

**LEBANON COMMUNITY SCHOOL DISTRICT**  
**SCHOOL BOARD MEETING AGENDA**  
**November 16, 2017, 6:00 PM**  
**Santiam Travel Station**  
**750 S. 3<sup>rd</sup> Street, Lebanon, Oregon 97355**

**A. WELCOME**

1. Call to Order
2. Flag Salute

**B. GOOD NEWS/COMMUNITY COMMUNICATIONS**

1. Pioneer School Presentation (Enclosure B-1) *-page 3*
2. Pipeline Presentation
3. Lebanon Community Schools Foundation Mini-Grants

**C. AUDIENCE COMMENTS**

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

**D. GENERAL BUSINESS**

1. **Policies** (Enclosures D-1) *-page 50*
  - a. **Action:** Adopt Revised Board Policies on First Reading
    - i. EBBB: Injury/Illness Reports *-page 51*
    - ii. JHF: Student Safety (OSBA Sample) *-page 54*
    - iii. GBEB: Communicable Disease – Staff (new) *-page 56*
    - iv. GBEB-AR: Communicable Disease – Staff (new) *-page 59*
    - v. JHCC: Communicable Disease – Students *-page 60*
    - vi. JHCC-AR: Procedures for Dealing with Students Having HIV, AIDS or HBV (delete) *-page 62*
    - vii. JHCC-AR: Communicable Disease – Students (new) *-page 63*
    - viii. GBEDA: Drug and Alcohol Testing – Transportation Personnel *-page 66*
    - ix. GBEDA-AR: Drug and Alcohol Testing – Transportation Personnel *-page 69*
    - x. GCA: License Requirements *-page 81*
    - xi. GCDA/GDDA: Criminal Records Check and Fingerprinting (rewritten) *-page 83*
    - xii. GCDA/GDDA-AR: Criminal Records Check and Fingerprinting *-page 86*
    - xiii. IICC: Volunteers *-page 90*
    - xiv. IICC-AR: Volunteers (delete) *-page 92*
    - xv. JEA: Compulsory Attendance *-page 98*
    - xvi. JHCD: Nonprescription Medication (delete) *-page 102*
    - xvii. JHCDA: Prescription Medication (delete) *-page 104*
    - xviii. JHCD/JHCDA: Medications (new) *-page 106*
    - xix. JHCD/JHCDA-AR: Medications *-page 109*
    - xx. JHFE/KN-AR: Child Abuse Investigations Conducted on School Premises (delete) *-page 119*
    - xxi. JHFE-AR(2): Abuse of a Child Investigations Conducted on District Premises (new) *-page 121*
    - xxii. KN-AR: Relations with Law Enforcement Agencies *-page 122*
    - xxiii. KN-AR(2): Investigations Conducted on District Premises *-page 125*
2. **Discussion:** CET Ad Hoc Committee Update
3. **Action:** OSBA Elections Ballot (Enclosure D-2) *-page 126*
4. **Report:** 2020 Vision Reflection (Enclosure D-3) *-page 160*
5. **Discussion:** Comparable District Data (Enclosure D-4) *-page 165*
6. **Action:** Approve Resolution for Supplemental District Transportation Plan (Bus Stop) (Enclosure D-5) *-page 173*
7. **Report:** SBAC Effect Size (Enclosure D-6) *-page 177*
8. **Discussion:** Linn County Trades Academy (Enclosure D-7) *-page 194*

## **E. DEPARTMENT REPORTS**

### **1. Finance**

- a. **Report** (Enclosure E-1) –*page 198*
- a. **Action:** Governmental Accounting Standards Board (GASB) 75 Implementation
- b. **Discussion:** Budget Committee Application Timelines
- c. **Discussion:** RFP for Legal Services (Timeline and Board Involvement)

### **2. Operations**

### **3. Human Resources**

## **F. COMMUNICATION**

### **1. Board**

### **2. Superintendent**

### **3. LHS Student Body Representative**

## **G. CONSENT AGENDA**

1. **Action:** Approve October 12, 2017 Board Minutes (Enclosure G-1) –*page 207*
2. **Action:** Approve Hiring
  - a. Tim Rowley – Math Teacher, Lebanon High School (Temporary 2017-2018 School Year)
  - b. Lana Abbott – Spanish Teacher, Lebanon High School (Temporary until December 29, 2017)
  - c. Skyler Bascom – Counselor, Lebanon High School

## **H. AUDIENCE COMMENTS**

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## **I. ADJOURN**

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

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

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

## **FUTURE MEETINGS**

December 14, 2017	TBA
January 11, 2018	TBA
February 8, 2018	TBA







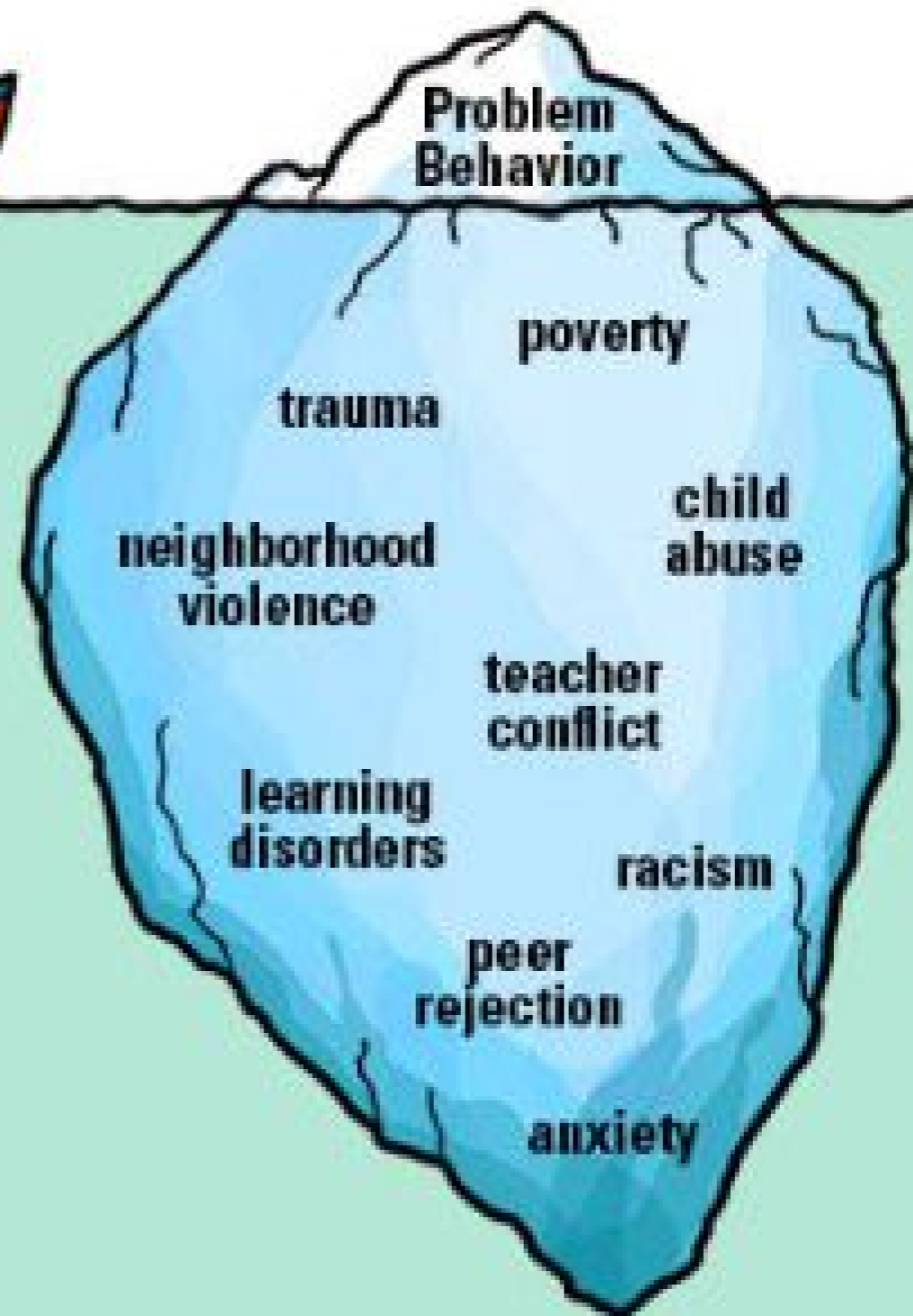






**Problem behavior on the surface often hides larger struggles underneath.**

- Non-academic factors play a large role in school success
- Problematic behavior at school is often a stress reaction to prior trauma
- Ripple Effects digital tools make it possible for students to privately address non-academic factors through personalized motivational counseling, behavioral training and skill-building

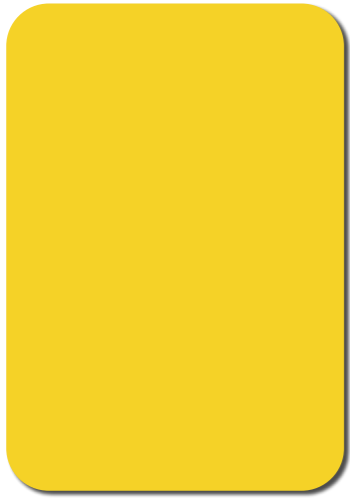


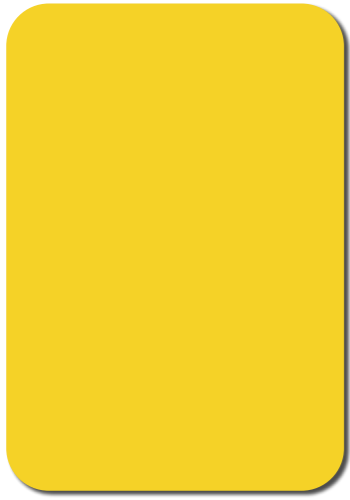


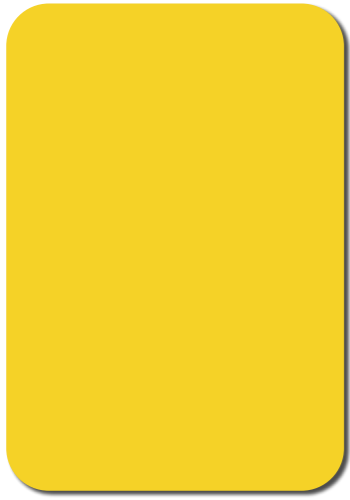


Behavior

Behavior



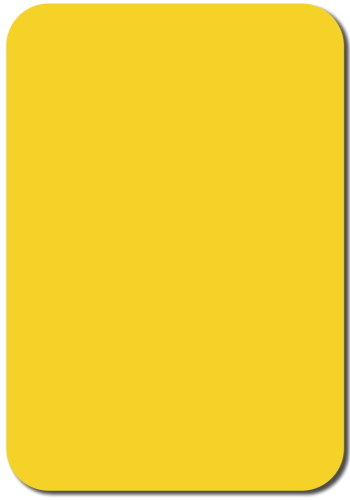


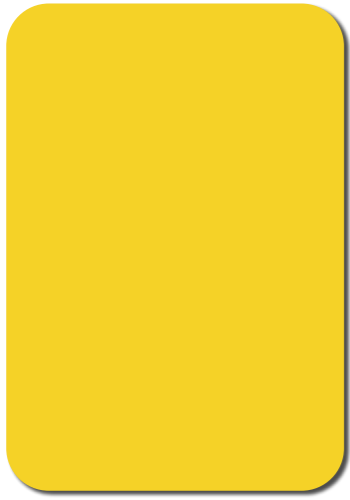


**Attendance**











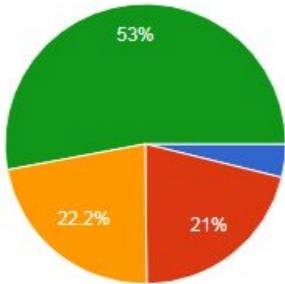






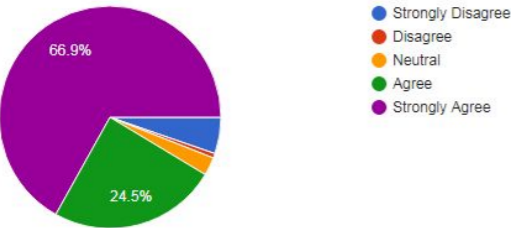
I like school.

338 responses



I am connected to my child's education (through ClassDojo, e-mail, planners, phone, etc.).

