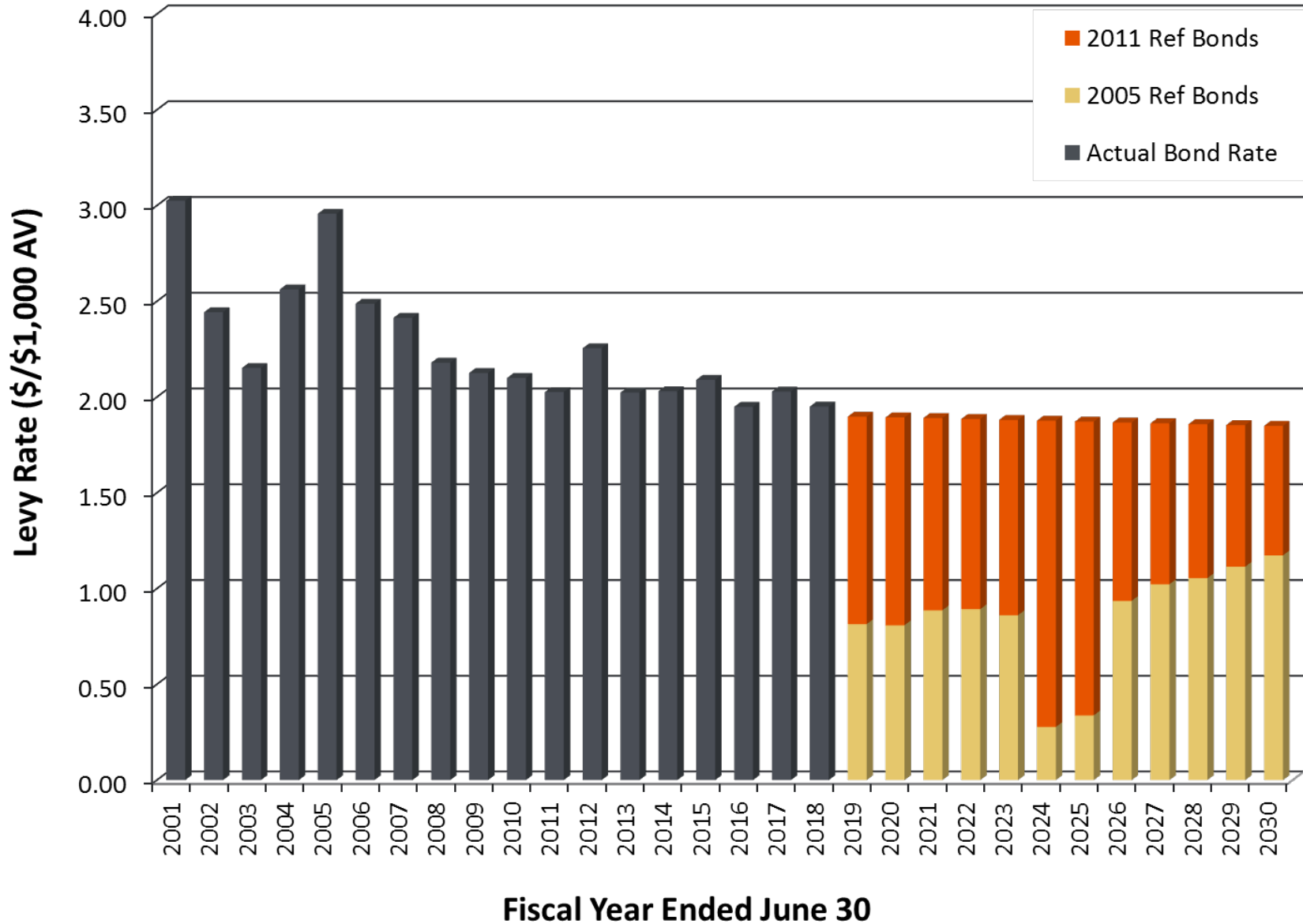
- Look to historical AV growth to inform future growth assumptions
- AV growth for existing properties limited to 3%
 - District-wide values grow in excess of 3% due to new construction

Fiscal Year	M5 Real Market Value	Total Assessed Value	Urban Renewal Excess	Net Assessed Value	% Total AV Growth	% Net AV Growth
2018	\$ 2,853,241,957	\$ 2,174,530,093	\$ 177,561,396	\$ 1,996,968,697	3.70%	6.86%
2017	2,597,563,311	2,096,854,373	228,157,012	1,868,697,361	4.27%	3.91%
2016	2,390,595,507	2,011,043,509	212,672,858	1,798,370,651	4.28%	3.97%
2015	2,240,009,339	1,928,522,948	198,824,360	1,729,698,588	4.15%	3.90%
2014	2,207,733,107	1,851,633,753	186,878,149	1,664,755,604	3.48%	0.39%
2013	2,168,484,657	1,789,402,459	131,170,311	1,658,232,148	2.10%	5.45%
2012	2,261,632,874	1,752,661,452	180,118,506	1,572,542,946	5.46%	0.40%
2011	2,357,432,466	1,661,886,164	95,607,795	1,566,278,369	2.20%	2.65%
2010	2,738,298,044	1,626,128,482	100,216,502	1,525,911,980	7.47%	7.00%
2009	2,285,508,630	1,513,161,332	87,034,113	1,426,127,219	5.56%	4.61%
2008	2,274,037,908	1,433,514,378	70,204,629	1,363,309,749	5.19%	6.04%
2007	1,925,337,142	1,362,799,417	77,140,283	1,285,659,134	7.24%	7.15%
2006	1,633,285,385	1,270,751,822	70,937,712	1,199,814,110	6.11%	4.58%
2005	1,508,519,602	1,197,609,941	50,359,896	1,147,250,045	4.73%	4.58%
2004	1,402,594,554	1,143,470,366	46,466,727	1,097,003,639	2.61%	2.75%
2003	1,393,926,479	1,114,386,572	46,708,727	1,067,677,845	3.27%	3.67%
2002	1,393,834,946	1,079,134,882	49,209,329	1,029,925,553	3.79%	3.86%
2001	1,352,940,903	1,039,712,334	48,095,062	991,617,272	---	---

INTEREST RATES



OUTSTANDING GO BONDS



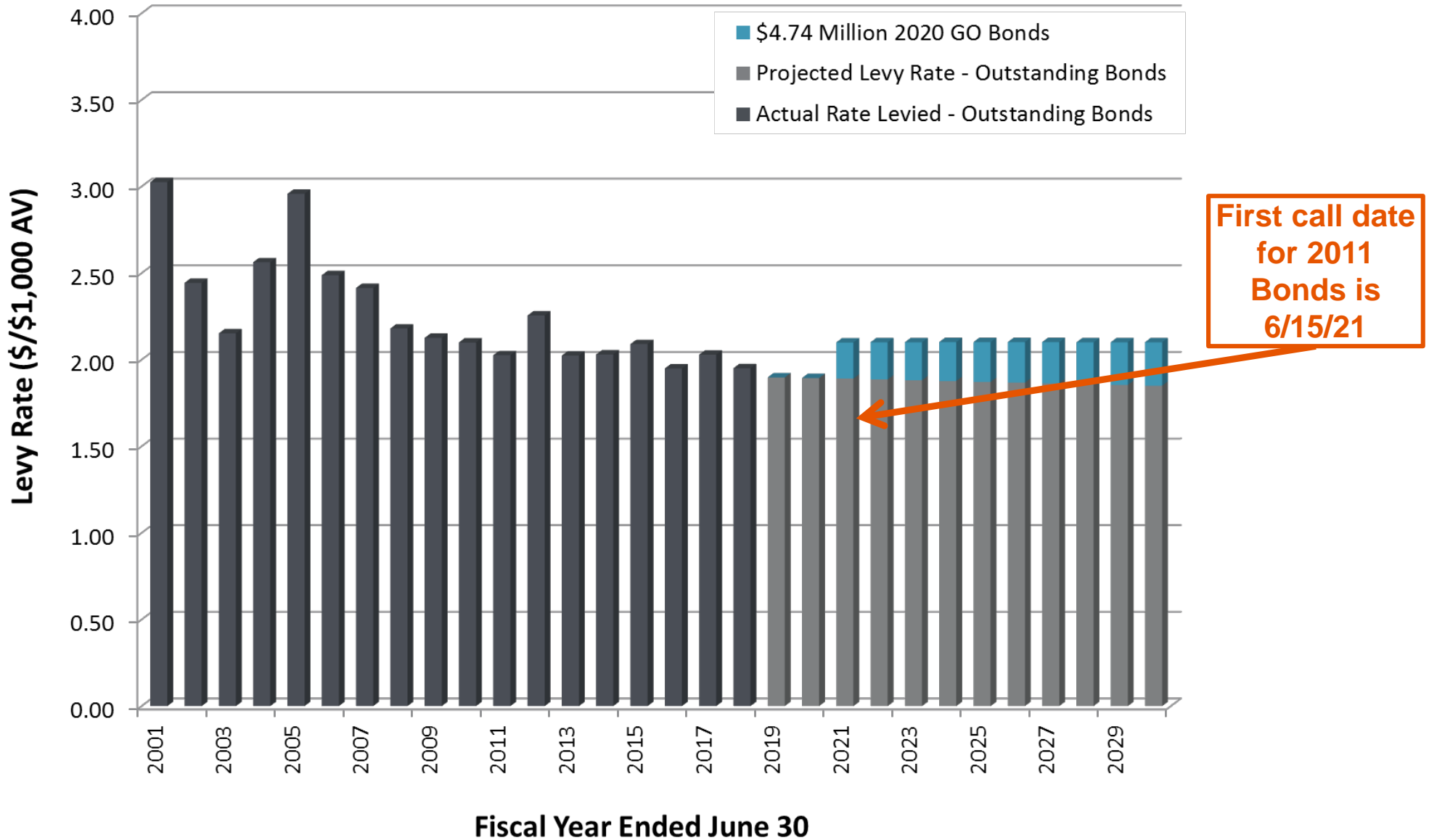
SUMMARY OF FINANCING SCENARIO

		Full OSCIM Grant Match Amount	
Structure			
Par Amount		\$4,740,000	
Dated Date		6/15/2020	
Final Maturity		6/15/2030	
Amortization Period		10 Years	
Average Projected Levy Rates*			
	Prior Debt	New Bonds	Combined
2018.....	\$ 1.95	\$ -	\$ 1.95
2019-2020.....	1.90	-	1.90
2021-2030.....	1.87	0.23	2.10
Interest Estimates			
Cushion over Current Interest Rates		+ 1.50%	
True Interest Cost (TIC)**		4.02%	
Total Interest		\$1,204,493	
Total Interest as % of Par		25%	

* Projected levy rates are based on a variety of assumptions regarding AV growth, tax collections & interest rates. Debt service will be fixed when bonds are sold but levy rates are preliminary until the assessor certifies values each year.

** True interest cost is the blended, overall interest rate for the issue. Includes the interest rate cushion.

PROJECTED LEVY RATES WITH NEW BONDS

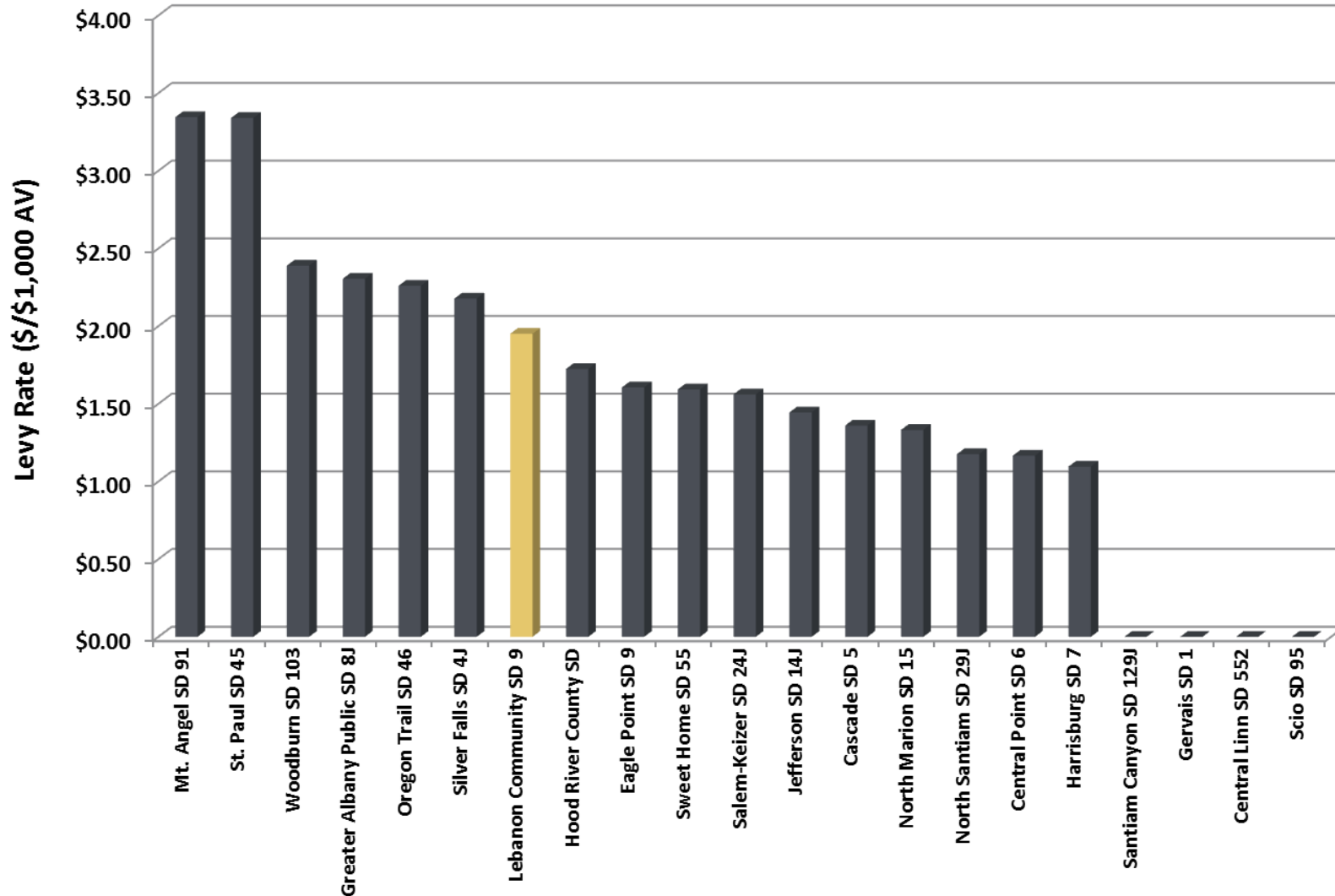


COMPARABLE LEVY RATES

District	Extended ADMw (10-27-17)	Assessed Value (Net of Urban Renewal)	2018 Levy Rates			
			Permanent Rate	Local Option Rate	Bond Rate	Total District Rate
St. Paul SD 45	415.94	162,649,117	4.7763	-	3.3397	8.1160
Mt. Angel SD 91	1,008.33	250,813,750	4.6268	-	3.3443	7.9711
Hood River County SD	5,034.56	2,296,257,848	4.8119	1.2500	1.7241	7.7860
Lebanon Community SD 9	4,954.93	1,996,968,697	4.9925	-	1.9506	6.9431
Sweet Home SD 55	2,764.48	962,868,871	5.0057	0.3200	1.5921	6.9178
Woodburn SD 103	7,742.51	1,830,530,557	4.5247	-	2.3895	6.9142
Oregon Trail SD 46	5,078.90	3,204,250,285	4.6397	-	2.2594	6.8991
Greater Albany Public SD 8J	11,287.18	5,610,016,309	4.5855	-	2.3046	6.8901
Silver Falls SD 4J	4,491.34	1,746,689,243	4.5458	-	2.1770	6.7228
Eagle Point SD 9	5,015.18	2,186,752,017	4.7170	-	1.6051	6.3221
Jefferson SD 14J	1,112.67	467,780,670	4.8468	-	1.4441	6.2909
Salem-Keizer SD 24J	53,293.14	17,897,753,010	4.5210	-	1.5608	6.0818
Cascade SD 5	2,765.80	1,121,884,793	4.6405	-	1.3604	6.0009
Harrisburg SD 7	1,101.50	434,977,654	4.6552	-	1.0958	5.7510
Central Point SD 6	5,421.90	2,547,522,117	4.4134	-	1.1658	5.5792
North Santiam SD 29J	2,725.05	1,357,750,111	4.3973	-	1.1754	5.5727
Santiam Canyon SD 129J	5,108.28	383,190,555	4.8880	-	-	4.8880
North Marion SD 15	2,387.91	1,004,481,806	3.3333	-	1.3319	4.6652
Gervais SD 1	1,420.83	537,306,667	4.6427	-	-	4.6427
Central Linn SD 552	832.45	709,276,004	4.6179	-	-	4.6179
Scio SD 95	951.13	307,287,418	4.5080	-	-	4.5080

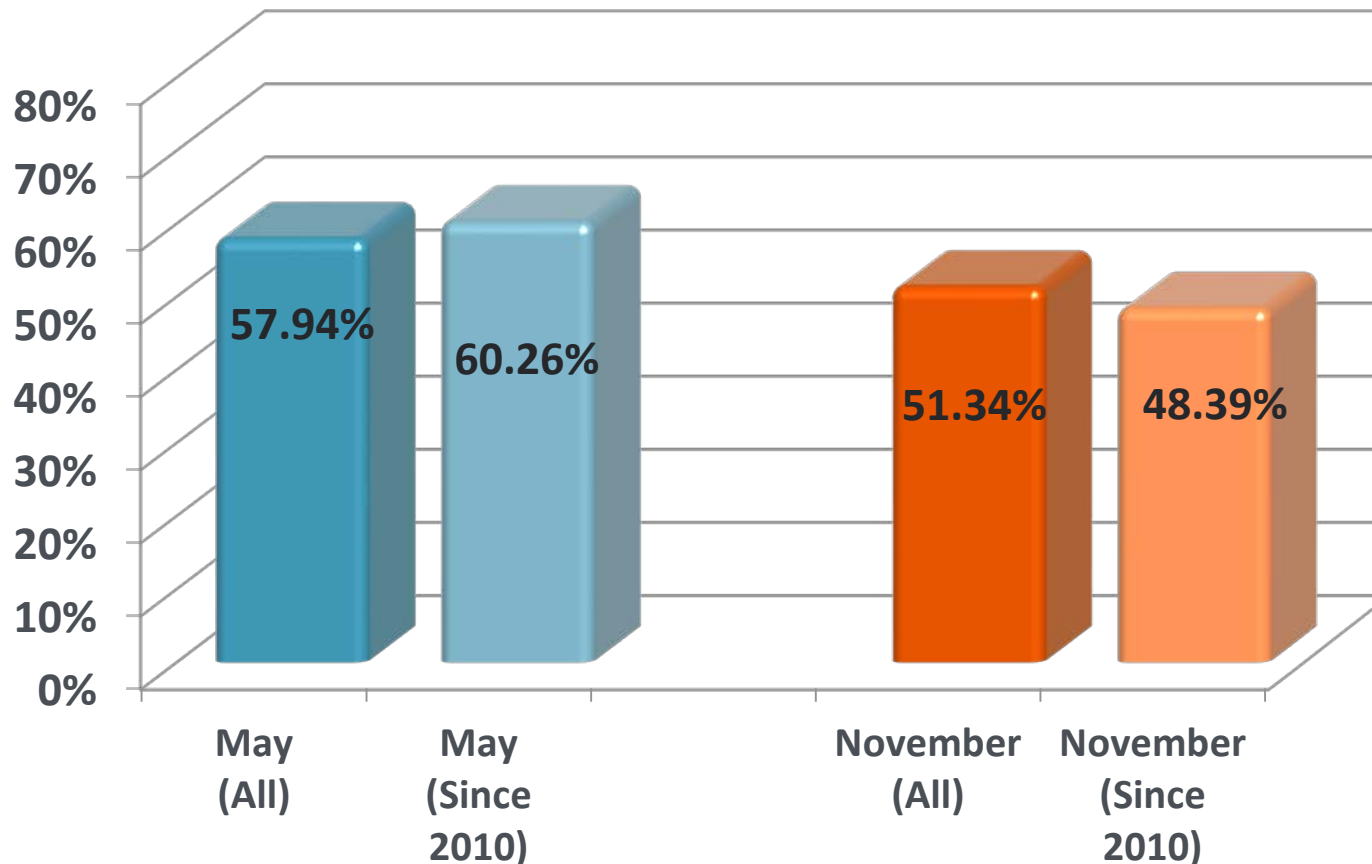
COMPARABLE LEVY RATES

2018 School District Bond Rates



WHAT ARE THE ODDS?

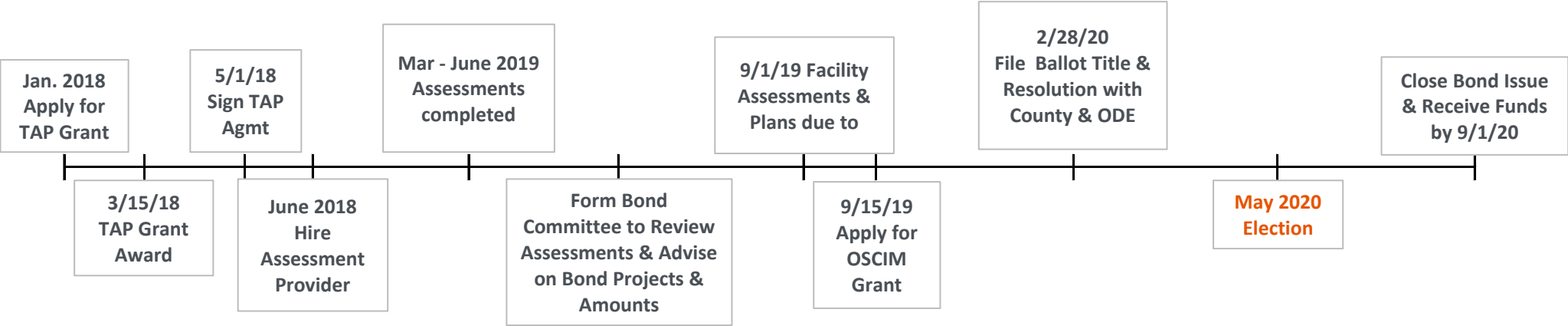
- 54% of Oregon school district GO bond issues from May 2000 to November 2017 have been approved.
- 6 of 7 school districts passed GO bond measures at the November 2017 election
 - Successful districts all had OSCIM grants



OREGON SCHOOL CAPITAL IMPROVEMENT MATCHING (OSCIM) PROGRAM

- Program first approved by 2015 Legislature to provide State matching funds for school GO Bonds
- Must be reauthorized each biennium
 - \$100 million total for 2017-19 biennium; \$25 million/election
- ODE requires facility plan and assessment to be submitted 2 weeks in advance of application due date
- Formula ranks districts & sets exact grant amount based on property value/ADMw and poverty statistics
- 60% allocated in rank order by priority list & 40% allocated to 'First in Time' lottery
- For 17-19 biennium, Lebanon SD is ranked 54 out of 197; max grant is \$4,739,186
- Grant amount must be matched by GO bond

TIMELINE



NEW OSCIM SCHEDULE

2017					2018											2019							
J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J

	Timeline for November 2017
	Timeline for May 2018 election
	Timeline for November 2018 election
	Timeline for May 2019 election
	Final reconciliation for any remaining funds from previous elections

- **Application timelines are as follows. Facility plans are due 2 weeks prior:**
 - **First November: July 15**
 - **First May: September 15**
 - **Second November: March 15**
 - **Second May: September 15**

- **Ballot titles and resolutions due to ODE 81 days prior to the election**

OSCIM PROGRAM HISTORY

Election:	May 2016	Nov. 2016	May 2017	Nov. 2017	May 2018
Applicants	29	29	24	6	10
Recipients	16	11	8	6	5
Amount Awarded	\$53 m	\$42 m	\$31 m	\$25 m	\$25 m
% Approval*	44%	45%	75%	100%	n/a

* Denotes approval rate for districts awarded grants prior to the election

- **New facility assessment and long-range plan requirements for the 2017-19 biennium have reduced the number of applicants**
- **The grant is intended to help increase a district's chance to approve GO bonds**
 - **Not automatically a slam dunk**
 - **Still need to engage community and get voters on board**

TECHNICAL ASSISTANCE PROGRAM (TAP) GRANTS

- **Districts can apply for each type of assessment:**
 - Facilities Assessment (\$20,000)
 - Long-Range Facility Plans (\$25,000)
 - Seismic Assessments (\$25,000)
- **Point system used to rank applicants and award grants**
- **Issued once a year**
 - \$2 – 2.5 million available each cycle
 - Application period from January 15th – February 15th
- **Districts have 12 months to complete work**

DISCLOSURE

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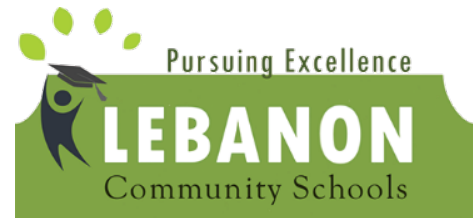
The information contained herein may include hypothetical interest rates or interest rate savings for a potential refunding. Interest rates used herein take into consideration conditions in today’s market and other factual information such as credit rating, geographic location and market sector. Interest rates described herein should not be viewed as rates that Piper Jaffray expects to achieve for you should we be selected to act as your underwriter or placement agent. Information about interest rates and terms for SLGs is based on current publically available information and treasury or agency rates for open-market escrows are based on current market interest rates for these types of credits and should not be seen as costs or rates that Piper Jaffrey could achieve for you should we be selected to act as your underwriter or placement agent. More particularized information and analysis may be provided after you have engaged Piper Jaffray as an underwriter or placement agent or under certain other exceptions as describe in the Section 15B of the Exchange Act.

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BOARD MEMORANDUM



To: Board of Directors

From: Rob Hess, Superintendent

Date: March 2, 2018

Meeting Date: March 8, 2018

Re: Grade Configuration

During January and February 2018, we conducted 5 community forums at 5 different schools to engage the community regarding possible school configurations designed to alleviate overcrowding and elevate academic achievement at 7 Oak School. The slides presented at the forums are attached to this memorandum. Each forum was different based upon the school location and the questions/concerns of the participants.

In addition to the community forums, we invited the community to engage via an electronic Thought Exchange, a Survey Monkey Survey that was sent to all employees and every parent in the district; and a 6th grade interest survey was sent to the parents of 4th and 5th grade students at Cascade, Green Acres, and Riverview. Participation in these outreach efforts is summarized below.

Community Forum Attendance
(as calculated from sign-in sheets; not all forum attendees signed in)

Forum Date	School Location	Attendees	Written Comments
01/31/18	Cascades	32	8
02/05/18	Seven Oak	55	14
02/06/18	Green Acres	19	22
02/12/18	Pioneer	38	21
02/21/18	Riverview	52	0
Totals		196	65

Thought Exchange (an anonymous exchange of ideas)

- 95 Participants
- 134 Thoughts
- 3,803 Thoughts rated by participants in the exchange

Survey Monkey (7 questions regarding configuration preferences)

- 278 District staff
- 961 Parents
- 53 Community members
- 1,292 total responses from 2,856 invitations

6th Grade Interest Survey

128 responses were received from current 4th and 5th grade parents at Cascade, Green Acres, and Riverview.

The overriding theme of all feedback (exchange, surveys, and written comments) is to have four K-6 elementary schools in town. Achieving this goal would allow 7 Oak to become a junior high for 7th and 8th grade students. Making this transition would achieve the goal of alleviating overcrowding, continuing to provide a range of electives for 7th and 8th graders, and help more students be academically prepared when they enter 7 Oak, which will result in more students being prepared for success when they enter high school. Obviously, there has been a great deal of discussion regarding the best way to achieve these objectives.

It is important to note that two ideas surfaced in some forums and in the Thought Exchange that were not represented on the original memorandum to the Board. Since these ideas were not in the original memorandum, they were not reflected as options on the survey distributed to all staff and the broader community. Those ideas were the creation of a Pre-K and KG center for the district and making Pioneer a middle school (6th through 8th grade). Both of these ideas may be worth exploring in depth at a later time because they did have some support. However, there was insufficient support for them to emerge as Top 20 ideas in the Thought Exchange or to be an immediate solution (2018-19 and 2019-20 school years) for the overcrowding and achievement issues we face at 7 Oak.

Staff and I look forward to the Board's March 8, 2018 Work Session, the Board meeting discussion, and ultimately Board direction on March 19, 2018 regarding this important matter. I have attached data from the Thought Exchange, along with slides from the surveys, to help facilitate this process.

Community Forums

February 2018

Agenda

- Setting the stage: 20 minutes
- Clarifying Questions: 10 minutes
- Small group discussion: 30 minutes
- Report out from small groups: 20 minutes
- Wrap up, next steps, and feedback: 10 minutes

Essential Question

What school configurations do you think is best for students in Lebanon and why do you think so?

*The immediate problems we
are trying to solve....*

- 1. How can we alleviate over-crowding at 7 Oak?*
- 2. How can we see academic achievement and growth improve at 7 Oak?*

School Options for 18-19



- **Option A:** Cascade becomes a K-6.
- **Option B:** Cascade & Green Acres become K-6.
- **Option C:** Cascade, Green Acres, and Riverview become K-6. (Enables us to create a 7-9 alternative school located at 7 Oak).
- **Option D:** Cascade & Green Acres become P-2. Pioneer and Riverview become 3-6. (Enables us to create a 7-9 alternative school located at 7 Oak).
- **Option E:** Pioneer becomes K-7 for 18-19 and K-8 for 19-20.
- **Option F:** No change to current configurations.

Enrollment Trends/Predictions

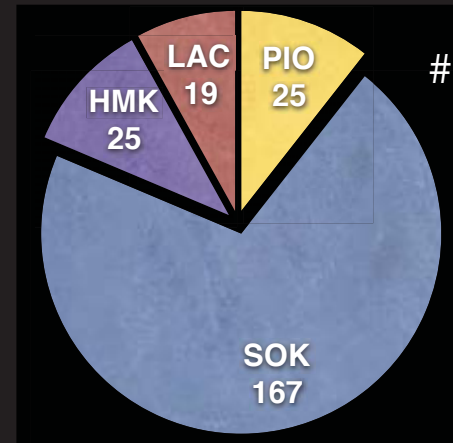
	7 Oak Enrollment 18-19	7 Oak Enrollment 19-20	7 Oak Enrollment 20-21
Option A (CAS K-6)	616	675	626
Option B CAS, GNA K-6	554	605	612
Option C* CAS, GNA, RIV	482	523	471
Option D* Sister Schools	482	523	471
Option E PIO K-8	639	622	565
Option F No Change	685	728	678

*** Both of these options would create enough space at 7 Oak to support a full day alternative school program**

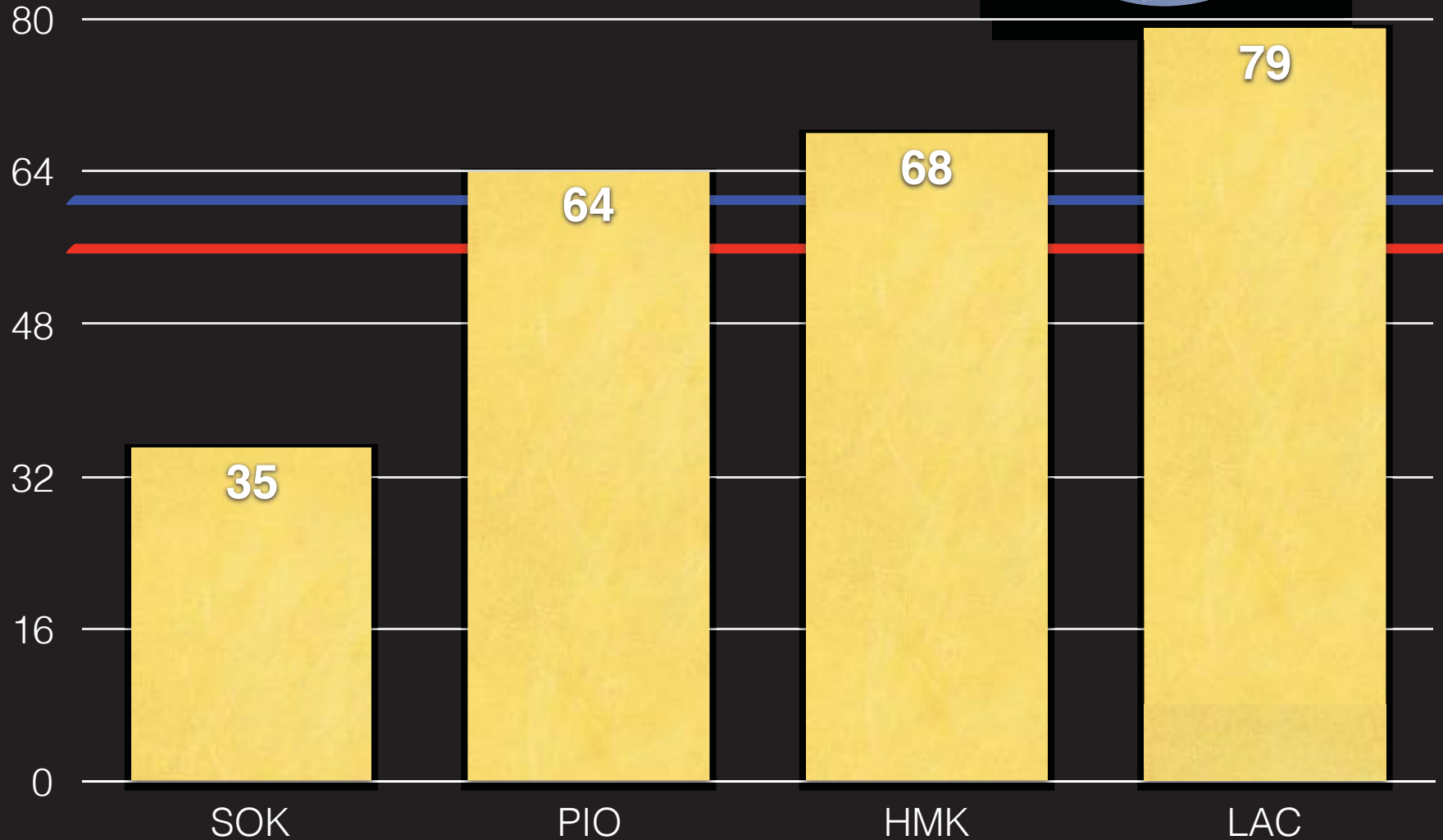
Academic Achievement and Growth Data at 7 Oak Middle School

State (53) 
District (47) 



ELA 6th



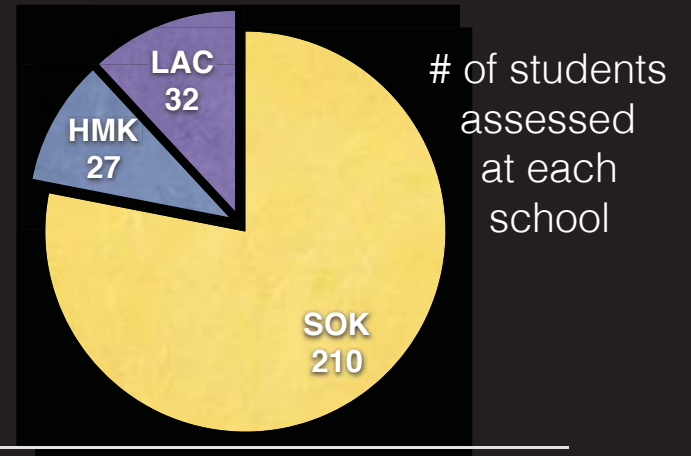
of students assessed at each school





% of students scoring 3 or 4 on SBAC at each school

State (57) 
District (48) 