151 responses



# Pioneer School

## AVID STRATEGIES – PIONEER K-6: School wide Implementation Plan

	2015-2016 (6 <sup>th</sup> -8 <sup>th</sup> )	2016-2017 (2 <sup>nd</sup> -6 <sup>th</sup> )	2017-2018	2018-2019	2019-2020
Planners (2-6)	Train/Implement		Maintain /Refine		
Organizational Tools (4-6)	Train/Implement			Maintain/Refinene	
2-3 Column / Cornell Notes		Train	Train/Implement		Maintain/Refine
Interactive Notebook		Train/Implement		Maintain /Refine	
Reading Strategies			Train/Implement		Maintain/Refine
Brief Constructed Response				Train/Implement	
Philosophical Chairs/Socratic Seminar				Train/Implement	

## AVID STRATEGIES – PIONEER K-6: School wide Implementation Plan

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August						
Date, Virtue, Eval	Weekly AVID Practice	Monday	Tuesday	Wednesday	Thursday	Friday
			AVID - Training (Site Plan / Indistar / PD Calendar)			
8/21/17				AVID PIO PD Rigor Lesson. *Essential Questions pg. 92-94, Reading Focus 5.1-5.15 led by Tonya  ClassDojo led by Stephanie		
8/28/17 Self-Discipline	*Name Tents pg. 154-155 *Binders pg 279 *Successful Student pg. 368 *Call and Response pg. 193-194		2:45-3:20 Site Team: Schoolwide Plan / Finalize PD Plan	12:45-2:20 Grade Level Teams- Discuss AVID Assessment Tool as Gradelevel Teams / Complete time survey training  2:20-3:20: Staff Mtg		
September						
Date, Virtue, Eval	Weekly AVID Practice	Monday	Tuesday	Wednesday	Thursday	Friday
9/4/17 Kindness	* Planners pg 240 / Binders pg 279  *Class Matrix / PBIS Walkthrough video  *2 Column Notes pg. 4	Staff check in	2:45-3:20 Site Team Mtg: Plan for PD next Wednesday  Staff Presenting: Abbey / Lisa and Stefanie Topic: Costa's Levels of Thinking / Staff and Student Goal Setting	12:45-2:20 Grade Level Teams 2:20-3:20: 1 hour Teacher PREP  Playworks @ Cascades 1-4pm (SAs and BSP)	2:45-3:20 Wellness Team	7:20-7:50 Behavior RTI 2016-17 Review (Tonya, Kelly, Allison, Helen)
9/11/17 Responsibility	* Assessment (spreadsheet)  * Class mission statement pg. 382	2:45-3:20 Academic RTI 2016-17 Review	Tonya at District AVID Meeting  Grade level teams gather monthly AVID evidence for binders	12:45-2:15 Introduce Costa's House pg. 69 - Led by Abbey  2:15 Trauma Informed Teaching Lesson		7:20-7:50 Behavior RTI 2016-17 Review (Tonya, Kelly, Allison, Helen)
9/18/17 Cleanliness	*Class chant  * SLANT pg. 191	2:45-3:20 Academic RTI 2016-17 Review	2:45-3:20 Site Team Mtg. - Month at a glance ISS	1:45-2:45 Student and Staff Goal Setting 6.3 pg 374 led by Lisa & Stefanie  2:45-3:20: PLC	2:45-3:20 New Teacher Support Group	7:20-7:50 Behavior RTI 5th/6th
9/25/17 Consideration	* Student Goal Setting  *AVID Weekly	2:45-3:20 Academic RTI 5th and 6th	2:45-3:20 Culture / PBIS Mtg: Complete School-wide Evaluation Tool	12:45-1:45: 1 hour Teacher PREP 2:00-3:20: District ER		7:20-7:50 Behavior RTI 4th

Date, Virtue, Eval	Weekly AVID Practice	Monday	Tuesday	Wednesday	Thursday	Friday
10/2/17 Perseverance Kelly, Leanne	* <b>Learning Log Pg. 38</b>  *AVID Weekly	2:45-3:20 Academic RTI 4th	2:45-3:20 Site Team Mtg: Plan for PD next Wednesday  Staff Presenting: Toby Topic: Google Classroom	12:45-2:20 PLC (1.5 hours) - Grade Level PLC Form 2:20-3:20: 1 hour Teacher PREP	2:45-3:20 Wellness Team	7:20-7:50 Behavior RTI 3rd
10/9/17 Modesty Angie, Lyndsey	* <b>3 Column Notes</b>  *AVID Weekly	2:45-3:20 Academic RTI 3rd	Tonya at District AVID Meeting  Grade level teams gather monthly AVID evidence for binders	<b>12:45-1:45 School-Wide Data Day-Fall led by Tonya</b>  <b>1:45-2:20 District Data - Rob</b>  <b>2:20-3:20 Google Classroom led by Toby</b>		7:20-7:50 Behavior RTI 2nd
10/16/17 Determination Caroline, Abbey D., Stephanie	* <b>Double Entry Journal Pg. 54</b>  *AVID Weekly	2:45-3:20 Academic RTI 2nd	2:45-3:20 Site Team Mtg. - Month at a glance ISS	12:45-2:45 PLC (2 hours) 2:45-3:20: Staff Mtg	2:45-3:20 New Teacher Support Group	7:20-7:50 Behavior RTI 1st
10/23/17 Understanding Allison	* <b>STAR pg 18</b>  *AVID Weekly	2:45-3:20 Academic RTI 1st	2:45-3:20 Culture / PBIS Mtg	12:45-1:45: 1 hour Teacher PREP 2:00-3:20: District ER		Teacher Prep
10/30/17 No Virtue		Prep	Parent Conference	Parent Conferences		7:20-7:50 Behavior RTI Kinder

[illegible]

Date, Virtue, Eval	Weekly AVID Practice	Monday	Tuesday	Wednesday	Thursday	Friday
11/6/17 Honor	<b>*Expressing personality pg. 151-152</b>  *AVID Weekly	2:45-3:20 Academic RTI Kinder	2:45-3:20 Site Team Mtg: Plan for PD next Wednesday  Staff Presenting: Abbey / Cathy Topic: Differentiated Reading/Inquiry	<b>12:45-2:15 Reading/ Inquiry Lesson Lauren R. / Angie F.</b>  <b>2:15 Trauma Informed Teaching Lesson</b>	7:20-7:50 Behavior RTI 5th/6th 2:45-3:20 Wellness Team	No School
11/13/17 Thankfulness Colleen, Dannie	*Writing in the Margins pg 328-332  <b>*Marking the Text pg 315-317</b>  *AVID Weekly	2:45-3:20 Academic RTI 5th and 6th	Tonya at District AVID Meeting  Grade level teams gather monthly AVID evidence for binders	12:45-2:45 PLC (2 hours) 2:45-3:20: Staff Mtg		7:20-7:50 Behavior RTI 4th
11/20/17 No Virtue Stefanie	<b>*Close Reading pg 341-347</b>  *AVID Weekly	7:20-7:50 Behavior RTI 3rd 2:45-3:20 Academic RTI 4th	2:45-3:20 Site Team Mtg. - Month at a glance	Thanksgiving	2:45-3:20 New Teacher Support Group	No School
11/27/17 Forgiveness Kelly, Leanne Classified Evals	*3 Stretches and 1 Truth pg. 163-165  *One pager pg.	2:45-3:20 Academic RTI 3rd	2:45-3:20 Culture / PBIS Mtg	12:45-1:45: 1 hour Teacher PREP 2:00-3:20: District ER		7:20-7:50 Behavior RTI 1st and 2nd

[illegible]

Date, Virtue, Eval	Weekly AVID Practice	Monday	Tuesday	Wednesday	Thursday	Friday
12/4/17 Respect Angie, Abbey D., Caroline, Stephanie	*Summarizing pg 333-337  *AVID Weekly	2:45-3:20 Academic RTI 2nd	2:45-3:20 Site Team Mtg- AVID Focus - ISS - Assessment/Goal Setting	12:45-2:20 PLC (1.5 hours) - Grade Level PLC Form 2:20-3:20: 1 hour Teacher PREP	2:45-3:20 Wellness Team	7:20-7:50 Behavior RTI 1st
12/11/17 Joyfulness Lyndsey, Allison	* Partner Drawing pg 160- 162  *Brain Gymnastics pg. 168  *AVID Weekly	2:45-3:20 Academic RTI 1st	<a href="#">District AVID Coordinators Meeting</a>	1:00-2:30 Staff Holiday Gathering / Pot Luck AVID  Culture Activity led by Anna & Dannie		

### January

Date, Virtue, Eval	Weekly AVID Practice	Monday	Tuesday	Wednesday	Thursday	Friday
1/1/17 Helpfulness	*AVID Bingo pg 156-159  *Standing mtg 169  *AVID Weekly	No School	2:45-3:20 Site Team Mtg: Plan for PD next Wednesday  Staff Presenting: Angie / Lauren Topic: Differentiated Reading / Inquiry Lesson	12:45-2:20 PLC (1.5 hours) - Grade Level PLC Form 2:20-3:20: 1 hour Teacher PREP	2:45-3:20 Wellness Team	7:20-7:50 Behavior RTI Kinder
1/8/17 Courage Stefanie	* Revisit Costa's Lvl of Thinking pg. 69  *AVID Weekly	2:45-3:20 Academic RTI Kinder	Tonya at District AVID Meeting  Grade level teams gather monthly AVID evidence for binders	12:45-2:15 Reading/ Inquiry Lesson led by Cathy/ Abbey D.  2:15 Trauma Informed Teaching Lesson		No Mtg
1/15/17 Humility	*Assessment (spreadsheet)  *Standing Meeting pg. 169	No School	2:45-3:20 Site Team Mtg. - Month at a glance	12:45-2:45 PLC (2 hours) 2:45-3:20: Staff Mtg	2:45-3:20 New Teacher Support Group	7:20-7:50 Behavior RTI 5th and 6th
1/22/17 Assertiveness	*Levels of thinking assessment tool pg. 89-91  *Stand / Share / Sit pg 171  *AVID Weekly	2:45-3:20 Academic RTI 5th and 6th	2:45-3:20 Culture / PBIS Mtg	12:45-1:45: 1 hour Teacher PREP 2:00-3:20: District ER	7:20-7:50 Behavior RTI 4th 2:45-3:20 Academic RTI 4th	Teacher Prep

### February

Date, Virtue, Eval	Weekly AVID Practice	Monday	Tuesday	Wednesday	Thursday	Friday
1/29/17 Trustworthiness	*Mind Image pg. 174-175  *AVID Weekly	Teacher Prep	2:45-3:20 Site Team Mtg: Plan for PD next Wednesday  Staff Presenting: Tonya Topic: School-wide Data Day	12:45-2:20 PLC (1.5 hours) - Grade Level PLC Form 2:20-3:20: 1 hour Teacher PREP	2:45-3:20 Wellness Team	7:20-7:50 Behavior RTI 3rd
2/5/17 Gentleness Colleen, Dannie	*Framer Model pg 357-364  *AVID Weekly	2:45-3:20 Academic RTI 3rd	Tonya at District AVID Meeting  Grade level teams gather monthly AVID evidence for binders	12:45-2:15 School-Wide Data Day-Winter led by Tonya  2:15 Trauma Informed Teaching Lesson		7:20-7:50 Behavior RTI 2nd
2/12/17 Loyalty	*Playground Speech pg. 206-208  *Team Huddle pg. 213-215  *AVID Weekly	2:45-3:20 Academic RTI 2nd	2:45-3:20 Site Team Mtg. - Month at a glance	12:45-2:45 PLC (2 hours) 2:45-3:20: Staff Mtg	2:45-3:20 New Teacher Support Group	No Behavior RTI Mtg
2/19/17 Compassion	*WICOR Study Buddy pg 188-190  *AVID Weekly	No School	2:45-3:20 Culture / PBIS Mtg	12:45-1:45: 1 hour Teacher PREP 2:00-3:20: District ER		7:20-7:50 Behavior RTI 1st

### March

Date, Virtue, Eval	Weekly AVID Practice	Monday	Tuesday	Wednesday	Thursday	Friday
2/26/17 Diligence	*Four Corners pg 216-217  *AVID Weekly	2:45-3:20 Academic RTI 1st	2:45-3:20 Site Team Mtg: Plan for PD next Wednesday  Staff Presenting: Lyndsey / Stephanie Topic: Differentiate Reading / Inquiry Lesson	12:45-2:20 PLC (1.5 hours) - Grade Level PLC Form 2:20-3:20: 1 hour Teacher PREP	2:45-3:20 Wellness Team	7:20-7:50 Behavior RTI Kinder
3/5/17 Flexibility	*Give one, get one pg 218-219  *AVID Weekly	2:45-3:20 Academic RTI Kinder	Tonya at District AVID Meeting  Grade level teams gather monthly AVID evidence for binders	12:45-2:15 Reading/ Inquiry Lesson led by Lyndsey & Stephanie  2:15 Trauma Informed Teaching Lesson		7:20-7:50 Behavior RTI 5th and 6th
3/12/17 Honesty	*Numbered heads together pg 220-221  *AVID Weekly	2:45-3:20 Academic RTI 5th and 6th	2:45-3:20 Site Team Mtg. - Month at a glance	12:45-2:45 PLC (2 hours) 2:45-3:20: Staff Mtg	2:45-3:20 New Teacher Support Group	7:20-7:50 Behavior RTI 4th
3/19/17 Integrity	*Think-Pair-Share p.222  *AVID Weekly	2:45-3:20 Academic RTI 4th	2:45-3:20 Culture / PBIS Mtg	12:45-1:45: 1 hour Teacher PREP 2:00-3:20: District ER		No Behavior RTI Mtg

### April

Date, Virtue, Eval	Weekly AVID Practice	Monday	Tuesday	Wednesday	Thursday	Friday
4/2/17 Excellence	*Snowball fight pg. 228  *AVID Weekly	Prep	Conferences	12:45-2:20 PLC (1.5 hours) - Grade Level PLC Form 2:20-3:20: 1 hour Teacher PREP	2:45-3:20 Wellness Team	7:20-7:50 Behavior RTI 3rd
4/9/17 Creativity	*Carousel Brainstorm pg. 226-227  *AVID Weekly	2:45-3:20 Academic RTI 3rd	2:45-3:20 Site Team Mtg: Plan for PD next Wednesday  Staff Presenting: Grace / Caroline Topic: Differentiated Reading/Inquiry Lesson	12:45-2:15 Reading/ Inquiry Lesson led by Grace & Caroline  2:15 Trauma Informed Teaching Lesson		7:20-7:50 Behavior RTI 2nd
4/16/17 Patience	*Fishbowl pg 229-230  *AVID Weekly	2:45-3:20 Academic RTI 2nd	2:45-3:20 Site Team Mtg. - Month at a glance	12:45-2:45 PLC (2 hours) 2:45-3:20: Staff Mtg	2:45-3:20 New Teacher Support Group	7:20-7:50 Behavior RTI 1st
4/23/17 Generosity	*Jigsaw pg 231  *AVID Weekly	2:45-3:20 Academic RTI 1st	2:45-3:20 Culture / PBIS Mtg	12:45-1:45: 1 hour Teacher PREP 2:00-3:20: District ER		7:20-7:50 Behavior RTI Kinde

### May

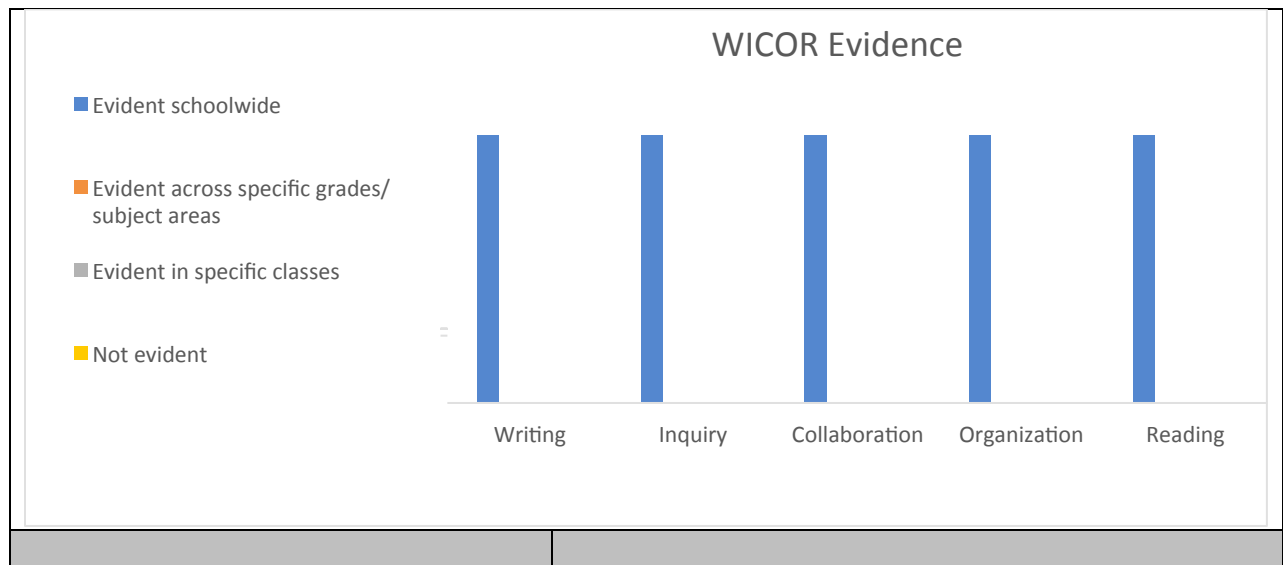
Date, Virtue, Eval	Weekly AVID Practice	Monday	Tuesday	Wednesday	Thursday	Friday
4/30/17 Unity	*Beach Ball Toss pg. 149-150  *AVID Weekly	2:45-3:20 Academic RTI Kinder	2:45-3:20 Site Team Mtg: Plan for PD next Wednesday  Staff Presenting: Tonya Topic: School-wide Data Spring	12:45-2:20 PLC (1.5 hours) - Grade Level PLC Form 2:20-3:20: 1 hour Teacher PREP	2:45-3:20 Wellness Team	7:20-7:50 Behavior RTI 5th and 6th
5/7/17 Enthusiasm	*Stand, Share, Sit pg. 171  *AVID Weekly	2:45-3:20 Academic RTI 5th and 6th	Tonya at District AVID Meeting  Grade level teams gather monthly AVID evidence for binders	12:45-2:15 School-Wide Data Day-Spring led by Tonya  2:15 Trauma Informed Teaching Lesson		7:20-7:50 Behavior RTI 4th
5/14/17 Reliability	* Philosophical Chairs- Green Light Wall pg 121-122  *AVID Weekly	2:45-3:20 Academic RTI 4th	2:45-3:20 Site Team Mtg. - Month at a glance	12:45-2:45 PLC (2 hours) 2:45-3:20: Staff Mtg	2:45-3:20 New Teacher Support Group	7:20-7:50 Behavior RTI 3rd
5/21/17 Tact	* PS-Would you rather? pg 123-125  *Line ups pg 223-225  *AVID Weekly	2:45-3:20 Academic RTI 3rd	2:45-3:20 Culture / PBIS Mtg	12:45-1:45: 1 hour Teacher PREP 2:00-3:20: District ER		No Behavior RTI Mtg

### June

Date, Virtue, Eval	Weekly AVID Practice	Monday	Tuesday	Wednesday	Thursday	Friday
5/28/17 Service	*Assessment (spreadsheet)	No School	2:45-3:20 Site Team Mtg- AVID Focus - Assessment		2:45-3:20 Wellness Team	7:20-7:50 Behavior RTI: 2017-2018 Review
6/4/17 Cooperation		No Academic RTI Mtg	<a href="#">District AVID Coordinators Meeting</a>	Staff Gathering / Pot Luck  AVID Culture Activity led by Colleen & Leanne		Teacher Prep
						Updated 8/1/17

## Pioneer

### AVID School/District Site Feedback



Observation	Highlights	Next Steps
Writing	Students had opportunities to create two and three column notes.	Are there additional strategies that can be used to ensure that students take more ownership of use of their notes academically?
Inquiry	Inquiry was observed being instructed in multiple classrooms.	Can students begin to independently identify and create leveled questions across more content areas?
Collaboration	Several different strategies were used, including talking to neighbor and working as table groups.	Can more strategies be introduced throughout the school in order to provide students with an increased variety of collaborative strategies?
Organization	Organizational systems were in place for students.	Can students be provided more organizational checks in order to facilitate students taking more ownership of their organizational tools?
Reading	Critical reading strategies were in place in the school.	Can students develop more leveled questions from their reading to participate in more Socratic discussions?

The school was implementing AVID strategies with fidelity. It will be exciting to see additional strategies being utilized as the school builds additional rigor into their implementation.

# **AVID Student Ambassador Information and Application Packet 2017-2018**

Pioneer School  
Dream. Explore. Discover.



Students, if you have questions about the application please talk to Ms. Tedeschi, Ms. Cairo, or your classroom teacher.

Parents, if you have questions about the application, please contact Ms. Tedeschi at

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## **AVID Student Ambassador Information**

### **What are AVID Student Ambassadors?**

AVID Student Ambassadors are sixth grade leaders who support the school, the students, and the staff. During the school day and during some after school events, AVID Student Ambassadors represent Pioneer School using their leadership skills.

### **What does it take to be an AVID Student Ambassador?**

Students must complete the AVID Student Ambassador application, which is attached. All parts must be filled out completely for the application to be considered by the staff Leadership team.

Qualified AVID Student Ambassadors show virtues like determination, kindness, perseverance, responsibility, and more.

AVID Student Ambassadors are expected to show professionalism, as they would for any career. AVID Student Ambassadors model good attendance, appropriate behavior, and strong effort in academic work.

### **What do AVID Student Ambassadors do?**

AVID Student Ambassadors take on many roles at Pioneer. Based on your strengths, interests, and schedule, you may do some of the following things:

- Take new students on tours around the school
- Present about AVID to teachers and principals that come to visit
- Help lead assemblies
- Help with daily and monthly attendance tracking
- Teach AVID strategies to younger students
- Meet with and interview community members to gain more information about colleges and careers

AVID Student Ambassadors are also required to come to at least one AVID Family Night and Board Meeting held at the Lebanon District Office (dates TBA).

AVID Student Ambassadors will meet with Ms. Tedeschi, Ms. Cairo, Ms. Coté, and Ms. Walker once a month for training and review. AVID Student Ambassadors will also be paired with mentors from the medical school to learn valuable leadership skills.

### **Why would someone want to be an AVID Student Ambassador?**

AVID Student Ambassadors have the opportunity to develop leadership skills, help their school community, and develop as responsible and independent students. It is a great chance to be more involved with AVID and have fun with your peers while making a difference.

**What is the application process like to be an AVID Student Ambassador?**

Please complete the attached application and return it to Mrs. Baughman or Mrs. Borden in the front office. It is due by September 22nd at the latest. The Leadership Team, made up of Ms. Cairo, Ms. Tedeschi, Mrs. Richard, Mrs. Thompson, and Ms. Coulter will review the application and choose 10 students to be AVID Student Ambassadors for the school semester. You will hear back from the Leadership Team by September 28th. If you do not make it this time, you can reapply after winter break.

# AVID Student Ambassador Application

You must complete all parts of this application to be considered for an AVID Student Ambassador position for the 2017-2018 school year. The application is due to the front office no later than September 22nd. Late applications will not be considered.

**Name:** \_\_\_\_\_

Teacher: \_\_\_\_\_

**Please answer the following question in 3-5 sentences. Why is AVID important to you?**

[illegible]

**Please list 3-5 answers for the following question. What do you do to help other people?**

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**Please answer the following question in 2-3 sentences. Choose one Virtue of the Week you think is important and explain why it is important.**

Self-discipline	Kindness	Responsibility	Service	Consideration
Perseverance	Modesty	Determination	Understanding	Honor
Thankfulness	Forgiveness	Respect	Enthusiasm	Helpfulness
Courage	Humility	Assertiveness	Reliability	Cooperation
Loyalty	Compassion	Diligence	Flexibility	Honesty
Integrity	Excellence	Creativity	Patience	Generosity

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**Student Signature:** \_\_\_\_\_ **Date:**

\_\_\_\_\_

**Parent Signature:** \_\_\_\_\_ **Date:**

For Leadership Team use only:

**Date Application Received:** \_\_\_\_\_

**Leadership Team Notes:**

## Pioneer School Behavior RTI Cheat Sheet

At Pioneer School, we believe that students do well when they *can*. As educators, it is our responsibility to balance love, support, and education with accountability. A restorative approach to behavior allows students to make mistakes, receive loving feedback from trusted adults, and make positive behavior changes.

Behavior RTI, or Response to Intervention, is a process used to garner services and resources to support student behavior. Behavior RTI follows other MTSS models, where 80% of students receive only Tier I or Green Zone interventions, 15% of students also receive Tier II or Yellow Zone interventions, and 5% of students receive Tier III, or Red Zone interventions.

Below are examples of interventions at each level:

Tier I (Green Zone)	<ul style="list-style-type: none"><li>• Second Step</li><li>• Counselor classroom lessons</li><li>• Scholar Dollars and Scholar Dollar Store</li><li>• Virtue of the Week and Virtue Students</li><li>• AVID Student of the Month</li><li>• Class tokens</li><li>• ClassDojo</li><li>• Pioneer Pride</li><li>• Student handbook</li><li>• PBIS Behavior Matrix</li></ul>
Tier II (Yellow Zone)	<ul style="list-style-type: none"><li>• Check-in/check-out</li><li>• Small group counseling/social skills</li><li>• Behavior RTI meeting</li><li>• Parent contact</li><li>• Behavior contract</li><li>• No Contact Agreement</li><li>• BSP support</li><li>• Alternative recess plan</li></ul>
Tier III (Red Zone)	<ul style="list-style-type: none"><li>• 5 point plan/Behavior Intervention Plan</li><li>• Safety Plan</li><li>• Alternate Recess Plan</li><li>• Functional Behavior Assessment</li><li>• Alternate Education</li><li>• Shortened schedule</li></ul>

Students move beyond Tier I when the classroom teacher completes the Behavior RTI paperwork and levels the student at their grade level Behavior RTI meeting. At this point, the behavior team, made up of principal, counselor, behavior specialist, BSP, and special education teacher, will work with the teacher on interventions.

A student should be leveled at Behavior RTI if they have received 5 or more behavior referrals. The behavior team will be monitoring this and may notify a teacher when one of their students have reached this threshold so that RTI paperwork may be followed.

It is very important that *all* staff document behavior incidents so that the behavior team has the appropriate evidence to implement more intensive interventions.

## Pioneer Comprehensive School Counseling Program 2017-18

Mission: The mission of Pioneer School's comprehensive school counseling program is to love and support each student so that each student can learn the academic, social-emotional, and college and career skills needed to flourish in a future that they create.

### TIER I Monthly Classroom Guidance Lessons:

(once a month, the school counselor will go to each classroom for 30-45 minutes to teach social-emotional curriculum to supplement the teachers teaching Second Step curriculum)

- **September: Academic Success** Students will learn the skills to be a successful student, using some tools from AVID. Students and parents will also have the opportunity to attend an AVID event at Open House on August 28th.
- **October: Problem Solving** Students will learn some problem-solving strategies to resolve peer conflicts, academic difficulties, and more.
- **November: Friendship** Students will learn the difference between rude, mean, and bullying. Students will also partake in Anti-Bullying Week during November 13-17 to help prevent bullying.
- **December: Service** Students will learn the importance of serving other and will complete a small service project to help enrich our school partners in Africa.
- **January: Kindness** Students will learn the importance of kindness and will complete the Great Kindness Challenge during January 23rd-26th.
- **February: Safety** Parents will be notified before students learn about body safety using the SafeTouch curriculum. Also, look out for an AVID Family Event during this month!
- **March: Test Prep** Students will learn strategies for managing test anxiety--perfect timing for state testing coming up right after spring break!
- **April: Mindfulness** Students will learn mindfulness strategies to regulate their emotions, be more present in the classroom, and think about their actions.
- **May: College and Career** Students will learn about various careers and the postsecondary education paths that lead to them. Look for another AVID Family Night and for a college field trip for our 5th graders!
- **Other Tier I Interventions:** teaching Trauma-Informed Teaching professional development to staff, managing AVID Student Ambassadors

### TIER II Intensive Small Group Interventions:

(students are only placed in these 6 to 10-week interventions after discussion in Behavior RTI with the teacher, counselor, principal, behavior team, and parent)

- **Impulse Control Group** Using the Impulse Control curriculum, students will learn strategies to manage their impulses and make positive decisions.
- **Girls Empowerment Group** Using the StarBound curriculum female-identified students will have the opportunity to learn problem-solving and leadership skills.
- **Boys Group** Using the Building Champions curriculum, male-identified students will be able to develop their leadership skills and discuss issues that young males may face.