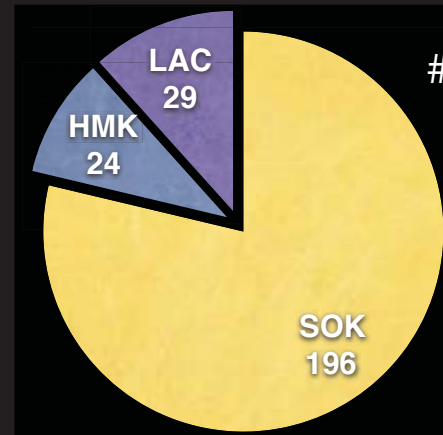
ELA 7th



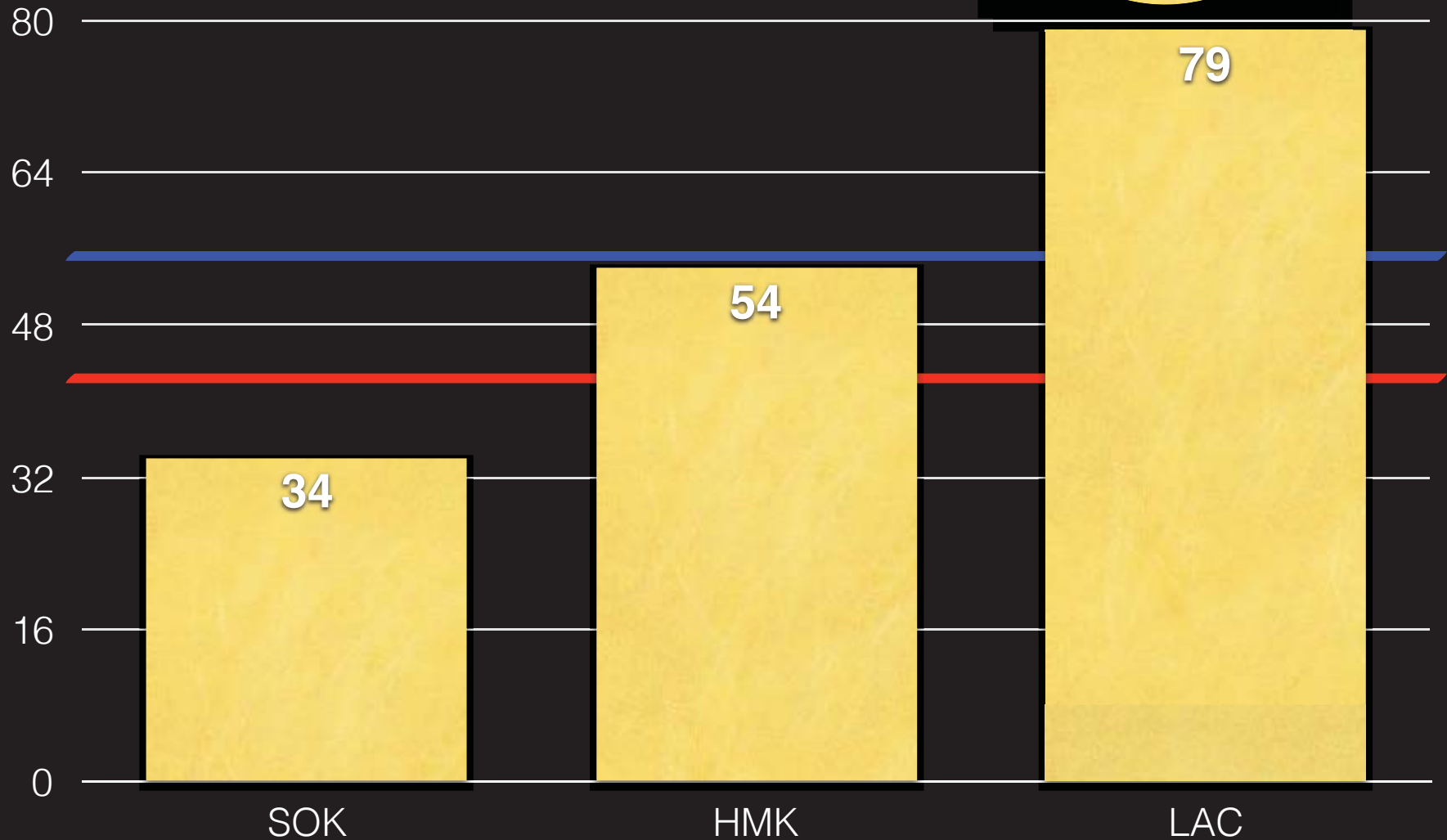
% of students scoring 3 or 4 on SBAC at each school

State (56) 
District (43) 



ELA 8th



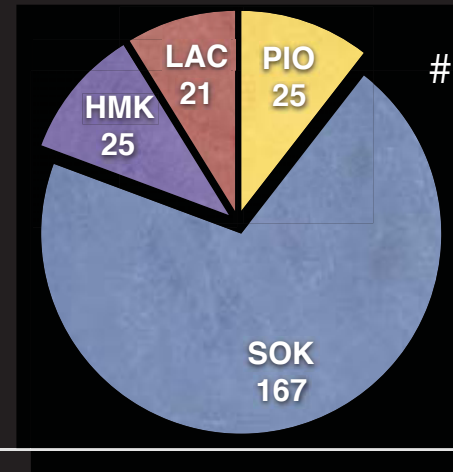
of students assessed at each school



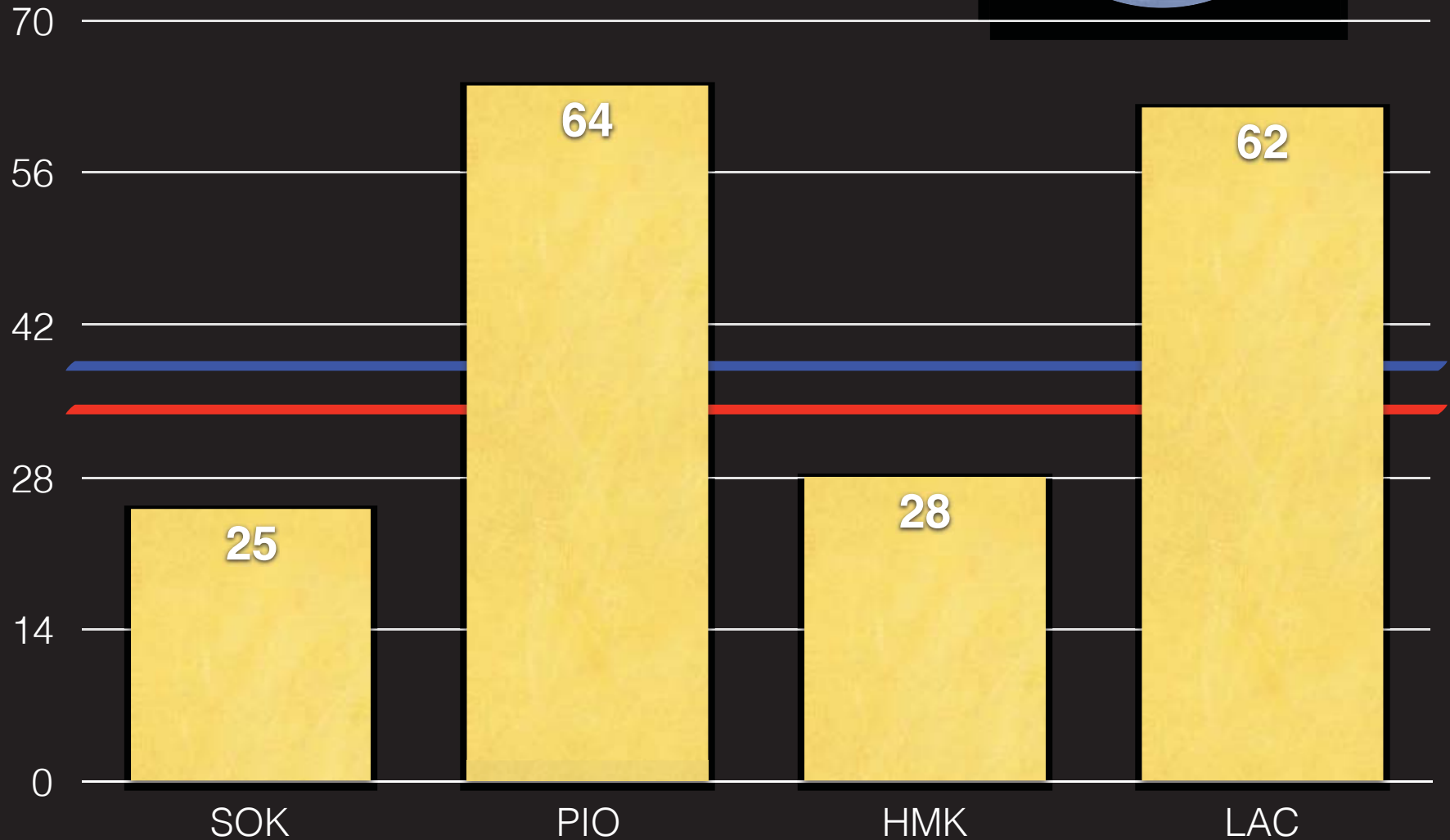
% of students scoring 3 or 4 on SBAC at each school

State (40) 
District (35) 



Math 6th



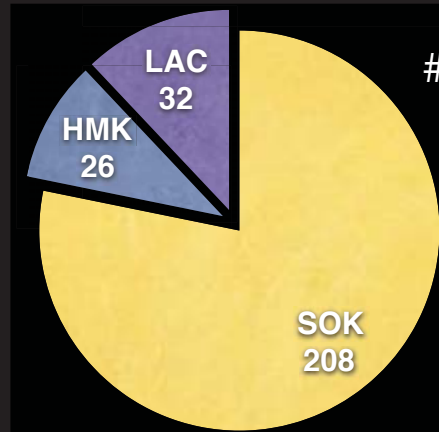
of students assessed at each school



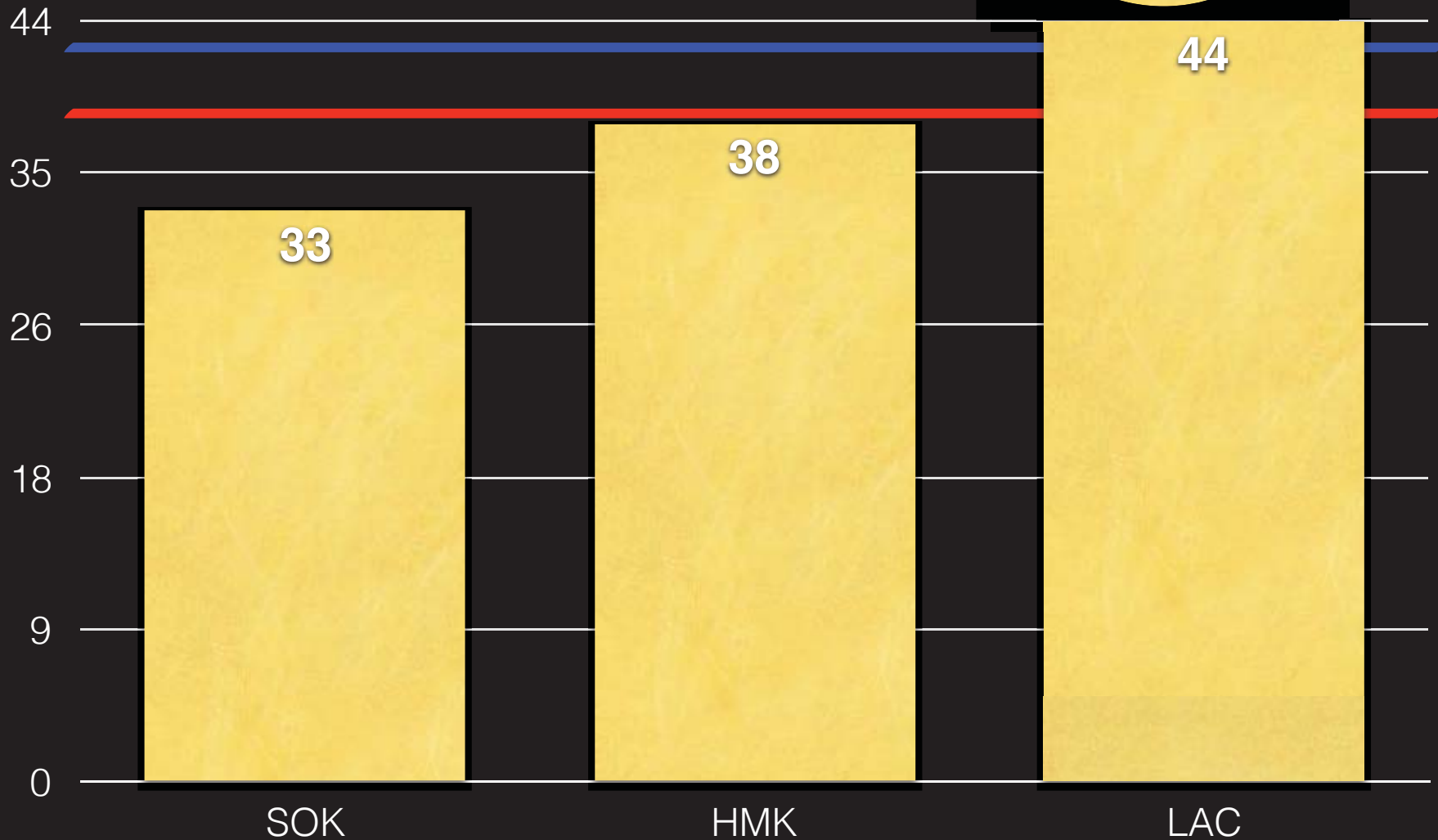
% of students scoring 3 or 4 on SBAC at each school

State (43) 
District (38) 



Math 7th



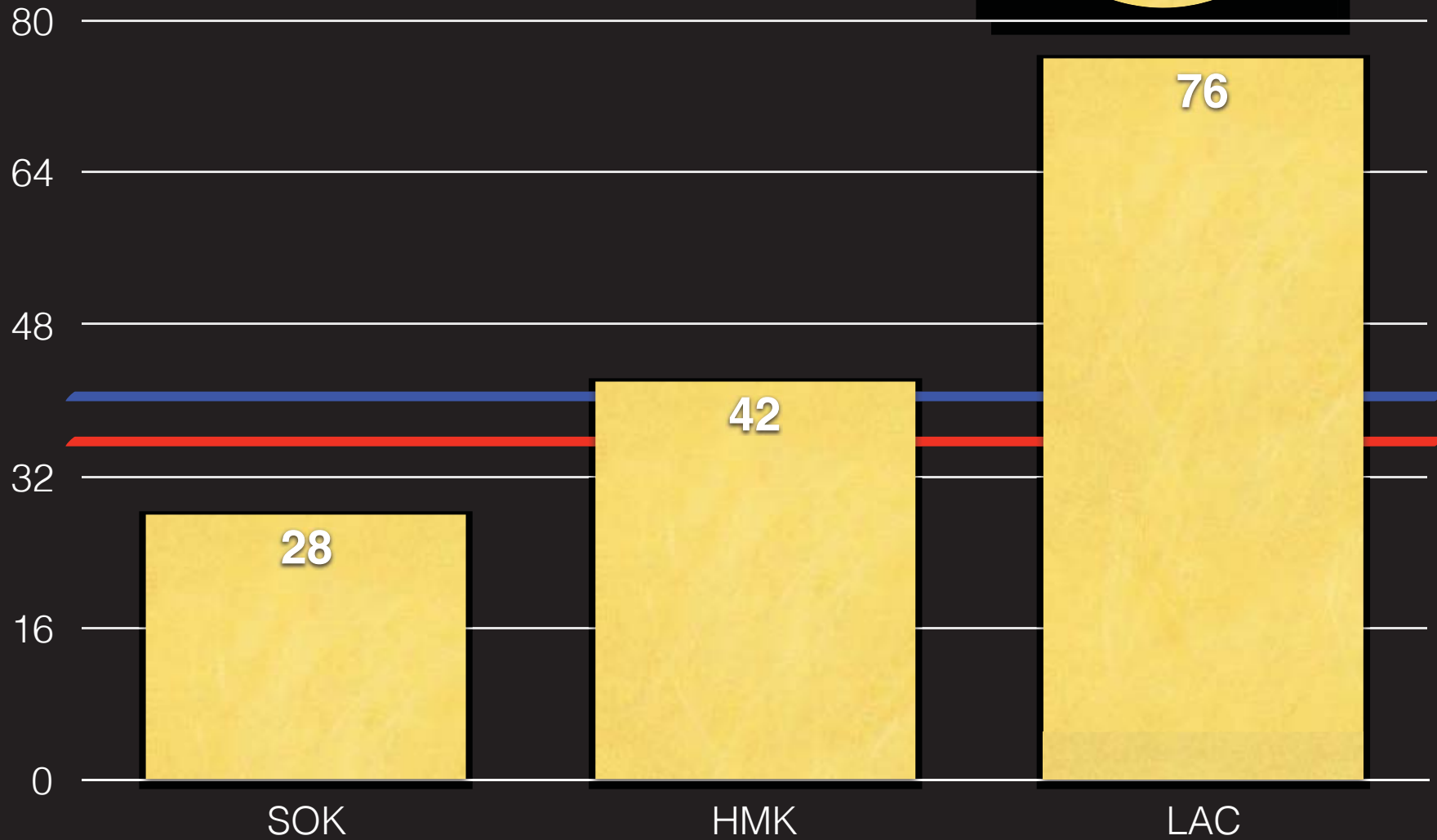
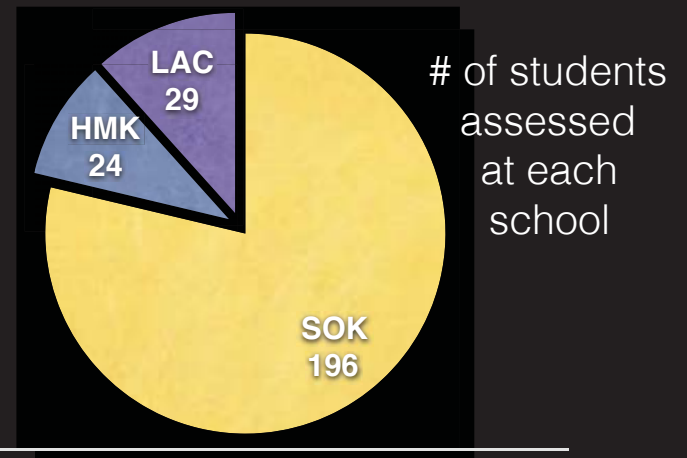
of students assessed at each school



% of students scoring 3 or 4 on SBAC at each school

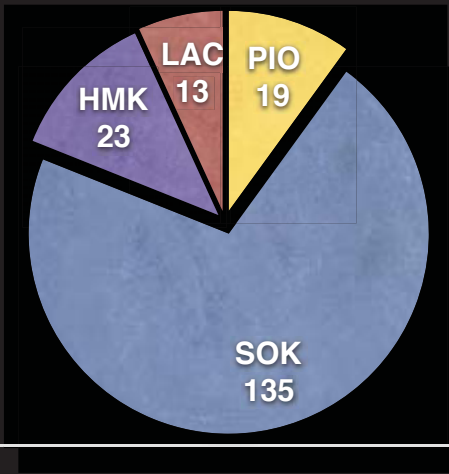
State (41) 
District (34) 

Math 8th

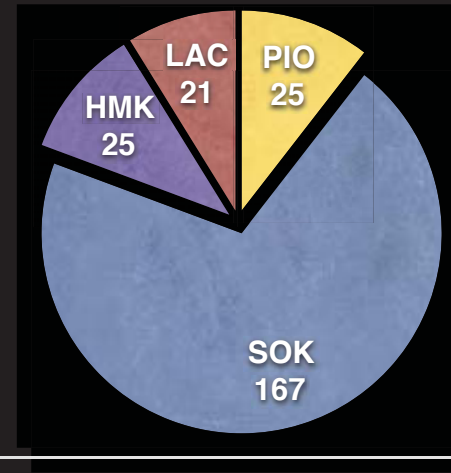


% of students scoring 3 or 4 on SBAC at each school

190 students with two years of data at each school



SBAC Growth 5th to 6th ELA (6th grade effect)



238 students assessed at each school

0.80

0.64

0.48

0.32

0.16

0.00

0.54

0.03

0.71

0.46

PIO

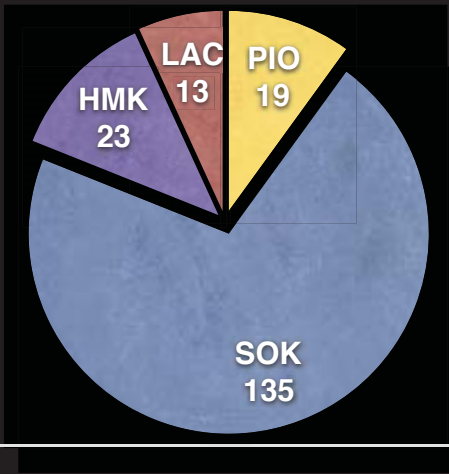
SOK

HMK

LAC

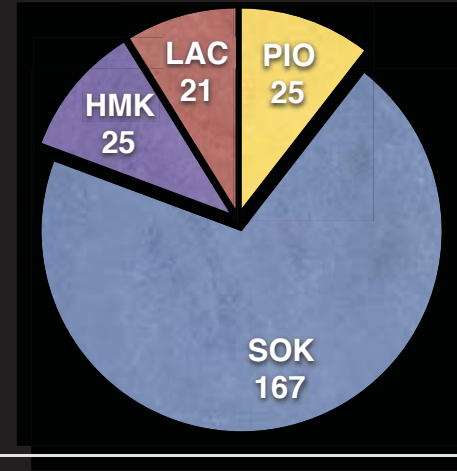
Individual student effect size growth on SBAC by school

190 students with two years of data at each school

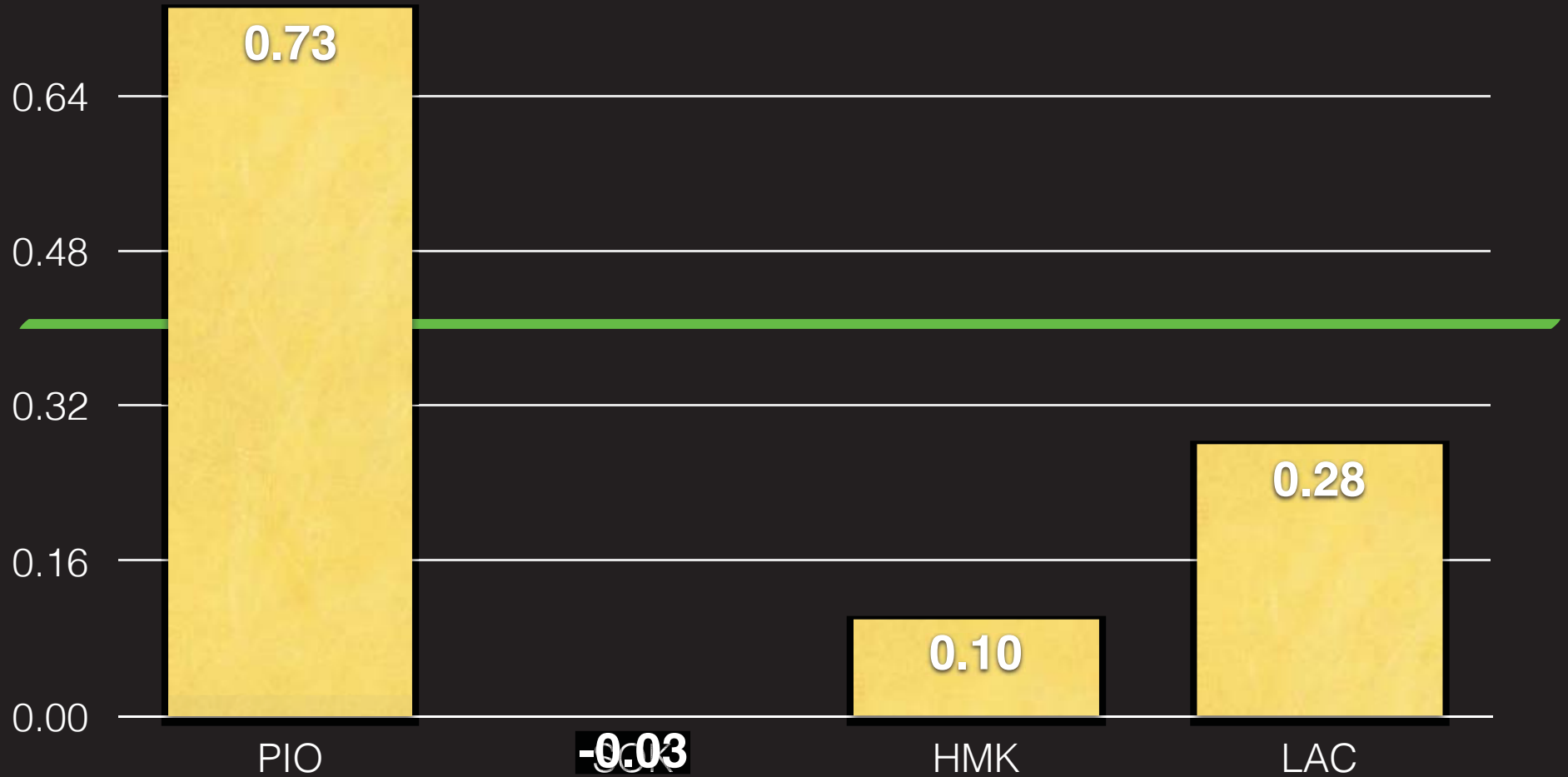


SBAC Growth 5th to 6th Math (6th grade effect)

238 students assessed at each school

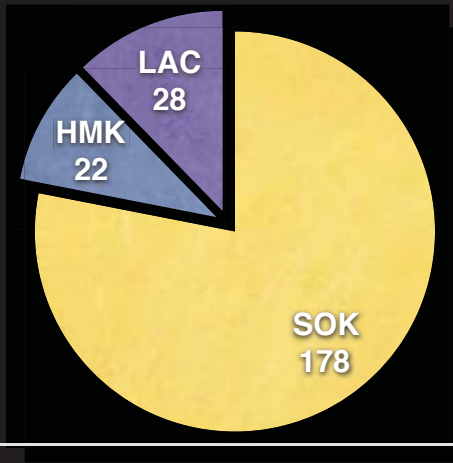


0.80

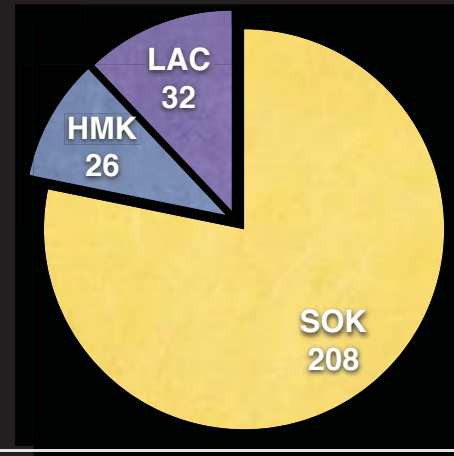


Individual student effect size growth on SBAC by school

228 students with two years of data at each school



SBAC Growth 6th to 7th ELA (7th grade effect)



266 students assessed at each school

0.50

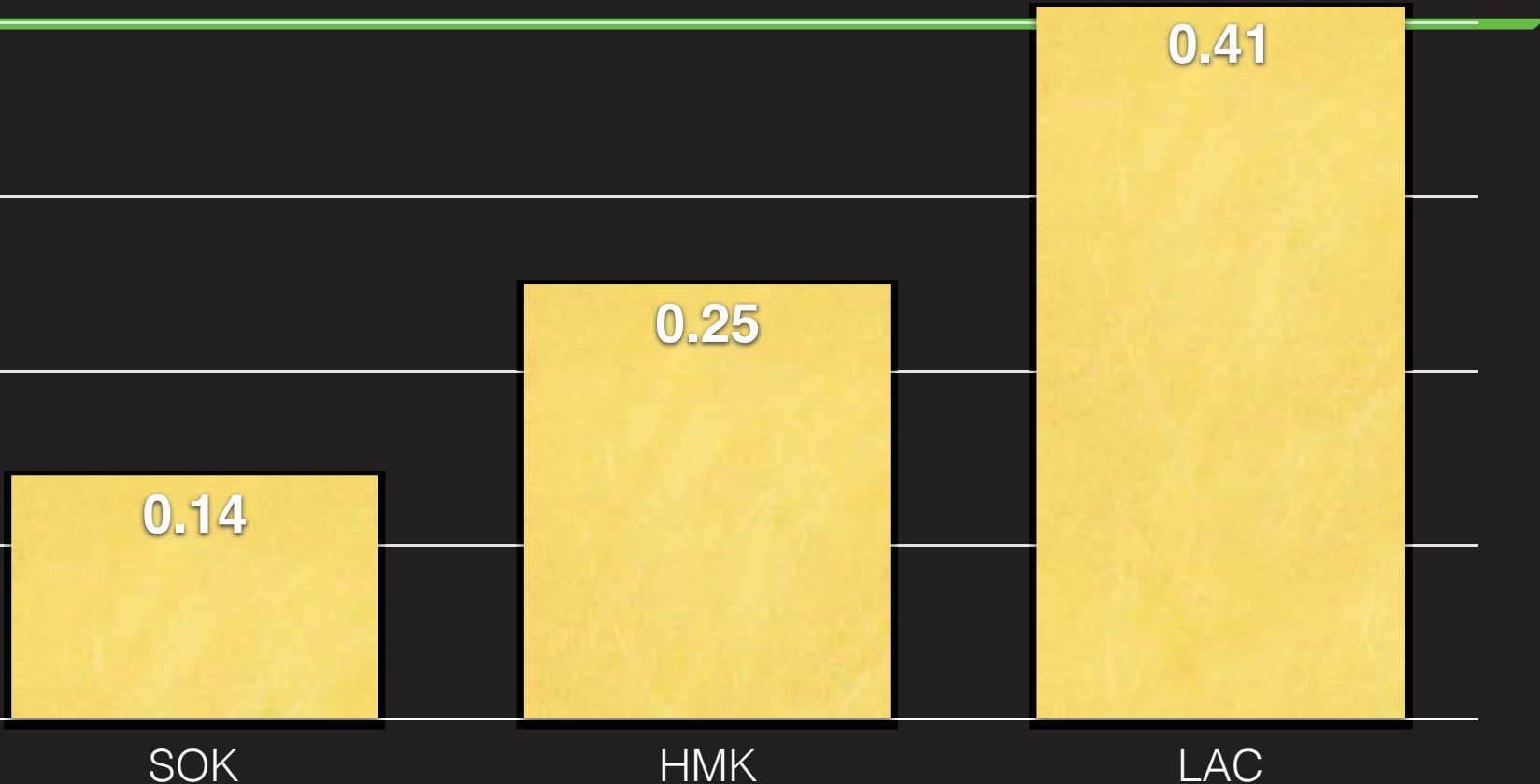
0.40

0.30

0.20

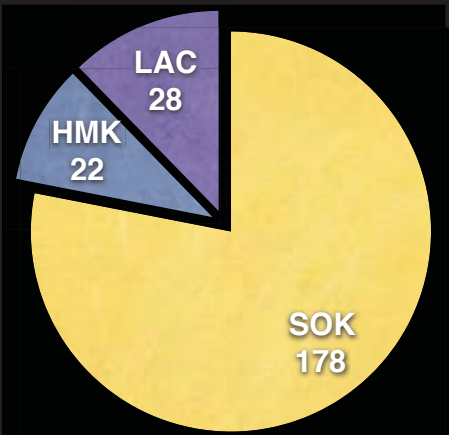
0.10

0.00

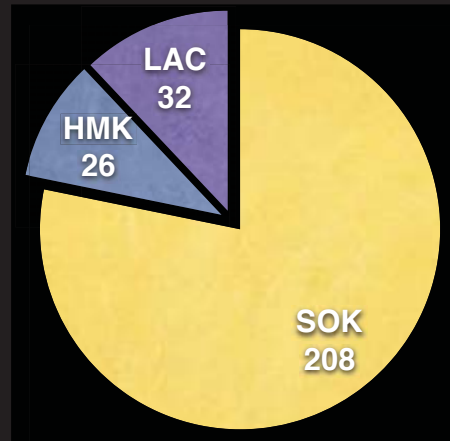


Individual student effect size growth on SBAC by school

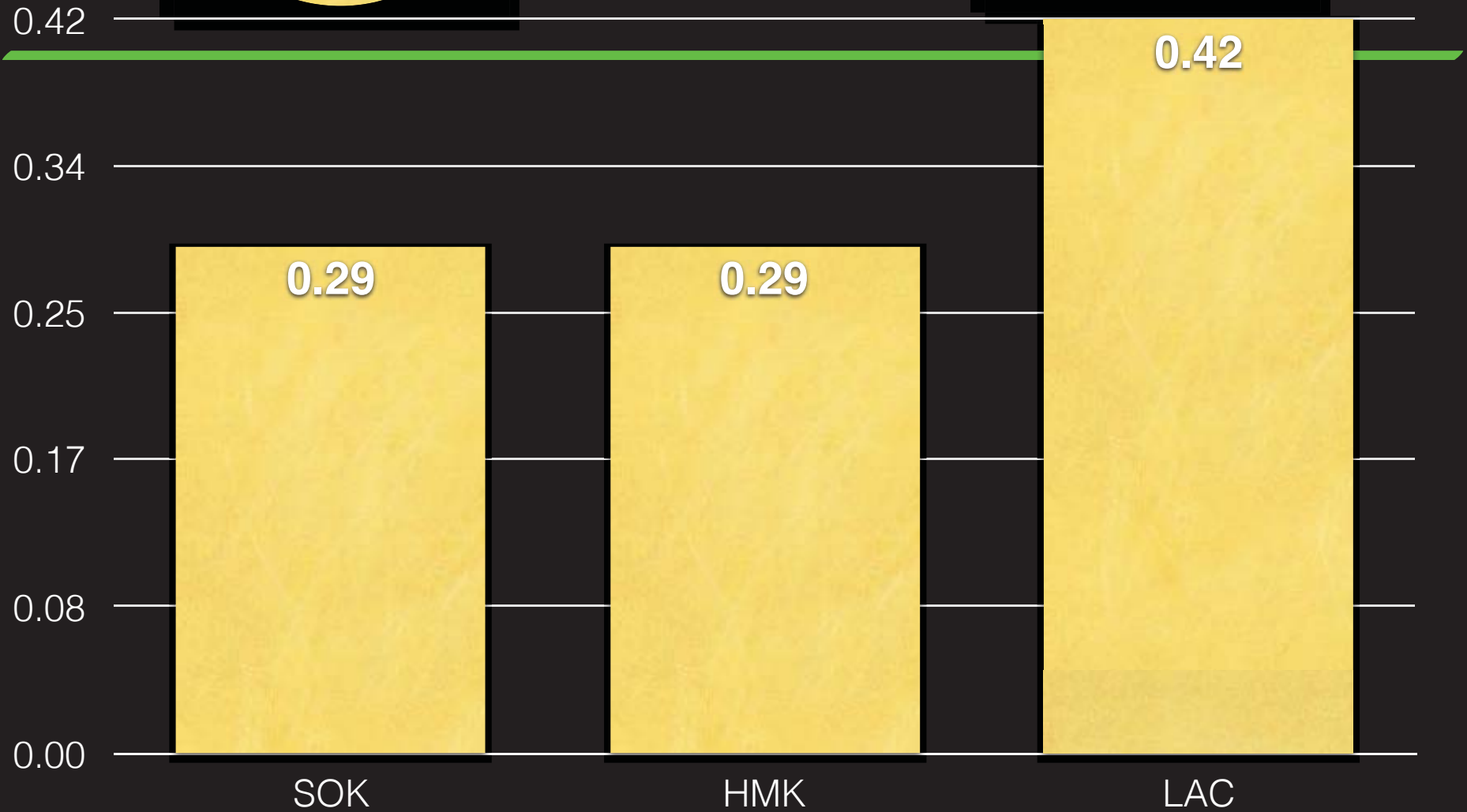
228 students with two years of data at each school



SBAC Growth 6th to 7th Math (7th grade effect)

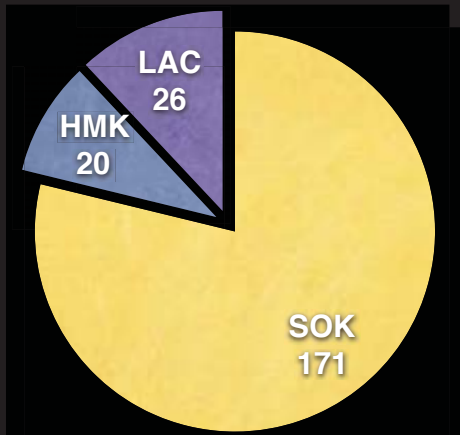


266 students assessed at each school

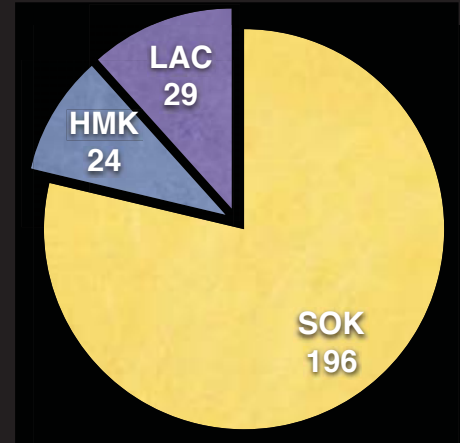


Individual student effect size growth on SBAC by school

217 students with two years of data at each school



SBAC Growth 7th to 8th ELA (8th grade effect)



249 students assessed at each school

0.40

0.32

0.24

0.16

0.08

0.00

-0.03

0.14

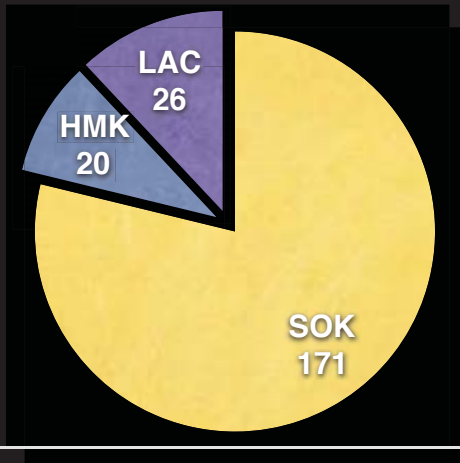
0.31

HMK

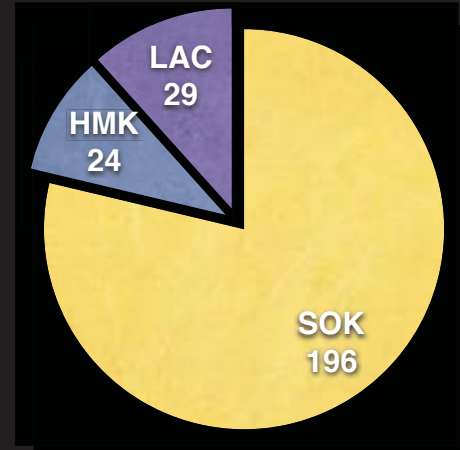
LAC

Individual student effect size growth on SBAC by school

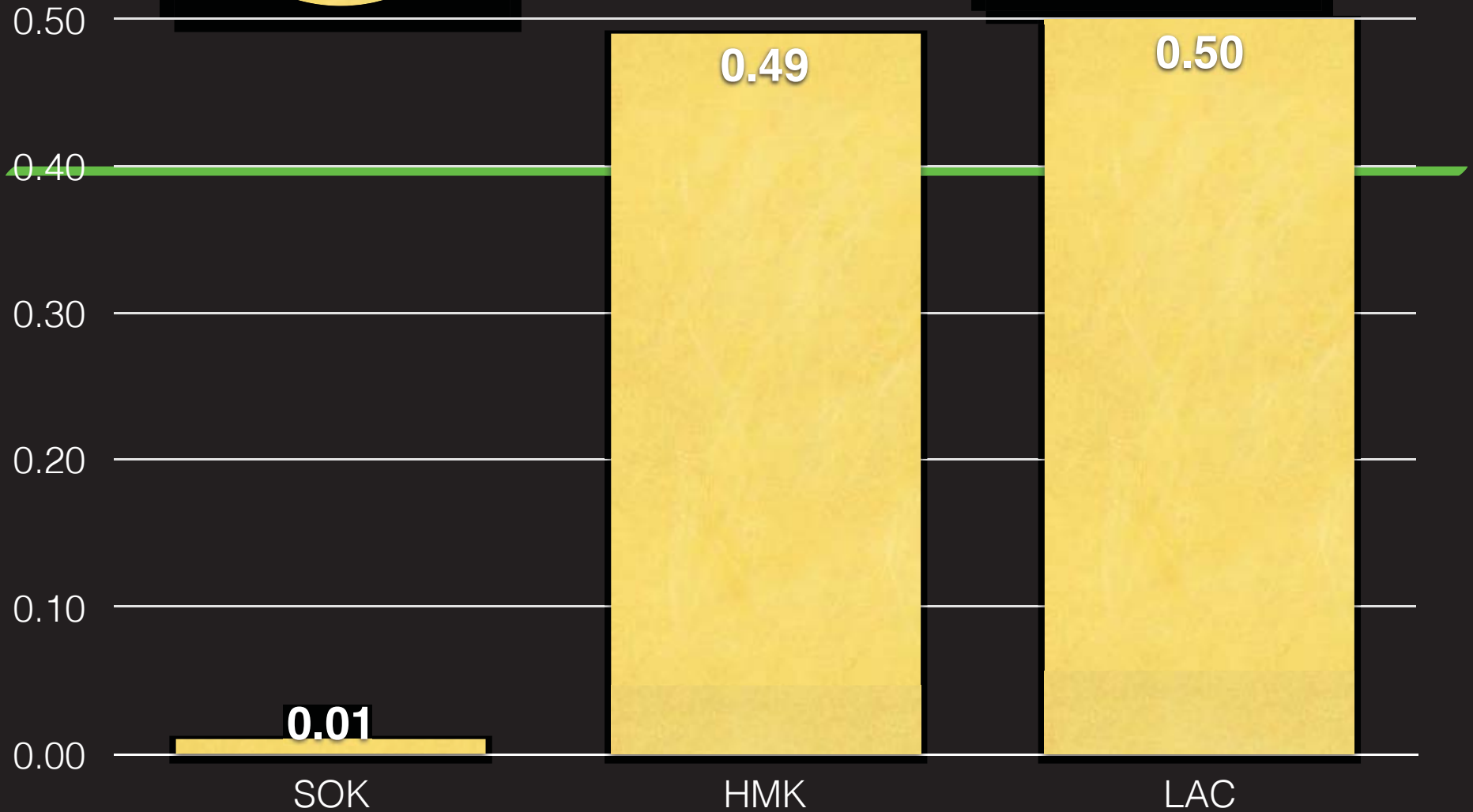
217 students with two years of data at each school



SBAC Growth 7th to 8th Math (8th grade effect)



249 students assessed at each school



Individual student effect size growth on SBAC by school

Small Group Discussion

- What pros and cons are the most compelling in your group?
- What additional pros and cons can you identify?
- What questions do you want answered?
- Can you identify any additional options?