- **Friendship Group** Using game and cooperation-based experiential strategies, students can develop their friendship skills.
- **Trauma Group** Using trauma-informed teaching strategies, students who have experienced trauma will have the opportunity to process their experience in a safe space, and will learn coping strategies.
- **Divorce/Separation Group** Using a specially-designed curriculum for divorce and separation, students will be able to process their family changes.
- **Mindfulness Group** Using the MindUp curriculum, students will learn how to self-regulate, self-soothe, and become more mindful of their thoughts and actions.
- **Other Tier II Interventions:** attending Behavior and Academic RTI, attending Safety and Attendance team meetings, parent meetings, behavior plan creation and management, alternate recess coordination

### **TIER III Individual Services:**

- One on one counseling
- Behavior plan creation and management
- Student Threat Assessments
- Suicide Assessments
- Self-harm Assessments
- Linn County Mental Health referrals
- Crisis response
- 504 plans

Date / Time / Location	Grade	Event	Summary	Organizer / Contact
<b>August</b>				
Pioneer School	Preschool	PreK at Pioneer	The first day of Preschool will be September 11th. (Parent meeting is the 7th at 6:30). Sam Burian is the new teacher and Kinsey Gutierrez is her assistant.	lori@bgcgreatersantiam.org
<b>8/28/17 10am-3pm</b> Pioneer School	All	Open House	Open House is available for students and families from 10am-3pm with a free lunch from 11am-12pm. Students may meet their teacher and drop off their school supplies.	Trudy.Baughman@lebanon.k12.or.us
<b>September</b>				
<b>9/14/17 9:45am-2pm</b> Northside Park, Sweet Home	6th	Salmon Watch	Linn Benton Salmon Watch is a place-based, experiential field trip that teaches students about local watersheds and the salmon that inhabit them.	Abbey.Walker@lebanon.k12.or.us
<b>9/22/17 12:30-2:30</b> Oddfellows Cemetery	3rd	Veterans Cemetery Study	Third grade students at Pioneer will participate in a walking field trip to the Oddfellows cemetery to observe headstone, complete stone rubbings, and find military symbols in preparation for the Veterans honorary dinner.	Cathy.Osborne@lebanon.k12.or.us Leanne.Jackson@lebanon.k12.or.us
<b>October</b>				
<b>10/3/2017 1:15</b> Oregon Veterans Home	TBD	Veterans Attendance Celebration: Pumpkin Decorating	For Harvest Month, Pioneer students will be painting pumpkins with Veterans.	Tonya.Cairo@lebanon.k12.or.us Bess.broce@ovhlebanon.org
<b>10/5/17 TBD</b> Pioneer School	K-6	AVID Showcase	Adults from around the state of Oregon will be coming to Pioneer to observe AVID strategies at Pioneer through an AVID Showcase.	Tonya.Cairo@lebanon.k12.or.us
<b>10/6/17 TBD</b> Pioneer School	3rd	Veterans Flag Folding	Students at Pioneer will work with the American Legion to learn about flag etiquette and practice folding an American flag.	Cathy.Osborne@lebanon.k12.or.us Leanne.Jackson@lebanon.k12.or.us
<b>10/11/17 TBD</b> Pioneer School	3rd	Veterans Brunch / Interviews	Students will interview local veterans in preparation for their honorary Veterans dinner. They will learn about their sacrifice and service to our country and build relationships with Veterans in our community.	Cathy.Osborne@lebanon.k12.or.us Leanne.Jackson@lebanon.k12.or.us
<b>10/12/17 12-12:30pm</b> Pioneer School	6th	AVID Student Ambassador Mtg	AVID Student Ambassadors will partner with their COMP NW mentors to learn leadership skills to help serve Pioneer School.	Kelly.Tedeschi@lebanon.k12.or.us

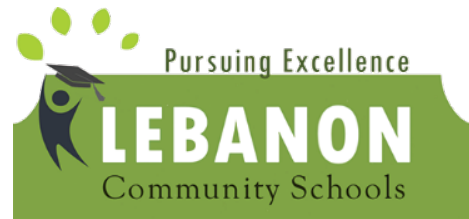
<b>10/23-10/27</b> Pioneer Library	All	Book Fair	The Pioneer Book Fair will be open from Oct. 23rd to Oct. 27 from 8am-3pm. The proceeds will go to purchasing new books for our school library. Families can stop in during school hours to shop. Cash, checks and debit cards are all accepted.	Tracy.Coulter@lebanon.k12.or.us
<b>10/29/2017</b> Pioneer School	K-6 and Families	PTA Harvest Carnival	Pioneer PTA will host our annual Harvest Carnival for families and students of all ages with games, food, and activities.	Theresa Peltier: palominopeltier@gmail.com
<b>November</b>				
<b>11/6/2017 1:15</b> Oregon Veterans Home	TBD	Veterans Attendance Celebration: Pumpkin Pie	Pioneer students will enjoy pumpkin pie at the Oregon Veterans Home with our Veteran neighbors.	Tonya.Cairo@lebanon.k12.or.us Bess.broce@ovhlebanon.org
<b>11/8/17 6pm</b> Pioneer School	3rd	Veterans Dinner	Pioneer students honor our local veterans by serving and speaking about their learning through a 6 week study about service and sacrifice.	Cathy.Osborne@lebanon.k12.or.us Leanne.Jackson@lebanon.k12.or.us
<b>11/9/17 12-12:30pm</b> Comp NW	6th	AVID Student Ambassador Mtg	AVID Student Ambassadors will partner with their COMP NW mentors to learn leadership skills to help serve Pioneer School.	Kelly.Tedeschi@lebanon.k12.or.us
<b>11/14/2017 1:30pm</b> Pioneer School	K-6	Skateboard Science Assembly	Skateboard science combines moves, magic tricks while learning concepts such as distribution of force, center of mass, center of gravity, and inertia.	Tonya.Cairo@lebanon.k12.or.us
<b>December</b>				
<b>12/11/2017 1:15</b>	K-6 and Families	Scholar Dollar Store	Students will have the opportunity to use their earned Scholar Dollars to purchase holiday gifts for their family. These gifts will be provided by Pioneer School PTA.	Theresa Peltier: palominopeltier@gmail.com
<b>12/12/2017 1:15</b>	K-6 and Families	Scholar Dollar Store	Students will have the opportunity to use their earned Scholar Dollars to purchase holiday gifts for their family. These gifts will be provided by Pioneer School PTA.	Theresa Peltier: palominopeltier@gmail.com
<b>12/12/17 K-3 5:30 pm 4-6 6:45pm</b> River Center	K-6	Winter Concert	Pioneer students will perform a winter concert for their families at the River Center to celebrate the upcoming holiday season.	Anna.Parker@lebanon.k12.or.us
<b>12/14/17 12-12:30pm</b> Pioneer	6th	AVID Student Ambassador Mtg	AVID Student Ambassadors will partner with their COMP NW mentors to learn leadership skills to help serve Pioneer School.	Kelly.Tedeschi@lebanon.k12.or.us
<b>12/15/17 TBD</b> Kuhn Theater	K-6	All School Movie: Monsters University	Students will get the opportunity to attend a holiday movie at the Kuhn theater with their classmates before heading into the holiday break.	Tonya.Cairo@lebanon.k12.or.us

January				
<b>1/9/2018 1:15</b> Oregon Veterans Home	TBD	Veterans Attendance Celebration: Art	To celebrate Art Appreciation Month, Pioneer students will share in watercolor painting with Veterans and pictures will be displayed in an arts exhibit at the Oregon Veterans Home.	Tonya.Cairo@lebanon.k12.or.us Bess.broce@ovhlebanon.org
<b>1/16/2018 1:00-2:30pm</b> Oregon Veterans Home	5th / 6th	Veterans Job Fair	Veterans will share with 5th and 6th grade students about their civilian careers. Students will have an opportunity to ask questions/interview Veterans.	Tonya.Cairo@lebanon.k12.or.us Bess.broce@ovhlebanon.org
<b>1/18/18 12-12:30pm</b> Comp NW	6th	AVID Student Ambassador Mtg	AVID Student Ambassadors will partner with their COMP NW mentors to learn leadership skills to help serve Pioneer School.	Kelly.Tedeschi@lebanon.k12.or.us
<b>1/22/18 - 1/26/18</b> Pioneer School	K-6th	Great Kindness Challenge	This week is dedicated to creating a culture of kindness at Pioneer. All students will receive a checklist with kind acts to complete throughout the week.	Kelly.Tedeschi@lebanon.k12.or.us
February				
<b>2/13/2018 1:15</b> Oregon Veterans Home	TBD	Veterans Attendance Celebration: Valentines	Pioneer students will decorate Valentine's Day cookies with Veterans.	Tonya.Cairo@lebanon.k12.or.us Bess.broce@ovhlebanon.org
<b>2/15/18 12-12:30pm</b> Pioneer School	6th	AVID Student Ambassador Mtg	AVID Student Ambassadors will partner with their COMP NW mentors to learn leadership skills to help serve Pioneer School.	Kelly.Tedeschi@lebanon.k12.or.us
<b>2/15/2018 6:00-8:00pm</b> <b>Pioneer School</b>	K-6 and Families	AVID Family Science and Engineering Night	As part of our AVID family night, OSU professors and students will bring Science and Engineering activities for students and families to experiment with.	Kelly.Tedeschi@lebanon.k12.or.us
<b>2/20/2018 1:00-2:30pm</b> Oregon Veterans Home	5th / 6th	Veterans Science Fair	Students and teachers will conduct Science projects/ experiments with Veterans. Veterans will judge the top three winning projects / experiments.	Tonya.Cairo@lebanon.k12.or.us Bess.broce@ovhlebanon.org
March				
<b>3/1/2018</b> Pioneer School	K-6	Pioneer Read-A-Thon Fundraiser	This year for Read Across America Pioneer will be having a read-a-thon fundraiser to raise money for our school library.	Tonya.Cairo@lebanon.k12.or.us
<b>3/6/2018 1:15</b> Oregon Veterans Home	TBD	Veterans Attendance Celebration: Ice Cream Social	In celebration of National Frozen Foods month, Pioneer students will join Veterans for an Ice Cream Social at the Oregon Veterans Home.	Tonya.Cairo@lebanon.k12.or.us Bess.broce@ovhlebanon.org
<b>3/15/18 12-12:30pm</b> Comp NW	6th	AVID Student Ambassador Mtg	AVID Student Ambassadors will partner with their COMP NW mentors to learn leadership skills to help serve Pioneer School.	Kelly.Tedeschi@lebanon.k12.or.us
April				

<b>4/4/2018 8:30am</b> Pioneer School	K-6	Extreme Energy Assembly	Extreme energy teaches how we generate energy we use every day and how the choices we make affect our environment. Students will be able to see, feel, and create energy.	Tonya.Cairo@lebanon.k12.or.us
<b>4/6/2018 1:15</b> Oregon Veterans Home	TBD	Veterans Attendance Celebration: Jazz Concert	In honor of Jazz Appreciation Month, Pioneer students will enjoy a Jazz concert at the Oregon Veterans Home.	Tonya.Cairo@lebanon.k12.or.us Bess.broce@ovhlebanon.org
<b>4/11/2018 8:30am</b> Pioneer School	K-6	RAP Assembly	Cutright and Ike Hill provide an interactive assembly program for grades K-6, by way of a full production rap concert that connects with youth through positive music while delivering an encouraging message.	Tonya.Cairo@lebanon.k12.or.us
<b>4/12/18 12-12:30pm</b> Pioneer School	6th	AVID Student Ambassador Mtg	AVID Student Ambassadors will partner with their COMP NW mentors to learn leadership skills to help serve Pioneer School.	Kelly.Tedeschi@lebanon.k12.or.us
<b>May</b>				
<b>5/1/2018 1:15</b> Oregon Veterans Home	TBD	Veterans Attendance Celebration: May Day Baskets	Pioneer students and Veterans will make May Day Baskets and Bouquets to hang on Veterans and classroom teacher's doors.	Tonya.Cairo@lebanon.k12.or.us Bess.broce@ovhlebanon.org
<b>5/10/18 12-12:30pm</b> Comp NW	6th	AVID Student Ambassador Mtg	AVID Student Ambassadors will partner with their COMP NW mentors to learn leadership skills to help serve Pioneer School.	Kelly.Tedeschi@lebanon.k12.or.us
<b>5/18/18 TBD</b> Pioneer School	K-6	Junior Achievement	OSU students will be here to teach Junior Achievement lessons on finance and money management.	Tonya.Cairo@lebanon.k12.or.us
<b>5/29/2018 1:15</b> Oregon Veterans Home	TBD	Veterans Attendance Celebration: Spring Flower Planting	Pioneer students will model kindness and work with Veterans to plant Spring flowers at the Oregon Veterans Home.	Tonya.Cairo@lebanon.k12.or.us Bess.broce@ovhlebanon.org
<b>5/31/18 11-12:00pm</b> Comp NW	6th	AVID Student Ambassador Final Celebration	Students will get to ride the Santiam Excursion Train with their Comp NW mentor and their community leader to complete the leadership project.	Kelly.Tedeschi@lebanon.k12.or.us
<b>June</b>				
<b>6/4/2018 TBD</b> <b>Linn Lanes Bowling</b>	K-6	Schoolwide Attendance Bowling Incentive (84%)	Students grades K-6 will get to go bowling at Linn Lanes Bowling Alley if they collectively beat their attendance percentage (84%) from last school year.	Tonya.Cairo@lebanon.k12.or.us
<b>6/7/2018 TBD</b> <b>Pioneer School</b>	K-6	Reading Carnival / Field Day	Students will participate in a Pioneer Field day to celebrate the end of the school year.	Lisa.Richard@lebanon.k12.or.us Dannie. Harmon@lebanon.k12.or.us
<b>6/8/2018 TBD</b> <b>Pioneer School</b>	6th	6th Grade Celebration	Say goodbye to our Pioneer 6th graders as they venture into middle school. This event will be for families of our 6th grade students.	Abbey.Davenport@lebanon.k12.or.us Tonya.Cairo@lebanon.k12.or.us

**\*This is a working document and subject to change throughout the year.**

# MEMORANDUM



**To: Board of Directors**

**From: Jennifer Meckley, Director of Human Resources and Community Relations**

**Nicole Hundley, Executive Secretary**

**Date: November 9, 2017**

**Re: Policy Recommendations**

OSBA recently sent us a higher amount of policy revisions than usual. In order to best process these changes, we are bringing the suggested revisions to the Board in smaller groups organized by type. The District supports OSBA's recommendations on the policy revisions listed in the packet. Additional explanations on the suggested changes from OSBA are included before each policy revision group along with additional commentary from the District when necessary.

## **ACCIDENT REPORTING**

### **Policy Implications**

- EBBB - Injury/Illness Reports (Required)
- JHF - Student Safety (Highly Recommended)

### **Summary**

The Occupational Safety and Health Administration (OSHA) revised reporting rules resulting in the removal of “elementary and secondary schools,” “other schools of instruction” and “educational support services” from exempt status in regards to filling out the OSHA 300 injury tracking log.

### **Legal Reference**

Revision to OAR 437-001-0700

### **Local District Responsibility**

Consider the revised language in policy EBBB and adopt. If the district has highly recommended policy JHF, also consider the revised language in policy JHF and adopt if the board feels it's in the best interest of the district.

### **LCSD Commentary**

Current District practices are not changed as a result of this policy revision.

The District does not currently have JHF: Student Safety, and the Board should determine if they would like to adopt this policy. The sample policy provided by OSBA is included for reference.

# Lebanon Community Schools

Code: **EBBB**

Adopted: 8/5/02

Readopted: 5/6/10, 12/5/13, 10/12/17

Orig. Code(s): EBBB

## Injury/Illness Reports

All injuries/illnesses sustained by the employee while in the actual performance of the duty of the employee occurring on district premises, in district vehicles, at a district-sponsored activity or involving staff members who may be elsewhere on district business will be reported immediately to a supervisor.

All accidents involving students, visiting public or district property will be reported immediately to a supervisor.

A written report will be submitted within 24 hours to the District's safety officer. Reports will cover property damage as well as personal injury.

In the event of a work-related<sup>1</sup> illness or injury to an employee resulting in overnight hospitalization for medical treatment<sup>2</sup> other than first aid, the District's safety officer shall report the incident to the Oregon Occupational Safety and Health Division (OR-OSHA). ~~A-This~~ report will be made within 24 hours after notification to the district of an illness or injury. Fatalities or catastrophes<sup>3</sup> shall be reported to OSHA within eight hours.