Wrap Up: Lessons learned from 2016 Forums

- The 2016 Community Forums resulted in split support between moving toward K-6s or Sister Schools. The community was not ready for any major change.
- There was support for Seven Oak being a 7th-8th Junior High School.
- Minor boundary changes balanced school sizes and kept us in front of community growth.
- Country schools are committed to staying with the K-8 model. City schools are not.

Next Steps: Opportunities for Feedback

- An electronic survey will be sent to all staff members, forum participants, and posted to the web on February 22nd.
- An electronic Thought Exchange is open now and will stay open until February 28th.
- You will be provided a feedback sheet this evening for open-ended feedback.

What is a Thought Exchange?

- A technology that allows you to anonymously post a response to a question and rate the responses of others.
- All responses are live and unfiltered. Participants can flag inappropriate responses and report them to the exchange leader (Dr. Hess).
- Provide your email to get an invite to the exchange or go to www.thoughtexchange.com and enter the code: 903-229-448
- Link to enter the exchange: <https://my.thoughtexchange.com/#903229448>

Essential Question

What school configurations do you think are best for students in Lebanon and why do you think so?

*The immediate problems we
are trying to solve....*

- 1. How can we alleviate over-crowding at 7 Oak?*
- 2. How can we see academic achievement and growth improve at the school?*

What school configuration option do you think is best for our students next year and why do you think so?

28 February 2018

 95 People  134 Thoughts  3803 Ratings


“We conducted a "Thought Exchange" on the topic of school configurations. 95 people signed up for the thought exchange, and 134 thoughts were shared. Those thoughts were rated 3,803 times. The top 20 rated thoughts are printed here. You can see all of the thoughts along with their ratings by clicking on the link to the exchange.

The pattern we saw in the top 20 thoughts was a preference for K-6 buildings along with a movement away from the concept of sister schools.”
-Dr. Hess

Here are 20 thoughts that received the highest star ratings


kids don't do well switching schools every 2 or 3 years

keep a kid in the same school for as long as u can for stability purposes

3.9  (22 👤)
Ranked #1 of 20




Adding 6th grade to the elementary buildings is only equitable if it is added to each and every building.

3.9  (15 👤)
Ranked #2 of 20



There's no question that Lebanon is growing, why are we not preparing for this? Creating a temporary 6th at Cascades is not progress. Its a step back.

If our goal is equity for all, fiscal responsibility and increasing achievement, shouldn't we set ALL kids up for success by creating a unified model?

3.9  (15 👤)
Ranked #3 of 20



As many schools as possible should be K-6.

6th grade students flourish at the elementary level, academically and socially. This allows more space at 7Oak for 7th and 8th grade.

3.8  (33 👤)
Ranked #4 of 20



All schools K-6 and SOK 7-8

6th graders do very well in an elementary setting. I know this based on my own observations as well as on scores and test results.

3.8  (32 👤)
Ranked #5 of 20



Sister schools will create chaos for families. Unless they are on the same campus, it just doesn't work.

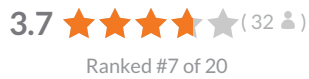
Parents are struggling to get their children to/from school, find after school care, pick up on time, etc. This would only make it worse.

3.7  (36 👤)
Ranked #6 of 20



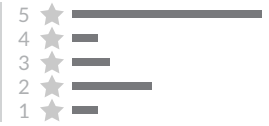
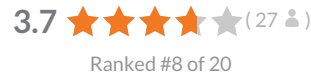
I think all elementary schools should go K-6.

I think the research shows that 6th graders do better at an elementary level setting. They perform higher and it provides equity across the district.



K-6 across the District and a true Jr High for SOK. This creates consistency across the district and allow for real opportunities by grade.

6th graders can get leadership opportunities and allow time for maturity. More academic success! Extra curriculums are fair for all 7th-8th students.



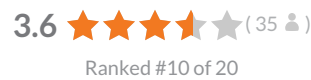
Do what's best for kids

Sister schools is not what's best for kids. Disrupting their environment now and again every couple years moving to a new school, is not what's best.



Option C

6th graders show more responsibility and maturity in this model. They function as leaders building confidence and independence.



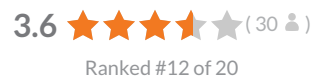
I would love to see all in town elementary schools be K-6. Our 6th graders are still of the 'younger' mind and need to continue to be with peers of

Our 6th graders are still of the 'younger' mind and need to be with their peers of the same age.



In the future, I believe that 7Oak should stay a 7th/8th grade school only.

I believe that all the elementary schools should be K-6 grades, and all the 7th/8th graders should be at 7Oak.



I think all 6th graders should stay in an elementary school. They are not mature enough for the bigger school.

Having Pioneer revert back to K-8 does not solve the overcrowding problem at 7 Oak. And having 7-8th grade there limits programs the kids have access

3.6 ★★★★★ (28 👤)
Ranked #13 of 20



sis schools at different locations may impact attendance w/ fams getting kids to multiple schools & we are spending extra money trying to fix this now

can't learn if kids aren't in school

3.6 ★★★★★ (8 👤)
Ranked #14 of 20



Sister schools is the WORST option.

Our schools thrive on relationships built with our families. We work hard to earn their trust and support. This is huge to student success.

3.5 ★★★★★ (36 👤)
Ranked #15 of 20



Sister schools most disruptive

This model would maybe work if sister schools were on same property. I didn't purchase a house in my neighborhood for my kid to be bussed across town.

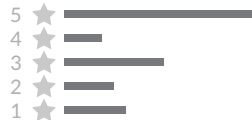
3.5 ★★★★★ (36 👤)
Ranked #16 of 20



All schools with the exception of Hamilton Creek and Lacombe should go K-6th.

Creates equality throughout the schools and all students are given the chance to thrive at the elementary level. Also shows consistency.

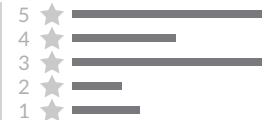
3.5 ★★★★★ (35 👤)
Ranked #17 of 20



I'm concerned that we're being asked to make decisions without all the information. We need to know the estimated costs of plans.

This is important because some options may not even be viable.

3.5 ★★★★★ (35 👤)
Ranked #18 of 20

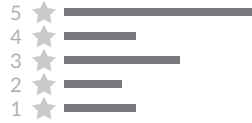


Option C: All elementary schools go K-6

I know there will be some costs to this plan, but it will still make 7 Oak a 7-8 school, and it will help us prepare for growth in our community.

3.5 ★★★★★ (35 👤)

Ranked #19 of 20



Option C

All 6th grade students will be in elementary school setting allowing for further development; All 6th graders on equal footing.

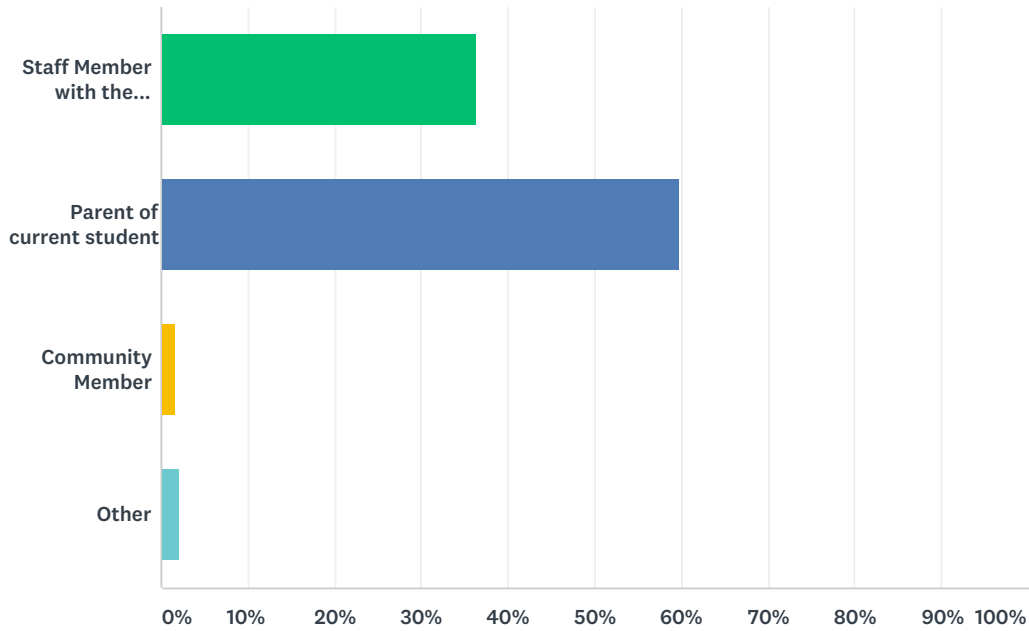
3.5 ★★★★★ (34 👤)

Ranked #20 of 20



Q1: What is your role in the community? Please check according to how you are responding to the survey.

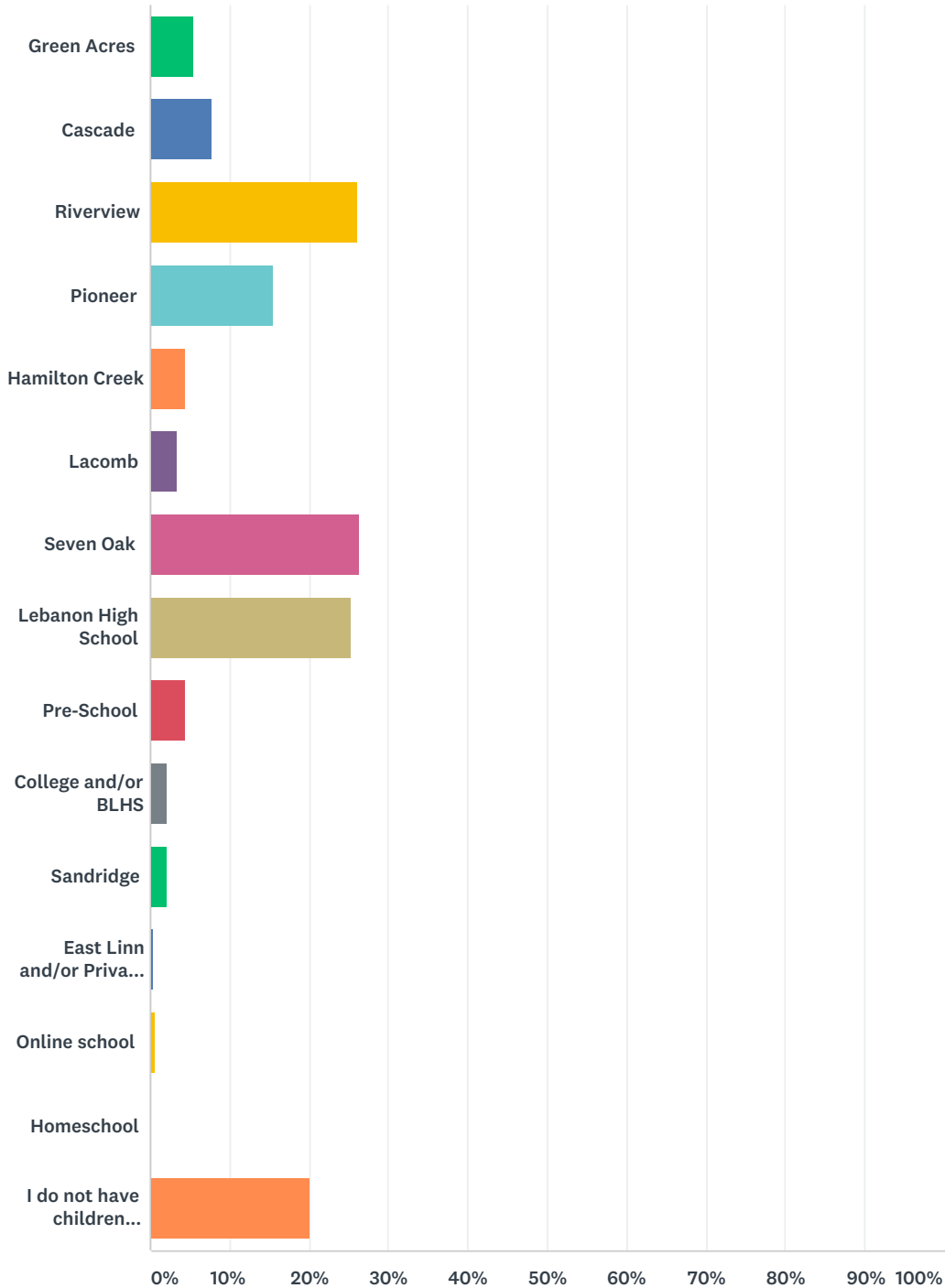
Answered: 299 Skipped: 0



ANSWER CHOICES	RESPONSES	
Staff Member with the district	36.45%	109
Parent of current student	59.87%	179
Community Member	1.67%	5
Other	2.01%	6
TOTAL		299

Q2: I have children attending the following schools (check all that apply).

Answered: 299 Skipped: 0

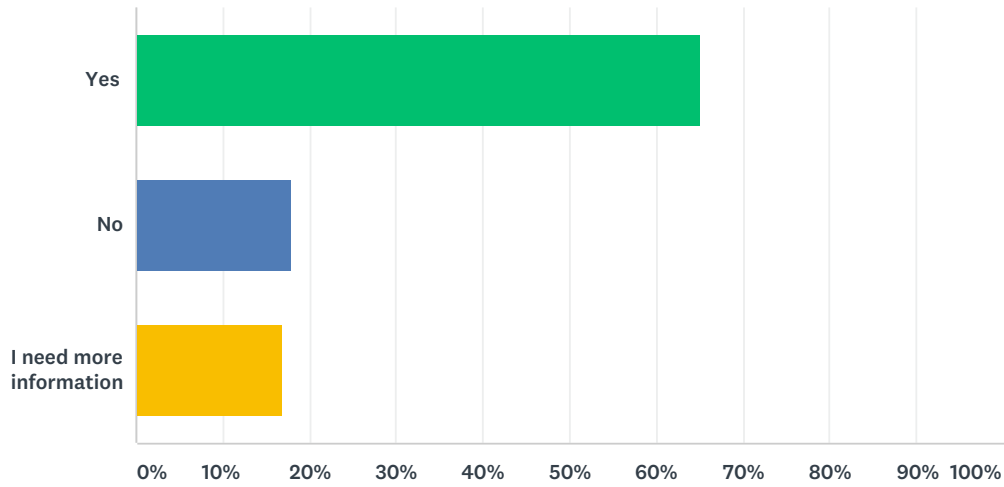


ANSWER CHOICES	RESPONSES	
Green Acres	5.35%	16
Cascade	7.69%	23
Riverview	26.09%	78

Pioneer	15.38%	46
Hamilton Creek	4.35%	13
Lacomb	3.34%	10
Seven Oak	26.42%	79
Lebanon High School	25.42%	76
Pre-School	4.35%	13
College and/or BLHS	2.01%	6
Sandridge	2.01%	6
East Linn and/or Private School	0.33%	1
Online school	0.67%	2
Homeschool	0.00%	0
I do not have children attending school in Lebanon	20.07%	60
Total Respondents: 299		

Q3: Do you support Seven Oak becoming a 7-8 Junior High School?

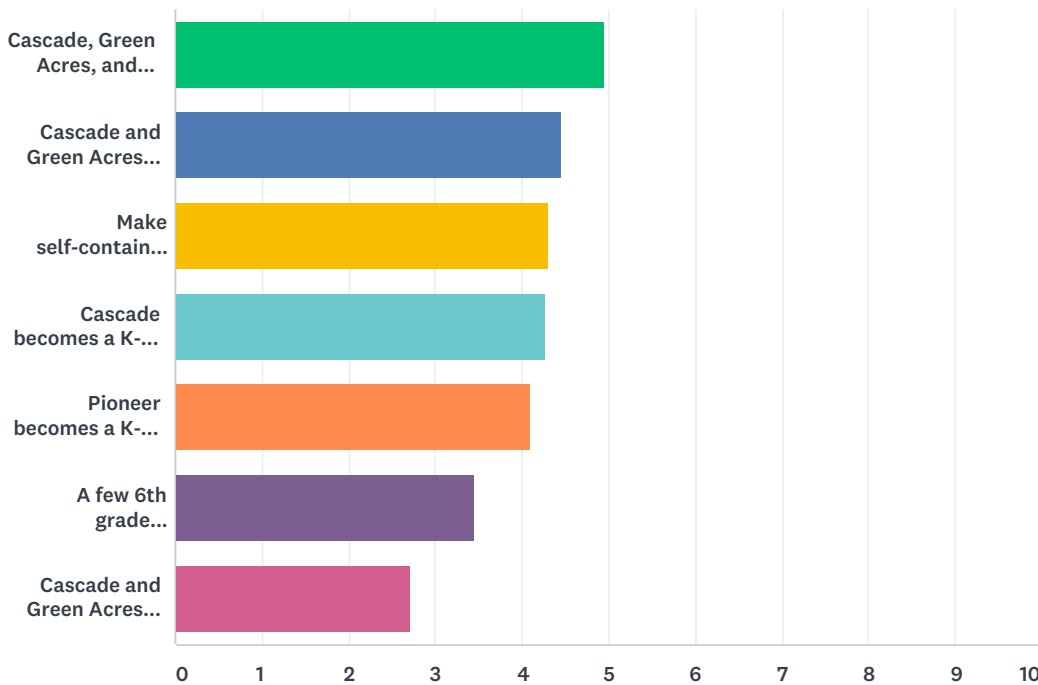
Answered: 289 Skipped: 10



ANSWER CHOICES	RESPONSES	
Yes	65.05%	188
No	17.99%	52
I need more information	16.96%	49
TOTAL		289

Q4: What do you think is the best way to reduce enrollment and overcrowding at 7 Oak next fall while still maintaining both opportunities and academic supports to prepare as many students as possible for success in high school? These options are based on the memorandum provided at the January board meeting and which was discussed at all 5 community forums. Please rank your preferences, with #1 being your first choice and #7 being your last choice.

Answered: 291 Skipped: 8

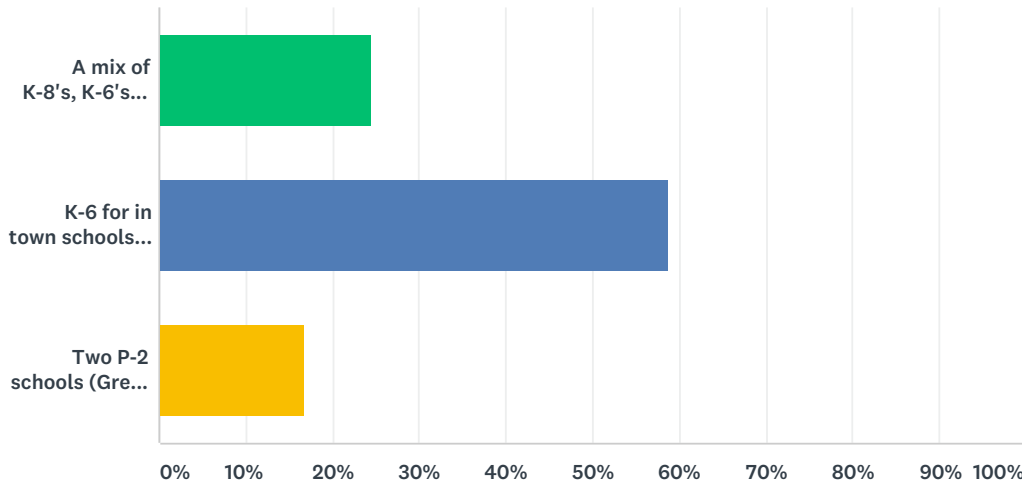


	1	2	3	4	5	6	7	TOTAL	SCORE
Cascade, Green Acres, and Riverview become K-6 schools next year. (Some cost involved)	35.85% 95	16.60% 44	7.92% 21	11.32% 30	9.43% 25	13.58% 36	5.28% 14	265	4.96
Cascade and Green Acres become K-6 schools. (Some cost involved)	5.06% 13	24.12% 62	26.46% 68	13.62% 35	19.07% 49	8.95% 23	2.72% 7	257	4.45
Make self-containing 6th grade a priority at 7 Oak to alleviate over-crowding.	22.69% 59	19.23% 50	5.77% 15	12.31% 32	11.54% 30	14.62% 38	13.85% 36	260	4.30
Cascade becomes a K-6 School next year.	7.57% 19	10.36% 26	31.47% 79	23.11% 58	12.35% 31	10.36% 26	4.78% 12	251	4.27
Pioneer becomes a K-7 school next year and a K-8 the following year.	22.56% 60	15.79% 42	7.14% 19	10.53% 28	12.03% 32	12.78% 34	19.17% 51	266	4.11
A few 6th grade classrooms are available as options for parents in elementary schools dictated by space and parent interest and building feasibility.	2.78% 7	8.73% 22	13.49% 34	21.03% 53	23.02% 58	22.22% 56	8.73% 22	252	3.46

Cascade and Green Acres become P-2 schools and Pioneer and Riverview become 3-6 schools.	10.38%	6.15%	6.92%	5.00%	10.00%	15.38%	46.15%	260	2.71
	27	16	18	13	26	40	120		

Q5: Which configuration would you prefer for our elementary schools?

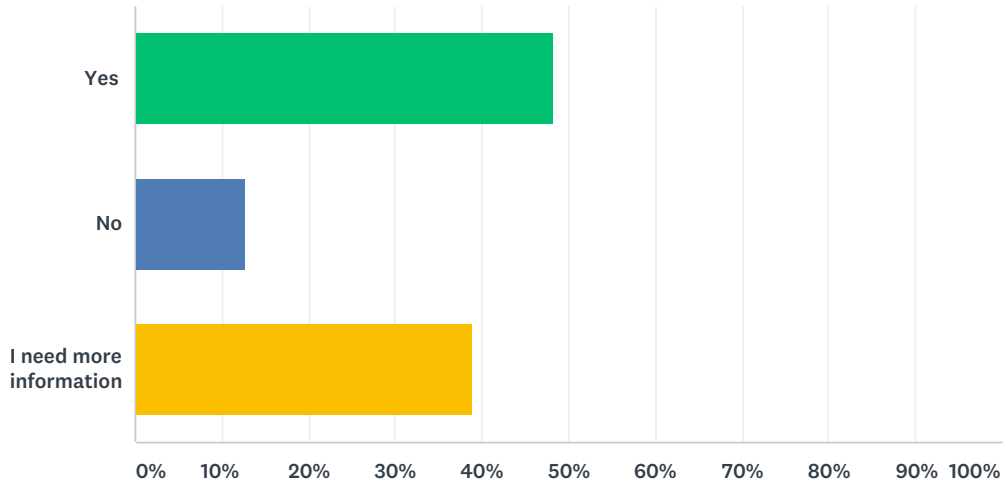
Answered: 294 Skipped: 5



ANSWER CHOICES	RESPONSES
A mix of K-8's, K-6's, and K-5's (like we have now)	24.49% 72
K-6 for in town schools with Lacombe and Hamilton Creek staying K-8	58.84% 173
Two P-2 schools (Green Acres & Cascade), and two 3-6 schools (Pioneer & Riverview), and two K-8 schools (Lacombe and Hamilton Creek).	16.67% 49
TOTAL	294

Q6: We currently have a variety alternative programs for students. Do you support an alternative school for our district that would serve secondary students? An alternative school would be able to serve more students more effectively, but it will be more expensive to operate than a program.

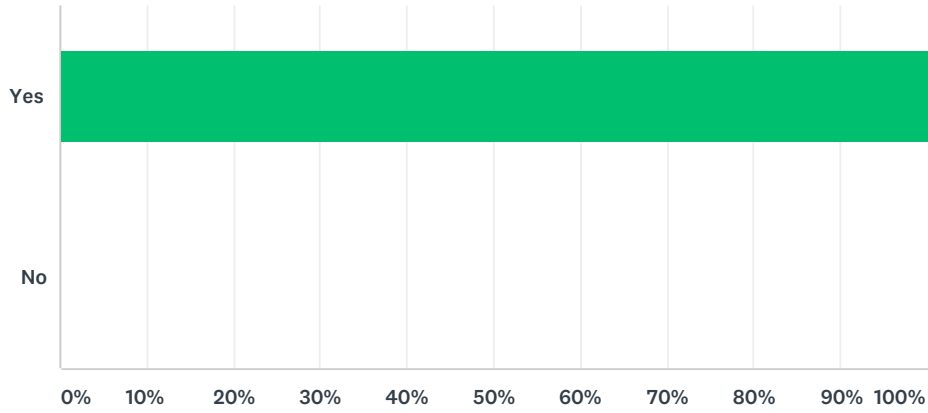
Answered: 298 Skipped: 1



ANSWER CHOICES	RESPONSES	
Yes	48.32%	144
No	12.75%	38
I need more information	38.93%	116
TOTAL		298

Q7: Did you attend a community forum?

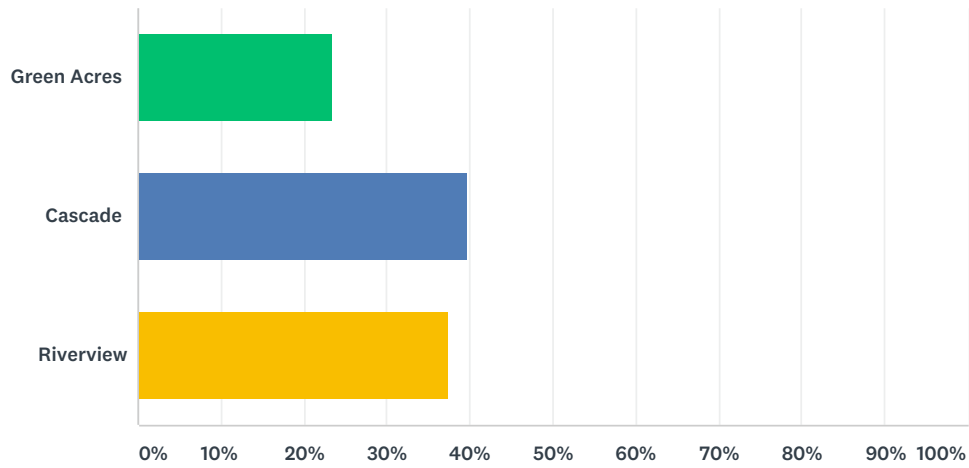
Answered: 299 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	100.00%	299
No	0.00%	0
TOTAL		299

Q1: I have children attending the following school.

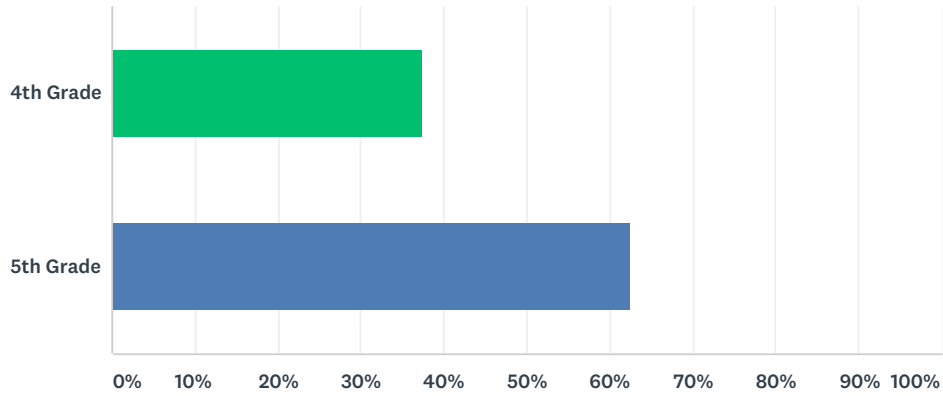
Answered: 128 Skipped: 0



ANSWER CHOICES	RESPONSES	
Green Acres	23.44%	30
Cascade	39.84%	51
Riverview	37.50%	48
Total Respondents: 128		

Q2: What grade level is your child?

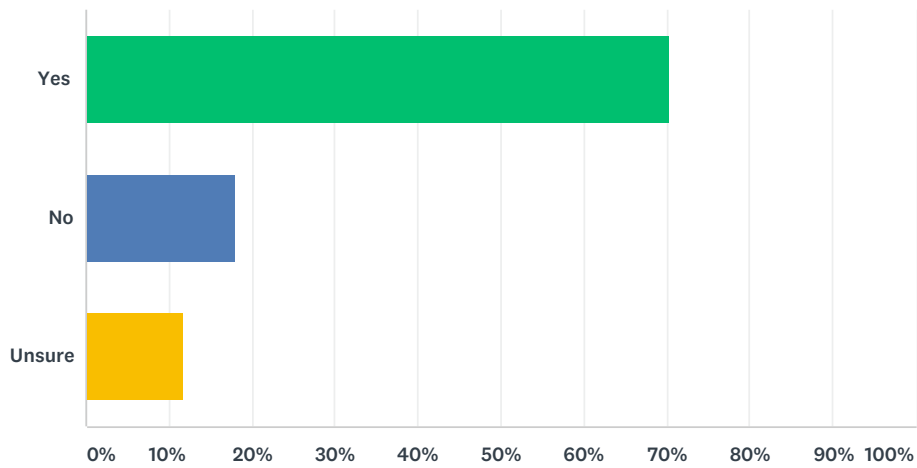
Answered: 128 Skipped: 0



ANSWER CHOICES	RESPONSES
4th Grade	37.50% 48
5th Grade	62.50% 80
TOTAL	128

Q3: Do you support having a 6th grade classroom available at your school for children to attend?

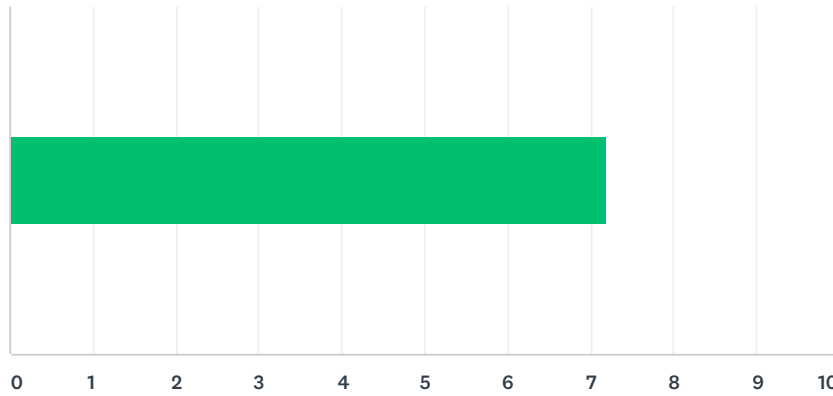
Answered: 128 Skipped: 0



ANSWER CHOICES	RESPONSES
Yes	70.31% 90
No	17.97% 23
Unsure	11.72% 15
TOTAL	TOTAL 128

Q4: On a scale of 1 to 10, rate your willingness to send your child to a 6thgrade classroom in the elementary setting. 10 means you would be excited to have that choice for your child. 1 means you are totally opposed to that option.

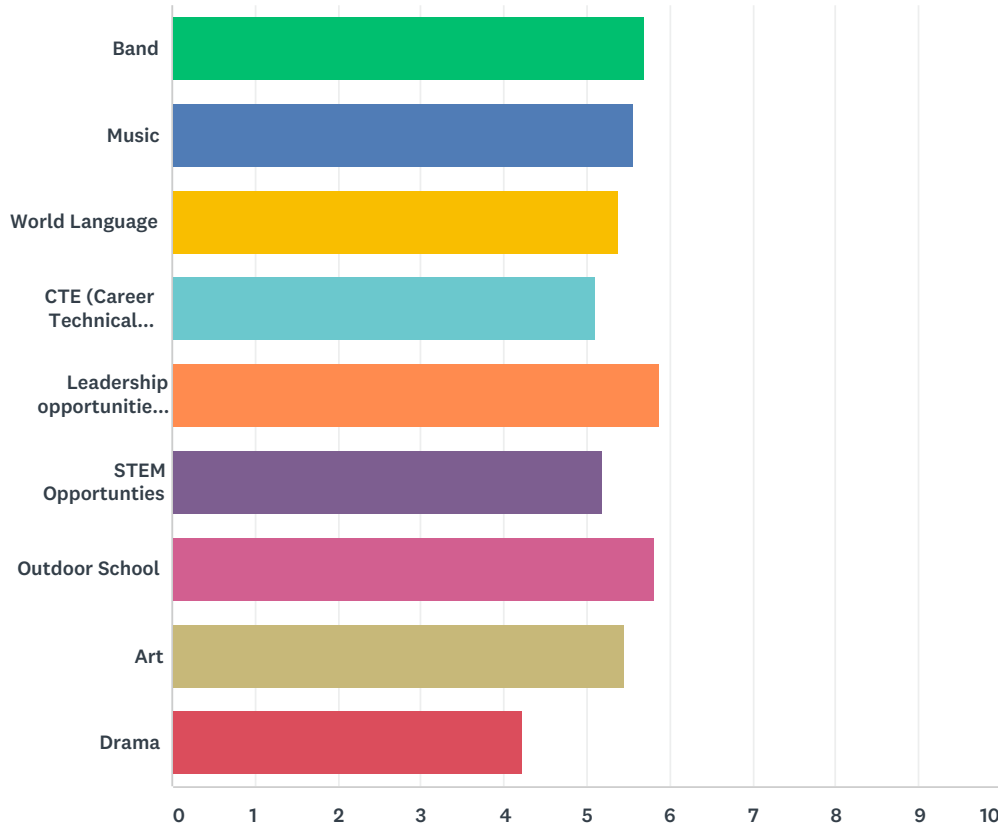
Answered: 128 Skipped: 0



ANSWER CHOICES	AVERAGE NUMBER	TOTAL NUMBER	RESPONSES
	7	921	128
Total Respondents: 128			

Q5: What opportunities for your child would cause you to be more willing to send your child to a 6th grade classroom in the elementary setting? Please rank your preferences.

Answered: 114 Skipped: 14

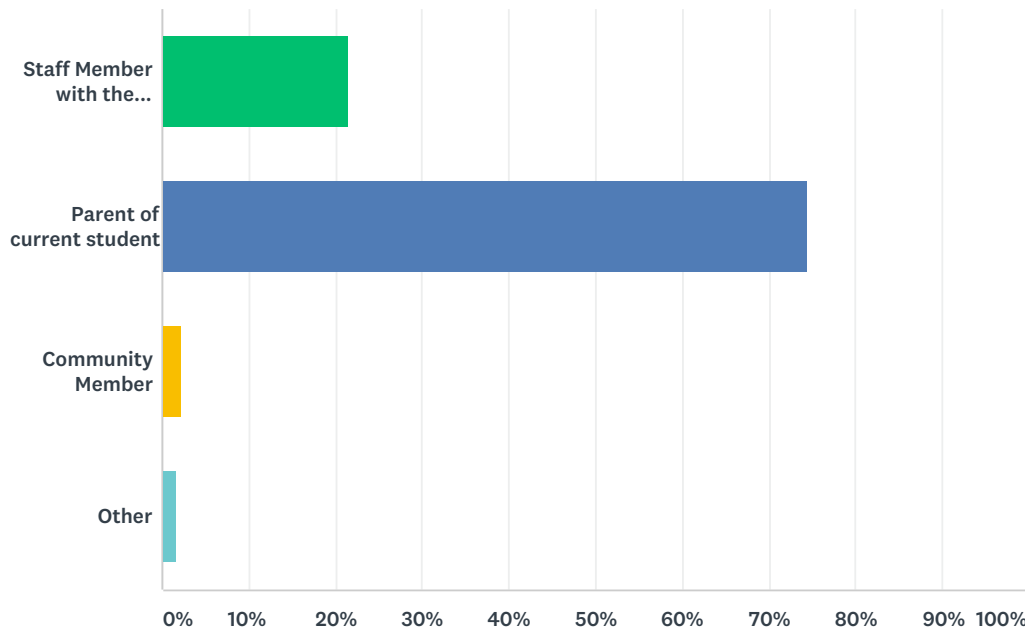


	1	2	3	4	5	6	7	8	9	NO	TOTAL	SCOR
Band	18.37% 18	10.20% 10	3.06% 3	8.16% 8	1.02% 1	2.04% 2	8.16% 8	7.14% 7	8.16% 8	33.67% 33	98	5.6
Music	9.57% 9	9.57% 9	10.64% 10	4.26% 4	9.57% 9	11.70% 11	10.64% 10	2.13% 2	3.19% 3	28.72% 27	94	5.5
World Language	11.70% 11	6.38% 6	15.96% 15	3.19% 3	8.51% 8	12.77% 12	5.32% 5	7.45% 7	6.38% 6	22.34% 21	94	5.3
CTE (Career Technical Education) Opportunities	8.42% 8	5.26% 5	13.68% 13	10.53% 10	5.26% 5	9.47% 9	9.47% 9	7.37% 7	7.37% 7	23.16% 22	95	5.1
Leadership opportunities in the school	14.74% 14	14.74% 14	8.42% 8	8.42% 8	10.53% 10	5.26% 5	7.37% 7	9.47% 9	2.11% 2	18.95% 18	95	5.8
STEM Opportunities	4.26% 4	13.83% 13	11.70% 11	7.45% 7	11.70% 11	10.64% 10	7.45% 7	2.13% 2	10.64% 10	20.21% 19	94	5.1
Outdoor School	13.54% 13	13.54% 13	9.38% 9	10.42% 10	9.38% 9	10.42% 10	4.17% 4	2.08% 2	8.33% 8	18.75% 18	96	5.8
Art	8.91% 9	9.90% 10	9.90% 10	21.78% 22	6.93% 7	6.93% 7	9.90% 10	7.92% 8	3.96% 4	13.86% 14	101	5.4

Drama	4.08%	4.08%	4.08%	8.16%	18.37%	5.10%	5.10%	15.31%	10.20%	25.51%	98	4.2
	4	4	4	8	18	5	5	15	10	25		

Q1: What is your role in the community? Please check according to how you are responding to the survey.

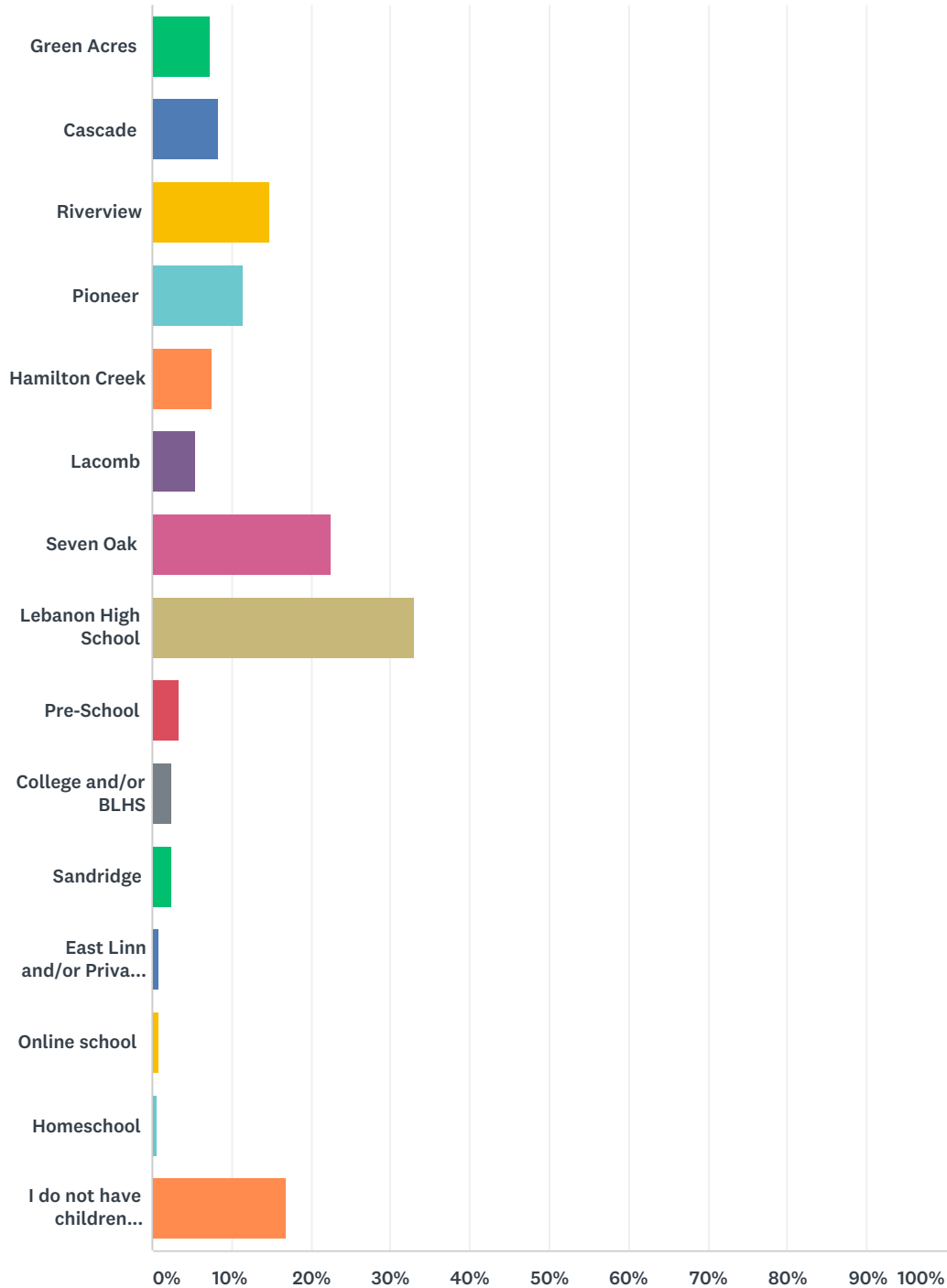
Answered: 1,292 Skipped: 0



ANSWER CHOICES	RESPONSES	
Staff Member with the district	21.52%	278
Parent of current student	74.38%	961
Community Member	2.40%	31
Other	1.70%	22
TOTAL		1,292

Q2: I have children attending the following schools (check all that apply)

Answered: 1,103 Skipped: 189

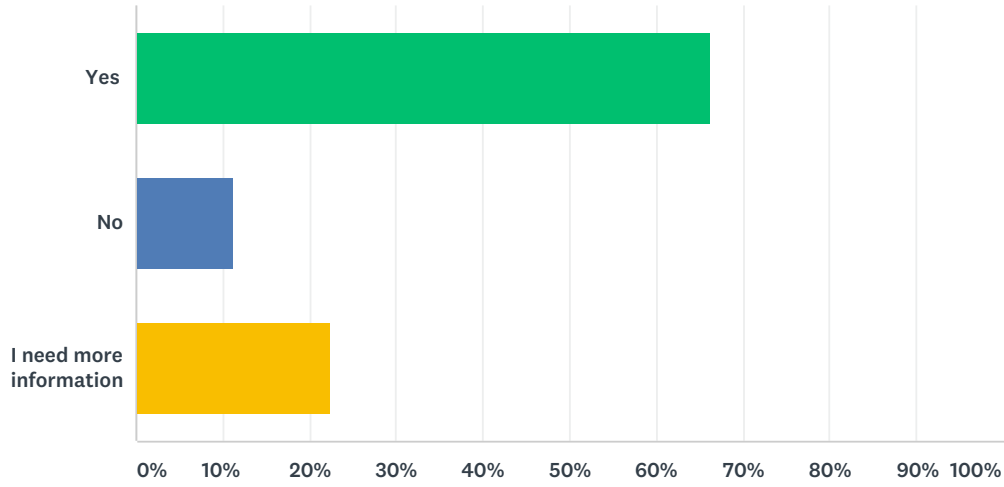


ANSWER CHOICES	RESPONSES	
Green Acres	7.25%	80
Cascade	8.34%	92
Riverview	14.78%	163

Pioneer	11.60%	128
Hamilton Creek	7.52%	83
Lacomb	5.53%	61
Seven Oak	22.57%	249
Lebanon High School	33.00%	364
Pre-School	3.35%	37
College and/or BLHS	2.54%	28
Sandridge	2.45%	27
East Linn and/or Private School	0.82%	9
Online school	0.82%	9
Homeschool	0.73%	8
I do not have children attending school in Lebanon	16.95%	187
Total Respondents: 1,103		

Q3: Do you support Seven Oak becoming a 7-8 Junior High School?

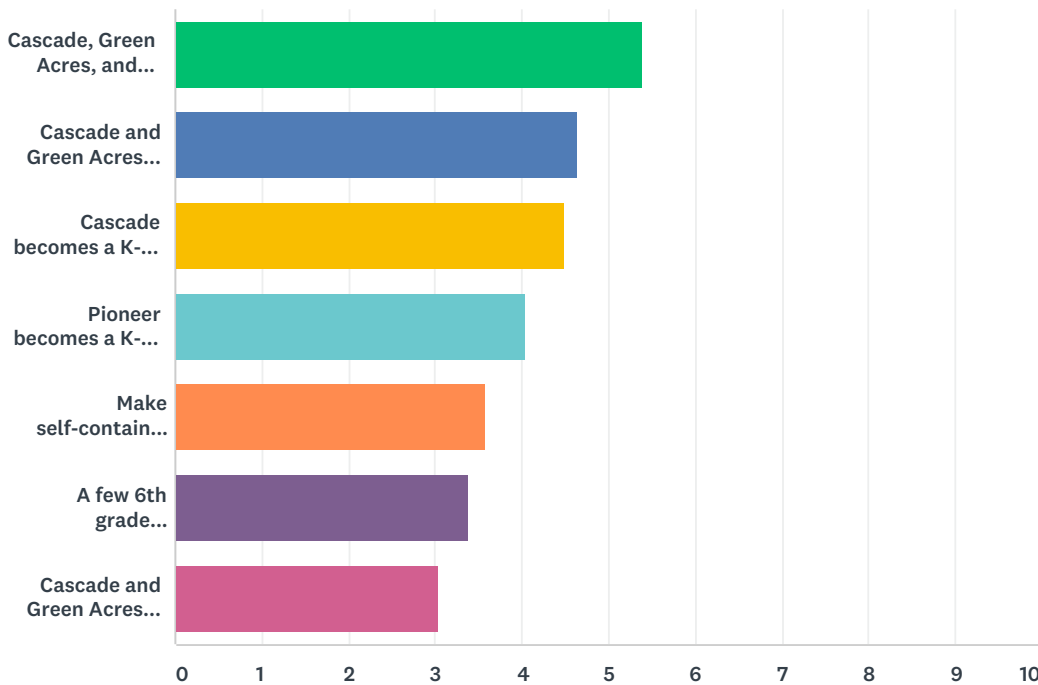
Answered: 1,069 Skipped: 223



ANSWER CHOICES	RESPONSES	
Yes	66.32%	709
No	11.23%	120
I need more information	22.45%	240
TOTAL		1,069

Q4 What do you think is the best way to reduce enrollment and overcrowding at 7 Oak next fall while still maintaining both opportunities and academic supports to prepare as many students as possible for success in high school? These options are based on the memorandum provided at the January board meeting and which was discussed at all 5 community forums. Please rank your preferences, with #1 being your first choice and #7 being your last choice.

Answered: 978 Skipped: 314

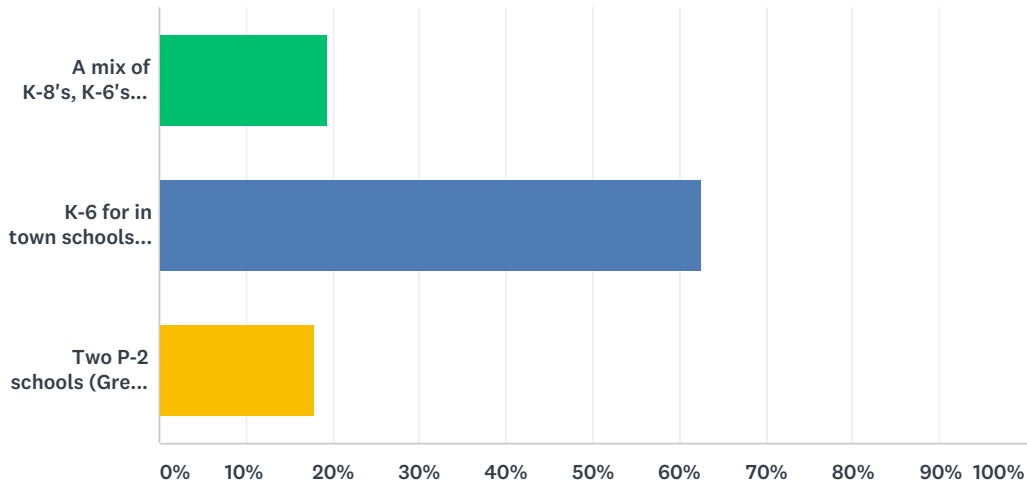


	1	2	3	4	5	6	7	TOTAL	SCORE
Cascade, Green Acres, and Riverview become K-6 schools next year. (Some cost involved)	43.49% 374	16.51% 142	11.51% 99	8.60% 74	7.56% 65	9.07% 78	3.26% 28	860	5.40
Cascade and Green Acres become K-6 schools. (Some cost involved)	5.80% 46	34.05% 270	20.81% 165	13.87% 110	13.37% 106	8.58% 68	3.53% 28	793	4.65
Cascade becomes a K-6 School next year.	9.53% 75	12.96% 102	34.18% 269	20.08% 158	11.31% 89	7.12% 56	4.83% 38	787	4.49
Pioneer becomes a K-7 school next year and a K-8 the following year.	21.24% 175	11.65% 96	7.65% 63	12.99% 107	17.23% 142	13.96% 115	15.29% 126	824	4.04
Make self-containing 6th grade a priority at 7 Oak to alleviate over-crowding.	14.71% 118	13.34% 107	5.99% 48	11.35% 91	12.84% 103	19.45% 156	22.32% 179	802	3.58
A few 6th grade classrooms are available as options for parents in elementary schools dictated by space and parent interest and building feasibility.	4.27% 33	6.61% 51	12.44% 96	22.15% 171	21.24% 164	21.24% 164	12.05% 93	772	3.39

Cascade and Green Acres become P-2 schools and Pioneer and Riverview become 3-6 schools.	13.17%	7.90%	6.65%	6.27%	11.67%	16.31%	38.02%	797	3.04
	105	63	53	50	93	130	303		

Q5: Which configuration would you prefer for our elementary schools?

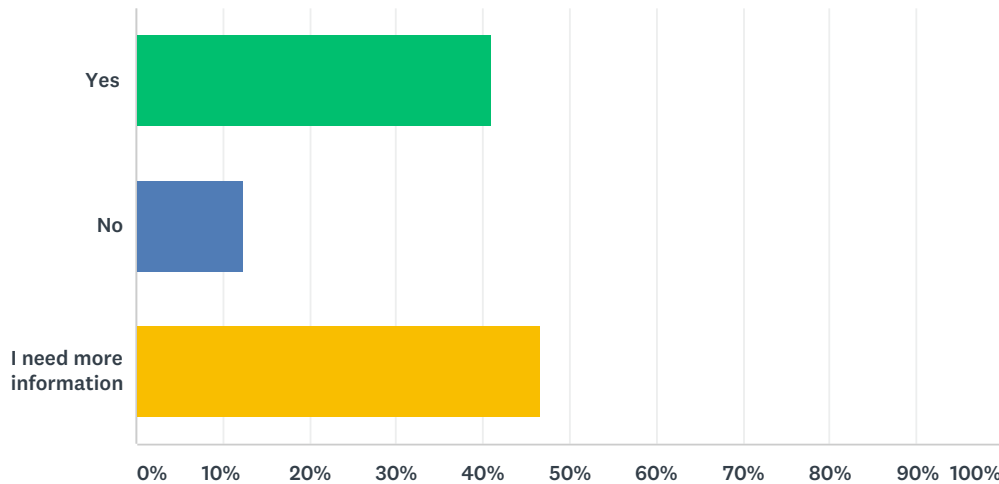
Answered: 1,017 Skipped: 275



ANSWER CHOICES	RESPONSES
A mix of K-8's, K-6's, and K-5's (like we have now)	19.37% 197
K-6 for in town schools with Lacombe and Hamilton Creek staying K-8	62.54% 636
Two P-2 schools (Green Acres & Cascade), and two 3-6 schools (Pioneer & Riverview), and two K-8 schools (Lacombe and Hamilton Creek).	18.09% 184
TOTAL	1,017

Q6: We currently have a variety alternative programs for students. Do you support an alternative school for our district that would serve secondary students? An alternative school would be able to serve more students more effectively, but it will be more expensive to operate than a program.

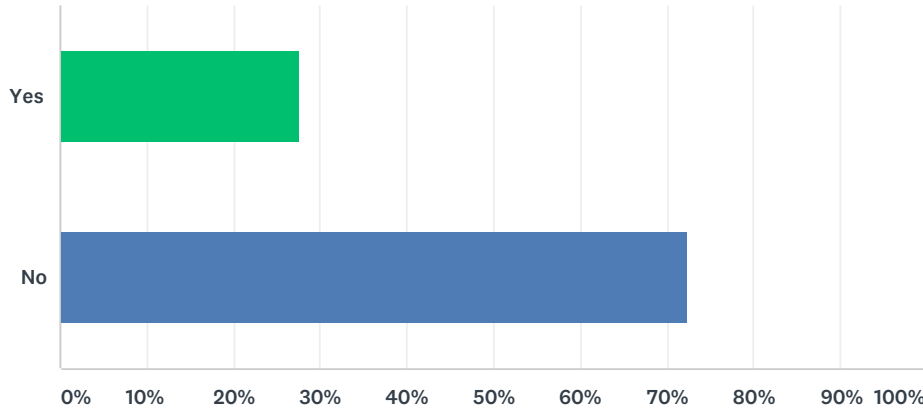
Answered: 1,079 Skipped: 213



ANSWER CHOICES	RESPONSES	
Yes	40.96%	442
No	12.42%	134
I need more information	46.62%	503
TOTAL		1,079

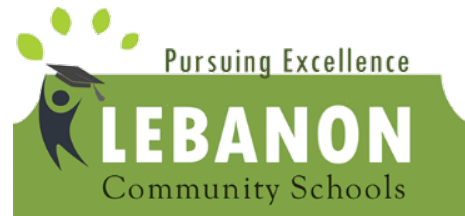
Q7: Did you attend a community forum?

Answered: 1,084 Skipped: 208



ANSWER CHOICES	RESPONSES	
Yes	27.58%	299
No	72.42%	785
TOTAL		1,084

BOARD MEMORANDUM



To: Board of Directors

From: Jennifer Meckley, Director
Human Resources and Community Relations

Date: March 2, 2018

Meeting Date: March 8, 2018

Re: Policy Recommendations – FIRST READING/INFORMATION ONLY

Attached are policies presented to the Board for First Reading and information only. Also attached is a summary of the First Reading Policies, which includes the recommendation of the Oregon School Board Association (OSBA), as well as district staff recommendations and information.

If a Board member wishes to discuss a proposed policy or administrative regulation listed as an information item, the policy must be moved to the agenda for discussion by a majority vote of the Board.

These policies will be presented to the Board for Second Reading and adoption at the April 12, 2018 meeting. Any comments, questions, concerns or recommended edits for consideration at that meeting should be provided to the Superintendent by March 30, 2018.

JM/mk
Attachments

**MARCH 8, 2018 POLICY UPDATES, FIRST READING
RECOMMENDATIONS SUMMARY**

Code	Title	OSBA Recommendation	Staff Recommendation
CCC	Hiring of Licensed Administrators	Not Applicable	Adopt policy revisions recommended by Superintendent.
CM	Compliance and Reporting on Standards	New/Highly Recommended	Adopt. This outlines the new deadline for compliance reporting on Division 22 standards and also includes a requirement that the report be made available on District webpage.
GBH/JECAC, also JECAC/GBH	Staff/Student/Parent Relations**	Optional	Adopt. Allows schools to use a parental plan as proof a noncustodial parent may visit student at school or pick student up from school
GBK/KGC, also KGC/GBK (previously GBK/JFCG/KGC)	Prohibited Use, Distribution or Sale of Tobacco Products and Inhalant Delivery Systems, Version 2	Required	Adopt Version 2. This policy includes legal updates and removes student use/possession, since that is covered by another policy.
IBDJA	Relations with Homeschooled Students**	Highly Recommended	Adopt policy revisions; based on 2017 legislative decisions.
IKA	Grading and Reporting	Not Applicable	Adopt new policy.
IKF	Graduation Requirements**, Version 2	Required	Adopt Policy Version 2 Revisions. Does not change graduation requirements; only adds language clarifying District's role in communicating with parents beginning in Grade 5 about modified/extended diplomas for those students taking alternative assessments.
IKF-AR	Graduation Requirements	Required to accompany Version 2 of the policy and be Board adopted	Adopt IKF-AR Revisions (same as above)
JHFE-AR(1)	Reporting of Suspected Abuse of a Child	Required and required to be Board adopted	Adopt revisions to policy. The language changes add clarification, but there is no change in practice.
KBA-AR	Public Records	Highly Recommended	This does not require Board approval, but can be put forward to the Board for information to show the change of language (very minimal change in footnote and Item 6). Removes requirement for the District to make a certified copy of the public record requested.

Lebanon Community Schools

Code: CCC
Adopted: 6/16/09
Readopted: 3/4/10
Orig. Code(s): CCC

Hiring of Licensed Administrators

When administrative vacancies occur, transfer within the existing district administrative staff or other qualified staff may occur.

Except in those instances when a transfer of administrators or other qualified staff within the school system is determined by the superintendent, the following procedure shall be followed in the selection of all administrative personnel below the rank of superintendent:

1. Openings in administrative positions may be announced prior to the first interview, giving ample time for all interested parties to submit applications;
2. Complete applications shall be submitted in accordance with district requirements in order for the applicant to be considered for the position;
3. A screening committee shall be appointed by the superintendent to review the applications and select those applicants who will proceed to the personal interview phase;
4. Selected applicants shall be granted a personal interview; ~~following the deliberations of the screening committee;~~
5. ~~Upon completion of all interviews by the screening committee, this group shall make a recommendation for the position under consideration to the superintendent.~~ Building level finalists shall participate in a public process as defined by the superintendent.

Following completion of the activities outlined above, The-the superintendent's final recommendation will ~~then~~ be presented to the Board for appointment.

An administrator shall serve a probationary period of three years, unless the administrator and the district mutually agree to a shorter time period.

END OF POLICY

Legal Reference(s):

[ORS 332.505](#)
[ORS 342.845](#)

Hiring of Licensed Administrators - CCC
1-2

Attachment 3C

NEW

Compliance and Reporting on Standards

The superintendent will prepare an annual report that represents the district's compliance with the standards adopted by the State Board of Education and submit that report to the Board.

The district's annual report will be presented at a public Board meeting by February 1 of each school year. This report will be posted on the district's web page by February 1 of each school year. The Board will acknowledge receipt of the report prior to its submission to the Oregon Department of Education (ODE).

The district will report on its compliance with state standards to ODE by February 15 each year on a form provided by ODE.

END OF POLICY

Legal Reference(s):

[ORS 329.095](#)
[ORS 329.105](#)

[OAR 581-022-2260](#)
[OAR 581-022-2305](#)

Lebanon Community Schools

Code: **GBH/JECAC**
Adopted: 8/20/09
Readopted: 9/16/10, 7/12/17
Orig. Code(s): GBH/JECAC

Staff/Student/Parent Relations**

The Board encourages parents to be involved in their student's educational activities and, unless otherwise ordered by the courts, an order of sole custody on the part of one parent shall not deprive the other parent of the following authority as it relates to:

1. Receiving and inspecting their student's education records and consulting with school staff concerning the student's welfare and education, to the same extent as provided the parent having sole custody;
2. Authorizing emergency medical, dental, psychological, psychiatric or other health care for the student if the custodial parent is, for practical reasons, unavailable.

It is the responsibility of the parent with sole custody to provide any court order that curtails the rights of the noncustodial parent at the time of enrollment or any other time a court order is issued.

~~Noncustodial parents will not be granted visitation or telephone access to the student during the school day. The student will not be released to the noncustodial parent unless allowed by court order. Unless provided by court order or a parental plan, a student shall not be released to the noncustodial parent nor shall the noncustodial parent be granted visitation or phone access during the school day.~~

In the case of joint custody, the district will adhere to all conditions specified and ordered by the court. The district may request in writing any special requests or clarifications in areas concerning the student and the district's relationship and responsibilities.

The district will use reasonable methods to identify and authenticate the identity of both parents.

END OF POLICY

Legal Reference(s):

[ORS 107.101](#)

[ORS 107.102](#)

[ORS 107.106](#)[ORS 107.154](#)

[ORS 109.056](#)

[ORS 163.245 - 163.257](#)

Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2006); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (2008).

Protection of Pupil Rights, 20 U.S.C. § 1232h (2006); Student Rights in Research, Experimental Programs and Testing, 34 C.F.R. Part 98 (2006).

Prohibited Use, Possession, Distribution or Sale of Tobacco Products and Inhalant Delivery Systems (Version 2)

~~The Board recognizes its responsibility to promote the health, welfare and safety of students, staff and others on district property and at school-sponsored activities.~~ The Board wishes to establish a school and working environment that is free of smoke, aerosols and vapors containing inhalants. ~~Student possession, use, distribution or sale of tobacco products or inhalant delivery systems, including any smoking or use of an inhalant delivery device, on district premises, at school-sponsored activities on or off district premises, in district-owned, rented or leased vehicles, on all district grounds, including parking lots or otherwise, while a student is under the jurisdiction of the district, is prohibited.~~

~~Use~~The use, distribution or sale of tobacco products or inhalant delivery systems by staff on district property, including parking lots, at district-sponsored events, in district-owned, rented or leased vehicles or otherwise while on duty on or off district premises is prohibited. Use, distribution or sale of tobacco products or inhalant delivery systems by all others on district property, in district vehicles or at district-sponsored events, on or off district premises, on all district grounds, including parking lots, is prohibited. Staff and/or all others authorized to use any private vehicles to transport district students to school-sponsored activities are prohibited from using tobacco products or inhalant delivery systems in those vehicles while students are under their care.

For the purpose of this policy, “tobacco products” is defined to include, but not limited to, any lighted or unlighted cigarette, cigar, pipe, bidi, clove cigarette, and any other smoking product, spit tobacco, also known as smokeless, dip, chew, or snuff, in any form.

For the purpose of this policy “inhalant delivery system” means a device that can be used to deliver nicotine or cannabinoids in the form of a vapor or aerosol to a person inhaling from the device or a component of a device; or a substance in any form sold for the purpose of being vaporized or aerosolized by a device whether the component or substance is sold or not sold separately. This does not include products that are US Food and Drug Administration- USFDA-approved for sale as tobacco cessation products ~~or other therapy products or for any other therapeutic purpose if~~ marketed and sold solely for the approved purpose.

Clothing, bags, hats and other personal items used by staff ~~and students~~ to display, promote or advertise tobacco products or inhalant delivery systems ~~products~~ are prohibited on all district grounds, including parking lots, at school-sponsored activities or in district vehicles. Advertising is prohibited in all school-sponsored publications, in all school buildings, on district grounds, including parking lots, and at all

school-sponsored events. District acceptance of gifts or funds from the tobacco products and inhalant delivery system industries is similarly prohibited.

~~Student violations of this policy will lead to disciplinary action up to and including expulsion. Students may also be subject to removal from any or all extracurricular activities and/or denial or forfeiture of school honors or privileges (e.g., valedictorian, salutatorian, student body, class or club office positions, field trips, senior trip, prom, etc.). School and/or community service may be required. A referral to law enforcement shall be made. Parents shall be notified of all violations involving their student and action taken by the school.~~

~~When considering disciplinary action for a child with disabilities, the district must follow the requirements of Board policy JGDA/JGEA—Discipline of Students with Disabilities, including those involving functional behavioral assessment, change of placement, manifestation determination, and an interim alternative educational setting.~~

Staff violations of this policy will lead to disciplinary action up to and including dismissal.

Violations by all others will result in appropriate sanctions as determined and imposed by the superintendent or the Board.

Information about community resources and/or cessation programs to help staff ~~and students will~~may be provided.

~~The district will promote cessation resources and other positive alternatives to discipline. Tobacco use cessation programs may be established at district schools. Attendance or completion of tobacco use cessation programs by students may be allowed as a substitute to, or as a part of student discipline for possession, use, distribution or sale of tobacco products or inhalant delivery systems at the discretion of the principal. Attendance at cessation programs not offered by the district is voluntary and related costs are the individual responsibility of the staff member, student and his/her parent and private health care system.~~

~~As part of the district's tobacco use prevention activities, the superintendent shall ensure that tobacco use instructional programs as recommended by the Oregon Department of Human Services, Health Services, Tobacco Prevention and Education Program and the Oregon Department of Education, are an integral part of its drug and alcohol prevention curriculum. Programs must be integrated within the health education program and age and developmentally appropriate instruction provided at every level, pre-kindergarten through grade 12, with particular emphasis on grades 6 through 8. It is the expectation of the Board that prevention concepts will be integrated into the instruction of other subject areas as practicable.~~

~~Staff responsible for teaching prevention will be encouraged to collaborate with agencies and groups that conduct prevention education and to participate in ongoing professional development activities that provide basic knowledge about the effects of use of tobacco products, effective instructional techniques and program specific activities.~~

The superintendent shall consult with local officials to promote enforcement of law that prohibits the use or possession of tobacco products or inhalant delivery systems by ~~minors~~ persons under 21 years of age on or off district grounds or at district-sponsored activities

This policy shall be enforced at all times. The superintendent will develop administrative regulations/guidelines as necessary to implement this policy, including provisions for notification of the district's policy, through such means as ~~student/parent and~~ staff handbooks, newsletters, inclusion on school event programs, signs at appropriate locations; disciplinary consequences; and procedures for filing and handling complaints about violations of the district's policy.

~~The superintendent shall ensure that the district's prevention program, policies, curricula, training and cessation programs are evaluated at regular intervals. The input of students, staff, parents and others from the community will be encouraged.~~

END OF POLICY

Legal Reference(s):

~~ORS 167.400~~
~~ORS 332.107~~
~~ORS 336.222~~
~~ORS 336.227~~
~~ORS 339.240~~
~~ORS 339.250~~
[ORS 339.883](#)
[ORS 431.840](#)
[ORS 433.835 to -433.990](#)

~~OAR 581-021-0050 to -0075~~
[OAR 581-021-0110](#)
~~OAR 581-022-0413~~
[OAR 581-053-0015](#)
[OAR 581-053-0230\(9\)\(s\)](#)
[OAR 581-053-0330\(1\)\(m\)](#)
[OAR 581-053-0430\(12\)](#)
[OAR 581-053-0531\(11\)](#)
~~OAR 581-053-0630~~

Pro-Children Act of 1994, 20 U.S.C. §§ 6081-6084 (~~2006~~[2017](#)).
6/25/15 | PH

Lebanon Community Schools

Code: **IBDJA**
Adopted: 9/05/00
Readopted: 12/16/10
Orig. Code(s): IBDJA

Relations with Home-~~Schooled~~ schooled Students**

The Board recognizes the rights of parents to teach their students at home and acknowledges the education services district's role in registering and monitoring test results for students who are being taught at home.

Further, the Board is willing to assist parents in this endeavor if a request is made through the superintendent. The district will furnish basic course descriptions, state standards for elementary and secondary education.

Students may, upon parent request, be allowed to participate in district programs such as physical education programs, instrumental and vocal music programs, or other selected options if space and materials are available. Such students must then adhere to regular attendance procedures as established by the school and must avoid disruption of said programs. Parents are responsible for transportation for students attending selected school offerings.

The Board reaffirms its prerogative not to accept home instruction course credit toward graduation requirements.

Home schooled students may participate in available interscholastic activities if the following criteria requirements are met:

1. The student can meet the district eligibility requirements except the district or class attendance requirements;
2. Students need not meet class requirements of the voluntary association administering the interscholastic activities;

3. The student must meet one of the following:

- a. 3. The student ~~can~~ must achieve the minimum score on an examination from the list adopted by the State Board of Education. ~~The minimum composite test score that a student must achieve shall place~~ the student at or above the 23rd percentile based on national norms. The examination shall be taken at the end of each school year. The parent or guardian shall submit the examination results to the district. ~~(Students~~ The student may participate while awaiting test results or);
- b. 4. ~~The parent shall submit the examination results to the district; or~~ The district may adopt alternative requirements, in consultation with the parent or guardian, that a student must meet to participate in interscholastic activities, including, but not limited to, a requirement that a student submit a portfolio of work samples to the district for review to determine whether a student is eligible to participate in interscholastic activities.

54. The student must fulfill the same responsibilities and standards of behavior and performance including related class or practice requirements of other students participating in the interscholastic activity. The students must meet the same standards for acceptance on the team or squad. The student must also comply with all public school requirements during the time of participation;
65. The student must reside in the attendance boundaries of the school for which the student participates.

END OF POLICY

Legal Reference(s):

[ORS 326.051](#)
[ORS 339.030](#)
[ORS 339.035](#)
~~[ORS 339.430](#)~~

~~[ORS 339.450 to -339.460](#)~~
~~[ORS 339.460](#)~~
[OAR 581-021-0026 to-0029](#)
[OAR 581-021-0033](#)

~~[OAR 581-021-0034](#)~~
[OAR 581-021-0071](#)
[OAR 581-021-0210](#)
~~[OAR 581-022-13502505](#)~~

Lebanon Community Schools

NEW

Grading and Reporting

Lebanon Community School District believes that grades serve a valuable instructional purpose by helping students, parents/guardians, school staff, and postsecondary institutions (as applicable) to identify a student's achievement, areas of strength, and areas needing improvement. Parents/guardians and students have the right to receive course grades that represent an accurate evaluation of the individual student's achievement of academic standards. Assessment of a student's progress will be indicated through a letter grade, symbol, or number score following the district's reporting methods.

Grades should be based on objective, consistent observation of the quality of student work and student mastery of course content and academic standards, including state and district standards. Though attendance, effort and behavior are reported separately, the district recognizes that these factors can influence a student's academic grade.

The district's grading and reporting system shall be administered in a uniform manner based on standards that apply to all students in that course and grade level. Principals and teachers shall ensure that students' grades conform to this system. Teachers shall inform students and parents/guardians in advance how student achievement will be evaluated in the classroom. Lebanon Community Schools will work to provide equal access to a standards-based curriculum, quality instruction, and academic support.

END OF POLICY

Legal Reference(s):

[ORS 329.485](#)

[OAR 581-021-0022](#)

[OAR 581-022-2270](#)

Graduation Requirements (Version 2)**

The Board will establish graduation requirements for the awarding of a high school diploma, a modified diploma, an extended diploma and an alternative certificate which meet or exceed state requirements. A student may satisfy graduation requirements in less than four years. The district will award a diploma to a student fulfilling graduation requirements in less than four years if consent is given by the student's parent or guardian or by the student if he/she is 18 years of age or older or emancipated.

If the district requires diploma requirements beyond the state requirements, the district shall grant a waiver for those requirements to any student who, at any time from grade 9 to 12, was:

1. A foster child¹;
2. Homeless;
3. A runaway;
4. A child in a military family covered by the Interstate Compact on Educational Opportunity for Military Children;
5. A child of a migrant worker; or
6. Enrolled in the Youth Corrections Education Program or the Juvenile Detention Education Program.

For any student identified above, the district shall accept any credits earned by the student in another district or public charter school, applying those credits toward the state requirements for a diploma if the credits satisfied those requirements in that other district or public charter school².

The district will ensure that students have onsite access to the appropriate resources to achieve a diploma, a modified diploma, an extended diploma or an alternative certificate at each high school. The district will provide age-appropriate and developmentally appropriate literacy instruction to all students until graduation.

Essential Skills

The district will allow English Language Learner (ELL) students to demonstrate proficiency in the Essential Skills of Apply Mathematics in a variety of settings, in the student's language of origin for those ELL students who by the end of high school:

¹As defined in ORS 30.297.

²For a high school diploma awarded on or after January 1, 2018.

1. Are on track to meet all other graduation requirements; and
2. Are unable to demonstrate proficiency in the Essential Skills in English.

The district will allow ELL students to demonstrate proficiency in Essential Skills other than Apply Mathematics in a variety of settings, in the student's language of origin for those ELL students who by the end of high school:

3. Are on track to meet all other graduation requirements;
4. Are unable to demonstrate proficiency in the Essential Skills in English;
5. Have been enrolled in a U.S. school for five years or less; and
6. Have demonstrated sufficient English language skills using the English Language Proficiency Assessment for the 21st Century (ELPA21)³.

The district will develop procedures to provide assessment options as described in the *Essential Skills and Local Performance Assessment Manual*, in the ELL student's language of origin for those ELL students who meet the criteria above, and will develop procedures to ensure that locally scored assessment options administered in an ELL student's language of origin are scored by a qualified rater.