**ALL** injuries/illnesses sustained by ~~the-an~~ employee, while in the actual performance of the duty of the employee, or by a student or visiting public will be promptly investigated. As a result of the investigation any corrective measures needed will be acted upon.

~~Monthly records will be maintained. An analysis of the data and trends will be made at least annually.~~

The ~~Board will receive~~ District safety officer will maintain records and reports on serious injuries/illnesses, including accidents involving district property or employees, students or visiting publics, and periodic statistical reports on the number and types of injuries/illnesses occurring in the district, as well as on the measures being taken to prevent such injuries/illnesses in the future.

The records will include monthly reporting information and an analysis of the data and trends will be conducted at least annually. Such reports will be submitted to the Superintendent for review annually<sup>4</sup>.

END OF POLICY

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### Legal Reference(s):

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<sup>1</sup>An injury or illness is work related if an event or exposure in the work environment caused or contributed to the condition or significantly aggravated a preexisting condition.

<sup>2</sup>Medical treatment includes managing or caring for a patient for the purpose of combatting disease or disorder. The following are not considered medical treatment: visits to a doctor or health-care professional solely for observation or counseling; diagnostic procedures including administering prescription medications used solely for diagnostic purposes; and any procedure that can be labeled first aid.

<sup>3</sup>A "catastrophe" is an accident in which two or more employees are fatally injured, or three or more employees are admitted to a hospital or an equivalent medical facility.

<sup>4</sup>Annual reporting is required, but may occur more often.

| [ORS 339.309](#)  
| [OAR 437-001-0015](#)  
| [OAR 437-001-0700](#)  
| [OAR 437-001-0760](#)  
| [OAR 581-022-1420](#)[2225](#)  
| ~~HB 3045 (2013)~~  
| ~~R6/27/17~~[9/28/17](#) | ~~PHRS~~

# Oregon School Boards Association Selected Sample Policy

Code: **JHF**  
Adopted:

## Student Safety

The Board directs the development and approval of a comprehensive safety program. The plan is designed to assure every student a safe, healthy environment in which to learn. The plan will comply with federal, state and local laws and regulations and with Board policy.

Local building safety and health committees will ensure that general safety regulations are reviewed with staff and students, as appropriate, to assure student safety.

Instruction in professional technical courses and other offerings such as science, family and consumer studies, art and physical education will include and emphasize accident prevention.

Safety instruction will assist students to:

1. Learn how to work, play and exercise safely, and to prevent accidents;
2. Learn proper procedures to reduce the possibility of accidents;
3. Develop habits of good cleanliness, proper storage and proper handling of materials;
4. Become familiar with personal protective ~~devices~~ equipment and the proper clothing to be worn for safety purposes;
5. Develop skills in the safe use of tools and equipment;
6. Learn how to cooperate with others in the promotion and operation of a safety program in the school;
7. Respond to emergency situations in all settings.

Safety instruction will precede the use of materials and equipment by students in applicable units of work in the courses listed above. Instructors will teach and enforce all safety rules set up for these particular courses. Rules will include, but not be limited to, wearing personal protective ~~eye devices~~ equipment in appropriate activities.

Students will be asked to sign off upon completion of reading safety policies and materials and upon the completion of safety instruction.

A student will report any accident sustained by him/herself while on district property to a district staff member. ALL accidents will be promptly investigated. As a result of the investigation any corrective measures needed will be acted upon.

END OF POLICY

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**Legal Reference(s):**

[ORS 329.095](#)

[OAR 581-022-1420](#) 2225

## **COMMUNICABLE DISEASE**

### **Policy Implications**

GBEB - Communicable Disease - Staff (Highly Recommended)

GBEB/JHCC-AR - Communicable Disease (Recommend delete and replace with GBEB-AR)

GBEB-AR - Communicable Disease - Staff (New; Highly Recommended)

JHCC - Communicable Disease - Students (Now Required)

JHCC-AR - Procedures for Dealing with Students Having HIV, AIDS or HBV (Previously version 1; Recommend delete)

JHCC/GBEB-AR - Communicable Disease (Previously Version 2; Recommend delete/replace with New JHCC-AR)

JHCC-AR - Communicable Disease - Students (New; Required)

### **Summary**

In working with the Oregon Health Authority (OHA) and the Oregon Department of Education (ODE), and the revision of the Communicable Disease Guide published by OHA and ODE, OSBA has revised the Communicable Disease policy and separated the administrative regulation; one for students and one for staff. Please note the staff policy is highly recommended, and the student policy is now designated as required, as required by Oregon law.

### **Legal Reference**

Oregon Department of Education and Oregon Health Authority, Communicable Disease Guidance (2017).

### **Local District Responsibility**

Based on Oregon law, policy GBEB is still highly recommended for the staff section, however policy JHCC has been designated as required for the student section. Similarly, since OSBA previously had a combined administrative regulation (AR) to cover both policies, the AR was separated and now the AR for policy JHCC is required, and the AR for GBEB is still highly recommended. It is recommended the district review the revisions to policy for adoption; and consider adoption of JHCC-AR and review of GBEB-AR.

### **LCSD Commentary**

We did not previously have the staff version GBEB, but have presented it for Board consideration to adopt now that it is separated from the Student version (JHCC) and is highly recommended by OSBA. District nursing staff have reviewed the policy changes and support the new language.

# Lebanon Community Schools

Code: **GBEB-AR**  
Adopted:

**NEW\*\*\***

## **Communicable Diseases - Staff**

In accordance with state law, administrative rule, the local health authority and the *Communicable Disease Guidance*, the procedures established below will be followed.

1. “Restrictable diseases” are defined by rule and include but are not limited to chickenpox, diphtheria, hepatitis A, measles, mumps, pertussis, rubella, Salmonella enterica serotype Typhi infection, scabies, Shiga-toxigenic Escherichia coli (STEC) infection, shigellosis and tuberculosis disease, and may include a communicable stage of hepatitis B infection if, in the opinion of the local health officer, the person poses an unusually high risk to others (e.g., a child that exhibits uncontrollable biting or spitting). Restrictable disease also includes any other communicable disease identified in an order issued by the Oregon Health Authority or the local public health officer as posing a danger to the public’s health. A disease is considered to be a restrictable disease if it is listed in Oregon Administrative Rule (OAR) 333-019-0010, or it has been designated to be a restrictable disease by Board policy<sup>1</sup> or by the local health administrator after determining that it presents a significant public health risk in the school setting.
2. “Susceptible” means being at risk of contracting a restrictable disease by virtue of being in one or more categories described in law.
3. “Reportable diseases” means a human reportable disease, infection, microorganism or condition as specified in OAR Chapter 333, Division 18.

### **Restrictable Diseases**

1. An employee of the district will not attend or work at a district school or facility while in a communicable stage of a restrictable disease unless authorized to do so under Oregon law.
2. When an administrator has reason to suspect that an employee has or has been exposed to any restrictable disease that requires exclusion, the administrator shall send the employee home. If the disease is reportable, the administrator will report the occurrence to the local health department.
3. An employee will be excluded in such instances until such time as the employee presents a certificate from a physician, a physician assistant licensed under Oregon Revised Statute (ORS) 677.505-677.525, a nurse practitioner licensed under ORS 678.375-678.390, local health department nurse or school nurse stating that the employee does not have or is not a carrier of any restrictable disease.
4. An administrator will exclude a susceptible employee that has been exposed to a restrictable disease that is also a reportable disease unless the local health officer determines that exclusion is not necessary to protect the public’s health, or the local health officer states the disease is no longer

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<sup>1</sup>“OAR 333-019-0010(7) Nothing in these rules prohibits a school or children’s facility from adopting more stringent exclusion standards under ORS 433.284.”

communicable to others or that adequate precautions have been taken to minimize the risk of transmission. The administrator may request the local health officer to make a determination as allowed by law.

5. An administrator may allow attendance of an employee restricted for chickenpox, scabies, staphylococcal skin infections, streptococcal infections, diarrhea or vomiting if the restriction has been removed by a school nurse or health care provider.
6. More stringent exclusion standards for employees from school or work may be adopted by the local health department or by the district through policy adopted by the Board.
7. The district's emergency plan shall address the district's plan with respect to a declared public health emergency at the local or state level.

### **Reportable Diseases Notification**

1. All employees shall comply with all reporting measures adopted by the district and with all rules set forth by Oregon Health Authority, Public Health Division and the local health department.
2. An administrator may seek confirmation and assistance from the local health officer to determine the appropriate district response when the administrator is notified that an employee or a student has been exposed to a restrictable disease that is also a reportable disease.
3. [District staff with impaired immune responses, that are of childbearing age or some other medically fragile condition, should consult with a medical provider for additional guidance.]
4. An administrator shall determine other persons with a legitimate educational interest who may be informed of the communicable nature of an individual student's disease, or an employee's communicable disease, within guidelines allowed by law.

### **Equipment and Training**

1. The administrator or designee shall, on a case-by-case basis, determine what equipment and/or supplies are necessary in a particular classroom or other setting in order to prevent disease transmission.
2. The administrator or designee shall consult with the district's school nurse or other appropriate health officials to provide special training in the methods of protection from disease transmission.
3. All district personnel will be instructed annually [by the school health nurse] to use the proper precautions pertaining to blood and body fluid exposure per the Occupational Safety and Health Administration (OSHA).

# Lebanon Community Schools

Code: **GBEB**  
Adopted:

**NEW\*\*\***

## Communicable Diseases - Staff

The district shall provide reasonable protection against the risk of exposure to communicable disease for employees while engaged in the performance of their duties. Reasonable protection from communicable disease is generally attained through immunization, exclusion or other measures as provided by Oregon law, by the local health department or in the *Communicable Disease Guidance* published by the Oregon Department of Education (ODE) and the Oregon Health Authority (OHA).

An employees who knows that he or she has or has been exposed to any restrictable disease, may not attend work unless authorized by Oregon law. When an administrator has reason to suspect that any employee has or has been exposed to any restrictable disease and exclusion is required, the administrator shall send the employee home. If the disease is a reportable disease, the administrator will report the occurrence to the local health department.

Employees shall comply with all other measures adopted by the district and with all rules adopted by Oregon Health Authority, Public Health Division, and the local health department.

Employees shall provide services to students as required by law. In cases when a restrictable or reportable disease is diagnosed and confirmed for a student, the administrator shall inform the appropriate employees with a legitimate educational interest to protect against the risk of exposure.

Employees who have the responsibility to work with or to provide services to persons other than students, shall provide the services to all such persons as required by law.

The district shall protect the confidentiality of an employee's health condition/ and record to the extent possible and consistent with federal and state law.

The district will include, as part of its emergency plan, a description of the actions to be taken by district staff in the case of a declared public health emergency or other catastrophe that disrupts district operations.

The superintendent will develop administrative regulations necessary to implement this policy.

END OF POLICY

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### Legal Reference(s):

[ORS 431.150 to -431.157](#)  
[ORS 433.001 to -433.526](#)  
[OAR 333-018](#)

[OAR 333-019-0010](#)  
[OAR 333-019-0014](#)  
[OAR 437-002-0360](#)

[OAR 437-002-0377](#)  
[OAR 581-022-2220](#)

OREGON DEPARTMENT OF EDUCATION and OREGON HEALTH AUTHORITY, *Communicable Disease Guidance* (2017).  
Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2017); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (2017).

HR9/28/17 | PH

# Lebanon Community Schools

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

## Communicable Diseases - Students

The district shall provide reasonable protection ~~for students~~ against the risk of exposure to communicable disease for students. ~~The district will follow the Oregon Department of Education and the state and local health authorities' rules and regulations pertaining to communicable diseases.~~

Reasonable Protection from communicable disease is generally ~~shall be attained~~ through immunization, exclusion or other measures as provided ~~for in by~~ Oregon ~~Revised Statutes and rules~~ law, by of the ~~County~~ local ~~Hhealth D~~ health department. Services ~~generally will not be provided to students excluded under this policy unless otherwise as~~ required by law.

~~Where the district knows~~ When an administrator has reason to suspect that a student ~~is infected by any communicable~~ has or has been exposed to any restrictable disease for which the student ~~would not be~~ is required to be excluded ~~under this policy~~, the ~~school administrator~~ involved shall exclude the student from school and if the disease is a reportable disease, will report the occurrence to the local health department. The administrator will also take whatever reasonable steps it considers necessary to organize and operate its programs in a way which both furthers the education and protects the health of ~~the students~~ and others.

In cases when a restrictable or reportable disease is diagnosed and confirmed for a student, the administrator shall inform the appropriate employees with a legitimate educational interest to protect against the risk of exposure.

The district may, for the protection of both the ~~infected~~ student who has a restrictable disease and the exposed student, provide an educational program in an alternative setting. ~~A student shall continue in the alternative setting, if provided, until such time that:~~

~~—— The district determines that the student presents no unreasonable risk of infection to the other students and bears no unreasonable risk of opportunistic infections; or~~

~~—— The student is ordered to be returned to the classroom by a court or other authority of competent jurisdiction.~~

The district shall protect the confidentiality of each student's health condition ~~and~~ and record to the extent possible and consistent with ~~the overall intent of this policy~~ federal and state law.

The superintendent will develop administrative regulations necessary to implement this policy.

END OF POLICY

**Legal Reference(s):**

[ORS 433.001 to -433.526](#)  
[OAR 333-018](#)  
[OAR 333-019-0010](#)  
[OAR 333-019-0014](#)  
[OAR 437-002-0360](#)  
[OAR 437-002-0377](#)  
[OAR 581-022-07052220](#)

[OREGON DEPARTMENT OF EDUCATION and OREGON HEALTH AUTHORITY, \*Communicable Disease Guidance\* \(2017\). Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g \(2017\); Family Educational Rights and Privacy, 34 C.F.R. Part 99 \(2017\).](#)

**Cross Reference(s):**

EBC/EBCA - Emergency Procedures and Disaster Plans

[R9/28/17 | PH](#)

## Procedures for Dealing with Students Having HIV, AIDS or HBV

Although HIV, AIDS and HBV<sup>1</sup> are serious illnesses, the risk of contracting the disease in a school setting is extremely low. HIV and HBV are not spread from one person to another by casual social contact. Spread occurs when a body fluid such as blood or semen is introduced through broken skin or onto the mucous membranes of the eye, mouth, vagina or rectum. Specific methods for the spread of HIV or HBV include sexual contact, sharing of intravenous needles and transfusion of contaminated blood or blood products.