The district may not deny a student, who has the documented history of an inability to maintain grade level achievement due to significant learning and instructional barriers, or of a medical condition that creates a barrier to achievements, the opportunity to pursue a diploma with more stringent requirements than a modified diploma or an extended diploma for the sole reason the student has the documented history.

The district may award a modified diploma or an extended diploma to a student only upon the written consent of the student's parent or guardian. The district shall receive the written consent during the school year in which the modified diploma or the extended diploma is awarded. A student who is emancipated or has reached the age of 18 at the time the modified diploma or the extended diploma is awarded may sign the consent.

A student shall have the opportunity to satisfy the requirements for a modified diploma, an extended diploma or an alternative certificate in either four years after starting the ninth grade, or until the student reaches the age of 21, if the student is entitled to a public education until the age of 21 under state or federal law.

A student may satisfy the requirements for a modified diploma, an extended diploma or an alternative certificate in less than four years but not less than three years. In order to satisfy the requirements for a modified diploma, an extended diploma or an alternative certificate in less than four years, the student's parent or guardian or a student who is emancipated or has reached the age of 18 must provide written consent which clearly states the parent, guardian or student is waiving the fourth year and/or years until the student reaches the age of 21. A copy of the consent will be forwarded to the district superintendent who will annually report to the Superintendent of Public Instruction the number of such consents.

³This criteria does not apply to students seeking a diploma in 2017-2018.

Beginning in grade five when a student is taking an alternative assessment or after a documented history to qualify for a modified diploma, an extended diploma or an alternative certificate has been established, the district will annually provide to the parents or guardians of the student, information about the availability and requirements of a modified diploma, an extended diploma and an alternative certificate.

A student who qualifies to receive or receives a modified diploma, an extended diploma or an alternative certificate shall have the option of participating in a high school graduation ceremony with the student's class.

A student who receives an extended diploma or an alternative certificate shall have access to individually designed instructional hours, hours of transition services and hours of other services that equals at least the total number of instructional hours that is required to be provided to students who are attending a public high school, as determined by the individualized education program (IEP) team.

A student who qualifies to receive a modified diploma but has not yet been awarded the modified diploma shall continue to have access to individually designed instructional hours, hours of transition services and hours of other services that are designed to meet the unique needs of the student.⁴

The district will award to students with disabilities a document certifying successful completion of program requirements. No document issued to students with disabilities educated in full or in part in a special education program shall indicate that the document is issued by such a program. When a student who has an IEP completes high school, the district will give the student an individualized summary of performance.

Eligible students with disabilities are entitled to a Free Appropriate Public Education (FAPE) until the age of 21, even if they have earned a modified diploma, an extended diploma, an alternative certificate or completion of a General Education Development document. The continuance of services for students with disabilities for a modified diploma, an extended diploma or an alternative certificate is contingent on the IEP team determining the student's continued eligibility and special education services are needed.

Students and their parents will be notified ~~by grade five~~ of graduation and diploma requirements.

The district will review graduation requirements biennially in conjunction with the secondary school improvement plan. Graduation requirements may be revised to address student performance.

The district may not deny a diploma to a student who has opted-out of the statewide assessments if the student is able to satisfy all other requirements for the diploma. Students who opt-out will need to meet the Essential Skills graduation requirement using another approved assessment option.

The district will issue a high school diploma, upon request and pursuant to Oregon law (ORS 332.114), to a person or a representative of a deceased person who served in the U.S. Armed Forces⁵ and the person was discharged or released under honorable conditions.

⁴A student who received a modified diploma prior to July 1, 2018 shall continue to have access to instructional hours, hours of transition services and hours of other services that are designed to meet the unique needs of the student.

⁵The policy applies to any person who:

1. Served in the Armed Forces of the U.S. at any time during:
 - a. World War I;
 - b. World War II;

The district shall establish conduct and discipline consequences for student-initiated test impropriety. “Student-initiated test impropriety” means student conduct that is inconsistent with the *Test Administration Manual* or accompanying guidance; or results in a score that is invalid.

END OF POLICY

Legal Reference(s):

ORS 329.095	ORS 343.295	OAR 581-022-2025
ORS 329.451	OAR 581-022-1910	OAR 581-022-2030
ORS 329.479		OAR 581-022-2115
ORS 332.107	OAR 581-022-2000	OAR 581-022-2120
ORS 332.114	OAR 581-022-2010	OAR 581-022-2505
ORS 339.115	OAR 581-022-2015	
ORS 339.505	OAR 581-022-2020	

Test Administration Manual, published by the OREGON DEPARTMENT OF EDUCATION (FEBRUARY 4, 2016).
Essential Skills and Local Performance Assessment Manual, published by the OREGON DEPARTMENT OF EDUCATION (MARCH 17, 2016)

-
- c. The Korean Conflict; or
 - d. The Vietnam War;
2. Served in the Armed Forces of the U.S. and was physically present in:
- a. Operation Urgent Fury (Grenada);
 - b. Operation Just Cause (Panama);
 - c. Operation Desert Shield/Desert Storm (Persian Gulf War);
 - d. Operation Restore Hope (Somalia);
 - e. Operation Enduring Freedom (Afghanistan); or
 - f. Operation Iraqi Freedom (Iraq);
3. Served in the Armed Forces of the U.S. in an area designated as a combat zone by the President of the U.S.

Graduation Requirements - IKF

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Attachment 3C

Graduation Requirements

Diploma

A high school diploma will be awarded to students in grades 9 through 12 who complete a minimum of 24 credits depending upon when the student first enrolled as a freshman which include at least:

1. Four credits of English (shall include the equivalent of one unit in written composition);
2. Three credits of mathematics (shall include one unit at the Algebra I level and two units that are at a level higher than Algebra I);
3. Three credits of science;
4. Three credits of social sciences (including history, civics, geography and economics (including personal finance));
5. One credit in health education;
6. One credit in physical education; and
7. Three credits in career and technical education, the arts or world language (units shall be earned in any one or a combination).

The district shall offer students credit options provided the method for obtaining such credit is described in the student's personal education plan and the credit is earned by meeting requirements described in Oregon Administrative Rule (OAR) 581-022-2025.

To receive a diploma, in addition to credit requirements as outlined in OAR 581-022-2000, a student must:

1. Demonstrate proficiency in the Essential Skills of Reading, Writing and Apply Mathematics;
2. Develop an education plan and build an education profile;
3. Demonstrate extended application through a collection of evidence; and
4. Participate in career-related learning experiences outlined in the education plan.

Essential Skills Appeal

The district will follow Board policy KL - Public Complaints in the event of an appeal for the denial of a diploma based on the Essential Skills graduation requirement. The district will retain student work

samples and student performance data to ensure that sufficient evidence is available in the event of an appeal.

Oregon University System High School Course Requirements for Fall 2012 (Informational Only)

Applicants must satisfactorily (grade of C- or above) complete at least 14 units¹ (one year equal to one unit) of college preparatory work in the following areas. Graduates of Oregon high schools may also use the Proficiency-based Admission Standards System (PASS) option to substitute for English, mathematics, science, social science and second language subject requirements.

English	4 units
Mathematics	3 units
Science	2 units
Social Studies	3 units
Second Language	2 units

Source: www.ous.edu/stucoun/prospstu/files/Admission%20policy%202011-12%Board%20Final.pdf

Modified Diploma

A modified diploma will be awarded only to students who have demonstrated the inability to meet the full set of academic standards adopted by the State Board of Education for a high school diploma even with reasonable modifications and accommodations. A modified diploma may only be awarded to a student who meets the eligibility criteria listed below:

1. Has a documented history of an inability to maintain grade level achievement due to significant learning and instructional barriers; or
2. Has a documented history of a medical condition that creates a barrier to achievement.

Having met the above eligibility criteria, a modified diploma will be awarded to students who, while in grade nine through completion of high school, complete 24 credits which shall include:

1. Three credits in English;
2. Two credits in mathematics;
3. Two credits in science;
4. Two credits in social sciences (which may include history, civics, geography and economics (including personal finances));

¹ Minimum requirements for admission to UO include these 14 units. For automatic admission, students must complete two additional approved units in any of the five subject requirements.

5. One credit in health education;
6. One credit in physical education; and
7. One credit in career technology, the arts or a world language (units may be earned in any one or a combination).

In addition to credit requirements as outlined in OAR 581-022-2010, a student must:

1. Develop an education plan and build an education profile; and
2. Demonstrate extended application through a collection of evidence.

A student must also demonstrate proficiency in the Essential Skills with reasonable modifications and accommodations.

Districts may make modifications to the assessment for students who seek a modified diploma when the following conditions are met:

3. For a student on an individualized education program (IEP), any modifications to work samples must be consistent with the requirements established in the IEP. Modifications are changes to the achievement level, construct or measured outcome of an assessment. This means that IEP or school teams responsible for approving modifications for a student's assessment may adjust the administration of the assessment and/or the assessment's achievement standard.
4. For a student not on an IEP, any modifications to work samples must have been provided to the student during his/her instruction in the content area to be assessed, and in the year in which the student is being assessed, and modifications must be approved by the school team that is responsible for monitoring the student's progress toward the modified diploma.

Students not on an IEP or a Section 504 Plan may not receive a modified Smarter Balanced assessment.

A student's school team shall decide that a student should work toward a modified diploma no earlier than the end of grade six and no later than two years before the student's anticipated exit from high school. A student's school team may decide to revise a modified diploma decision.

A student's school team may decide that a student who was not previously working towards a modified diploma should work towards one when the student is less than two years from anticipated exit from high school if the documented history has changed.

Beginning in grade five when a student is taking an alternate assessment, the district shall annually provide to the parents or guardians of the student, information about the availability and requirements of a modified diploma.

Extended Diploma

An extended diploma will be awarded only to students who have demonstrated the inability to meet the full set of academic content standards adopted by the State Board of Education for a diploma while receiving modifications and accommodations. To be eligible for an extended diploma, a student must:

1. While in grade nine through completion of high school, complete 12 credits, which may not include more than six credits in a self-contained special education classroom and will include:
 - a. Two credits of mathematics;
 - b. Two credits of English;
 - c. Two credits of science;
 - d. Three credits of history, geography, economics or civics;
 - e. One credit of health;
 - f. One credit of physical education;
 - g. One credit of the arts or a world language.

2. Have a documented history of:
 - a. An inability to maintain grade level achievement due to significant learning and instructional barriers;
 - b. A medical condition that creates a barrier to achievement; ~~or~~ and
 - ~~b.c.~~ Participating in an alternate assessment no later than grade six and lasting for two or more assessment cycles; or
 - ~~e.d.~~ A change in the student's ability to participate in grade level activities as a result of a serious illness or injury that occurred after grade eight.

Beginning in grade five when a student is taking an alternate assessment, the district shall annually provide to the parents or guardians of the student, information about the availability and requirements of an extended diploma.

Alternative Certificates

Alternative certificates will be awarded to students who do not satisfy the requirements for a diploma, a modified diploma or an extended diploma if the students meet minimum credit requirements established by the district. Alternative certificates will be awarded based on individual student needs and achievement.

Beginning in grade five when a student is taking an alternate assessment, the district shall annually provide to the parents or guardians of the student, information about the availability and requirements of an alternative certificate.

Assessment

Students may opt-out of the Smarter Balanced or alternate Oregon Extended Assessment by completing the Oregon Department of Education's Opt-out Form² and submitting the form to the district.

²www.ode.state.or.us; or navigate to Teaching & Learning > Testing - Student Assessment > Smarter Balanced

Lebanon Community Schools

Code: **JECAC/GBH**
Adopted: 8/20/09
Readopted: 9/16/10; 1/20/11, 7/12/17
Orig. Code(s): GBH/JECAC

Staff/Student/Parent Relations**

The Board encourages parents to be involved in their student's educational activities and, unless otherwise ordered by the courts, an order of sole custody on the part of one parent shall not deprive the other parent of the following authority as it relates to:

1. Receiving and inspecting their student's education records and consulting with school staff concerning the student's welfare and education, to the same extent as provided the parent having sole custody;
2. Authorizing emergency medical, dental, psychological, psychiatric or other health care for the student if the custodial parent is, for practical reasons, unavailable.

It is the responsibility of the parent with sole custody to provide any court order that curtails the rights of the noncustodial parent at the time of enrollment or any other time a court order is issued.

~~Noncustodial parents will not be granted visitation or telephone access to the student during the school day. The student will not be released to the noncustodial parent unless allowed by court order. Unless provided by court order or a parental plan, a student shall not be released to the noncustodial parent, nor shall the noncustodial parent be granted visitation or phone access during the school day.~~

In the case of joint custody, the district will adhere to all conditions specified and ordered by the court. The district may request in writing any special requests or clarifications in areas concerning the student and the district's relationship and responsibilities.

The district will use reasonable methods to identify and authenticate the identity of both parents.

END OF POLICY

Legal Reference(s):

[ORS 107.101](#)
[ORS 107.102](#)
[ORS 107.106](#)
[ORS 107.154](#)
[ORS 109.056](#)
[ORS 163.245 - 163.257](#)

Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (~~2006~~[2017](#)); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (~~2008~~[2017](#)).

Staff/Student/Parent Relations** - JECAC/GBH

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Protection of Pupil Rights, 20 U.S.C. § 1232h (~~2006~~2017); Student Rights in Research, Experimental Programs and Testing, 34 C.F.R. Part 98 (~~2006~~2017).

Cross Reference(s):

GBH/JECAC - Staff/Student/Parent Relations

Staff/Student/Parent Relations** - JECAC/GBH

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Reporting of Suspected Abuse of a Child

Reporting

Any district employees having reasonable cause to believe that any child with whom the employee comes in contact has suffered abuse, or that any person with whom the employee comes in contact has abused a child, shall orally report or cause an oral report to be immediately made by telephone or otherwise to the local office of the Oregon Department of Human Services (DHS) or to a law enforcement agency within the county where the person making the report is at the time of his/her contact. The district employee should also immediately inform his/her supervisor, principal or superintendent.

If known, such report shall contain the names and addresses of the child, and the child's parents or other persons responsible for the child's care, the child's age, the nature and extent of the suspected abuse, the explanation given for the suspected abuse, any other information which the person making the report believes might be helpful in establishing the possible cause of the suspected abuse and the identity of a possible perpetrator.

A written record of the abuse report shall be made by the employee suspecting the abuse of a child. The written record may be made using the Lebanon Community School District's abuse reporting form which includes at a minimum:

1. The name and position of the person making the report;
2. The names, and addresses of the child, and of the parents of the child or other persons responsible for the child's care and the age of the child;
3. The name and position of any witness to the report;
4. A description of the nature and extent of the abuse, including any information which could be helpful in establishing cause of abuse and identity of the abuser;
5. A description of how the report was made (i.e., phone or other method);
6. The name of the agency and individual who took the report;
7. The date and time that the report was made; and
8. The names of persons who received a copy of the written report.

The written record of the abuse report shall not be placed in the student's educational record. A copy of the written report shall be retained by the employee making the report and a copy shall be provided to the employee's supervisor and/or superintendent or designee.

When the district receives a report of suspected abuse of a child by one of its employees, and the superintendent or designee determines that there is reasonable cause to support the report, the district shall place the district employee on paid administrative leave until ~~the Department of Human services~~ the DHS or a law enforcement agency either: 1) determines that the report is unfounded or that the report will not be pursued; or 2) determines that the report is founded and the education provider takes the appropriate disciplinary action against the district employee. If ~~the Department of Human services~~ the DHS or a law enforcement agency is unable to determine whether the abuse of a child occurred the district may either reinstate the employee or take disciplinary action at the district's discretion.

The written record of each reported incident of abuse of a child, action taken by the district and any findings as a result of the report shall be maintained by the district.

Definitions

1. Oregon law recognizes these types of abuse:
 - a. Physical;
 - b. Neglect;
 - c. Mental injury;
 - d. Threat of harm;
 - e. Sexual abuse and sexual exploitation.
2. Child means an unmarried person who is under 18 years of age.

Confidentiality of Records

The name, address and other identifying information about the employee who made the report are confidential and are not accessible for public inspection.

The disciplinary records of a district employee or former district employee convicted of a crime listed in Oregon Revised Statute (ORS) 342.143 are not exempt from disclosure under ORS 192.501 or 192.502. Therefore, if a district employee or former employee is convicted of a crime listed in ORS 342.143, the district that is or was the employer of that employee when the crime was committed shall disclose the disciplinary records of the employee to any person upon request. However, prior to the disclosure of a disciplinary record the district shall remove any personally identifiable information from the record that would disclose the identity of a child, a crime victim or a district employee who is not the subject of the disciplinary record.

Failure to Comply

Any district employee who fails to report a suspected abuse of a child as provided by this policy and the prescribed Oregon law commits a violation punishable by law. A district employee who fails to comply with the confidentiality of records requirements commits a violation punishable by the prescribed law. If

Reporting of Suspected Abuse of a Child- JHFE-AR(1)

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an employee fails to report suspected abuse of a child or fails to maintain confidentiality of records as required by this policy, the employee will be disciplined.

Cooperation with Investigator

The district staff shall make every effort in suspected abuse of a child cases to cooperate with investigating officials as follows:

1. Any investigation of abuse of a child will be directed by the ~~Oregon Department of Human Services~~DHS or law enforcement officials as required by law. When an administrator is notified that the ~~Department of Human Services~~DHS or law enforcement would like to interview a student at school, the administrator must request that the investigating official ~~demonstrate that he/she has a warrant, court order, exigent circumstances or parental consent to interview the student~~fill out the appropriate form. Failure to ~~meet one of these criteria~~complete the appropriate form may result in the administrator's refusal to allow the student interview on school property. If the student is to be interviewed at the school, the principal or representative shall make a conference space available. The principal or representative of the school may at the discretion of the investigator, be present to facilitate the interview. Law enforcement officers wishing to interview or remove a student from the premises shall present themselves at the office and contact the principal or representative. The officer shall sign the student out on a form to be provided by the school;
2. When the subject matter of the interview or investigation is identified to be related to suspected –abuse of a child, district employees shall not notify parents;
3. The principal or representative shall advise the investigator of any conditions of disability prior to any interview with the affected child;
4. District employees are not authorized to reveal anything that transpires during an investigation in which the employee participates, nor shall the information become part of the student's education records, except that the employee may testify at any subsequent trial resulting from the investigation and may be interviewed by the respective litigants prior to any such trial.

**Lebanon Community School District
Child Abuse Report Form**

Oregon Revised Statute (ORS) 418.750 requires that “any public or private official having reasonable cause to believe that any child with whom the official comes in contact in an official capacity has suffered abuse, or that any person with whom the official comes in contact in an official capacity has abused a child shall report or cause a report to be made...” Public officials include all school employees.

Information on Abuse Victim

Name of Child: _____ SS#: _____

Parent or Guardian: _____

Address/City/Zip: _____

Phone: _____

Child’s birth date: _____ Age: _____ Grade: _____

Date and time of alleged abuse occurrence: _____

Nature and extent of alleged abuse: _____

Identity of alleged perpetrator (if known): _____

Record of Report

Report to Services to Child and Families phone number: _____

Employee making the report: _____

Person taking the report: _____

Date of report: _____ Time: _____

Signature of person completing this report

Date

Do not file in child’s school file

Copy: Personnel Office if alleged perpetrator is an employee

Copy: Superintendent’s Office

Copy: Building Principal

Reporting of Suspected Abuse of a Child- JHFE-AR(1)

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Suspected Child Abuse Reporting and Follow Up Procedures Notice

1. All district employees having reasonable cause to believe that any child with whom he/she has come into contact has suffered abuse or neglect, as defined in state law, or that any adult with whom he/she is in contact has abused a child, will immediately notify the ~~Services to Children and Families~~Department of Human Services or the local law enforcement agency.
2. The district employee shall also inform his/her immediate supervisor and the district superintendent or designee as the person designated to receive child abuse reports.
3. The superintendent or designee, upon receiving a suspected child abuse report, shall initiate the following procedures:
 - a. Determine that the appropriate report has been filed with the designated agency.
 - b. If the alleged abuser is a district employee, determine whether there is reasonable cause to support the report and if so, place the employee on paid administrative leave.
 - c. Establish contract with the designated agency to determine disposition of the case.
 - d. As appropriate, conduct or cause to be conducted an investigation of the alleged abuse.
 - e. Determine whether to reinstate the employee and/or take disciplinary action against the employee.
 - f. Notify the person who initiated the report of action taken on the report.

This notice is to be posted in all school buildings.

Public Records

In compliance with Oregon Law the following guidelines apply to the dissemination and inspection of the public records of the district.

1. A public records request shall be submitted in writing through the superintendent's office at 485 S. 5th Street, Lebanon, OR 97355. The district's form Request for Inspection or Copy of Public Records is available on the district web site.
2. Upon receipt of a written request, the district shall respond within five business days¹ acknowledging receipt of the request or completing² the district's response to the request. If the district provides an acknowledgment of the request, it must:
 - a. Confirm that the district is the custodian of the requested record;
 - b. Inform the requester that the district is not the custodian of the requested record; or
 - c. Notify the requester that the district is uncertain whether the district is the custodian of the requested record.
3. If the district is the custodian of the requested record, as soon as reasonably possible but not later than 10 business days after the date the district is required to acknowledge receipt of the request as described above, the district shall:
 - a. Complete its response to the public records request. If the district determines that a record is exempt from public disclosure, the district will include a statement to that effect and that the requester may appeal the decision pursuant to state law; or
 - b. Provide a written statement that the district is still processing the request and a reasonable estimated date by which the district expects to complete its response based on the information currently available.
4. The time periods, established by Oregon law and identified above in Section 2 or 3, will not apply to the district if compliance would be impracticable because:
 - a. The staff or volunteers³ necessary to complete a response to the public records request are unavailable;
 - b. Compliance would demonstrably impede the district's ability to perform other necessary services; or

¹"Business day" means a day other than Saturday, Sunday or a legal holiday, and on which at least one paid employee of the district is scheduled to and does report to work. Business day does not include any day on which the central administration offices of the district are closed.

²The district response to a public records request will be considered complete ~~pursuant to~~ when it complies with criteria in Oregon law (ORS 192.410-192.505).

³Staff member or volunteers who are on leave or are not scheduled to work are considered to be unavailable.

- c. Of the volume of the public records request being simultaneously processed by the district.

The district shall, as soon as practicable and without unreasonable delay, acknowledge a public records request and complete the response to the request.

5. The district may request additional information or clarification from the requester for the purpose of expediting the district's response to the request as permitted by law. If the district requests additional information or clarification, in good faith, the obligation to complete the request is suspended until the requester provides the requested information or clarification or affirmatively declines to provide the information or clarification.
6. If a copy of a public record is requested, the district will provide a single ~~certified~~ copy. If a request to inspect a public record is made and the record is maintained in a machine readable or electronic form, the custodian shall provide the record in the form requested, if available. If the public record is not available in the form requested, it will be provided in the form the record is maintained. If a person who is a party to a civil judicial proceeding to which the district is a party or who has filed notice under Oregon Revised Statute (ORS) 30.275(5)(a) asks to inspect or to receive a copy of a public record that the person knows relates to the proceeding or notice, the individual must submit the request in writing to the designated custodian of district records and at the same time to the district's attorney.
7. Information will be made available to individuals with disabilities in an appropriate format upon request and advance notice. Auxiliary aids and services available to qualified persons with disabilities may include large print, Braille, audio recordings, readers, assistance in locating materials or other equally effective accommodations.
8. Where the labor effort exceeds 30 minutes, labor, material and out-of-pocket charges will be reimbursed to the district. Labor will be calculated at the hourly rate of the employee affected. Materials and out-of-pocket charges will be reimbursed at the established rate of \$0.25 per page. Auxiliary aids and services for qualified persons with disabilities will be available at no additional charge.

If the district has informed the requester of a permitted fee, the obligation of the district to complete its response to the request is suspended until the fee has been received by the district. If the requester fails to pay the fee within 60 days of the date he/she was informed of the fee or fails to pay the fee within 60 days of the date on which the district informed them of the denial of the fee waiver, the district shall close the request.

9. The district reserves the right to restrict the inspection of some public records to the district's facilities.

Prohibited Use, Possession, Distribution or Sale of Tobacco Products and Inhalant Delivery Systems (Version 2)

~~The Board recognizes its responsibility to promote the health, welfare and safety of students, staff and others on district property and at school-sponsored activities.~~ The Board ~~wishes to~~ establish a school and working environment that is free of smoke, aerosols and vapors containing inhalants. Student possession, use, distribution or sale of tobacco products or inhalant delivery systems, including any smoking or use of an inhalant delivery device, on district premises, at school-sponsored activities on or off district premises, in district-owned, rented or leased vehicles, on all district grounds, including parking lots or otherwise, while a student is under the jurisdiction of the district, is prohibited.

~~Use~~The use, distribution or sale of tobacco products or inhalant delivery systems by staff on district property, including parking lots, at district-sponsored events, in district-owned, rented or leased vehicles or otherwise while on duty on or off district premises is prohibited. Use, distribution or sale of tobacco products or inhalant delivery systems by all others on district property, in district vehicles or at district-sponsored events, on or off district premises, on all district grounds, including parking lots, is prohibited. Staff and/or all others authorized to use any private vehicles to transport district students to school-sponsored activities are prohibited from using tobacco products or inhalant delivery systems in those vehicles while students are under their care.

For the purpose of this policy, “tobacco products” is defined to include, but not limited to, any lighted or unlighted cigarette, cigar, pipe, bidi, clove cigarette, and any other smoking product, spit tobacco, also known as smokeless, dip, chew or snuff in any form.

For the purpose of this policy “inhalant delivery system” means a device that can be used to deliver nicotine or cannabinoids in the form of a vapor or aerosol to a person inhaling from the device or a component of a device; or a substance in any form sold for the purpose of being vaporized or aerosolized by a device whether the component or substance is sold or not sold separately. This does not include products that are (US Food and Drug Administration- (USFDA)-approved for sale as a tobacco cessation products or other therapy products marked and sold solely for the approved purpose for any other therapeutic purpose. if marketed and sold solely for the approved purpose.

Clothing, bags, hats and other personal items used by staff ~~and students~~ to display, promote or advertise tobacco products or inhalant delivery systems ~~products~~ are prohibited on all district grounds, including parking lots, at school-sponsored activities or in district vehicles. Advertising is prohibited in all school-sponsored publications, in all school buildings, on district grounds, including parking lots, and at all

Prohibited Use, Possession, Distribution or Sale of Tobacco Products and Inhalant Delivery Systems

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Attachment 3C

school-sponsored events. District acceptance of gifts or funds from the tobacco products and inhalant delivery system industries is similarly prohibited.

~~Student violations of this policy will lead to disciplinary action up to and including expulsion. Students may also be subject to removal from any or all extracurricular activities and/or denial or forfeiture of school honors or privileges (e.g., valedictorian, salutatorian, student body, class or club office positions, field trips, senior trip, prom, etc.). School and/or community service may be required. A referral to law enforcement shall be made. Parents shall be notified of all violations involving their student and action taken by the school.~~

~~When considering disciplinary action for a child with disabilities, the district must follow the requirements of Board policy JGDA/JGEA—Discipline of Students with Disabilities, including those involving functional behavioral assessment, change of placement, manifestation determination, and an interim alternative educational setting.~~

Staff violations of this policy will lead to disciplinary action up to and including dismissal.

Violations by all others will result in appropriate sanctions as determined and imposed by the superintendent or the Board.

Information about community resources and/or cessation programs to help staff and students will be provided.

~~The district will promote cessation resources and other positive alternatives to discipline. Tobacco use cessation programs may be established at district schools. Attendance or completion of tobacco use cessation programs by students may be allowed as a substitute to, or as a part of student discipline for possession, use, distribution or sale of tobacco products or inhalant delivery systems at the discretion of the principal. Attendance at cessation programs not offered by the district is voluntary and related costs are the individual responsibility of the staff member, student and his/her parent and private health care system.~~

~~As part of the district's tobacco use prevention activities, the superintendent shall ensure that tobacco use instructional programs as recommended by the Oregon Department of Human Services, Health Services, Tobacco Prevention and Education Program and the Oregon Department of Education, are an integral part of its drug and alcohol prevention curriculum. Programs must be integrated within the health education program and age and developmentally appropriate instruction provided at every level, pre-kindergarten through grade 12, with particular emphasis on grades 6 through 8. It is the expectation of the Board that prevention concepts will be integrated into the instruction of other subject areas as practicable.~~

~~Staff responsible for teaching prevention will be encouraged to collaborate with agencies and groups that conduct prevention education and to participate in ongoing professional development activities that provide basic knowledge about the effects of use of tobacco products, effective instructional techniques and program specific activities.~~

The superintendent shall consult with local officials to promote enforcement of law that prohibits the use or possession of tobacco products or inhalant delivery systems by ~~minors~~ persons under 21 years of age on or off district grounds or at district-sponsored activities

This policy shall be enforced at all times. The superintendent will develop administrative regulations/guidelines as necessary to implement this policy, including provisions for notification of the district's policy, through such means as ~~student/parent and~~ staff handbooks, newsletters, inclusion on school event programs, signs at appropriate locations; disciplinary consequences; and procedures for filing and handling complaints about violations of the district's policy.

~~The superintendent shall ensure that the district's prevention program, policies, curricula, training and cessation programs are evaluated at regular intervals. The input of students, staff, parents and others from the community will be encouraged.~~

END OF POLICY

Legal Reference(s):

- ~~ORS 167.400~~
- ~~ORS 332.107~~
- ~~ORS 336.222~~
- ~~ORS 336.227~~
- ~~ORS 339.240~~
- ~~ORS 339.250~~
- [ORS 339.883](#)
- ~~ORS 431.840~~
- ~~ORS 431A.175~~
- [ORS 433.835 to -433.990](#)

- ~~OAR 581-021-0050 to -0075~~
- ~~OAR 581-021-0110~~
- ~~OAR 581-022-0413~~
- [OAR 581-053-0015](#)
- [OAR 581-053-0230\(9\)\(s\)](#)
- [OAR 581-053-0330\(1\)\(m\)](#)
- [OAR 581-053-0430\(12\)](#)
- [OAR 581-053-0531\(11\)](#)
- ~~OAR 581-053-0630~~

Pro-Children Act of 1994, 20 U.S.C. §§ 6081-6084 (~~2006~~2017).

To: Board of Directors

From: Linda Darling, Business Director

Date: March 2, 2018

Re: Policy Recommendations -- **SECONDING READING/ADOPTION**

DJFA: Credit/ Purchase Cards

The recommendation is to strike the specific amounts and number of cards that can be issued to that limit at any time. In operating the Purchase Card program in the district for the past seven years, I have found that there are so many factors that can impact how many users need to have their credit limit increased. The change in the policy will allow me to adjust limits according to need for a specific period of time. OSBA example and surrounding districts do not list specific amount.

DN: Disposal of District Property

The recommendation is to strike the sentence that has the Board notified prior to disposing of surplus equipment. This aligns with OSBA example and surrounding districts.

DN – AR: Disposal of District Property

The changes reflect the changes to the proposed policy DN.

Lebanon Community Schools

Code: DJFA
Adopted: 5/6/10
Readopted: 10/18/12, 3/10/16

Credit/Purchase Cards

The Board authorizes the superintendent to hold a bank credit/purchase card in the name of the district and to issue such cards to designated employees. Approved card holders will be held responsible for maintaining sole possession and security of issued cards at all times. ~~Credit/purchase cards will have a maximum amount with the need of the individual commensurate holder within the following maximum limits:~~

~~\$30,000 for operation (no more than 3 cards issued at any time)~~

~~\$10,000 for operation (no more than 3 cards issued at any time)~~

~~\$7,500 for operation (no more than 3 cards issued at any time)~~

~~\$5,000 for travel (no more than 3 cards issued at any time)~~

~~\$4,000-\$2,000 for department or building needs (designated as needed)~~

~~\$1,000 for Administration & Office managers for day to day business (default)~~

~~\$500 for other staff for a specific purpose (default)~~

Credit/purchase cards issued to employees may only be used to purchase items authorized by the adopted district budget.

Purchase slips and receipts must be turned in to the business office within 5 days of the billing cycle. The business office shall pay in full the credit/purchase card balance no later than the due date so that finance charges will not be incurred.

District-issued credit/purchase cards shall be subject to the following:

1. Personal items shall not be charged on district-issued credit/purchase cards. If a personal item is inadvertently purchased on a district-issued credit/purchase card in violation of this policy, repayment by the employee must be through in an automatic deduction from the individual's next payroll disbursement. Accordingly, the district will require individuals issued credit/purchase cards to sign a written authorization for payroll deduction in the event of such personal use;
2. The purchase of alcoholic beverages is strictly prohibited. The purchase of gasoline for a privately-owned vehicle is prohibited without prior authorization;
3. Leaving a gratuity that exceeds 15 percent is prohibited;
4. Airline tickets may be purchased with a district-issued credit/purchase card only with prior superintendent or designee approval. If the issued credit/purchase card provides for purchase incentives (i.e., points, discounts or airline mileage credits), such incentives shall only be redeemed for authorized district business.

Violation of the provisions of this policy may result in the revocation of the credit/purchase card and/or discipline up to and including dismissal.

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)

[ORS 652.610\(3\)](#)

Or. Gov't Standards and Practices Comm'n, Advisory Opinion 01A-1007 (Aug. 29, 2001).

Lebanon Community Schools

Code: **DN**
Adopted: 8/20/09
Readopted: 5/6/10, 6/21/12, 4/9/15
Orig. Code(s): DN

Disposal of District Property (Version 1)

The Board may, at any time, declare district property as surplus and authorize its disposal when such property is no longer useful to the district, unsuitable for use, too costly to repair or obsolete. ~~The Board will be notified prior to the disposal of property or materials estimated by the director of business to be greater than \$500.~~

If reasonable attempts to dispose of surplus properties fail to produce a monetary return to the district, the Board may dispose of them in another manner.

If the district property was purchased with state, federal or private grant funds disposal of the property shall be made as outlined in the grant or by state or federal regulations.

END OF POLICY

Legal Reference(s):

[ORS 279B.055](#)
[ORS Chapters 279A, 279B](#) and [279C](#)
[ORS 332.155](#)

EDUCATION, TITLE 34 C.F.R. PART 80 § 80.32(e)
HR2/26/15 | RS

Disposal of District Property

The ~~Board Business Director~~ will be notified prior to the disposal of property or materials ~~estimated by the director of business to be greater than \$500 that had a purchase price of \$2,000 or greater~~. The notification will include estimated value, purpose for disposal, and process for disposal. Obsolete equipment in the district, shall be disposed in one of the following ways:

1. Surplus/Obsolete Equipment Sale

The district may conduct a surplus/obsolete equipment sale. The sale will include all items that the buildings have determined to be surplus/obsolete and which do not justify a special sale. All proceeds from this sale will be credited to a district sale of assets account unless a building or club actively participates in the sale.

2. Building Participation in a Special Sale

The building administrator or department director may request that a special sale be conducted when the value of the school equipment to be disposed of is over \$500. The Director of Business will work with the building administrator in conducting the sale. If the item being disposed of has been purchased with building funds, then the proceeds from the sale will be credited to the building.

3. Trade-In Allowance

The Director of Business or designee may use the school equipment to be disposed of as a trade-in allowance on the purchase of a new piece of equipment. The Director of Business or designee will maintain detailed records of equipment, value, and vendor of all such transactions.

4. Donation to a Public or Nonprofit Agency

Donations of school equipment are limited to only public and nonprofit agencies. All requests must be approved by the superintendent.

5. Sale to a Public Agency

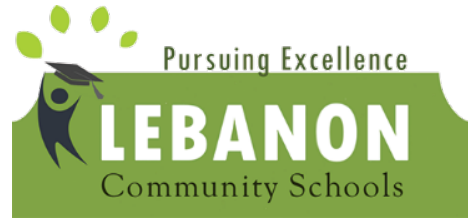
School equipment subject to disposal may be sold directly to another public agency. All requests must be approved by the Director of Business.

Items estimated by the director of business to have a value of less than \$500 may be sold by the director of business at prices estimated to be the market values of the items. All sales by the director of business will be recorded by item, price and buyer.

School equipment with no perceived value as determined by the Director of Business or designee may be disposed through the normal work order process. School equipment (to be disposed of) shall not be given to individuals or staff members. Detailed records of all disposed items will be maintained

School equipment acquired through federal or vocational funding may not be disposed of without district approval.

BOARD MEMORANDUM



To: Board of Directors

From: Jennifer Meckley, Director
Human Resources and Community Relations

Date: March 2, 2018

Meeting Date: March 8, 2018

Re: Policy Recommendations – SECOND READING/ADOPTION

The attached policies were presented to the Board for First Reading at the February 8, 2018 meeting. The changes to these policies reflect the recommendations of legal counsel, Ms. Jollee Patterson, along with recommendations from the Oregon School Board Association (OSBA).

Presented as replacements in their entirety are KL, Public Complaints; KL-AR, Public Complaint Process; and GMB, Staff Complaints. GMB-AR, Staff Complaints is recommended for deletion.

JM/mk
Attachments

DRAFT

Public Complaints

The Board takes the concerns of the public seriously. The Board is committed to providing a fair and effective complaint process in order to seek resolution whenever possible, continuously improve the district's performance, and provide open channels of communication. This policy and the accompanying regulation establish the process for addressing public complaints.

Steps for complaint resolution

Whenever possible, the Board supports resolution of complaints with the person most directly involved in the concern. The Board also recognizes that sometimes complaints cannot be satisfactorily resolved at this level, and may require the involvement of supervisors, administrators, and, on occasion, the Board itself.

The steps for resolving complaints are as follows:

1. Complainant should seek to resolve the concern with the teacher or employee directly involved in the situation.
2. If the complaint is not resolved at Step 1, the complainant may appeal to the principal or supervisor of the staff person involved in the situation.
3. If the complaint is not resolved at Step 2, the complainant may appeal to the superintendent or the superintendent's designee. In general, the decision of the superintendent shall be final.
4. If the complainant is not satisfied with the decision of the superintendent or designee, the complainant may file an appeal to the Board. The Board will consider appeals pursuant to the process described in KL-AR.

A complaint against a principal shall start at Step 3 and be filed with the superintendent.

A complaint against the superintendent shall start at Step 4 and be filed with the Board chair.

A complaint against a Board member shall start at Step 4 and be filed with the Board chair on behalf of the Board. A complaint against the Board chair shall start shall be filed with the Board vice chair on behalf of the Board.

Specific timelines and requirements for each step are set out in KL-AR Public Complaint Process.

Persons eligible to file complaints

Complaints may be filed by a person who resides in the district, any parent or guardian of a student who attends school in the district, a staff member, or a student.

Timeline for filing complaints

A complainant must file a complaint within the later of either time limit set below, in accordance with state law:

1. Within two years after the alleged violation or unlawful incident occurred or the complainant discovered the alleged violation or unlawful incident. For incidents that are continuing in nature, the time limitation must run from the date of the most recent incident; or
2. Within one year after the affected student has graduated from, moved away from or otherwise left the district.

Additional provisions

The superintendent will administer the complaint process set forth in KL-AR Public Complaint Procedure, unless the complaint is against a Board member in which case the procedure described in KL-AR shall be administered by the Board. All complainants must follow the complaint procedure in KL and KL-AR.

If there are concerns about conflicts of interest in the investigation or decision-making process of addressing complaints, those concerns should be brought to the attention of the superintendent, the superintendent's designee, and/or the Board chair for evaluation and resolution. The Superintendent or Board chair may determine that it is appropriate to engage a third party to assist regarding the conflict of interest.

If a complaint is made directly to the Board or to an individual Board member, the complainant will be referred to the process above. A Board member shall not attempt to consider such complaints in any official capacity acting as an individual Board member.

Retaliation against any person who files a complaint or participates in the complaint process is strictly forbidden. Concerns about retaliation should be brought promptly to the attention of the appropriate party as outlined in KL-AR Public Complaint Procedure.

END OF POLICY

Legal Reference(s):

ORS 326.051
ORS 192.610-690
OAR 581-022-2370

DRAFT

Public Complaint Procedure

This regulation sets out the public complaint procedures.

Process and timelines

The involved staff: Step One

A person who wishes to express a concern should discuss the matter with the employee involved. The employee shall respond within five working days. This step is considered informal complaint resolution.

The Administrator: Step Two

If the complainant is unable to resolve a problem or concern with the employee involved, the complainant may file a written, signed complaint with the administrator or supervisor of the involved employee. A written complaint commences the formal complaint process. The administrator or supervisor shall evaluate the complaint and provide a written response within ten working days after receiving the complaint.

The Superintendent: Step Three

If the complainant is not satisfied with the Step 2 result and wishes to pursue the concern, the complainant shall file a signed, written complaint with the superintendent or designee clearly stating the nature of the complaint and a suggested remedy within 10 working days after receipt of the written response of the administrator or supervisor. A Step 3 complaint must be filed on the form attached to this policy. Copies of the form are also available at the district offices.

The superintendent or designee shall investigate the complaint, confer with the complainant and the parties involved, and prepare a written report. The report shall address each of the allegations in the complaint and include the superintendent's or designee's decisions and reasons for the decisions. The report shall be provided to the complainant within 20 working days after receiving the written complaint.

The Board: Step Four

The role of the Board is to address policy-level issues. Complaints that address the operations of the school district generally should be resolved by the superintendent and his/her staff. However, if a complainant is not satisfied with the Step 3 decision and wishes to pursue the concern, the complainant may appeal the decision to the Board within five working days of receiving the superintendent's decision.

All Board members will be notified of the appeal to the Board. The Board chair will determine whether the Board will hear the appeal, and will notify the Board members and complainant of his/her decision. However, if a member of the Board disagrees with the Chair's decision, the Board member can refer the decision to a vote of the full Board. In that case, the full Board will vote on whether to consider the complaint.

If the Board chooses not to hear the complaint, the superintendent's decision is final.

If the Board decides to hear an appeal, the Board shall review the complaint during a properly-noticed Board meeting. The Board at its discretion may assign the investigation to a third party. The determination to assign the investigation to a third party shall be made by the Board Chair. However, if a member of the Board disagrees with the Chair's decision, the Board member can refer the decision to a vote of the full Board. The Board may also, in its discretion, offer the complainant and other involved parties an opportunity to appear before the Board, or may resolve the complaint based on the written record. The Board may review the matter in executive session if permitted under the Oregon Public Meetings Law.

The complainant shall be informed in writing of the Board's decision within 10 working days. The Board's decision will address each allegation in the complaint and contain reasons for the Board's decision. The Board's decision will be final.

The timelines described in this section may be extended upon written agreement by the complainant and the district.

The complaint procedure set out above will not be longer than 90 working days from the filing date of the Step 2 complaint with the administrator or supervisor to the final decision, unless extended by mutual written agreement.

Complaints against the Superintendent

Complaints against the superintendent shall be filed with the Board chair. The Board chair shall present the complaint to the Board. The Board at its discretion may assign the investigation to a third party. The determination to assign the investigation to a third party shall be made by the Board Chair. However, if a member of the Board disagrees with the Chair's decision, the Board member can refer the decision to a vote of the full Board. At the next regularly noticed meeting following receipt of the investigation report, the Board will consider the complaint and determine what, if any, action is warranted. The Board may review the matter in executive session if permitted under the Oregon Public Meetings Law.

Complaints against a Board member

When a complaint is against a Board member, the Board at its discretion may assign the investigation to a third party. The determination to assign the investigation to a third party shall be made by the Board Chair, unless the complaint is against the Board Chair, in which case the determination shall be made by the Board Vice-Chair. However, if a member of the Board disagrees with the Chair's or Vice Chair's decision, the Board member can refer the decision to a vote of the full Board. The Board will consider the complaint during a properly-noticed meeting and determine what, if any, action is warranted. The Board member against who the complaint is filed shall not participate in any vote related to the complaint.

Notice of opportunity to appeal to Deputy Superintendent of Instruction

As indicated above, the final decision of the district must address each allegation in the complaint and contain reasons for the district's decision. In addition, complainants should be notified that they may have the right to appeal to the Deputy Superintendent of Public Instruction pursuant Oregon Administrative Rule (OAR) 581-002-0040 or OAR 581-021-0049 for complaints that ion that alleges a violation of OAR Chapter 581, Division 22 (Standards), ORS 339.285 to 339.383 or OAR 581-021-0550 to 581-021-0570 (Restraint and Seclusion), ORS 659.852 (Retaliation) or ORS 659.850 (Discrimination).

Additional provisions

The district may offer mediation or another alternative dispute resolution process as an option if all parties to the complaint agree in writing to participate in such mediation or resolution. The timelines outlined in this procedure will be tolled during the mediation or alternative dispute resolution.

Complaints involving district staff will be processed in accordance with Human Resources procedures. Additionally, complaints regarding licensed or classified staff will be processed in accordance with applicable collective bargaining agreements. Complainants should be aware that the collective bargaining agreements and other considerations place limits on the processing of anonymous complaints. The Board will not hear complaints against employees in a session open to the public unless an employee requests an open session. Complainants should be aware that employees are entitled to certain confidentiality rights under state and federal law, as well as applicable collective bargaining agreements. Taking into account these confidentiality protections, complainants will be notified of the outcome of complaints against employees to the extent permitted by law and applicable collective bargaining agreements.

Retaliation against any person who files a complaint or participates in the complaint process is strictly forbidden. Concerns about retaliation should be brought promptly to the attention of a principal or the superintendent.

To ensure access to the complaint process, complainants shall be provided with interpretation or translation services upon request.

This complaint procedure will be available at the district's administrative office and on the home page of the district's website.

Lebanon Community School District

COMPLAINT FORM

TO: District Office _____ (Name of School)

Person Making Complaint _____

Telephone Number _____ Date _____

Nature of Complaint _____

Who should we talk to and what evidence should we consider? _____

Suggested solution/resolution/outcome: _____

Signature of Complainant: _____ Date: _____

Office Use: Disposition of Complaint: _____ _____ Signature: _____ Date: _____
--

cc: District Office

Lebanon Community Schools

Code: **GBM**
Adopted: 6/15/98
Readopted: 9/16/10, 4/9/15, 6/9/16,

Orig. Code(s): GBM

DRAFT

Staff Complaints *

The Board takes staff concerns very seriously. Staff can use the following processes to address complaints:

Complaints about employment matters or other employees should be brought to the attention of Human Resources, and will be addressed through Human Resources procedures and any applicable collective bargaining agreements.

Complaints about sexual harassment should be brought according to GBN/JBA – AR Sexual Harassment Complaint Procedure.

Complaints about hazing, harassment, intimidation, bullying, menacing, or cyberbullying should be brought according to GBNA-AR – Hazing/Harassment/Intimidation/Bullying/Menacing/Cyberbullying Complaint Procedures.

Other complaints should be brought according to KL-AR – Public Complaint process.

END OF POLICY

Legal Reference(s):

ORS 326.051
ORS 192.610-690
OAR 581-022-2370

Staff Complaints * - GBM
1-1

Staff Complaints

Any employee wishing to express a complaint or to pursue a resolution to a complaint concerning an area covered by Board policy will adhere to the following levels of appeal in order:

- Level I: The complainant is encouraged to first attempt to resolve the complaint through an informal conference with the person(s) involved and discussing concerns directly. However, if desired, the complainant may bring a complaint to the administrator or immediate supervisor as provided in Level II, below;
- Level II: Written appeal to the building principal or immediate supervisor when Level I does not resolve the complaint to the satisfaction of the complainant;
- Level III: Written appeal to the superintendent or designee when Level II does not resolve the complaint to the satisfaction of the complainant;
- Level IV: Written appeal to the Board, requesting a hearing when Level III does not resolve the complaint to the satisfaction of the complainant.

Written appeal at each level after Level I will include but not be limited to the Employee Complaint Form included with these regulations. The administration or Board may seek any additional information desired prior to making a decision on the complaint. A written response will be delivered to the complainant at each level of appeal either personally delivered or by certified mail. At Level II, a copy of the written complaint and the building principal/supervisor written response will be filed with the superintendent's office.

At each level of the complaint procedure, the person(s) who is the subject of the complaint will be notified that the complaint has been moved to the next level. Any interviews or information gathering relative to the processing of the complaint at any level will be done in confidence. At the Board level, the appeal and discussion will be conducted in executive session whenever the circumstances meet the legal requirements for such session.

An attempt will be made to expedite complaints at each step. If an investigation into the complaint is going to exceed 20 working days from the date the official written complaint is filed, the individual filing the complaint will be notified. If the complaint investigation is not complete within 30 working days from the date the official written complaint is filed, the individual filing the complaint may provide a written appeal to the next level for resolution. The failure to comply to the designated timelines does not constitute validity or non-validity to the complaint.

This complaint procedure is recognized as the only proper channel for complaints employees have about other employees. As such, no employee is to express complaints, concerns or criticisms about another

employee to students, other employees, parents or community members. An exception will apply to the proper conduct of employee evaluation activities by supervisors and to executive sessions of the Board.

The disposition of the complaint by the Board will be final, except for possible appeal to appropriate courts as provided by law.

Employee Complaint Hearing Procedure

Board (Level IV) employee complaint hearings will be held in executive session, if the criteria is met, unless an open session is requested by the employee who the complaint is against.

Attendance in the executive session will be limited to: Board members, the complainant, the complainant's representative (if desired), the employee, the employee's representative (if desired) and appropriate district administrators. The Board may admit individuals as the Board determines appropriate.

At any given time, Board members may ask questions of individual(s) presenting information.

Procedural Steps in Executive Session

1. Board members will be given an opportunity to review the Complaint Form and related documents.
2. The complainant shall present his/her complaint (the presentation may include documents and witnesses).
3. The employee may present information to refute the complaint (the presentation may include documents and witnesses).
4. The complainant may present a succinct closing statement.
5. The employee may present a succinct closing statement.
6. The Board may continue the meeting in executive session to deliberate as provided by law. The Board may admit such individuals it deems appropriate.
7. The Board will reconvene to open session. A decision may be made by the Board at that time or a decision can be rendered up to ten working days following the executive session.

Employee Complaint Form

1. Complaint Information

Name of Person Filing Complaint: _____

Position: _____

Building/Site: _____

Date this complaint is being submitted: _____

Level II. Principal/Immediate Supervisor

Date this complaint is being submitted: _____

Level III. Superintendent or Designee

Date this complaint is being submitted: _____

Level IV. Board

If this complaint progresses to Level III or Level IV, attach a copy of the written response you received at each previous level.

This complaint is relative to:

- Alleged violation, misinterpretation or inappropriate application of Board policy.
- Supervisory or administrative decision or action.
- Action(s) of another employee.

Note: Attach additional pages if you need more space for Section 2, 3 or 4.

2. Nature of Complaint

Name of individual the complaint is being filed against if applicable. A separate form must be completed if a complaint is being filed against more than one individual:

Or subject of complaint, if applicable: _____

Explain the nature of your complaint. Be specific and detailed including dates and times of events. Include the specific policy you believe has been violated, if applicable.

3. Information Concerning Informal Attempts to Resolve Complaints (Level I):

4. Requested Remedy

Explain what remedy, if any, you feel should occur relative to your complaint.

5. Timelines

Written appeal to Level III must be made within ten working days of receipt of the decision at Level II.

Written appeal to Level IV must be made within ten working days of receipt of the decision at Level III.

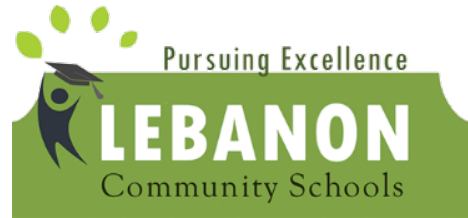
The Board hearing at Level IV, will occur at a regularly scheduled Board meeting or special meeting of the Board to hear the appeal if deemed necessary.

The decision of the Board may occur at the conclusion of the hearing or may be delayed up to ten working days at the direction of the Board.

Signature of Complainant

Date

BOARD MEMORANDUM



To: Board of Directors

From: Jennifer Meckley, Director
Human Resources and Community Relations

Date: March 2, 2018

Meeting Date: March 8, 2018

Re: Policy Recommendations – SECOND READING/ADOPTION

These policy changes were presented to the Board for First Reading at the February 8, 2018 meeting.

The policy recommendations summarized below and attached to this memorandum are recommended for final adoption by the Board.

Code	Title	New/Revised/Delete
BDDH	Public Comment at Board Meetings	Revised
AC	Nondiscrimination (Required)	Revised
AC-AR	Discrimination Complaint Procedure (Required)	Revised
IGBBC	Talented and Gifted – Programs and Services**	Revised
JGAB	Use of Restraint and Seclusion (Required)	Revised
KL-AR(2)	Appeal to the Deputy Superintendent of Public Instruction	New
LGA	Compliance with Standards	Delete
LGA-AR(1)	Public Appeals and Complaints about Alleged Violations of Standards	Delete
LGA-AR(2)	Appeal to the State Superintendent for Alleged Standards Violation	Delete

JM/mk
Attachments

PUBLIC COMMENTS

Policy Implications

- BDDH - Public Comment at Board Meetings (Highly Recommended)

Summary

As a result of several court cases, OSBA's legal staff recommends that members no longer allow any public comment – not just prohibiting complaints – concerning staff.

By prohibiting only criticism, it could be seen as “viewpoint discrimination” which is protected under the First Amendment.

Legal Reference

See policy document for changes.

Local District Responsibility

It is recommended that the Board review the recommended language and readopt this highly recommended policy, and review the recommended revised language in the administrative regulation and issue it to the Board for review.

LCSD Commentary

After Board discussion at the January meeting, only policy BDDH is brought forward for Board approval. The policy does not contain restrictions on positive staff comments.

Public Participation in Board Meetings

All Board meetings, with the exception of executive sessions, will be open to the public. The Board invites district ~~citizens~~ community members to attend Board meetings to become acquainted with the program and operation of the schools. Members of the public also are encouraged to share their ideas and opinions with the Board when appropriate.

It is the intent of the Board to ensure communications with individuals with disabilities are as effective as communications with others. Individuals with hearing, vision or speech impairments will be given an equal opportunity to participate in Board meetings. Primary consideration will be given to requests of qualified individuals with disabilities in selecting appropriate auxiliary aids¹ and services.

~~Auxiliary aids include, but are not limited to, such services and devices as qualified interpreters, assistive listening systems, note takers, readers, taped text, Brailled materials and large print. Auxiliary aids and services for disabled persons will be available at no charge to the individual.~~

Auxiliary aids and services for persons with disabilities will be available at no charge to the individual. All auxiliary aids and/or service requests must be made with appropriate advance notice. Should the Board demonstrate such requests would result in a fundamental alteration in the service, program or activity or in undue financial and administrative burdens, alternative, equally effective means of communication will be used.

Audience

During an open session of a Board meeting, members of the public are specifically invited to present concerns during the designated portion of the agenda. At the discretion of the chair, further public participation may be allowed.

Request for an Item on the Agenda

A member of the public may request the superintendent place an item of concern on the agenda of a regular Board meeting. This request should be made in writing and presented to the superintendent for consideration at least five working days prior to the scheduled meeting.

Procedures for Public Participation in Meetings

The Board will establish procedures for public participation in open meetings. The purpose of these procedures will be to inform the public how to effectively participate in Board meetings for the best

¹Auxiliary aids may include, but are not limited to, such services and devices as qualified interpreters, assistive listening systems, note takers, readers, taped texts, Braille materials and large print.

interests of the individual, the district and the patrons. The information will be easily accessible and available to all patrons attending a public Board meeting.

~~At the discretion of the Board chair, anyone wishing to speak before the Board, either as an individual or as a member of a group, on any agenda item or other topic, may do so by addressing the Board during an appropriate time on the agenda.~~

1. Discussion or presentation concerning a published agenda item is limited to its designated place on the agenda, unless otherwise authorized by the Board chair.
2. A visitor speaking during the meeting may introduce a topic not on the published agenda. The Board, at its discretion, may ~~direct-require~~ that a proposal, inquiry or request be submitted in writing, and reserves the right to ~~referred~~ the matter to the administration for action or study.
3. Any person who is invited by the Board chair to speak to the Board during a meeting should state his/her name and address and, if speaking for an organization, the name and identity of the organization. A spokesperson ~~may-should~~ be requested-designated to represent a group with a common purpose.
4. Statements by members of the public should be brief and concise. The Board chair may use discretion to establish a time limit on discussion or oral presentation by visitors.
5. Questions asked by the public , when possible, may-will be answered ~~immediately~~ by the Board chair or referred to the superintendent~~staff members~~ for reply. Questions requiring investigation may, at the discretion of the Board chair, be referred to the superintendent for response at a later time.
6. At the discretion of the Board chair, anyone wishing to speak before the Board, either as an individual or as a member of a group, on any agenda item or other topic, may do so by addressing the Board during an appropriate time on the agenda.

The Board chair should be alert to see that all visitors have been acknowledged and thanked for their presence and for any contributed comments on agenda issues. Similar courtesy should be extended to members of staff who have been in attendance. Their return for future meetings should be welcomed.

Petitions

Petitions may be accepted at any Board meeting. No action will be taken in response to a petition before the next regular meeting. Petitions will be referred to the superintendent for consideration and recommendation. ~~Petitions shall not be accepted in lieu of following established complaint procedures.~~

Criticisms of Comments Regarding Staff Members

Speakers may offer objective criticism of school operations and programs, ~~but~~ The Board will not hear complaints concerning an individual school personnel in a public meeting District staff member. The Board chair will direct the visitor to the procedures in Board policy KL- Public Complaints appropriate means for ~~for Board~~ consideration and disposition of a legitimate complaints involving individuals a staff member. [The association contract governing the employee's rights will be followed.]

END OF POLICY

Legal Reference(s):

[ORS 165.535](#)

[ORS 165.540](#)

[ORS 192.610 - 192.690](#)

[ORS 332.057](#)

Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213 ([2017](#)); 29 C.F.R. Part 1630 (~~2006~~[2017](#)); 28 C.F.R. Part 35 (~~2006~~[2017](#)).

[Americans with Disabilities Act Amendments Act of 2008.](#)

[Baca v. Moreno Valley Unified Sch. Dist., 936 F. Supp. 719 \(C.D. Cal. 1996\).](#)

[Leventhal v. Vista Unified Sch. Dist., 973 F. Supp. 951 \(S.D. Cal. 1997\).](#)

[HR 9/28/17 | PH](#)

Cross Reference(s):

BDDC - Board Meeting Agenda

COMPLAINTS AND APPEALS

Policy Implications

- AC - Nondiscrimination (Required)
- AC-AR - Discrimination Complaint Procedure (Required)
- IGBBC - Talented and Gifted – Programs and Services** (Highly Recommended)
- JGAB - Use of Restraint and Seclusion (Required)
- KL - Public Complaints (Highly Recommended) (Version 1, 2, 3 or 4)
- KL-AR(1) - Public Complaint Procedure (Highly Recommended)
- KL-AR(2) - Appeal to the Deputy Superintendent of Public Instruction (**New** – Highly Recommended)
- LGA - Compliance with Standards - Recommend **Delete**
- LGA-AR(1) - Public Appeals and Complaints about Alleged Violations of Standards - Recommend **Delete**
- LGA-AR(2) - Appeal to the State Superintendent for Alleged Standards Violation - Recommend **Delete**

Summary

The State Board of Education revised and renumbered OAR 581-022-1941 to 581-022-2370 (Complaint Procedures); OAR 581-022-1940 to 581-002-0040 (Appeal Procedure); revised OAR 581-021-0570 (Complaint Procedures - Restraint and Seclusion); and repealed OAR 581-021-0043 (Retaliation; added to 581-022-2370). All are OARs related to the local complaint procedure, and the appeal procedure to the Deputy Superintendent of Public Instruction for which the Deputy Superintendent has jurisdiction.

Key revisions include but are not limited to:

- The local complaint procedure may not have more than four steps.
- The complaints relating to discrimination, retaliation, restraint and seclusion and Division 22 standards are the only type of complaints that can be appealed to the Deputy Superintendent of Public Instruction.
- The appeal procedure for a complaint is limited to complaints that are pursued by a student, a parent or guardian of a student attending school in the district or a person that resides in the district.
- The district is directed to have complaint procedures available at the district's administrative office and on the home page of the district's website.

Legal Reference

See the policy documents for changes.

Local District Responsibility

Review the required and highly recommend policies and administrative regulations (AR) and the proposed language revisions for policy adoption and board review (AC-AR is required to be adopted by the board). Repeal the policies and ARs that are recommended for deletion.

Nondiscrimination

The district prohibits discrimination and harassment on any basis protected by law, including but not limited to, an individual's perceived or actual race, color, religion, sex, sexual orientation¹, national or ethnic origin, marital status, age, mental or physical disability or perceived disability, pregnancy, familial status, economic status, veterans' status, or because of the perceived or actual race, color, religion, sex, sexual orientation, national or ethnic origin, marital status, age, mental or physical disability or perceived disability, pregnancy, familial status, economic status, veterans' status of any other persons with whom the individual associates.

The district prohibits discrimination and harassment, including but not limited to, in employment, assignment and promotion of personnel; in educational opportunities and services offered students; in student assignment to schools and classes; in student discipline; in location and use of facilities; in educational offerings and materials; and in accommodating the public at public meetings.

The Board encourages staff to improve human relations within the schools, to respect all individuals and to establish channels through which citizens can communicate their concerns to the administration and the Board.

The superintendent shall appoint and make known the individuals to contact on issues concerning the Americans with Disabilities Act of 1990 and Americans with Disabilities Act Amendments Act of 2008 (ADA), Section 504 of the Rehabilitation Act of 1973, Title VI, Title VII, Title IX and other civil rights or discrimination issues². The district will publish complaint procedures providing for prompt and equitable resolution of complaints from students, employees and the public, and such procedures will be available at the District's administrative office and available on the home page of the District's website.

The district prohibits retaliation and discrimination against an individual who has opposed any discrimination act or practice; because that person has filed a charge, testified, assisted or participated in an investigation, proceeding or hearing; and further prohibits anyone from coercing, intimidating, threatening or interfering with an individual for exercising any rights guaranteed under state and federal law.

END OF POLICY

¹"Sexual orientation" means an individual's actual or perceived heterosexuality, homosexuality, bisexuality or gender identity, regardless of whether the individual's gender identity, appearance, expression or behavior differs from that traditionally associated with the individual's sex at birth.

²Districts are ~~reminded that the district is~~ required to notify students and employees of the name, office address and telephone number of the employee or employees appointed.

Legal Reference(s):

[ORS 174.100](#)
[ORS 192.630](#)
[ORS 326.051\(1\)\(e\)](#)
[ORS 659.805](#)
[ORS 659.815](#)
[ORS 659.850 to -860](#)
[ORS 659.865](#)
[ORS 659.870](#)
[ORS 659A.003](#)
[ORS 659A.006](#)
[ORS 659A.009](#)
[ORS 659A.029](#)
[ORS 659A.030](#)
[ORS 659A.040](#)
[ORS 659A.100 to -145](#)
[ORS 659A.233](#)
[ORS 659A.236](#)
[ORS 659A.309](#)
[ORS 659A.321](#)
[ORS 659A.409](#)

[OAR 581-021-0045](#)
[OAR 581-021-0046](#)
[OAR 581-021-0049](#)
[OAR 581-022-~~1140~~2310](#)
[OAR 581-022-2370](#)
[OAR 839-003](#)

Age Discrimination Act of 1975, 42 U.S.C. §§ 6101-6107 (~~2006~~2017).
Age Discrimination in Employment Act of 1967, 29 U.S.C. §§ 621-634 (~~2006~~2017); 29 C.F.R Part 1626 (~~2006~~2017).
Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213 (~~2006~~2017); 29 C.F.R. Part 1630 (~~2006~~2017); 28 C.F.R. Part 35 (~~2006~~2017).
Equal Pay Act of 1963, 29 U.S.C. § 206(d) (~~2006~~2017).
Rehabilitation Act of 1973, 29 U.S.C. §§ 503, 791, 793-794 (~~2006~~2017).
Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683 (~~2006~~2017); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (~~2006~~2017).
Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (~~2006~~2017).
Title VII of the Civil Rights Act of 1964, 42 U.S.C. § 2000e (~~2006~~2017).
Wygant v. Jackson Bd. of Educ., 476 U.S. 267 (1989).
Americans with Disabilities Act Amendments Act of 2008.
The Vietnam Era Veterans' Readjustment Assistance Act of 1974, as amended, 38 U.S.C. § 4212 (~~2006~~2017).
Title II of the Genetic Information Nondiscrimination Act of 2008 (~~2006~~2017).

[R9/28/176/25/15](#) | [SLPH](#)

Discrimination Complaint Procedure

Complaints regarding discrimination-or harassment, on any basis protected by law, shall be processed in accordance with the following procedures:

Step 1: Complaints may be oral or in writing and must be filed with the administrator. The administrator shall determine the action to be taken, if any, and reply, in writing, to the complainant within five school days of receipt of the complaint.

Any staff member that receives a written or oral complaint shall report the complaint to the administrator

Step 2: If the complainant wishes to appeal the decision of the administrator he/she may submit a written appeal to the superintendent or designee within five school days after receipt of the administrator's response to the complaint. The superintendent or designee may review the administrator's decision and may meet with all parties involved. The superintendent or designee will review the merits of the complaint and the administrator's decision and respond in writing to the complainant within ten school days.

Step 3: If the complainant is not satisfied with the decision of the superintendent or designee, a written appeal may be filed with the Board within five school days of receipt of the superintendent's or designee's response to Step 2. The Board may decide to hear or deny the request for appeal. The Board may meet with the concerned parties and their representative at the next regular or special Board meeting. The Board's decision will be final and will ~~include the legal basis for the decision, findings of fact and conclusions of law~~ address each allegation in the complaint and contain reasons for the Board's decision. A copy of the Board's final decision shall be sent to the complainant in writing or electronic form within 10 days of this meeting.

If the administrator is the subject of the complaint, the individual may start at step 2 and file a complaint with the superintendent or designee. If the superintendent is the subject of the complaint, the complaint may start at step 3 and should be referred to the Board chair. The Board may refer the investigation to a third party.

Complaints against the Board as a whole or against an individual Board member, may start at step 3 and should be made to the Board chair and may be referred to district counsel. Complaints against the Board chair may start at step 3 and be made directly to the Board vice chair.

Timelines may be extended based upon mutual consent of both parties.

If the complainant is a person who resides in the district, is a parent or guardian of student who attends school in the district or is a student, and is not satisfied after exhausting local complaint procedures, or after 90 days, whichever occurs first, he/she may appeal in writing to the Superintendent of Public Instruction under Oregon Administrative Rule (OAR) ~~581-022-1940~~581-021-0049.

DISCRIMINATION COMPLAINT FORM

Name of Person Filing Complaint Date School or Activity

Student/Parent Employee Nonemployee (Job applicant) Other _____

Type of discrimination: Race Color Religion
 Sex National Origin Disability
 Marital Status Age Sexual Orientation
 Other _____

Specific complaint: (Please provide detailed information including names, dates, places, activities and results of informal discussion.)

Who should we talk to and what evidence should we consider? _____

Suggested solution/resolution/outcome: _____

~~The This~~ complaint form should be mailed or ~~taken~~submitted to the administrator. Direct complaints related to educational programs and services may be made to the U.S. Department of Education, Office for Civil Rights. Direct complaints related to employment may be filed with the Oregon Bureau of Labor and Industries, Civil Rights Division, or the U.S. Department of Labor, Equal Employment Opportunities Commission.

R6/25/159/28/17 |SLPH

Lebanon Community Schools

Code: **IGBBC**
Adopted: 12/16/10

Talented and Gifted - Programs and Services ~~Talented and Gifted~~**

A district written plan will be developed for programs and services beyond those normally offered by the regular school program. All required written course statements shall identify the academic instructional programs and services to be provided which accommodate the assessed levels and accelerated rates of learning in identified talented and gifted students. The superintendent will remove any administrative barriers that may exist which restrict a student's access to appropriate services and will develop program and service options as reflected in the district TAG handbook.

The Board has established an appeals process for a parents or guardian to utilize if ~~they~~ he/she is are dissatisfied with the programs and services recommended for their student that has been identified as talented and gifted, ~~student~~ and wish to request reconsideration. See Board policy KL – Public Complaints and accompanying administrative regulation.

The Board has established a complaint procedure to utilize if ~~an individual person who resides in the district or a parent or guardian of a student attending school in the district~~ has a complaint regarding the appropriateness of programs and services provided for a student identified as talented and gifted ~~students~~. See Board policy KL – Public Complaints and accompanying administrative regulation.

END OF POLICY

Legal Reference(s):

[OAR 581-002-0040](#)
[OAR 581-022-1310 to 1330](#)~~2325~~
~~OAR 581-022-1940~~
[OAR 581-022-2330](#)
[OAR 581-022-2370](#)
[OAR 581-022-2500](#)

[HR9/28/17 | PH](#)

Cross Reference(s):

IGBBA - Identification - Talented and Gifted
IGBBB - Identification - Talented and Gifted Students among Nontypical Populations
IGBBD - Parent Notification and Participation

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.

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 meet the standards as outlined in [Oregon Administrative Rule \(OAR\) 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 – [Public Complaints](#) and KL-AR - Public Complaints [Procedure](#). [The complaint procedure is available at the district’s administrative office and is available on the home page of the district’s website.](#)

[A complainant, who is a student, is a parent or guardian of a student attending school in the district, or is a person who resides in the district, may appeal a final decision by the Board to the Deputy Superintendent of Public Instruction as provided in OAR 581-002-0040. \[This appeal process is identified in administrative regulation KL-AR\(2\) - Appeal to the Deputy Superintendent of Public Instruction.\]](#)

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):

- | | | |
|-----------------------------|----------------------------------|----------------------------------|
| ORS 161.205 | OAR 581-021-0061 | OAR 581-021-0566 |
| ORS 339.250 | OAR 581-021-0550 | OAR 581-021-0568 |
| ORS 339.285 | OAR 581-021-0553 | OAR 581-021-0569 |
| ORS 339.288 | OAR 581-021-0556 | OAR 581-021-0570 |
| ORS 339.291 | OAR 581-021-0559 | OAR 581-022-2370 |
| | OAR 581-021-0563 | |

R6/12/149/28/17 | [RSPH](#)

NEW

Appeal to the Deputy Superintendent of Public Instruction

For complaints that allege violation of Oregon Division 22 Standards, restraint and seclusion or retaliation as defined in Oregon Revised State (ORS) 659.852, the complainant may have appeal rights for a complaint with the Deputy Superintendent of Public Instruction, if the complainant has exhausted the local complaint procedures and one of the following occurred:

1. The district failed to render a written decision within 30 days of the submission of the complaint at each step identified in the district's complaint process; or
2. The district failed to resolve the complaint within 90 days of the initial filing of the written complaint with the district, unless the district and the complainant have agreed in writing to a longer time period.

The appeal must be received by the Oregon Department of Education (ODE) no later than one year after the date of the final decision of the district or if the district fails to issue a final decision, no later than two years after the date the complainant first filed the underlying complaint with the district.

1. The complaint upon which the appeal is based, must have been filed with the district by the later of the either stated below:
 - a. Filed the complaint within two years after the alleged violation or unlawful incident occurred or after the complainant discovered the alleged violation or unlawful incident. If the alleged violation or unlawful incident is of a continuing nature, the right to file an appeal exists so long as the complaint was filed within two years of the most recent incident; or
 - b. One year after the affected student has graduated from, moved away from or otherwise left the district.
2. The appeal shall be in writing submitted by mail, in person or electronically, and contain:
 - a. The name and address of the person bringing the appeal;
 - b. The name and address of the district which is alleged to have violated the statute or administrative rule; and
 - c. A statement of the facts on which the appeal is based.
3. Upon receipt of the appeal, the Deputy Superintendent will determine whether the appeal alleges a violation of a statute or administrative rule for which the Deputy Superintendent has jurisdiction and whether the requirements contained in section 2. of OAR 581-002-0040 have been satisfied.

After these determinations, the Deputy Superintendent will either, not accept the appeal and will notify the complainant and the district, or will accept the appeal and notify the complainant and the district that the appeal has been accepted.

4. If the Deputy Superintendent has accepted an appeal and made notification to the complainant and the district involved as described in OAR 581-002-0040, the district shall submit a written report within 30 days of receipt of the notice which shall include:
 - a. A statement of facts;
 - b. A statement of district action, if any, taken in response to the complaint; if none was taken, the reason(s) why no action was taken;
 - c. A stipulation, if one was reached, of the settlement of the complaint; and
 - d. A list of any complaints filed with another agency by the party concerning the subject of the appeal.
5. The Deputy Superintendent may for good cause extend the time for the filing of a report by the district.
6. Upon receipt of the district's report, the Deputy Superintendent will conduct an investigation that will include a review of the written materials submitted by the complainant and district and may also include, but not be limited to:
 - a. Onsite investigations;
 - b. Interviews;
 - c. Surveys; and
 - d. Reviewing documents.
7. The Deputy Superintendent will issue a written final order that addresses each allegation in the complaint that was accepted for appeal and contains the reasons for the Deputy Superintendent's decision on whether or not the district is deficient. The final order will be issued within 90 days of the date the Deputy Superintendent receives the district's report,¹ or the Deputy Superintendent may extend the time period for issuing a final order pursuant to OAR 581-002-0040(7)(b),(c).
8. If a violation is found, the Deputy Superintendent's final order will include any necessary corrective action to be taken by the district as well as any documentation to be supplied by the district to ensure that the corrective action has occurred.
9. Corrective action ordered by the Deputy Superintendent must be completed within the timelines established in the final order.

HR9/28/17 | PH

¹If the 90-day period for issuing the final order would conclude during the time when the schools of the district are closed for the summer, the final order will be issued within 90 days of the date the Deputy Superintendent received the district's report exclusive of the time the schools are closed for the summer. The Deputy Superintendent of Public Instruction may extend the time period with agreement from the complainant. The Deputy Superintendent shall prepare a timeline and plan for investigation and provide copies to the complainant and the district within two weeks of receiving the district's report.

Lebanon Community Schools

Code: **LGA**
Adopted: 6/15/98
Readopted: 1/20/11
Orig. Code(s): LGA

Compliance with State Standards

The Board recognizes the need to comply with the educational standards as outlined by the State Board of Education.

It is also recognized that a district may petition the State Superintendent of Public Instruction for a waiver of a specific standard. A petition shall specify the reason(s) the district is seeking the waiver and other relevant information. If it is determined the request conforms with the intent of the standards, the state superintendent shall recommend the waiver to the State Board.

The district will maintain a record of any waivers which has been requested by the district and approved by the State Board of Education.

Procedures shall be developed whereby residents of the district or any parent of students attending school in the district may make an appeal or complaint alleging violation of standard. The district shall also include a procedure for direct appeal to the State Superintendent of Public Instruction of an alleged standards violation.

END OF POLICY

Legal Reference(s):

[ORS 327.103](#)
[ORS 329.085](#)
[ORS 336.035 - 336.088](#)

DELETED

Public Appeals and Complaints About Alleged Violations of State Standards

The Board recognizes a need to implement a procedure for the prompt resolution of complaints alleging violations of standards as outlined by the Oregon Department of Education.

Any complainant who resides in the district or any parent of students attending school in the district qualifies to participate in the procedure described below:

1. All complaints to school personnel shall be reported immediately to the principal involved, whether these come by telephone, letter or by personal conference;
2. The principal shall encourage the complainant to discuss the nature of the alleged standards violation and the complainant shall be given the opportunity to talk to any appropriate district employee;
3. If the complainant wishes to pursue the matter further, he/she shall be supplied with a printed "Request For Investigation of Standard" form which must be filled out and submitted to the superintendent or designee before formal consideration shall be given to the complaint;
4. The standard which is the subject of the complaint shall not be altered pending final action by the Board;
5. The superintendent or designee will arrange for a review committee consisting of an administrator, a Board member, a lay person, an appropriate content area specialist, coordinator or director (if appropriate) and the curriculum director (if appropriate):
 - a. The lay person and Board member shall be appointed by the Board chair;
 - b. The committee shall meet as soon as possible and return a written report of its findings to the superintendent or designee within three weeks of its appointment;
 - c. The committee may recommend that the matter be determined to be:
 - (1) In total compliance;
 - (2) In partial compliance (specification shall be stated for total compliance);
 - (3) In non-compliance;
 - (4) The superintendent shall immediately report the recommendation of the review committee to the Board, who shall determine any necessary action.