If any risk of contagion in the school setting exists, it would be limited to situations where open skin lesions or mucous membranes would be exposed to blood from an infected person. One example is a teacher providing first aid for a bleeding injury and getting blood into an open sore on his/her hand. Another example is a student exposing other students by biting, spitting or scratching.

HIV, AIDS or HBV students may be at increased risk of serious illness if exposed to certain infections such as chicken pox, measles, tuberculosis and herpes simplex.

### Basic Assumptions

Any procedure must be based on a set of assumptions that give credibility to the process. The following are among the assumptions that underlie this procedure:

1. All students in Oregon have a constitutional right to a free public education;
2. Because of the ways that the disease is transmitted, most students with an HIV, AIDS and/or HBV diagnosis pose no health risk if appropriate procedures are followed;
3. As a general rule, an infected student is entitled to remain in a regular classroom setting, be eligible for all rights, privileges and services provided by law and by Board policy;
4. Decisions regarding educational programs and school attendance will be made on a case-by-case basis, taking into consideration all available information on the immediate case;
5. Confidentiality shall be maintained consistent with state and federal law.

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<sup>1</sup>HIV - Human Immunodeficiency Virus

AIDS - Acquired Immune Deficiency Syndrome

HBV - Hepatitis B Virus

**NEW**

## **Communicable Diseases – Student**

In accordance with state law, administrative rule, the local health authority and the *Communicable Disease Guidance*, the procedures established below will be followed.

1. “Restrictable diseases” are defined by rule and include but are not limited to chickenpox, diphtheria, hepatitis A, measles, mumps, pertussis, rubella, Salmonella enterica serotype Typhi infection, scabies, Shiga-toxigenic Escherichia coli (STEC) infection, shigellosis and tuberculosis disease, and may include a communicable stage of hepatitis B infection if, in the opinion of the local health officer, the person poses an unusually high risk to others (e.g., a child that exhibits uncontrollable biting or spitting). Restrictable disease also includes any other communicable disease identified in an order issued by the Oregon Health Authority or the local public health officer as posing a danger to the public’s health. A disease is considered to be a restrictable disease if it is listed in Oregon Administrative Rule (OAR) 333-019-0010, or it has been designated to be a restrictable disease by Board policy<sup>1</sup> or by the local health administrator, after determining that it presents a significant public health risk in the school setting.
2. “Susceptible” means being at risk of contracting a restrictable disease by virtue of being in one or more categories described in law.
3. “Reportable diseases” means a human reportable disease, infection, microorganism or condition as specified in OAR Chapter 333, Division 18.

### **Restrictable Diseases**

1. An administrator that has reason to suspect that a student has or has been exposed to any restrictable disease for which the student is required to be excluded, shall exclude that student from school and send him/her home. If the disease is reportable, the administrator will report the occurrence to the local health department.
2. The student will be excluded in such instances until such time as the student or the parent or guardian of the student presents a certificate from a physician, a physician assistant licensed under Oregon Revised Statute (ORS) 677.505-677.525, a nurse practitioner licensed under ORS 678.375-678.390, local health department nurse or school nurse stating that the student does not have or is not a carrier of any restrictable diseases.
3. An administrator will exclude a susceptible student that has been exposed to a restrictable disease that is also a reportable disease unless the local health officer determines that exclusion is not

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<sup>1</sup>“OAR 333-019-0010(7) Nothing in these rules prohibits a school or children’s facility from adopting more stringent exclusion standards under ORS 433.284.”

necessary to protect the public's health, or the local health officer states the diseases is no longer communicable to others or that adequate precautions have been taken to minimize the risk of transmission. The administrator may request the local health officer to make a determination as allowed by law.

4. The district may, for the protection of both the student who has a restrictable disease and the exposed student, provide an educational program in an alternative setting. A student may remain in an alternative educational setting until such time as a certificate from a physician, physician assistant, nurse practitioner, local health department nurse or school nurse states that the student does not have or is not a carrier of any restrictable disease, or until such time as a local health officer states that the disease is no longer communicable to others or that adequate precautions have been taken to minimize the risk of transmission. A restrictable disease exclusion for chickenpox, scabies, staphylococcal skin infections, streptococcal infections, diarrhea or vomiting may also be removed by a school nurse or health care provider.
5. More stringent exclusion standards for students from school may be adopted by the local health department or by the district through Board adopted policy.
6. A disease is considered to be a restrictable disease if it is listed in OAR 333-019-0010, or it has been designated to be a restrictable disease through Board policy or by the local health administrator, after determining that it presents a significant public health risk in the school setting.
7. The district's emergency preparedness plan shall address the district's plan with respect to a declared public health emergency at the local or state level.

### **Reportable Diseases Notification**

1. All employees shall comply with all reporting measures adopted by the district and with all rules set forth by the Oregon Health Authority, Public Health Division and the local health department.
2. An administrator may seek confirmation and assistance from the local health officer to determine the appropriate district response when the administrator is notified that a student or an employee has been exposed to a restrictable disease that is also a reportable disease.
3. An administrator shall determine other persons with a legitimate educational interest who may be informed of the communicable nature of an individual student's disease, or an employee's communicable disease, within guidelines allowed by law.

### **Education**

1. The administrator or designee shall seek information from the district's school nurse or other appropriate health officials regarding the health needs/hazards of all students and the impact on the educational needs of a student diagnosed with a restrictable disease or exposed to a restrictable disease.
2. The administrator or designee shall, utilizing information obtained above, determine an educational program for such a student and implement the program in an appropriate (i.e., regular or alternative) setting.

3. The administrator or designee shall review the appropriateness of the educational program and the educational setting of each individual student.

### **Equipment and Training**

1. The administrator or designee shall, on a case-by-case basis, determine what equipment and/or supplies are necessary in a particular classroom or other setting in order to prevent disease transmission.
2. The administrator or designee shall consult with the district's school nurse or other appropriate health officials to provide special training in the methods of protection from disease transmission.
3. All district personnel will be instructed annually by a district health nurse to use the proper precautions pertaining to blood and body fluid exposure per the Occupational Safety and Health Administration (OSHA).

R9/28/17 | PH

## **DRUG AND ALCOHOL TESTING – TRANSPORTATION PERSONNEL**

### **Policy Implications**

GBEDA-AR - Drug and Alcohol Testing – Transportation Personnel (Conditionally Required)

### **Summary**

The Federal Motor Carrier Safety Administration (FMCSA) reduced the minimum annual percentage rate for random testing on controlled substances of drivers with a commercial drivers license (CDL), reducing the current rate of 50 percent of the average number of driver positions to 25 percent of the average number of driver positions.

### **Legal Reference**

49 C.F.R. 382.305

### **Local District Responsibility**

If the district has this conditionally required administrative regulation GBEDA-AR – Drug and Alcohol Testing – Transportation Personnel in its policy manual, review the new language and adopt. This administration regulation is required to be adopted by the board and is directed in statute.

### **LCSD Commentary**

The District previously used a version of GBEDA that the OSBA discontinued. New proposed language is included for Board adoption, along with the recommended changes to GBEDA-AR. District practices are not impacted by these revisions.

# Lebanon Community Schools

Code: **GBEDA**

Adopted: 8/5/02

Readopted: 9/16/10, 12/5/13

Orig. Code(s): GBEDA

## **Drug and Alcohol Testing - Transportation Personnel \* (Version 1)**

In a continuing effort to prevent accidents and injuries resulting from the use of drugs and misuse of alcohol by drivers of commercial motor vehicles, the district shall establish a drug and alcohol misuse prevention program. The district or its transportation provider shall have an in-house drug and alcohol testing program or be a member of a consortium that provides testing that meets the federal regulations, and shall annually certify this information to the Oregon Department of Education.

The district's program shall meet the requirements of the Omnibus Transportation Employee Testing Act of 1991.

The superintendent will develop administrative regulations as needed to implement the district's program including such provisions for preemployment, reasonable suspicion, random, post-accident, return-to-duty and follow-up testing as may be necessary. The regulations will include training, education and other assistance to employees to promote a drug- and alcohol-free environment.

~~The district is committed to the establishment of a drug use and alcohol misuse prevention program that meets all applicable requirements of the Omnibus Transportation Employee Testing Act of 1991 (OTETA). The district or its transportation provider shall have an in-house drug and alcohol testing program or be a member of a consortium that provides testing that meets the federal regulations, and shall annually certify this information to the Oregon Department of Education.~~

~~Accordingly, all employees subject to commercial driver license (CDL) requirements shall be prohibited from:~~

- ~~1. The use of drugs, unless a written prescription from a licensed doctor or osteopath is provided, including a statement advising that the substance does not adversely affect the driver's ability to safely operate a commercial motor vehicle;~~
- ~~2. The use of alcohol including:
  - ~~a. While on duty;~~
  - ~~b. Eight hours before driving, in accordance with Oregon Administrative Rules;~~
  - ~~c. Eight hours following an accident;~~
  - ~~d. Consumption resulting in prohibited levels of alcohol in the system.~~~~

~~"Drugs" as used in this policy refer to controlled substances covered by OTETA, including marijuana, cocaine, opiates, amphetamines and phencyclidine (PCP).~~

~~All covered individuals offered employment with the district and district employees transferring to positions subject to OTETA shall be required to submit to pre-employment drug testing. Additionally,~~

~~covered employees will be subject to reasonable suspicion, random and post-accident alcohol and drug testing. Return to duty and follow up testing may also be required.~~

~~Pre-employment drug testing costs will be paid for by the district. All drug and alcohol testing of district employees, including reasonable suspicion, random, post-accident, return to duty and follow up testing costs, as applicable, will be paid for by the district. The district will comply with collective bargaining agreement provisions.~~

~~All offers of employment or transfer to covered positions with the district will be made contingent upon testing results. An individual who tests positive for drugs will not be hired or transferred<sup>1</sup>. The offer of employment or transfer will be immediately withdrawn.~~

~~An offer of employment or transfer will also be immediately withdrawn from any individual who refuses drug testing.~~

~~Covered employees who, under the district's reasonable suspicion, random, post-accident, return to duty or follow up testing program, test positive for drugs or test with a breath alcohol content level of 0.02 or higher, will be subject to immediate disciplinary action up to and including dismissal in accordance with Board policy. Employees who refuse to comply with testing requirements will also be regarded as testing positive for drugs or testing with a breath alcohol content level of 0.02 or higher. Notification of available resources for evaluation and treatment will be made as required by law. Additionally, employees may be subject to CDL prohibitions and penalties under the OTETA and applicable Federal Motor Carrier Safety Administration (FMCSA) regulations.~~

END OF POLICY

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**Legal Reference(s):**

[ORS 657.176](#)  
[ORS 825.415](#)  
[ORS 825.418](#)  
[OR 581-053-0220\(3\)\(h\)](#)

[OAR 581-053-0230\(9\)\(t\)](#)  
[OAR 581-053-0420\(4\)\(b\)\(B\)\(ii\)](#)  
[OAR 581-053-0430\(13\),\(14\)](#)  
[OAR 581-053-0531\(12\),\(13\)](#)

[OAR 581-053-0615\(2\)\(c\)\(D\)\(ii\)](#)  
[OAR 581-053-0620\(1\)\(d\)](#)

~~SB 193 (2013)~~

Omnibus Transportation Employee Testing Act of 1991, 49 U.S.C. §§ 31301-31317 ([2017](#)); 49 C.F.R. Parts 40, 382, 391-395 ([20062017](#)).

~~CR 10/24/139/28/17~~ | RS

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<sup>1</sup>~~The district may elect to allow an individual who tests positive for drugs to reapply for district employment or transfer to a covered position at a later date. At that time, the individual will again be tested for the presence of drugs. A district employee considered for transfer to an OTETA-covered position who tests positive for drugs will be subject to all district policies and regulations including the district's Drug Free Workplace policy.~~

## **Drug and Alcohol Testing - Transportation Personnel \***

The following procedures shall govern the district's drug use and alcohol misuse prevention program:

### **1. Program Coordinator**

The assistant superintendent will be designated as the district's drug use and alcohol misuse prevention program coordinator. The assistant superintendent will coordinate the district's responsibilities and compliance efforts with the applicable provisions of the Omnibus Transportation Employee Testing Act of 1991 (OTETA). The assistant superintendent will:

- a. Ensure that all covered employees receive written materials explaining the district's drug use and alcohol misuse prevention program requirements including:
  - (1) The district policy and administrative regulations;
  - (2) A contact person knowledgeable about the materials, policy, administrative regulations and the OTETA;
  - (3) Categories of employees covered;
  - (4) Information about the safety-sensitive functions and what period of the workday the employee is required to be in compliance. Safety-sensitive functions shall include such responsibilities as all on-duty time waiting to be dispatched, driving time, assisting or supervising loading or unloading, repairing, obtaining assistance or remaining in attendance upon a disabled vehicle. All time spent providing drug and alcohol samples, including travel time to and from the collection or testing site as needed to comply with random, reasonable suspicion, post-accident, return-to-duty or follow-up testing, will also be considered as on-duty time;
  - (5) Specific information concerning prohibited conduct;
  - (6) Circumstances under which employees will be tested;
  - (7) Procedures used in the testing process;
  - (8) The requirement that covered employees submit to drug and alcohol testing, administered in accordance with 49 C.F.R. Part 382;
  - (9) Explanation of what constitutes a refusal to submit to a drug and/or alcohol test;
  - (10) Consequences of violations (e.g., discipline up to and including dismissal as may be required by the district and removal from safety-sensitive functions as required by OTETA) and notification of resources available to the driver in evaluating and resolving problems associated with the misuse of alcohol and the use of drugs including the names, addresses and telephone numbers of substance abuse professionals (SAPs) and counseling and treatment programs. Such information will include the consequences for covered employees found to have a breath alcohol concentration rate of 0.02 or greater, but less than 0.04, and for those employees found to have a breath alcohol content level greater than 0.04. Minimally, no driver tested and found to have a breath alcohol

concentration rate of 0.02 or greater but less than 0.04 shall be permitted to perform or continue to perform safety-sensitive functions until the start of the driver's next regularly scheduled duty period, but not less than 24 hours following administration of the test;