Standards include all those areas as outlined in the Standards for Public Schools provided by the Oregon Department of Education.

Request for Investigation of a Standard

Date: _____

Request Initiated by: _____

Person Making Request Represents: _____

Self: _____

Group: _____

Name of Group: _____

1. What is the standard? _____

2. What is the alleged violation? _____

3. What is the recommendation(s) to rectify the alleged violation? _____

Signature Date

Received by superintendent or designee:

Name Position

Signature Date

Direct Appeals to the State Superintendent of Public Instruction About Alleged Violation of Standards

After exhausting local procedures, as described in Board policy LGA - Compliance with State Standards and administrative regulation, LGA-AR - Public Appeals and Complaints About Alleged Violations of State Standards or 45 or more days after filing a written complaint alleging violation of standards with the district (whichever occurs first), any complainant who resides in a district or any parent of students attending school in the district may make a direct appeal to the State Superintendent of Public Instruction.

The appeal shall be in writing and shall contain:

1. The name and address of the person bringing the appeal and the district in which that person resides;
2. The name and address of the district which is alleged to have violated standards; and
3. A brief statement indicating how the district is alleged to have violated standards.

Upon receipt of the appeal, the state superintendent shall give notice of the appeal by sending a copy of the appeal, via certified mail, to the district. Within 30 days of receipt of notice, the district shall file a written report with the state superintendent which shall include:

1. A statement of facts;
2. A statement of action, if any, taken in response to the complaint; if none was taken, the reason(s) why no action was taken;
3. A stipulation, if one was reached, of the settlement of the complaint; and
4. A list of any complaints filed with another agency by the party concerning the subject of the appeal.

The state superintendent may for good cause extend the time for the filing of a report by the district.

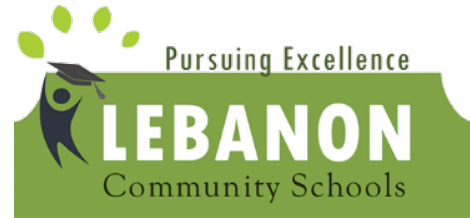
Upon receipt of the report, the state superintendent shall review the appeal and report and determine whether a violation of standards has been properly alleged, and that the requirements contained in this rule have been satisfied. After this determination, the state superintendent may dismiss the appeal or may notify all parties that the appeal has been accepted.

If the appeal is accepted, the state superintendent shall take such action as is deemed appropriate, including, but not limited to:

1. Appointing a conciliator to meet with the parties to work toward a settlement. If no settlement is reached within 45 days, the state superintendent may schedule a contested case hearing as provided in ORS 183.410 to 183.470 or allow additional time for conciliation;
2. Scheduling a visit to the district to determine whether the district is in compliance with standards; or
3. Appointing a fact-finder to conduct an investigation and file a written report which shall indicate whether the fact-finder believes the allegations in the appeal are supported by fact.
4. At any time during an appeal the parties may agree to settle the issue. The party bringing the appeal may at any time file a written request that the appeal be withdrawn. When such a request is received, the state superintendent shall terminate all further action regarding the appeal.
5. After a final review, the state superintendent may find the district deficient under ORS 327.103.

DELETED

BOARD MEMORANDUM



To: Board of Directors

From: Rob Hess, Superintendent

Date: March 2, 2018

Meeting Date: March 8, 2018

Re: Recommended Calendar for the 2018/19 School Year

Background

The Calendar Committee held a series of meetings to develop the recommended calendar for the 2018/19 School Year.

Recommendation

The Calendar Committee recommends the Board adopt the proposed calendar attached.

RH/mk
Attachment

Lebanon Community Schools 2018/19 Calendar, COMMITTEE PROPOSAL

D=Staff Development
 P=Preparation
 Shaded = Non Contract
 H=Holiday
 C=Parent Conferences
 S=Semester
 Q=Quarter

AUG 2018						
S	M	T	W	H	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	D22	D23	P24	25
26	P27	28*	29	30	31	

Class: 4
 Other: D= 2 P= 2

SEP 2018						
S	M	T	W	H	F	S
						1
2	3H	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

Class: 19
 Other: H= 1

OCT 2018						
S	M	T	W	H	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	Q30	P31			

Class: 21
 Other: P= 1

NOV 2018						
S	M	T	W	H	F	S
				C1	C2	3
4	5	6	7	8	9	10
11	12H	13	14	15	16	17
18	19	20	21	22H	23	24
25	26	27	28	29	30	

Class: 16
 Other: C= 2 H= 2

DEC 2018						
S	M	T	W	H	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13A	14	15
16	17	18	19	20	21	22
23	24	25H	26	27	28	29
30	31					

Class: 15
 Other: H= 1

JAN 2019						
S	M	T	W	H	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21H	22	23	S24	P25	26
27	P28	29	30	31		

Class: 16 S1-13/S2-3
 Other: H= 1 P= 2

FEB 2019						
S	M	T	W	H	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18H	19	20	21	22	23
24	25	26	27	28		

Class: 19
 Other: H= 1

MAR 2019						
S	M	T	W	H	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Class: 16
 Other: 0

APR 2019						
S	M	T	W	H	F	S
	1	2	3	4	5	6
7	8	9	Q10	P11	12C	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

Class: 20
 Other: C= 1 P= 1

MAY 2019						
S	M	T	W	H	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27H	28	29	30	31	

Class: 21
 Other: H= 1

JUN 2019						
S	M	T	W	H	F	S
						1
2	3	4	5	6	S7*	8
9	P10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

Class: 5
 Other: P= 1

Class	P	C	D	H	Contract
23	2	0	2	1	28
52	1	2	0	3	58
51	2	0	0	1	54
46	2	1	0	1	50
172	7	3	2	7	191

ALL SUBJECT TO BARGAINING CONTRACT

Adoption Date:

Lebanon Community Schools 2018/19 Calendar

August 22 - August 24, 2018	Staff Preparation Days
August 27, 2018	Staff Preparation Day
August 28, 2018	SCHOOL BEGINS
September 3, 2018	Holiday - Labor Day - NO SCHOOL
October 12, 2018	Non-Contract Day (SNOW MAKEUP)
October 30, 2018	End of Quarter
October 31, 2018	Staff Preparation Day - NO SCHOOL
November 1, 2018	Parent Conference - NO SCHOOL
November 2, 2018	Parent Conference - NO SCHOOL
November 12, 2018	Holiday - Veterans' Day - NO SCHOOL
November 21, 2018	Non-Contract Day - NO SCHOOL
November 22, 2018	Holiday - Thanksgiving Day - NO SCHOOL
November 23, 2018	Non-Contract Day - NO SCHOOL
December 24, 2018	Non-Contract Day - Winter Break - NO SCHOOL
December 25, 2018	Holiday - NO SCHOOL
December 26, 2018 - January 4, 2019	Non-Contract Day - Winter Break - NO SCHOOL
January 7, 2019	Classes Resume
January 21, 2019	Holiday - Martin Luther King Jr. Day - NO SCHOOL
January 24, 2019	End of the Semester
January 25, 2019	Staff Preparation Day - NO SCHOOL
January 28, 2019	Staff Preparation Day - NO SCHOOL
February 18, 2019	Holiday - Presidents' Day - NO SCHOOL
March 25 - March 29, 2019	Non-Contract Days - Spring Break - NO SCHOOL
April 10, 2019	End of Quarter
April 11, 2019	Staff Preparation Day - NO SCHOOL
April 12, 2019	Parent Conference - NO SCHOOL
May 27, 2019	Holiday - Memorial Day - NO SCHOOL
May 31, 2019	Strawberry Fair - EARLY DISMISSAL
June 4, 2019	High School Graduation
June 7, 2019	Classes End
June 10, 2019	Preparation Day

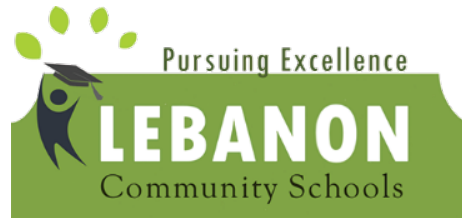
* Some students may begin school later due to incoming student orientation. More information will be provided by the school.

*Early Release Collaboration Days will be every Wednesday beginning September 5 for **ALL** schools.*

ALL SUBJECT TO BARGAINING CONTRACT

Adoption Date:

BOARD MEMORANDUM



To: Board of Directors

From: Linda Darling, Business Director

Date: 2/26/18

Meeting Date: 3/8/18

Re: Financial Report

[Financial Report: \(Attachment 5A.1\)](#)

The 2017-2018 Financial Board report included in this packet reflects all revenues and expenditures for 2014-2018, along with the budgeted and spent or encumbered amounts for 2017-2018. The Ending Fund Balance for 2016-2017 is \$3,310,041. The projected Ending Fund Balance (EFB) for 2017-2018 is \$4,552,800, which is an increase of \$411,400 from the February Report. The major factor for this increase is more local tax revenue than anticipated. The higher EFB in 2017-2018 will help since we have the same funding in 2018-2019, a result of 50/50 funding for the biennium. There are many factors that impact this projected EFB, including staffing changes, contract conditions, and items required for district operations.

[P-Card Update:](#)

The District implemented using P-Cards (Procurement Cards, like controlled credit cards) in March 2012. The program was implemented with departments coming on throughout the first six months. To be eligible for a rebate \$500,000 or more in transactions had to occur within the calendar year. The table below reflects the net amount processed through the P-card for each year, the amount that the district received back (rebate) and the average amount per transaction. Dividing the amount by the average spend reflects the potential number of checks we would have had to process. The P-card process also saves staff time (processing checks, bank reconciliation, postage costs), and reduces the District’s liability for fraud. There was a \$1,928 decrease in our rebate amount from prior year.

Calendar Yr	Amount	Rebate	Avg Spend	# of Checks Potentially Processed
2012	\$512,271	\$8,812	\$328	1,562
2013	\$752,290	\$11,915	\$260	2,896
2014	\$1,156,485	\$17,697	\$301	3,846
2015	\$1,198,935	\$18,006	\$289	4,152
2016	\$1,354,157	\$20,990	\$272	4,982
2017	\$1,343,810	\$19,062	\$265	5,070
Total	\$6,317,949	\$96,482	\$286	22,508

Overall, this is a great program that creates efficiencies.

[Oregon State Economic and Revenue Forecast:](#)

On February 16th, the March Forecast was released. The 2017-19 general fund forecast is up \$145 million since the close of the 2017 session forecast. The effects of the Federal Tax cuts and Jobs Act have created challenges, such as reduction of tax revenue; however, it may encourage economic growth. The next year will help clarify the impact of those changes. Overall there is little change.

2017-2018 General Fund Summary Report

	14/15 Actual	15/16 Actual	16/17 Actual	17/18 Budget	2-26-18 YTD & Enc	2-26-18 Balance	17/18 Project 2/26/2018
General Fund - Revenue							
SSF Formula	34,926,096	36,112,627	37,261,330	37,574,000	30,821,630	6,752,370	39,146,000
SSF Adjustment	48,134	(330,463)	261,223	-	-	-	(50,000)
Interest	62,596	91,245	156,492	70,000	126,927	(56,927)	200,000
Third Party Billing	25,179	45,178	102,447	80,000	71,545	8,455	110,000
TMR	154,930	149,514	208,252	175,000	104,839	70,161	209,000
JROTC	64,220	66,034	73,726	65,000	40,328	24,672	69,900
Other	379,017	297,128	299,398	420,000	173,218	246,782	362,000
Interfund Transfer	60,000	60,000	60,000	645,000	45,674	599,326	60,000
BFB	3,162,455	3,932,387	3,024,733	3,100,000	3,310,041	(210,041)	3,310,000
Total	38,882,628	40,423,650	41,447,600	42,129,000	34,694,203	7,434,797	43,416,900
	=====	=====	=====	=====	=====	=====	=====
General Fund - Expenses							
Salaries	16,263,399	17,884,343	18,826,313	19,519,650	18,594,104	19,519,650	19,290,500
Benefits	10,020,660	10,645,144	10,952,659	13,242,597	11,699,037	13,242,597	11,960,800
P. Services	5,112,768	5,027,111	4,332,849	4,819,956	2,900,856	4,819,956	4,541,000
Supplies	1,477,643	1,380,753	1,337,164	1,652,163	999,007	1,652,163	1,310,000
Capital Outlay	6,779	20,047	65,034	52,900	28,934	52,900	65,000
Other Objects	308,993	286,294	442,882	421,734	291,035	421,734	361,800
Transfers	1,760,000	2,155,225	2,180,656	1,335,000	1,299,820	1,335,000	1,335,000
Contingency	-	-	-	1,085,000	-	1,085,000	-
Total	34,950,241	37,398,917	38,137,559	42,129,000	35,812,793	42,129,000	38,864,100
	=====	=====	=====	=====	=====	=====	=====
					<i>Projected Ending Fund Balance</i>		4,552,800

2017-2018 General Fund Revenue Report

	14/15 Actual	15/16 Actual	16/17 Actual	17/18 Budget	2-26-18 YTD	2-26-18 Balance	17/18 Project 2/26/2018
SSF Formula							
Taxes	8,234,812	8,533,160	9,048,901	8,750,000	8,986,088	(236,088)	9,681,000
Federal Forest Fees	264,679	205,708	23,160	150,000	-	150,000	-
Common School	409,884	492,013	502,314	500,000	205,424	294,576	410,000
State Timber	405,152	181,382	137,286	150,000	89,354	60,646	120,000
School Support Fund	25,578,283	26,623,971	27,420,195	28,024,000	21,540,764	6,483,236	28,935,000
Adjustments to SSF Payments							
Adj for Prior Year payments	-	-	-	-	-	-	(50,000)
Adj for HC Disability Grant	33,286	76,394	129,474	-	-	-	-
Adj for 11/12 payment	-	-	-	-	-	-	-
Adj for 12/13 payment	-	-	-	-	-	-	-
Adj for 13/14 payment	48,134	-	-	-	-	-	-
Adj for 14/15 payment	-	(330,463)	-	-	-	-	-
Adj for 15/16 payment	-	-	261,223	-	-	-	-
Total SSF Formula	34,974,231	35,782,164	37,522,552	37,574,000	30,821,630	6,752,370	39,096,000
						-	
Interest of Investments	62,596	91,245	156,492	70,000	126,927	(56,927)	200,000
Third Party billing - Medicaid	25,179	45,178	102,447	80,000	71,545	8,455	110,000
TMR	154,930	149,514	208,252	175,000	104,839	70,161	209,000
JROTC reimbursement	64,220	66,034	73,726	65,000	40,328	24,672	69,900
Other							
Rental Fees	27,828	10,474	9,114	10,000	4,070	5,931	9,800
Fees Charged to Grants	-	800	-	30,000	-	30,000	-
Miscellaneous	282,468	202,944	213,437	300,000	101,142	198,858	284,200
E-Rate reimbursement	68,721	82,910	76,847	80,000	68,007	11,993	68,000
Interfund Transfer - Athletics	60,000	60,000	60,000	645,000	45,674	599,326	60,000
Beginning Fund Balance	3,162,455	3,932,387	3,024,733	3,100,000	3,310,041	(210,041)	3,310,000
Total	38,882,628	40,423,650	41,447,600	42,129,000	34,694,203	7,434,797	43,416,900

2017-2018 General Fund Expenditure Report

2/26/2018

Obj	Description	14/15 Actual	15/16 Actual	16/17 Actual	17/18 Budget	2-26-18 YTD	2-26-18 Encumb	2-26-18 Balance	17/18 Project
111	Certified salaries	9,311,147	10,161,648	10,831,007	11,132,090	5,531,896	5,408,814	191,381	10,953,000
112	Classified salaries	4,164,521	4,545,055	4,757,666	5,127,319	2,827,148	2,211,911	88,260	5,021,000
113	Administrative salaries	1,464,907	1,648,330	1,614,127	1,513,354	1,041,372	509,505	(37,523)	1,650,000
114	Managerial - classified	94,714	178,755	187,797	187,797	125,198	62,599	-	188,000
116	Retirement stipends	76,123	51,134	35,621	27,364	13,843	3,570	9,952	17,500
119	Confidential salaries	125,785	84,504	131,698	150,061	101,564	65,447	(16,950)	167,000
121	Certified subs	373,350	432,293	446,157	438,935	189,878	-	249,057	417,000
122	Classified subs	148,818	155,004	150,074	166,100	82,073	-	84,027	156,000
123	Temp certified	62,030	73,949	133,971	83,000	94,373	-	(11,373)	135,000
124	Temp classified	982	-	-	500	8,083	-	(7,583)	13,000
127	Student helpers salaries	11,768	7,895	6,544	7,000	16,254	-	(9,254)	21,000
132	Compensation time	23,861	25,767	37,764	34,600	8,168	-	26,432	42,000
133	Extra duty	254,381	324,897	286,017	422,268	156,991	29,501	235,776	276,000
134	Classified extra hrs	142,975	185,048	192,566	207,662	97,919	-	109,743	212,000
135	Vacation Payoff	4,377	6,938	12,246	16,200	6,437	-	9,763	19,000
136	Mentor teacher pay	990	609	-	-	449	-	(449)	1,000
137	Personal Leave Payout	75	-	-	-	-	-	-	-
138	Department Head Extra Duty	2,159	1,613	1,556	4,000	356	-	3,644	1,000
142	Taxable Meal Reimbursement	436	903	1,503	1,400	755	-	645	1,000
	Total Salaries	16,263,399	17,884,343	18,826,313	19,519,650	10,302,758	8,291,346	925,546	19,290,500
210	PERS	3,976,407	4,187,401	4,442,519	5,744,620	2,761,529	2,237,690	745,401	5,120,400
220	Social Security	1,207,537	1,328,140	1,385,595	1,497,051	759,642	607,854	129,555	1,420,800
231	Worker's Comp	136,822	173,370	196,943	232,028	133,717	91,422	6,890	229,900
241	Employee Ins - Admin	177,948	212,862	208,912	232,321	138,883	70,896	22,542	210,000
242	Employee Ins - Certified	2,307,416	2,328,554	2,370,817	2,779,702	1,283,375	1,276,607	219,719	2,566,000
243	Employee Ins - Classified	1,874,827	2,137,321	2,102,847	2,516,049	1,184,460	987,874	343,714	2,163,000
244	Employee Ins - Other	20,700	7,731	27,124	38,826	24,671	16,550	(2,395)	41,000
245	Employee Ins - Retired	276,090	228,774	195,821	190,000	102,166	-	87,834	188,000
247	TSA	42,912	40,991	22,082	12,000	13,300	8,400	(9,700)	21,700
	Total Benefits	10,020,660	10,645,144	10,952,659	13,242,597	6,401,742	5,297,294	1,543,560	11,960,800

Attachment: 5A.1

2017-2018 General Fund Expenditure Report

2/26/2018

Obj	Description	14/15 Actual	15/16 Actual	16/17 Actual	17/18 Budget	2-26-18 YTD	2-26-18 Encumb	2-26-18 Balance	17/18 Project
311	Instructional Services	152,856	157,581	110,051	164,000	56,660	-	107,340	110,000
312	Instr Prog Improve Service	43,468	36,748	39,424	52,000	39,846	-	12,154	58,000
319	Other Instr-Prof-Tech SVCS	21,870	9,745	23,110	15,000	12,594	-	2,406	22,000
322	Repairs & Maintenance	163,270	168,482	173,295	146,050	56,577	29,702	59,771	134,000
323	Radio Service	-	7,767	38,310	10,900	5,773	2,227	2,900	8,000
324	Rentals	135,308	104,777	102,560	132,975	72,166	13,536	47,273	105,000
325	Electricity	467,896	473,758	466,093	518,000	294,768	-	223,232	469,000
326	Fuel	177,759	187,899	223,740	231,500	108,668	-	122,832	243,000
327	Water & Sewer	139,255	121,239	150,725	156,800	83,547	-	73,253	137,000
328	Garbage	86,324	96,811	95,095	99,700	49,081	-	50,619	97,000
329	Other Property Services	13,001	19,246	34,726	20,000	7,585	6,984	5,431	22,300
330	Reimb. Student Transportation	6,950	-	1,589	5,200	-	-	5,200	5,000
340	Travel	114,592	140,225	178,985	177,976	66,588	180	111,208	145,000
343	Travel - Student - Out of Dist.	-	-	2,916	8,255	2,546	-	5,709	5,000
346	Meals/Transportation	104	48	99	200	-	-	200	200
348	Staff Tuition	49,577	44,768	71,830	55,000	67,328	353	(12,680)	75,000
351	Telephone	82,642	70,529	39,486	80,200	30,050	2,759	47,391	49,000
353	Postage	23,607	21,909	14,712	26,650	12,832	-	13,818	19,000
354	Advertising	4,416	3,551	1,087	4,300	437	-	3,863	3,000
355	Printing & Binding	68,861	48,223	51,996	46,050	8,517	-	37,533	12,000
360	Charter School Payments	2,064,403	1,961,788	1,866,943	2,005,000	1,392,721	-	612,279	2,100,000
371	Tuitions Payments to Other Dist.	40,570	29,701	29,536	85,000	-	-	85,000	-
373	Tuition Pay Private School	-	-	-	5,000	-	-	5,000	-
374	Other Tuition	605,954	625,503	162,192	203,000	45,708	-	157,292	180,000
381	Audit Services	27,650	25,150	27,700	30,000	15,150	-	14,850	30,000
382	Legal Services	2,028	5,288	11,261	35,000	23,110	-	11,890	50,000
384	Negotiation Services	5,934	13,784	8,590	15,000	446	-	14,554	2,000
386	Data Processing SVCS	59,787	76,794	75,380	89,500	48,554	-	40,946	77,000
388	Election Services	4,565	-	1,573	-	-	-	-	-
389	Other Non_instr Pro/Tech	515,889	539,114	292,488	358,100	307,094	5,161	45,845	350,000
391	Physical Exams - Drivers	2,380	3,168	4,193	3,700	1,765	2,235	(300)	4,000
392	Drug Tests Drivers	1,110	635	1,255	3,000	510	1,490	1,000	1,000
393	Child Care Services	22,000	22,000	22,000	25,000	6,968	9,447	8,585	18,000
394	Sub calling service	5,559	7,489	6,464	8,000	6,764	-	1,236	7,000
396	Criminal History checks	2,546	2,928	3,179	2,900	2,486	-	414	3,000
398	Fingerprinting	639	462	266	1,000	(59)	-	1,059	500
	Total P. Services	5,112,768	5,027,111	4,332,849	4,819,956	2,826,782	74,073	1,919,100	4,541,000

2017-2018 General Fund Expenditure Report

2/26/2018

Obj	Description	14/15 Actual	15/16 Actual	16/17 Actual	17/18 Budget	2-26-18 YTD	2-26-18 Encumb	2-26-18 Balance	17/18 Project
406	Gas Oil & Lubricants	152,805	103,868	115,426	193,700	79,920	95,889	17,891	134,000
410	Supplies & Materials	457,671	419,096	486,014	555,341	275,777	32,052	247,513	454,000
413	Vehicle repair parts	50,201	48,980	44,746	55,500	26,938	18,080	10,482	45,000
414	Transportation operations	5,674	6,060	8,776	6,000	5,436	642	(79)	9,000
420	Textbooks	240,685	131,379	83,687	193,800	47,534	-	146,266	84,000
430	Library Books	9,934	8,588	5,880	12,794	3,013	-	9,781	8,000
440	Periodicals	6,012	1,937	5,354	3,640	5,118	3,009	(4,487)	9,000
460	Equipment under 5K	125,632	212,514	184,119	205,618	115,423	12,971	77,224	199,000
470	Computer software	173,513	195,888	181,289	229,850	169,663	-	60,187	196,000
480	Computer hardware	255,516	252,444	221,873	195,920	104,905	2,637	88,378	172,000
	Total Supplies & Materials	1,477,643	1,380,753	1,337,164	1,652,163	833,727	165,281	653,156	1,310,000
540	Equipment	6,779	20,047	65,034	52,900	25,604	3,330	23,966	65,000
	Total Capital Outlay	6,779	20,047	65,034	52,900	25,604	3,330	23,966	65,000
621	Regular Interest	-	-	-	500	-	-	500	-
640	Dues & Fees	92,488	67,655	178,632	172,034	55,229	712	116,093	121,700
650	Insurance & Judgments	216,456	218,639	230,250	249,000	235,094	-	13,906	240,000
659	Settlements	-	-	34,000	-	-	-	-	-
670	Taxes & Licenses	49	-	-	200	-	-	200	100
	Total Other Objects	308,993	286,294	442,882	421,734	290,323	712	130,699	361,800
707	Transfer - Vocational House Fund	-	-	-	80,000	80,000	-	-	80,000
710	Transfer - Technology	175,000	200,000	225,000	-	-	-	-	-
711	Transfer - Classroom Furniture	50,000	50,000	25,000	-	-	-	-	-
712	Transfer - Textbook Adoption	350,000	350,000	300,000	50,000	50,000	-	-	50,000
713	Transfer - Capital Improvement	225,000	250,000	250,000	250,000	250,000	-	-	250,000
714	Transfer - Track and Turf Fund	110,000	110,000	10,000	10,000	10,000	-	-	10,000
715	Transfer - Athletic Fund	365,000	365,000	405,000	415,000	415,000	-	-	415,000
716	Transfer - Bus Replacement	250,000	250,000	250,000	250,000	250,000	-	-	250,000
717	Transfer - Unemploy Ins	25,000	15,000	25,000	95,000	95,000	-	-	95,000
718	PERS Reserve	150,000	500,000	500,000	-	-	-	-	-
719	Transfer - Food Service	50,000	65,225	90,656	50,000	14,820	-	35,180	50,000
730	Transfer - Debt Service	-	-	100,000	135,000	135,000	-	-	135,000
731	Transfer - Academic Achievemer	10,000	-	-	-	-	-	-	-
	Total Transfers	1,760,000	2,155,225	2,180,656	1,335,000	1,299,820	-	35,180	1,335,000
810	Reserve/Contingency	-	-	-	1,085,000	-	-	1,085,000	-
	Grand Total	34,950,241	37,398,917	38,137,559	42,129,000	21,980,756	13,832,036	6,316,207	38,864,100

2017-2018 All Funds Summary Report

All Funds

Fund	Description	14/15	15/16	16/17	16/17	17/18	2-26-18	2-26-18	2-26-18	2/26/2018	
		Actual	Actual	Actual	EFB	Adopted Budget	Y-T-D	Encumb	Balance	Proj. Actual	Proj. EFB
100	General Fund	34,950,241	37,398,917	38,137,559	3,310,041	42,129,000	21,980,756	13,832,036	6,316,207	38,864,100	4,552,800
200	Grant Funds	2,591,884	2,353,551	2,861,683	2,002	5,200,500	1,684,565	1,132,633	2,383,303	2,862,000	2,000
205	Senate Bill 1149	185,000	-	-	170,452	245,000	-	-	245,000	-	264,000
212	Academic Achievement	-	-	-	18,650	28,650	-	-	28,650	5,000	13,600
230	Bus Replacement	100,735	-	633,327	175,006	425,000	219,312	220,000	(14,312)	219,000	20,000
232	Classroom Furniture	50,000	40,792	24,777	9,431	11,500	9,431	-	2,069	9,431	-
240	Textbook Adoption	18,550	759,564	112,367	192,207	280,000	13,902	-	266,098	160,000	15,000
272	Capital Improvments	284,536	156,950	152,300	190,750	420,000	56,803	29,784	333,413	175,000	224,000
274	Technology	124,500	495	397,112	345,261	675,000	103,510	281,105	290,385	435,000	50,000
277	Track and Turf Replacement	100,000	100,000	-	98,954	139,000	-	-	139,000	-	100,000
279	Student Activity	590,053	632,780	731,692	494,132	1,120,000	373,726	30,337	715,937	750,000	500,000
286	High School Athletics	445,055	453,152	547,517	72,194	607,000	342,853	56,952	207,195	567,000	40,000
292	CTE Local Fund	-	-	-	-	-	(0)	-	0	-	-
296	Nutrition Services	1,596,163	1,615,906	1,710,052	454,889	2,050,007	979,352	558,783	511,872	1,800,000	450,000
299	PERS Reserve	-	-	-	1,150,000	1,150,000	-	-	1,150,000	-	1,150,000
300	Debt Service	3,442,481	3,528,481	3,618,481	146,778	3,710,582	970,291	-	2,740,291	3,710,000	130,000
311	2011 Non-Bonded Debt	223,547	223,547	223,547	41,306	315,000	97,214	-	217,787	223,500	45,000
530	Vocational House Fund	-	-	60,415	19,585	200,000	15,831	16,458	167,711	100,000	-
601	Unemployment	37,539	10,646	46,123	74,507	175,000	16,663	-	158,337	50,000	125,000
Grand Total		44,740,285	47,274,779	49,256,952	6,966,145	58,881,239	26,864,207	16,158,087	15,858,945	49,930,031	7,681,400
		=====	=====	=====	=====	=====	=====	=====	=====	=====	=====

BOARD MEMORANDUM



To: Board of Directors

From: Linda Darling, Business Director

Date: 2/26/18

Meeting Date: 3/8/18

Re: Comparability Data

[Comparability Data: \(Attachment 5A.2\)](#)

The enclosed data and graphs compare enrollment, economic, and ethnicity data by District for 2016-2017. The School Districts used have comparable ADMr of 4,000 – 4,500 in 2015-2016. These districts are: Central Point SD, Eagle Point SD, Hood River County SD, Oregon Trail SD, and Lebanon Community SD.

Table 1:

This table shows the comparability districts' enrollment by school and grade, the number of Special Education students reported on the December 2016 census (measurement used for funding), and the percentage of Special Education students. Schools listed at the bottom of their district are small programs (such as Alternative Education, tutoring) or a Charter School.

Table 2:

This table shows the enrollment activity for Lebanon Community School District in 2017-2018. The first column of data reflects the projected ADMr (Average Daily Membership rate) that was used for the 2017-2018 Budget. The second column of data is the number of enrolled students in August. The strikeout in the English Language Learners was a new software issue. The following columns reflect the number of students that were in enrolled the first of each month. October is typically the high mark and the numbers decrease throughout the remainder of the year.

Table 3:

This graph shows the percentage of economic status (free and reduced rates) for each district compared to their total enrollment.

Table 4:

This graph shows the percentage of ethnicities that are composed in each district.

Table: 1

Comparability School Districts

Enrollment by District & School 2016-2017	KG	1	2	3	4	5	6	7	8	9	10	11	12	Grand Total	# of Special Ed Students	% of SpEd Students
Central Point SD 6																
Central Point Elem	89	87	78	93	92	95								534		
Jewett Elem	113	92	105	101	82	98								591		
Patrick Elem	45	42	53	53	47	35								275		
Richardson Elem	96	102	77	98	95	86								554		
Sams Valley Elem	33	55	63	33	59	53								296		
Hanby Middle									60	80	69			209		
Scenic Middle							263	256	270					789		
Crater Academy of Health and Public Services										117	118	109	105	449		
Crater Renaissance Academy										110	113	111	123	457		
Crater School of Business Innovation and Science										119	119	117	100	455		
Central Point SD 6					5	3								8		
Central Point SD 6 Total	376	378	376	378	380	370	323	336	339	346	350	337	328	4,617	680	14.7%
Eagle Point SD 9																
Eagle Rock Elem	51	57	51	57	49	68								333		
Hillside Elem	79	75	83	86	73	79								475		
Lake Creek Learning Ctr	12	8	11	9	11	7								58		
Table Rock Elem	137	121	146	132	122	112								770		
Shady Cove School	26	34	30	31	31	24	37	24	34					271		
Eagle Point Middle							146	135	137					418		
White Mountain Middle							116	126	129					371		
Eagle Point High										255	283	256	223	1,017		
Eagle Point SD 9	8	5	8	5	4	4	5	5	6	6	2	3	2	63		
URCEO-Upper Rogue Ctr for Ed Opportunities											6	16	45	67		
Crater Lake Charter Academy	12	10	7	18	21	15	25	19	26	21	32	29	25	260		
Eagle Point SD 9 Total	325	310	336	338	311	309	329	309	332	282	323	304	295	4,103	511	12.5%

Comparability School Districts

Enrollment by District & School 2016-2017														# of Special Ed Students	% of SpEd Students	
	KG	1	2	3	4	5	6	7	8	9	10	11	12	Grand Total		
Hood River County SD																
Cascade Locks School	7	12	15	13	7	6								60		
May Street Elem	68	89	64	72	100	100								493		
Mid Valley Elem	80	69	86	83	84	94								496		
Parkdale Elem	37	34	30	33	37	36								207		
Westside Elem	70	94	67	102	90	83								506		
Hood River Middle							189	190	167					546		
WyEast Middle							130	134	137					401		
Hood River Valley High										332	363	350	318	1,363		
The Next Door											4	5	3	12		
Hood River County SD			1	2	2	1				1	1	13	15	36		
Hood River County SD Total	262	298	263	305	320	320	319	324	304	333	368	368	336	4,120	480	11.7%
Lebanon Community SD 9																
Cascades School	47	42	62	59	71	63								344		
Green Acres School	61	46	45	53	58	57								320		
Riverview School	60	53	64	78	72	74								401		
Pioneer School	64	44	55	53	60	63	23							362		
Lacomb School	23	21	17	25	28	29	22	29	29					223		
Hamilton Creek School	28	36	34	33	35	35	28	30	26					285		
Seven Oak Middle							174	221	205					600		
Lebanon High										332	296	299	341	1,268		
Lebanon Community SD 9		3	2	2	2	3	2		4	2	7	22	43	92		
Sand Ridge Charter School	37	39	38	30	34	36	33	36	24					307		
Lebanon Community SD 9 Total	320	284	317	333	360	360	282	316	288	334	303	321	384	4,202	627	14.9%

Comparability School Districts

Enrollment by District & School 2016-2017														# of Special Ed Students	% of SpEd Students	
	KG	1	2	3	4	5	6	7	8	9	10	11	12	Grand Total		
Oregon Trail SD 46																
Firwood Elem	82	51	79	79	88	79									458	
Kelso Elem	56	47	59	68	58	56									344	
Naas Elem	56	59	49	68	73	65									370	
Sandy Grade	61	47	56	64	52	62									342	
Welches Elem	37	31	30	42	33	35									208	
Oregon Trail Academy	27	27	27	27	27	27	26	27	25	16	11				267	
Boring Middle							139	130	131						400	
Cedar Ridge Middle							124	125	132						381	
Welches Middle							33	32	29						94	
Sandy High										350	381	333	358		1,422	
Oregon Trail SD 46	4	9	8	4	7	8	4	6	20	7	4	8	22		111	
Oregon Trail SD 46 Total	323	271	308	352	338	332	326	320	337	373	396	341	380	4,397	537	12.2%

Table: 2

Lebanon Community School District
Enrollment Activity
2017-2018

Schools / Area	Projected (ADMr) Nov. '16	Enrolled (Aug. '17)	Attendance (student count)					
			Sept. '17	Oct. '17	Nov. '17	Dec. '17	Jan. '18	Feb. '18
Cascades	327	312	323	327	319	317	312	311
Green Acres	314	320	319	323	316	318	314	313
Hamilton Creek	286	309	310	310	307	309	306	311
Lacomb	228	252	260	261	251	249	248	244
Pioneer	383	354	369	371	364	365	366	371
Riverview	392	405	405	409	406	409	409	402
Total K-8	1,930	1,952	1,986	2,001	1,963	1,967	1,955	1,952
7 Oak	605	667	668	671	666	658	667	661
LHS	1,175	1,296	1,329	1,347	1,299	1,294	1,288	1,287
Total MS & HS	1,780	1,963	1,997	2,018	1,965	1,952	1,955	1,948
Alt Ed.enrolled in resident school <i>Teen Center, SEL & SOK Middle Options</i>	83		43		53			73
Tutoring			3	7	11	18	27	27
Total Alt Ed	83	-	46	7	64	18	27	100
Sand Ridge Charter	315	298	323	325	316	314	315	310
GRAND TOTAL K-12	4,108	4,213	4,352	4,351	4,308	4,251	4,252	4,310
Special Ed. Students	647			651	713	660	667	721
English Language Learners	58	128	62		64	66	62	67
Talented and Gifted Students		299	304	306	272	364	285	338

Table: 3

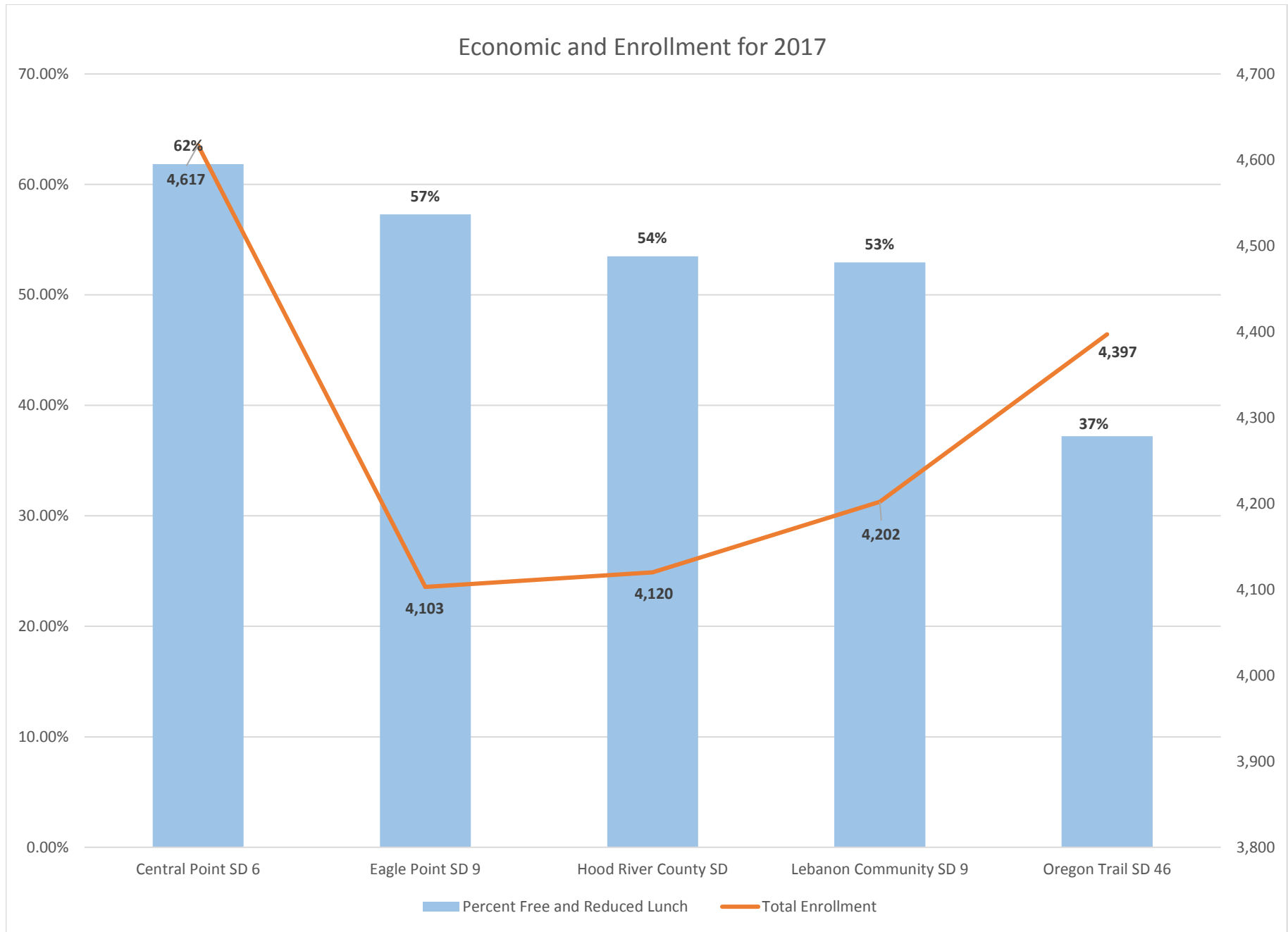
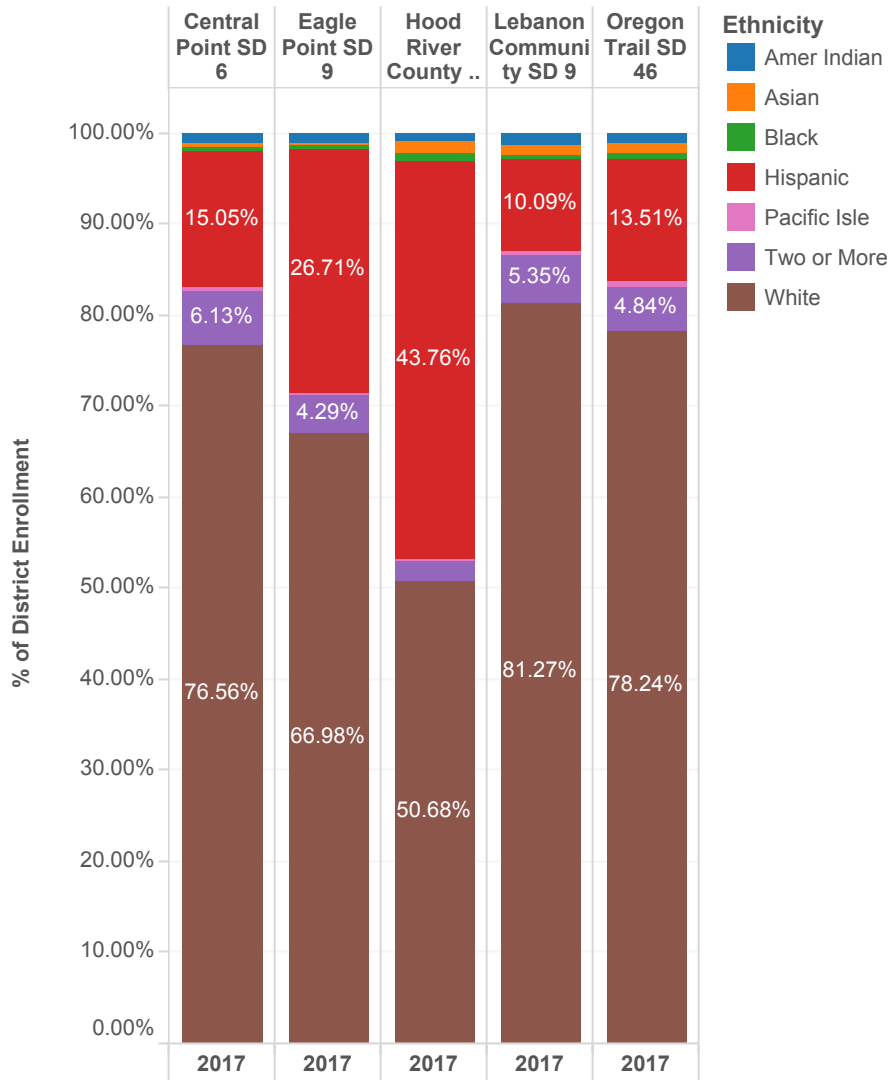


Table: 4

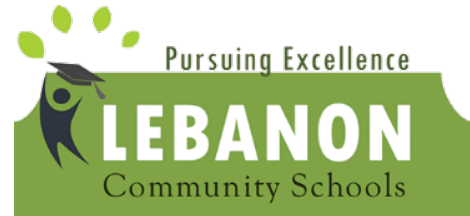
District Race Ethnicity

District(s): Central Point SD 6, Eagle Point SD 9, Hood River County SD and 2 more

Source: Oregon Department of Education



BOARD MEMORANDUM



To: Board of Directors

From: Rob Hess, Superintendent

Date: March 2, 2018

Meeting Date: March 8, 2018

Re: 2020 Vision Reflection – Focus Areas 21 through 25

The attached 2020 Vision Reflection discusses Areas 21 through 25 of the 25 focus areas contained in the 2020 Vision, which was published in fall 2010. This reflection includes the original vision of the area identified by the community and evidence of progress made toward the vision in the last seven-plus years, as well as some potential next steps.

RH/mk

Attachment

21. Parent Partnership and Support

Priority: Culture

Vision: All parents and families are made to feel welcome to the district starting with the birth of their children. Encourage parents to be active in their children's education. All parents support their students' success and are aware of appropriate student study space needs, study skills and specialized programs available to students. Parents are comfortable communicating with the district and know whom to contact when they have questions. Staff is responsive to parent requests. Parents and families are able to visit the district website for parent education resources. There is increased parental involvement in school and parent associations.

Evidence:

- **Parent Conferences:** All schools actively reach out to their parent communities to engage them with their schools and we track volunteer engagement electronically at each school.
- **Parent Portal:** Through our electronic student information system, parents are able to monitor their child's attendance, grades, and behavior in school. Many teachers use sites such as class dojo to communicate electronically with parents.
- **Social Media and Web Presence:** We implemented a district Facebook page in the 2016/17 year and revamped the district website to make it mobile friendly and easier to use and navigate for parents.
- **360 Survey:** All schools conducted 360 surveys with their school community during 2017/18.

Next Steps: We need to continue building trust with parents by meeting the educational needs of their children and through quality communication. We should explore the possibility of conducting a districtwide Thought Exchange to determine areas of strength and areas that may need improvement.

22. Resource Development

Priority: College & Career

Vision: Every program and service provided by the district has the opportunity to be supplemented with funding from grants and community partnerships. Lebanon Community School District employees are aware of grant opportunities for programs and services. Additional resources are leveraged through partnerships with local service providers, business sponsorships, foundations and local, state or federal grants.

Evidence:

- **Grants:** Over the years, we have pursued a variety of grant opportunities aligned with our priorities. These grants included TIF (Teaching Incentive Fund), CLASS (Chalkboard), GEAR Up & Nike (AVID), Mentoring, and CTE grants. These grants have helped us learn, grow, and innovate. Through them, we have discovered and implemented a variety of best practices that have made a difference in our student achievement outcomes.
- **CTE (Career and Technical Education) Growth:** Even during times of diminishing resources, we have been able to increase student participation in CTE programs and currently are supporting 10 different programs.

- **East Linn County Classroom to Career Expo:** We partnered with Sweet Home School District, the Boys and Girls Clubs, and dozens of businesses in our area to host a Classroom to Career Expo in the fall of 2017 for students in Grades 8 through 12.
- **LBCC (Linn-Benton Community College):** Through Beyond LHS and our partnership with LBCC over the years, we have been able to provide a college going experience that has created college access to hundreds of Lebanon students.

Next Steps: We need to continue building partnerships with businesses and pursue effective grant opportunities so we can provide meaningful college and career opportunities for our students and continue to build and support a variety of CTE programs.

23. Communication/Community Engagement

Priority: Culture

Vision: The district, parents, staff and community members share a sustained, two-way conversation regarding outcomes and progress for students. Staff serves as ambassadors to parents and the community. There is frequent communication with parents via staff email and newsletters. Each teacher utilizes a classroom webpage to disseminate timely and appropriate information to students and parents. Community members are able to access accurate information about the district both from internal sources, the district website, and local media. There is a positive, sustained relationship between the district and local community service organizations.

Evidence:

- **Lebanon Schools Foundation:** We have built a strong partnership with the Lebanon Schools Foundation during the last eight years that provides over \$25,000 in scholarships to seniors every year. Funds have also been raised and obtained to support classroom innovation grants, food and backpacks for at-risk students, musical instruments, and other programs that support our students.
- **Facebook:** We created a Facebook presence during the 2016-17 school year that has increased the effectiveness of our communication of district news and events.
- **Lebanon Hall of Fame:** Over the last five years, we started and sustained the Lebanon Hall of Fame. Our annual Hall of Fame event honors Lebanon High School graduates who have achieved world-class success in the areas of science, business, education, the arts, mathematics, and athletics.
- **Service Clubs:** District employees are involved in a variety of service clubs that are making a difference in our community and for our students in a variety of ways. These service clubs include: Rotary, Optimist, Build Lebanon Trails, Live Longer Lebanon, and Interact (youth club in association with Rotary), among others.
- **JOYA:** In conjunction with the Optimist Club, our schools honor one youth every month in the Junior Optimist of the Year Award program. All nominated youth are honored in a communitywide event at the end of each year.

Next Steps: We will continue to invest time and energy to sustain the programs we have created to support our students and continue to look for new ways to communicate effectively.

24. Facility Improvement

Priority: Culture

Vision: Lebanon’s facilities are clean and well maintained; students, staff, and the community share a sense of pride for, and ownership of each building. All facilities, including schools, maintenance centers, administrative sites and others, are efficient in their use of resources and create as little waste as possible. There is an understanding among the community of the direct link between the quality of the physical learning environment and student achievement.

Evidence:

- **Well-maintained Buildings:** Over the last eight years, we have invested and wisely used our resources to have well-maintained buildings, grounds, fields, and classrooms. Every year we improve our facilities so that students can attend school and staff can work in safe environments that are conducive to learning.
- **Highly Trained Staff:** Over the last several years, we have systematically restored maintenance, custodial, and ground services to ensure our facilities are being cleaned and maintained by highly trained district staff.

Next Steps: Public schools should be functional, clean, comfortable, and efficient places to learn and work. We have worked hard to catch up on deferred maintenance; it will require continued investment to maintain quality buildings. As our city continues to grow and our need for specialized programs expands, we will need to secure resources to support increased learning options for students.

25. Technology Infrastructure

Priority: College and Career

Vision: Every student and staff member has access to affordable, portable technology and web-based or technology-based instructional materials. Every school conforms to a minimum standard for equipment, training, and access. Students at all levels are provided with the tools to be technologically proficient.

Evidence:

- **E-Rate Project:** We have used our E-Rate dollars to continually build our technology infrastructure and as a result, all of our schools and classrooms are 100% WiFi enabled and are able to use technology in a variety of ways to support instruction.
- **Chrome Book Implementation:** We have systemically added hundreds of Chrome Books over the past four years. Our fleet is now nearly at a 1 to 1 level. These devices provide the technology access our students need to be prepared for learning and working in the 21st century. With full Chrome Book implementation, our schools are able to repurpose their computer lab spaces.
- **Strong Video Camera Presence:** All of our buildings and buses are equipped with digital cameras that provide additional safety and security for our students. The currently in-progress cabling upgrade provides the opportunity to upgrade our surveillance systems to a common platform.
- **Communication Systems:** School communication systems are being evaluated to ensure effective communication with all staff and students.

Next Steps: Maintenance and sustainability of technology infrastructure is essential to provide a 21st century education for all students, and our investments in these areas over time are paying dividends. We will continue to focus on how technology is being used in the classroom and transitioning to all mobile devices for staff.

**LEBANON COMMUNITY SCHOOL DISTRICT
SCHOOL BOARD MEETING
February 8, 2018, 6:00 PM**

Santiam Travel Station

750 S. Third Street, Lebanon, OR 97355

MEETING MINUTES

A regular School Board Meeting was held on February 8, 2018. Those present included the following:

Richard Borden, Director
Nick Brooks, Director
Mike Martin, Director
Tom Oliver, Chair
Russ McUne, Director

Dr. Rob Hess, Superintendent
Bo Yates, Assistant Superintendent
Jennifer Meckley, Human Resources and
Community Relations Director
Linda Darling, Business Director

Meeting minutes were recorded by Maura Kwiatkowski and Nicole Hundley, Executive Secretaries.

A. WELCOME

The meeting was called to order by Chair Tom Oliver.

B. GOOD NEWS/COMMUNITY COMMUNICATIONS

1. Lacomb School Presentation

Principal Whitney Connolly updated the Board on Lacomb's efforts to help all students succeed in meaningful ways. Their focus is on AVID (Advancement Via Individual Determination), PBIS (Positive Behavioral Intervention and Supports) and RTI (Response to Intervention).

AVID strategies to increase instructional rigor and set high expectations for students include 1) consistent notetaking, 2) organizational systems that build over time, and 3) improved communication and outreach. All teachers and most classified staff receive monthly professional development. They are also working to implement an AVID "Strategy of the Month."

PBIS strives to recognize and support positive behaviors across the school setting. Staff training is being conducted to clarify procedures and routines, as well as to ensure consistency and equity. Lacomb is working to hold regular meetings for staff to review data and adjust support.

The goal of RTI is to respond to high levels of academic or behavioral challenges and needs. To support this effort, Lacomb has added a behavior support assistant and focus room. Regular, routine social skills group and individual instruction is being provided. Regular meetings are

being held to review data and adjust academic and behavioral plans, and there is focus on providing meaningful training for staff regarding effective responses to student needs.

Connolly shared Lacombe success stories with the Board, which include 1) highest historical enrollment, 2) consistently strong state test scores, 3) strong attendance rates—approximately 94 percent, 4) additional staffing resulting in better support for students (including a half-time counselor), and 5) improvement in opportunities for students, including music, middle school band, special interest clubs and camps, reading incentives, and technology access.

Lacombe will remain focused on three primary goals: 1) increase rigor and differentiation in all classrooms, 2) Streamline access to academic and behavioral interventions, and 3) provide ongoing all-staff training for addressing/responding to challenging situations.

Mike Martin asked where Lacombe students appear in Star assessment data. Connolly indicated benchmark reviews days occurred very recently, but the individual classroom level is between 40 and 60 percent.

Martin also asked about the Focus Room. Connolly advised this room is staffed by two behavioral support assistants with specialized training in student behavior and interventions. They focus on preventive instruction in groups or individually to develop self-regulation skills and utilize calming strategies in relationships and classroom behavior. The behavior assistants help students who are struggling. They “put out fires,” help with issues, escort students through transitions, and help regulate in the moment. Their objective is to bring the student out of the classroom, do calming activities or exercises, and return the student to the classroom as soon as possible.

2. Hamilton Creek School Presentation

Principal Geno Bates reported to the Board on strategies and progress at Hamilton Creek School.

Strong school-wide systems of support are in place at Hamilton Creek, and the staff goes above and beyond to provide students the extra help they need to be successful.

AVID: College and Career Readiness for Grades 2 through 8. Goals include organization, inquiry notebooks and notetaking to get students organized, which is an ongoing challenge. College field trips will be conducted for Grades 6 through 8. Advance math (Algebra and Geometry) is available for Grade 6 and 7 students; Hamilton Creek staff work with the High School to forecast the appropriate level. Nearly all staff have been trained in AVID, and one new teacher will do Pathway this summer. They are working to get the training down to the Kindergarten and Grade 1 levels.

PBIS: Providing differentiated academic support for all. PBIS helps develop strategies to reward students for attendance and positive behaviors.

RTI: Providing differentiated behavior support for all. An RTI meeting is scheduled for the week of February 12 to review assessments.

Bates reported that approximately 93% of Hamilton Creek students are attending at the 90% level: The goal is to maintain at least 90% of students with 90% attendance. Six students are in the Red Zone.

Hamilton Creek test scores are down somewhat. Strategies for improvement include teaching students to take the test properly and helping them become comfortable with technology-based testing. Staff is working to ensure students take the testing process seriously and are helping students stay focused on their goals.

Tom Oliver asked about the number of student taking the test. Bates indicated nine students opted out of the test and that opt-out parents have some valid reasons for doing so, including student stress and frustration caused by dyslexia, for example.

Regarding setting goals for Star, Hamilton Creek is using SBAC (Smarter Balanced Assessment Consortium) versus district goals to set the bar higher. It provide a good look at how Hamilton compares to SBAC. The SBAC scores three-year comparison indicates some scores at Hamilton Creek are up, some are down. Teaches are working to identify problem areas.

Opportunities at Hamilton Creek include elementary counseling, PE and a dedicated media assistant. In addition, AVID is in Grades 2 through 8. All grades have access to technology, with two computer labs and multiple Chrome carts. iPads are available for Kindergartners. The school has an outdoor garden, Smart Readers program and a Grade 6 forest camp. Hamilton Creek also has fulltime behavior support and a very active PTA (Parent Teacher Association).

Oliver asked about music opportunities at Hamilton Creek. Bates advised that music is available for Kindergarten through Grade 5 once per week. Band is available two days each week.

Nick Brooks asked for Bates' thoughts on Hamilton Creek's Wednesday utilization. Bates indicated staff is 1) participating in monthly districtwide meetings, 2) conducting RTI meetings, and 3) analyzing grade level placement, test scores and student benefits. The kindergarten teacher is attending dyslexia training and sharing information with other teachers and staff. Wednesdays also provide time for teachers to collaborate.

Connolly noted that Lacombe staff are benefiting from Wednesday time in ways similar to those at Hamilton Creek. There is specific, AVID-focused professional development. There is also structured PLC (Professional Learning Community) time and opportunities for teaming in grade bands, including vertical alignment, best practices, and curriculum discussions. Additional benefits include behavior systems and management training, suicide prevention screening and prevention strategies, and time for informal collaboration among teachers. Brooks indicated that opportunities for teacher collaboration encourage the sharing of innovative ideas and best practices.

3. Fiscal Year 2016/17 Audit Presentation

Linda Darling introduced Kori Sarrett of Accuity, LLC to present the district's Fiscal Year (FY) 2016/17 audit. Ms. Sarrett served as the lead on the district's auditing team.

Sarrett indicated it was a very clean audit with no major issues and no findings. There were no School lunch program issues relative to federal compliance, and budget and contract compliance are good. The district has made great strides in compliance. Monthly Board reports were reviewed and are accurate for Board decision-making.

Sarrett noted that on Page 12 of the audit (Statement of Net Position), the Business-Type Activities column is new. She also noted on Page 12 the district's net pension liability of \$41 million, which is up from \$19 million the previous year. She pointed out that the Board cannot control this amount. The hope is that the next round of assumptions does not worsen this liability and that we will not see the same drastic change. The Total Net Position is negative \$19 million.

Also relative to pensions, the retiree stipend and retiree health insurance benefits have an impact. An actuarial evaluation at June 30, 2018 is required or a modified audit opinion. The Board advised Darling that an actuarial evaluation is not necessary, and they are comfortable with a note in the audit until the actuarial cost decreases. Oliver asked what the other districts are doing. Darling indicated two districts are doing the actuarial evaluation and the remaining districts do not plan to do so.

Rob Hess asked whether this would have any effect on the district's bond ratings; Sarrett indicated it would not. She noted that pension standards have changed in the bond rating industry, and they understand the anomaly. Pages 50 through 52 of the audit provide a year-to-year comparison of the district's pension liability.

4. Lebanon High School (LHS) Student Representative

The LHS Student Representative did not attend the February 8, 2018 meeting.

C. AUDIENCE COMMENTS

Ms. Allego Johnson expressed concern regarding the safety of her daughter during a specific incident, as well as the safety of other children. She indicated she was satisfied with district staff's handling of her daughter's incident, but suggested the district explore new strategies to assess potential safety concerns. Ms. Johnson also stressed the need for ongoing communication about protective measures in the schools and expressed her hope that behavioral intervention programs will increase overall school safety. Hess asked Johnson to provide her contact information and indicated he would review the incident involving her daughter.

D. GENERAL BUSINESS

1. **Policies**

a. Policies, First Reading

Regarding Policy DN, Property Disposal, Oliver requested that the Board receive periodic reports of such disposals in the Board meeting packets. Darling confirmed the district has these records and can provide such reports. For property valued at over \$500, disposal must be approved by the Board. District property targeted for disposal consists primarily of used vehicles being sold for scrap.

Oliver discussed the three policies governing complaint procedures and their ARs (Administrative Rules). The proposed revisions to these policies is the result of the Board-requested review performed by attorney Jollie Patterson. Patterson reviewed the policies, their corresponding ARs and the language contained in the bargaining agreements; interviewed staff; and reviewed historical instances. The recommended revisions clarify how the Board handles complaints, including those received from the public.

Richard Borden indicated the updates were positive and transparent and remove subjectivity from the complaint process. Martin indicated he did not receive any public comment on the proposed changes. Martin noted that any request for appeal of a complaint decision will be received by the Board Chair, and the Chair will determine if the appeal will be heard. If another Board member objects to the Chair's decision, however, the Board will hear the appeal. Oliver noted that a third-party could be involved if deemed appropriate. Hess noted the new policy language is much clearer now. Oliver favors the formalization and establishment of a complaint timeline that is provided by the complaint form.

Borden asked about next steps if the Board adopts the revised policies at First Reading. Nicole Hundley indicated a Second Reading adoption would be required at the March 8 Board meeting. If adopted at the Second Reading, the new policy would be posted to the district's website shortly thereafter. Martin asked whether hard copies of these and other policies are available in all school buildings. Hundley indicated that upon request, a hard copy would be provided by the district office, but the primary repository of Board policies is the district website.

Brooks inquired about how staff learns the Board has adopted new or revised policies. Hess indicated there has not previously been a consistent practice of notifying staff of such changes. Martin noted the importance of ensuring staff is quickly notified of policy changes. All agreed it would be appropriate to distribute a monthly all-staff email advising of changes and providing easy-access web links to those changes.

Russ McUne asked whether our attorney and the OSBA have signed off on the complaint policy. Oliver advised that the policy was drafted by an attorney practicing in this field, and it was discussed with OSBA. Oliver believes the new draft policy meets the letter of the law.

Upon motion, duly seconded, the First Reading Policies were unanimously approved and will proceed to Second Reading for final approval at the March 8, 2018 meeting.

b. Policies, Second Reading

Upon motion, duly seconded, the Second Reading Policies were unanimously approved.

2. Report: English Language Learner

Federal Programs Director Dawn Baker presented the annual English Language Learner (ELL) Report.

ELL falls under Title 3, and we are part of a consortium, since we have a very small percentage of ELL student population.

Baker noted that the report included in the Board packet is a few years old, but it is the most recent report submitted to the State Legislature. It covers all aspects of the program and how we compare to the state.

Baker indicated that for every \$1.00 the district receives from the state for ELL, we spend \$1.31. It is difficult to be highly resource-efficient with a small number of students, since they still need the same services. The district does strive to use resources efficiently.

The ELL Plan cycle is every two years. The Board packet includes a summary of the district's proposed 2017/2019 ELL Plan. Baker provided the Board with an overview of the plan submittal to the state, which included district demographics, goals, staff, and a program model proposed change. Currently, we have the ELL magnet at Green Acres. ELLs are given the option of receiving specialized instruction at the magnet school or be immersed in their neighborhood school. About 40 percent choose to stay in the neighborhood school and do not receive ELL services – the "how language works" component. If needed, they do receive Special Education services in the school they attend.

When a larger percentage of ELL students chooses to remain in a neighborhood school and not receive English Language Development (ELD), we still need to serve them. Reasons for families denying ELD services include long periods of time being bused to Green Acres, difficulty picking children up at school for unexpected circumstances, and the difficulty in being involved in the school community. The belief is that ELLs should be able to stay in their neighborhood school and not have to decline services. The state generally shares this position.

Baker advised that assistants are bilingual, but the ELD teachers are English speakers who have special training in teaching English to other-language speakers. The focus is not on translation; it is about learning to acquire new language skills. At Green Acres, ELD students are still immersed in regular classrooms.

The benefit at Green Acres is that bilingual assistants are available for translation to bridge the gap. Also, parents can see and communicate with someone with whom they feel comfortable. There are no bilingual assistants at the other schools.

Brooks asked about the number of opt-out parents we have contacted. Baker indicated she inquired about this at the High School's Latino Parent Night, but parents were most concerned about opportunities such as homework help and athletics. Hess noted that our community liaison is in contact with all ELL families, even those that declined services. Brooks indicated it would be helpful to know if there are other factors in play. Baker stated that 15 students have declined services. Staff Yesenia Salinas has had informal conversations. Dawn asked whether a parent survey would be helpful, but Salinas did not believe we would receive a good response. Brooks suggested one-on-one conversations would be the best method to gather information.

Oliver asked what service delivery disbursement to all schools would look like. Baker noted that there would be the option of ELD pullout services at neighborhood schools. Students could also stay at Green Acres, and we would continue to provide transportation. With disbursement, resources would be spread thinner, and the district would need to hire more bilingual assistants. Baker believes there would be more participation if the services are available in all schools. Oliver asked if costs would increase as a result of disbursement, and Baker confirmed they would. Baker proposes hiring two more fulltime equivalent (FTE) bilingual assistants.

Oliver asked about the graduation rate for former ELLs and current ELLs. Baker indicated the average student would learn a second language in five years. If the student started in kindergarten they would likely be fluent by fourth or fifth grade. Current students are either those receiving services for more than five years, or they might be students who arrived in middle or high school. We have more elementary students in the program and more former ELL in the high school.

Oliver noted that disbursement sounds like the right plan, but will the students actually benefit and graduate at a higher rate if we add the two FTEs? Baker indicated she compared how students perform academically if they decline services versus participate. Though we are looking at a small number of students, there could be a variety of factors. Students at their neighborhood schools with no services are doing better in reading and math than those receiving services at Green Acres. This could be the "sink or swim" effect. Also, immersed parents generally feel more confident speaking English. Students being bused to Green Acres generally have families that are less comfortable with the English language.

Brooks asked if Baker had worked through the proposal with the principals, including how it would disbursement would impact the various buildings. Baker noted that since it is such a small number,

our plan is to build training for teachers. ELD service is only about 30 minutes in day. It does not change the structure in schools; we are adding ELD services and providing training for teachers.

Brook asked if the elementary principals and their staff support the proposal. Baker indicated the principals are supportive, but the proposal had not been widely discussed with staff at this time. Brooks expressed some concern about making this decision at the Board level and then pushing it down. He suggested having conversations at the Wednesday meetings level to receive feedback.

Oliver asked if we are considering two new FTEs to serve 15 students. Baker indicated a prior need has existed. There is one bilingual assistant at Seven Oak for only 2.5 hours per week. The high school has an FTE bilingual assistant, and it works very well for parents and students. We need a similar champion at every school, especially Seven Oak. Staffing still needs to increase, even if the service model is not changed. Baker advised there is one teacher who is teaching AVID and commuting between buildings while being paid at the higher teacher rate. We would realize some cost savings by not using a current teacher for ELD. We need more bilingual assistants. Hess indicated we also need more sheltered English instruction training; we received a grant, and the state reviewed our program. The state pushed us hard on the ethical concern of parents denying services due to the busing requirement. The state is not mandating, but they strongly suggested we increase training. Their question is, how are we serving these students

The Proposed Fiscal Year 2018/19 budget will include the ELL disbursement proposal.

Martin asked how we meet the needs of other ethnicities and languages. Baker noted that the student may not necessarily speak that language. The strategy is to present English in ways that any other-language speaker could acquire language skills. No parents have asked for languages other than English or Spanish. Resources are available through the ESD for translation as necessary.

3. CET Ad Hoc Committee Update

The CET (Construction Excise Tax) Ad Hoc Committee met for the last time and developed its recommendation, which is to look long-term and at the big picture. We have submitted applications for a facilities assessment grant, a long-range facilities plan grant, and a seismic assessment grant. We will have the results of these efforts for the Board at the April meeting. We would then pursue a facilities assessment and then develop the long-term plan required for a CET.

These activities are also required for the Oregon School Capital Improvement Matching Program (OSCIM), which is a program that could match our bond funds. The district is eligible to receive up to \$4.7 million in matching funds. If we were to pass a bond at \$9 million, \$4.7 million would come from the state, and \$4.7 million would come from district taxpayers. The funds could only be used for items on the long-term facilities plan. We would need to apply for these funds, and we are required to define and strategically prioritize the needs we would address with the funding.

Oliver indicated the district needs to complete the planning exercise and determine a course of action. The planning process will help define our needs. Brooks agreed we need a single plan to move forward. When the planning work is complete, the Board can make the decision regarding whether to proceed with applying for the state grant funding.

Darling reported that the facility assessment average length ranges from one to six months, and the average is three months. We would need to conduct a Request for Proposals process to contract for the assessment. Long-term planning averages nine months, but it can take up to a year. A seismic assessment could take more than one year. For the bond to be eligible to be on the November 2019 ballot, we would need to apply by July 1, 2019. Applying in September would result in the bond being on the ballot in the spring of 2020.

Bo Yates pointed out the funding runs from 2017 to 2019, and the funds may not be available again. If we look long-term and believe we would apply again, we must wait three funding cycles. This timing fits the window for our long-range planning.

Hess noted that we have more crowding due to special education and special needs education. Facilities space use is increasing even though the number of total students has not increased. This was not anticipated in when schools were originally funded and designed.

Oliver indicated we should complete the planning exercise and then evaluate the options – CET and matching bond funds. Once we complete the facilities assessment, we should have a better understanding of our needs.

4. Comparability Data

Darling presented the District Comparability Data as requested by the Board. Areas of note included:

- Lebanon has more administrative staff than some other districts, but some of those districts have fewer teaching staff than Lebanon.
- Hood River has fewer principals and more teachers than Lebanon. Their classified staff number is significantly less than ours; we have more direct classroom assistants.
- The salary data comparison shown as Table 4 indicates that across the board, Lebanon is the lowest paying in all comparators.

Oliver noted that the standout areas are years of experience or average salary. There is a clear correlation. Years of experience is not increasing. Also, we have had many conversations about class size, but our students per FTE average shows we fare better than many other districts. The other districts appear more consolidated. Brooks would like to see data on the percentage of class sizes that are greater than 25 or 30 in the other districts. Darling indicated this data would need to be requested directly from the districts and would require a great deal of effort by those

districts. Oliver asked whether there are best practices and more effective distribution of resources we could emulate without significant cost. Brooks suggested site visits to these districts might be helpful. Oliver noted this data is very relevant to our facilities study and needs analysis. Have these districts made better use of their resources through facilities structuring?

Yates indicated one to view this issue is how many students are teachers seeing in one day. Six periods times 30 students means 180 students per day/per teacher. Seven Oak currently has quite a few teachers in the 180 range. Yates indicated that during his tenure, 150 was the target number at the high school. Hess noted we have some 200s at the high school this year. Hess indicated we could obtain this type of data from the Albany and Corvallis Districts through the Pinnacle Program.

Hess asked for additional information to appropriately analyze the data. How many schools are in the various districts? How many school buildings does each have? Attendance and graduation rates, as well as poverty rates, are also important to consider. Darling indicated she would provide this information to the Board for the March 8, 2018 meeting.

5. Superintendent Contract

At the January 2018 meeting, Superintendent Hess asked the Board to reconsider the within-district residency requirement in his employment contract. Since then, Oliver, Hess and respective legal counsel developed a new employment contract for the Board's consideration. The following contract components were noted:

- The new proposed contract, which would continue through June 30, 2020, would replace the two existing contracts.
- Residency within the district boundary would not be required.
- A provision for termination without cause has been added, as has a maximum 12-month liquidated damages clause.
- 12 days of previously included paid leave are not included in the new agreement.
- Hess' new annual salary is \$135,000, effective upon Board approval of the new contract. This salary level was previously scheduled to take effect July 1, 2018.
- A 1.5 percent annual cost of living adjustment (COLA) is included beginning July 1, 2018.
- Evaluation language was clarified and includes the option of a 360 evaluation at the Board's discretion. The Superintendent's level of community engagement will also be considered in the evaluation process.

Hess expressed appreciation for the Board's willingness to remove the residency requirement from the employment contract.

Upon motion, duly seconded, the Superintendent's Employment Contract was unanimously approved.

E. DEPARTMENT REPORTS

1. Finance

Darling presented the Business Report.

Bo Yates noted the planned disposal of obsolete equipment (three buses). He indicated that this spring, the district will need more activity vehicles, since several need to be removed from service. With the opening of the Welcome Center and more homeless children being transported, we are running short of transportation options.

2. Operations

Brooks asked whether any follow-up had occurred regarding the Cascades tree issue. Yates reported a site visit was conducted to review cleanup at Cascades and to also walk the other property. He is looking for someone local to perform the trim work.

Yates invited the Board to visit the property. There is a great deal of potential for an outdoor school or ROTC activities. He would like to see a larger vision defined for the property beyond removing the timber. It is a very unique space and can be a liability or asset depending how we utilize it. Yates would like to take the Board on a site visit and will schedule tours for next month. Staff will confirm a majority of the Board can participate in a site visit and the Public Meeting Law guidelines for doing so.

Oliver asked if the plan is to do a selective harvest and thin. Yates indicated he would like to receive recommendations from several subject matter experts and then, with Board input, move forward. Brooks indicated now is the time to maximize the district's monetary benefit from the logs; prices are very high. Martin pointed out that a general plan for the property should precede logging activities.

Oliver asked if the Cascades timber is merchantable. Yates indicated the district will pay several thousand dollars to remove stumps and clear.

3. Human Resources

No report.

F. COMMUNICATION

1. Board

Oliver spoke with the Oregon Ethics Commission (OEC) regarding the Board's request for an opinion. He has not yet receive the information. The OEC will not provide a formal letter of

opinion, since the topic circumstance has already occurred. They will provide advice on how to proceed from this point forward. Oliver is holding off on some of legal counsel Jollie Patterson's work pending advice from the OEC, but we will still need to have Patterson move forward. Oliver has had conversations with a third-party human resources specialist who does this type of work. This specialist could provide another resource and alleviate the need for staff to make policy recommendations.

2. Superintendent

Hess presented the Superintendent's report.

Grade configuration community forums are underway, with the last to be held February 21. Some Board members have attended a forum, and he encouraged members to attend one of the remaining two forums. Attendance has been strong, and good conversations are occurring. The current email list generated from forum attendance is over 100. Hess will present the data collected at the Board's March 8 meeting. He indicated it would help with planning if a special Board meeting could be held prior to the regular April 12 meeting and before spring break to make a decision for the 2018/19 school year to assist with budget and staffing projections. This topic would be the only agenda item.

Upon motion, duly seconded, the Board voted unanimously to hold this special Board meeting on Monday, March 19, 2018 at 7:00 PM.

G. CONSENT AGENDA

1. January 11, 2018 Board Meeting Minutes

Upon motion, duly seconded, the Board voted unanimously to approve the January 11, 2018 Board Meeting Minutes.

2. Approve Hiring

Upon motion, duly seconded, the Board voted unanimously to approve Hiring as presented.

3. Leave of Absence

Upon motion, duly seconded, the Board voted unanimously to approve Leave of Absence as presented.

H. AUDIENCE COMMENTS

No members of the audience requested an opportunity to address the Board.

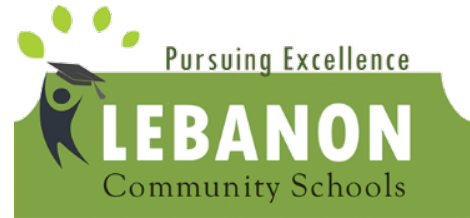
I. ADJOURN

The meeting adjourned at 8:15 PM.

Tom Oliver, Board Chair

Rob Hess, Superintendent

BOARD MEMORANDUM



To: Board of Directors

From: Dawn Baker, Federal Programs Director

Date: March 2, 2018

Meeting Date: March 8, 2018

Re: Kindergarten through Fifth Grade Health Curriculum

Background

Oregon state law requires that school districts adopt health curricula for its students.

A team of K-5 teachers analyzed the results and feedback from multiple surveys, grade level professional learning community (PLC) discussions, and the state's standards alignment review and recommendation. Of the two state-approved curricula (Health and Wellness and The Great Body Shop), the team supports the Lebanon Community School District's adoption of Health and Wellness by McGraw-Hill. They found this product provides more engaging informational text that is developmentally appropriate. The scope and sequence covers a wide variety of health topics and allows for the integration of WICOR-ized (Writing, Inquiry, Collaboration, Organization and Reading) lessons.

McGraw-Hill's Health and Wellness Program Overview is available at:

[Health and Wellness Program Overview](#)

Recommendation

Staff recommends the Board adopt Health and Wellness by McGraw-Hill for the Kindergarten through Fifth Grade Health Curriculum.

DB/mk