- (11) Information on the effects of drug use and alcohol misuse on an individual's health, work and personal life; signs and symptoms of an alcohol or drug problem (driver's or coworker's); and available methods of intervening when such problems are suspected, including confrontation, referral to an employee assistance program as available and/or referral to the administration.
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- b. Ensure that employees sign statements certifying that they have received the materials;
  - c. Ensure that ~~{administrators}~~ {supervisors} or their designee, -designated to determine reasonable suspicion, receive at least 60 minutes of drug abuse training and an additional 60 minutes of alcohol misuse training. Training will include the physical, behavioral, speech and performance indicators of probable drug use and alcohol misuse;
  - d. Ensure district compliance with applicable provisions of the OTETA's requirements regarding the district's management information system, retention and confidentiality of records;
  - e. Ensure selection of a site with appropriately trained personnel for the collection of specimens for drug testing;
  - f. Ensure selection of a site with a certified breath alcohol technician and evidential breath testing devices for alcohol testing;
  - g. Ensure selection of a laboratory certified by the Department of Health and Human Services (DHHS) to conduct drug specimen analysis;
  - h. Ensure selection of a qualified medical or osteopathic doctor to serve as a medical review officer (MRO) to verify laboratory drug test results;
  - i. Ensure selection of qualified personnel to provide education and training to employees and supervisors in accordance with employee assistance program requirements as specified in the OTETA;
  - j. Ensure the district's drug use and alcohol misuse prevention program is maintained in at least outline form, on file and available for inspection at the district office. The district shall maintain the following:
    - (1) Information on the effects and consequences of drug and alcohol use on personal health, safety and the work environment;
    - (2) Information on the manifestations and behavioral changes that may indicate drug and alcohol use or abuse;
    - (3) Documentation that drug training for all supervisory personnel has consisted of at least 60 minutes;
    - (4) Documentation that alcohol training for all supervisory personnel has consisted of at least 60 minutes;
    - (5) Documentation of training given to employees.
  - k. Ensure the establishment of clearly defined communication procedures to include the method (e.g., mail, facsimile) and frequency (e.g., monthly, daily, weekly) as well as the authorized individuals to impart and receive information to meet the documentation and confidentiality requirements of the OTETA;
  - l. Ensure employee organizations receive written notice of the availability of all pertinent drug use and alcohol misuse prevention program information;

- m. Ensure compliance with stand-down prohibitions as set forth by the OTETA. “Stand-down” means the practice of temporarily removing an employee from the performance of safety-sensitive functions, based on a report from a laboratory to the MRO of a confirmed positive test for a drug or drug metabolite, an adulterated test or a substituted test, before the MRO has completed verification of the test results. The district will not stand-down employees, except as provided by the Federal Motor Carrier Safety Administration (FMCSA) below:
  - (1) The district may seek a waiver of the prohibition against standing down an employee;
  - (2) Requests which include all required information will be submitted to FMCSA for approval.

## 2. Pre-employment Testing

The district shall conduct pre-employment testing as follows:

- a. All offers of employment for positions as identified by Board policy and as required by the OTETA will be contingent upon drug and alcohol test results;
- b. Individuals offered employment with the district and employees transferring to positions subject to the OTETA contingent on drug and alcohol testing, must provide written consent for the release of any prior employer positive drug and failed alcohol testing results, refusals to be tested, other violations of testing regulations and, with respect to any employee who violated drug and alcohol regulations, documentation of the employee’s successful completion of return-to-duty requirements (including SAP evaluations and follow-up tests) within the preceding two years;
- c. The district shall obtain and review such drug and alcohol information from previous employers of the past two years before the driver is used for the first time. The district will provide the driver’s written permission for release of information to the previous employers;
- d. Release of such information may be by telephone, letters or any other method that ensures confidentiality. The district will maintain a written, confidential record of each past employer contacted;
- e. The district will not use a driver with a positive drug test or a failed alcohol test while employed with a previous employer or who refused to test while under employment with a previous employer unless the driver is in compliance with the SAP’s treatment program and the OTETA’s return-to-duty test requirements;
- f. Prior to being directed by the district to a collection site for drug and alcohol testing, the applicant will be notified that the urine sample collected shall be tested for the presence of drugs and the breath or saliva sample shall be tested for the presence of alcohol;
- g. Failure to report to the collection site for testing within the time frame specified by the district shall constitute a refusal to report for testing and result in immediate withdrawal of the employment or transfer offer;
- h. Pre-employment drug and alcohol testing will be paid for by the district;
- i. Tests must indicate negative drug test results and a breath alcohol content level below a 0.02. Individuals who fail to meet such drug and alcohol requirements will not be hired or transferred voluntarily or involuntarily to covered positions;
- j. Such testing will also be required of covered employees each time an employee returns to work after a layoff period if the employee was removed from the random testing pool. As long as the employee remains in the random testing pool, additional testing or subsequent pre-employment drug and alcohol testing will not be necessary following a layoff;

- k. The district will notify individuals offered employment with the district contingent on drug testing of the results of such testing upon request within 60 days of being notified of the disposition of the employment application;
- l. Refusal to submit to drug and alcohol testing and/or to provide signed permission for the release of past testing information as required by the district shall result in immediate termination from employment or transfer consideration;
- m. The individual may request a screening of the split specimen at his/her own expense. All such requests must be received in writing by the district no later than 72 hours following notification to the applicant of the positive test results.

### 3. Post-accident Testing

The district shall conduct post-accident testing as follows:

- a. It is the responsibility of the employee to report for post-accident drug and alcohol testing as soon as practicable following a motor vehicle accident which occurs while the employee is performing district safety-sensitive functions in which there is a fatality or the employee receives a citation for a moving traffic violation in connection with an injury or tow-away accident:
  - (1) The employee will report to the designated collection site for post-accident drug and alcohol testing as soon as practicable following the occurrence of the accident;
  - (2) If alcohol testing has not been administered within two hours, the district will prepare and maintain on file a record stating the reasons the test was not promptly administered;
  - (3) If alcohol testing is not administered within eight hours, the district will cease attempts to administer an alcohol test and will prepare and maintain on file a record specifying why the test was not administered;
  - (4) If drug testing has not been administered within 32 hours following the accident, the district will cease attempts to administer such tests and will document why the test was not administered;
  - (5) The employee will contact the assistant superintendent of operations or designee as soon as practicable following the accident giving as much detailed information about the accident as possible (e.g., fatalities, injuries, tow-aways, traffic citation issued, etc.).
- b. The district will provide employees with necessary post-accident testing information, procedures and instructions as a part of its employee training program. Additionally, written instructions to follow in the event of an accident will be provided in district vehicles as appropriate. Instructions will include locations of drug specimen collection and alcohol testing sites and telephone number of the district drug use and alcohol misuse prevention program coordinator or other district officials to contact;
- c. The employee shall remain readily available for testing or may be deemed by the district to have refused to submit to testing. Such refusal is treated as if the district received an alcohol test result of 0.04 or greater or received a positive drug test. Nothing in this requirement shall be construed to require the delay of necessary medical attention for injured people following an accident or to prohibit an employee from leaving the scene of an accident for the period necessary to obtain assistance in responding to the accident or to obtain necessary emergency medical care;

- d. Results of a breath or blood test for the use of alcohol or a urine test for the use of drugs conducted by on-site federal, state and/or local law enforcement officials having independent authority for the test shall be considered to meet necessary requirements provided results of the test are obtained by the district and the tests conform to all applicable federal, state and/or local requirements;
- e. An employee who is involved in an accident involving a fatality, injury and/or tow-away as described by the OTETA is prohibited from using alcohol for eight hours after the accident or until the employee undergoes a post-accident alcohol test, whichever occurs first.

#### 4. Random Testing

The district shall conduct random drug and alcohol testing annually as follows:

- a. Not less than ~~50-25~~ percent of the average number of driver positions shall be tested for drugs and not less than 10 percent shall be tested for alcohol in accordance with current minimum random testing requirements of the OTETA. Any unfilled, covered positions will be included as part of the total number of positions counted by the district for testing rate purposes.

(1) The district will meet minimum testing rates.

- b. The testing rate may be adjusted by FMCSA based on industry wide data;
- c. The testing process shall, in fact, be random. Unless advised otherwise by their consortium, ~~All~~ employees will remain in the pool of drivers for each subsequent period, including vacations, holiday periods and summer recesses, whether or not they have been chosen for testing in the past;
- d. The selection of employees for random testing shall be made by a scientifically valid method. The process selected by the district will ensure that all employees shall have an equal chance of being tested each time selections are made. The district will use the following system:

Computerized system<sup>1</sup>:

A random number generating program will be loaded into a computer along with the employees' social security number, payroll identification number or other comparable identification number for the drivers.

**OR**

Manual system:

- ~~(1) Individual, identically sized slips of paper or cards with the names or identification numbers of the covered drivers will be used;~~
- ~~(2) Cards will be placed into a container from which the required number will be drawn;~~
- ~~(3) The individual selected by the district to do the drawing will be unbiased;~~
- ~~(4) All names in the pool will be checked prior to the drawing to assure any necessary additions or deletions are made.~~

- e. All such testing shall be unannounced and dates selected spread reasonably throughout the calendar year to avoid predictability and the perception that testing is "done for the year" ;

<sup>1</sup>The computerized system, when it can be utilized by the district, is the preferred selection method, under FMCSA guidance.

- f. Following notification of testing, selected employees shall proceed to the district-selected collection site immediately or as soon as practicable;
- g. Employees shall only be tested for alcohol just before the driver is scheduled to perform his/her safety-sensitive function, during or just after performing such function;
- h. Employees off work due to leave of absence, vacation and layoff will be informed that they remain subject to random testing. Employees drawn for such testing will be notified and tested as soon as practicable upon return to duty but no later than the next selection cycle (e.g., monthly, quarterly, etc.).

## 5. Reasonable Suspicion Testing

The district shall conduct reasonable suspicion drug and alcohol testing as follows:

- a. The district will test covered employees when there is reasonable suspicion to believe that the employee has engaged in drug use or alcohol misuse;
- b. Reasonable suspicion will be based on specific contemporaneous, articulable observations made by a trained supervisor as designated by the district, concerning appearance, behavior, speech or body odors indicative of employee use of drugs or the misuse of alcohol. Observations of drug use may include indications of chronic and withdrawal effects of drugs and noticeable degradation of job performance that may be associated with the use of drugs;
- c. Hearsay or secondhand information is not sufficient to require an employee to submit to testing;
- d. Alcohol testing may be authorized only if observations resulting in reasonable suspicion are made during, just preceding or just after the period of the workday that the employee is required to be in compliance with this policy, administrative regulations and applicable OTETA provisions;
- e. A written record shall be made of the observations leading to a reasonable suspicion drug test and signed by the ~~supervisor or~~ administrator or his/her designee authorized to make such observations within 24 hours of the observed behavior or before the results of the drug test are released, whichever is earlier;
- f. The district will ensure that the employee under reasonable suspicion is transported to the designated collection or testing site.

## 6. Referrals, Evaluation and Treatment

The district shall provide information related to referrals, evaluation and treatment as follows:

- a. The district shall advise covered employees, who violate the drug and alcohol prohibitions, of referral services available for evaluating and resolving problems associated with the use of drugs and the misuse of alcohol. Such information will include the names, addresses and telephone numbers of SAPs and counseling and treatment programs;
- b. An employee who engages in such prohibited conduct shall be evaluated by ~~a~~ SAP;
- c. The SAP will determine what assistance if any the employee needs in resolving problems associated with drug use and alcohol misuse;
- d. This requirement applies only to current employees and not to job applicants who refuse testing or who test positive for drugs;
- e. This requirement shall not be interpreted to require the district to provide or pay for any rehabilitation costs or to hold a job open for an employee with or without salary;

f. SAPs, as referred to in these administrative regulations, means:

- (1) Licensed physicians with knowledge of and clinical experience in the diagnosis and treatment of alcohol-related disorders;
- (2) Licensed or certified psychologists, social workers or employee assistance professionals with like knowledge; and
- (3) Alcohol and drug abuse counselors certified by the National Association of Alcoholism and Drug Abuse Counselors (NAADAC). This does not include state-certified counselors.

## 7. Return-to-Duty Testing

Employees, if they continue employment and before they return to duty, shall comply with the following:

- a. When an employee has previously tested greater than or equal to 0.04 for alcohol, the employee must retest (return-to-duty test) with an alcohol concentration of less than 0.02;
- b. When an employee has previously tested positive for drug use, the employee must retest (return-to-duty test) with a verified negative test result.

## 8. Follow-up Testing

Employees, if they continue employment, shall comply with the following:

- a. Follow-up testing will be conducted whenever a SAP determines that an employee is in need of resolving problems associated with drug use and/or alcohol misuse;
- b. Follow-up alcohol testing will be conducted only when the employee is performing safety-sensitive functions, just before or just after the driver has performed safety-sensitive functions;
- c. Follow-up drug and alcohol testing will be unannounced<sup>2</sup>;
- d. The number and frequency of such tests shall be determined by the SAP. Minimally, there shall be:
  - (1) At least 6 tests in the first 12 months following the driver's return to duty;
  - (2) Testing shall not exceed 60 months from the date of the employee's return to duty. The SAP, however, may terminate the follow-up testing at any time after the first six tests if he/she determines the testing is no longer needed.

## 9. Drug and Alcohol Testing Procedures

The district, in cooperation with contracted collection and testing facilities, shall maintain drug and alcohol testing procedures as follows:

- a. Drugs
  - (1) The applicant or employee reports to the district-designated collection site and provides positive identification (e.g., photo ID);

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<sup>2</sup>A follow-up test shall not also serve as a random test, and vice versa.

- (2) A urine sample for drug testing is provided. A “split specimen” (two urine specimen bottles) is prepared from the urine sample;
- (3) Following completion of a chain-of-custody form, both specimen bottles are forwarded to the DHHS certified laboratory for analysis. The split specimen is stored at the laboratory for later testing as may be necessary. Initial testing is performed only on one specimen bottle;
- (4) Testing results are reported to the district-selected MRO by mail or electronic transmission. Results may not be given over the phone;
- (5) The MRO will verify both negative and positive testing results;
- (6) The MRO will report the verified negative testing results to the district;
- (7) The MRO will report verified positive testing results to the applicant or employee, discuss the type of illegal substance found and determine whether there is any valid medical reason for the positive testing results;
- (8) A verified valid medical reason for a positive test result will be reported as a negative test result to the district;
- (9) If no legitimate medical reason exists for positive drug testing, the MRO will report a confirmed positive test result and identity of the substance(s) to the district;
- (10) The employee or applicant may request within 72 hours of a positive test notice that the split specimen (second bottle) be screened. Such screening costs will be paid for by the employee;
- (11) Unlike the original specimen analyzed for specific levels of controlled substances, the split specimen is analyzed only for the presence of drugs;
- (12) The MRO will report results of the second screening to the employee and the district;
- (13) The MRO will meet all the OTETA requirements including review of chain-of-custody control form, administrative processing of negative test results, verification of positive testing results and maintenance of confidentiality requirements as may be applicable;
- (14) Detailed drug testing procedures may be obtained by contacting the district’s drug use and alcohol misuse prevention coordinator or designee.

b. Alcohol

- (1) The employee reports to the district-designated testing site and provides positive identification;
- (2) Under the alcohol testing rule, an alcohol test result will be considered failing even if over-the-counter or legally prescribed medication is involved;
- (3) All alcohol screening tests will be conducted by:

A qualified breath alcohol technician using evidential breath testing devices.

**OR**

~~A qualified screening test technician using an alcohol screening device other than an evidential breath testing device.~~

- (4) Testing may be conducted at a DHHS certified laboratory or other location including mobile facilities equipped for such testing as may meet the requirements of the OTETA;
- (5) District supervisors should generally not be used as a breath alcohol or screening test technician for covered employees. Under certain circumstances, a properly trained district supervisor may conduct such testing in the absence of another technician;
- (6) The employee submits to breath or saliva testing;

- (7) If the result of the testing indicates an alcohol concentration rate of 0.02 or greater, a confirmation breath test is administered after at least 15 minutes, but no longer than 30 minutes, after the initial testing. All confirmation tests will be conducted using evidential breath testing devices;
- (8) The technician will report any invalid tests, confirmed failing and passing results to the district;
- (9) Employee refusal to sign forms as required (i.e., Step 2 on the Alcohol Testing Form) shall be considered as refusal to be tested;
- (10) The breath alcohol or screening test technician will meet all OTETA requirements including such testing procedures, Alcohol Testing Form and confidentiality requirements as may be required;
- (11) Detailed alcohol testing procedures may be obtained by contacting the district's drug use and alcohol misuse prevention program coordinator or designee.

#### 10. Positive Test Result

When the MRO determines a positive test result is valid, the MRO will report the finding to the Oregon Department of Transportation (ODOT) and the Oregon Department of Education. The person who is the subject of the test results will be notified by ODOT that the person has a right to a hearing to determine whether the test results reported will be placed in the employee's employment driving record.

#### 11. Record Keeping/Record Reporting

The district shall maintain records of its drug use and alcohol misuse prevention program as follows:

##### a. Records related to the collection process:

- (1) Documents relating to the random selection process;
- (2) Documents generated in connection with decisions to administer reasonable suspicion drug or alcohol testing;
- (3) Documents generated in connection with decisions on post-accident testing;
- (4) Documents verifying the existence of an explanation of the inability of an employee to provide adequate breath or to provide a urine specimen for testing;
- (5) An annual calendar year report summarizing results of the district's drug use and alcohol misuse prevention program will be prepared and maintained when requested by FMCSA as part of an inspection, investigation, special study or for statistical purposes.

If alcohol testing is provided directly by the district, include the following additional record-keeping requirements.

- (6) Collection logbooks, if used;
- (7) Calibration documentation for evidential testing devices;
- (8) Documentation of breath alcohol or screening test technician training.

##### b. Records related to a driver's test results, including:

- (1) The district's copy of the alcohol testing form, including the test results;

- (2) The district's copy of the controlled substance test custody and control form;
  - (3) Documents sent by the MRO to the district;
  - (4) Documents related to the refusal of any employee to submit to drug and/or alcohol testing;
  - (5) Documents presented by a driver to dispute the results of a drug and/or alcohol test administered in connection with the requirements of the OTETA.
- c. Records related to evaluations as follows:
- (1) Records pertaining to a determination by ~~a~~ SAP concerning his/her evaluation of a covered employee who tested positive for drugs, or failed an alcohol test or refused to test;
  - (2) Records concerning a driver's compliance with recommendations of the SAP.
- d. Records related to education and training as follows:
- (1) Materials on drug use awareness and alcohol misuse including a copy of the district's policy and administrative regulations on drug use and alcohol misuse and related information;
  - (2) Driver's signed receipt of education materials;
  - (3) Documentation of training provided to supervisors for the purpose of qualifying the supervisors to make a determination concerning the need for drug and/or alcohol testing based on reasonable suspicion;
  - (4) Certification that any training conducted in compliance with the OTETA meets all pertinent requirements for such training.
- e. Records related to alcohol and drug testing as follows:
- (1) Agreements with collection site facilities, laboratories, MROs and consortia (includes breath alcohol technicians, screening test technicians and third party providers), as applicable;
  - (2) Names and positions of officials and their role in the district's drug and alcohol testing program(s);
  - (3) Semiannual laboratory statistical summaries of urinalysis as required by the OTETA and as reported by the laboratory. The district will document laboratory failures to provide statistical summaries and any district follow-up efforts to obtain such reports.

f. Records will be retained by the district as follows:

(1) Five Years:

- (a) Records of employee alcohol-testing results with results indicating an alcohol concentration of 0.02 or greater;
- (b) Records of verified positive drug testing results;
- (c) Documentation of refusals to take required drug and/or alcohol tests;
- (d) Drug testing custody and control forms;
- (e) Employee evaluation and referrals;
- (f) A copy of each annual calendar year report summary.
- (g) Equipment calibration documentation as applicable (See 10. a. (6), (7) and (8)).

(2) Two Years:

Records related to the drug and alcohol collection process (except calibration of evidential breath testing devices).

(3) One Year:

Records of negative and cancelled drug-testing results and alcohol test results with a concentration of less than 0.02.

(4) Indefinite Period:

Records related to the education and training of breath alcohol technicians, screening test technicians, supervisors and drivers shall be maintained by the district while the individual performs the functions which require training and for two years after ceasing to perform those functions.

g. Records will be maintained in a secure location with controlled access to ensure confidentiality requirements are met as follows:

- (1) Drug use and alcohol misuse prevention program records will be maintained at the district office. Records relating to individual employee drug and/or alcohol testing, evaluation and treatment will be maintained separately from the employee's personnel file;
- (2) Employees are entitled upon written request to obtain copies;
- (3) The district may disclose information in connection with employee benefit proceedings, Department of Transportation agency action against an employee or National Transportation Safety Board safety investigations;
- (4) The district shall disclose such information to subsequent employers upon written request from the employee (in accordance with 49 C.F.R. § 382.413(a)(1))<sup>3</sup>;

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<sup>3</sup>Information that must be disclosed to subsequent employers, upon receipt of proper authorization form/release signed by the employer's ex-driver: (a) Failed alcohol tests (breath alcohol content of 0.04 or greater); (b) Verified positive drug test; (c) Refusals to test.

(5) The district will provide access to any drug and alcohol collection and/or testing facility maintained by the district as described by the OTETA (i.e., those federal agencies, state and local officials who have regulatory authority over the district's covered employees).

~~R10/24/13~~9/28/17 | RS

## **LICENSING**

### **Policy Implications**

GCA - License Requirements (Optional)

#### **Summary**

Senate Bill 205 was passed in the 2017 Legislature and allows a district, **if it so chooses**, to employ an applicant for a position in the district (this includes but is not limited to substitute teachers), who has a teaching license application pending with the Teacher Standards and Practices Commission (TSPC). The applicant must have met other specific criteria as required by law, then may be employed to teach in an Oregon public school for 90 calendar days after the date of the submission of the teaching license application to the TSPC. For these employees, the district must verify that the employee is properly licensed on the 91st day after the date of submission of the application.

This new law is effective now (for the 2017-2018 school year). The district may still choose to require licensure as a condition of employment.

#### **Legal Reference**

ORS 339.374

OAR 584-050-0035

OAR 584-200-0020

#### **Local District Responsibility**

If the district has this optional policy, it is recommended for the board to review and consider whether to adopt the optional language resulting from SB 205, and readopt this policy as appropriate.

#### **LCSD Commentary**

The District recommends continuing to require licensure as a condition of employment. We can usually obtain an emergency license in two days for any staff that we determine are best to employ if they do not already have a license. All other suggested revisions from OSBA are included.

# Lebanon Community Schools

Code: GCA  
Adopted: 8/18/03  
Readopted: 9/16/10, 12/15/11  
Orig. Code(s): GCA

## License Requirements

The Board, in adhering to Oregon Revised Statutes, shall require all applicants selected for employment for positions that require licensing to hold a valid Oregon license issued by the Teacher Standards and Practices Commission (TSPC) as a condition of employment. ~~Those offered employment in the district must submit a copy of their teaching license to the personnel office. The district must be able to verify the current license of applicants offered employment before the Board will consider approving their employment.~~ Applicants not presenting their license prior to the beginning of school or the first day employment is to begin will not be employed until such license is presented. In addition, any employee whose license lapses shall be subject to forfeiture of pay or discipline up to and including dismissal.

~~The district requires licensed staff to submit copies of all current licenses and endorsements to the personnel office. The verification of licensure includes all license endorsements. It shall be each licensed staff member's responsibility to keep all endorsements current and to submit them to the Human Resources office. The district may require the employee to maintain a license and/or an endorsement currently held for future district assignment. All licensed staff (except speech and language pathologist for the Oregon Board of Examiners License) are responsible for all licensure fees associated with their employment.~~

~~Subject to any applicable collective bargaining agreement, a district required to forfeit any State School Fund moneys is entitled to recover one half of the amounts forfeited from the licensed personnel whose unlicensed status caused the forfeiture. Recovery shall not exceed one half of the amount forfeited that is attributable to the particular licensed person.~~

END OF POLICY

### Legal Reference(s):

ORS 339.374  
ORS 342.120 - 342.203

OAR 584-050-0035  
OAR 584-200-0020  
OAR Chapter 584

9/28/17 | PH

## **CRIMINAL RECORDS CHECK FOR VOLUNTEERS**

### **Policy Implications**

GCDA/GDDA - Criminal Records Check and Fingerprinting (Required)

GCDA/GDDA - Criminal Records Check/Fingerprinting (Version 2 – Recommend delete/replace with revised/updated version)

GCDA/GDDA-AR - Criminal Records Check and Fingerprinting (Required)

IICC - Volunteers (Conditionally Required - recommended revision)

IICC - Volunteers (Version 2 - recommend delete/replace with revised/updated version)

IICC - Volunteers (Version 3 - recommend delete/replace with revised/updated version)

IICC-AR - Volunteers (Recommend Delete)

### **Summary**

The 2017 Legislature passed House Bill (HB) 2992 which requires districts to adopt policy that requires a background check for a volunteer if that volunteer is to have direct, unsupervised contact with students. This requirement is effective on January 1, 2018, however the district may implement this requirement at any time prior to January 1.

### **Legal Reference**

See revisions in policy

### **Local District Responsibility**

The district should determine if it will allow volunteers to have direct, unsupervised contact with students. It is recommended that the Board review the new, proposed language, determine which language is in the best interest of the district (choose which bracketed language), and make recommended revisions to required policy GCDA/GDDA and readopt. It is recommended that the administration review the recommended revisions to the required administrative regulation, make the same determination for the AR and other bracketed language, revise accordingly and submit to the Board for review.

If the district has policy IICC - Volunteers, it is recommended that the Board review the recommended revisions and readopt with revised language, and if not, consider if adopting the policy would be in the best interest of the district. Other versions of policy IICC previously available from OSBA are recommended for replacement with the version included herein.

The district should match policy language in policy IICC on the requirement for background checks for volunteers to that in policy GCDA/GDDA.

### **LCSD Commentary**

The District already requires that ALL volunteers, regardless of student contact, have background checks. There is no change to District practice with these revisions.

## ALL NEW LANGUAGE – ADOPTING NEW VERSION

### **Criminal Records Checks/ and Fingerprinting\* ~~(Version 2)~~**

In a continuing effort to further ensure the safety and welfare of students and staff, the district shall require all newly hired full-time and part-time employees not requiring licensure to undergo a criminal records check and/or fingerprinting. Other individuals, as determined by the district, that will have direct, unsupervised contact with students shall have criminal records checks and/or fingerprinting as required by law.

“Direct, unsupervised contact with students” means contact with students that provides the person opportunity and probability for personal communication or touch when not under direct supervision.

As required by state law, a criminal records check and/or fingerprinting shall be required of the following individual or individuals (subject individuals and requirements are further outlined in GCDA/GDDA-AR - Criminal Records Checks and Fingerprinting):

1. All district contractors and/or their employees, whether employed part-time or full-time, considered by the district to have unsupervised access to students;
2. All contractors and/or their employees who provide early childhood special education or early intervention services in accordance with rules established by the Oregon Department of Education, Child Care Division;
3. Any community college faculty member providing instruction at the site of an early childhood education program or at a school site as part of an early childhood program, or at a grade K through 12 school site during the regular school day;
4. Any individual who is an employee of a public charter school and not requiring licensure; and
5. Any individual considered for volunteer service with the district.

The identity of an individual requiring fingerprinting will be provided by the district to the authorized fingerprinter for verification.

An individual shall be subject to fingerprinting only after acceptance of an offer of employment or contract.

The district shall begin the employment of subject individual or terms of a district contractor on a probationary basis pending the return and disposition of the required criminal records checks and/or fingerprinting.

The service of a volunteer with direct, unsupervised access to students will not begin before the return and disposition of a criminal records check.

A subject individual who has failed to disclose the presence of convictions that would not otherwise prohibit his/her employment with the district as provided by law, may be employed or contracted with by the district. The district's use of criminal history must be relevant to the specific requirements of the position, services or employment.

An individual who knowingly made a false statement as to the conviction of any crime on district volunteer forms, as determined by the district, may result in immediate termination from the ability to volunteer in the district.

Fees associated with a criminal records check and/or fingerprinting may be charged.

The superintendent shall develop administrative regulations as necessary to meet the requirements of law.

### **Appeals**

An individual eligible may appeal a determination that prevents his/her employment or eligibility to contract with the district to the Superintendent of Public Instruction as a contested case and will be so notified in writing by the ODE.

END OF POLICY

### **Legal Reference(s):**

[ORS 181A.180](#)  
[ORS 181A.230](#)  
[ORS 326.603](#)  
[ORS 326.607](#)  
[ORS 332.107](#)

[ORS 336.631](#)  
[ORS 342.143](#)  
[ORS 342.223](#)  
  
[OAR 414-061-0010 to -0030](#)

[OAR 581-021-0500](#)  
[OAR 581-022-17302430](#)  
[OAR 584-036-0062](#)  
[OAR 584-050-0012](#)

Title VII of the Civil Rights Act of 1964, as amended, 42 U.S.C. § 2000e, et. seq. (2017).

## Criminal Records Checks/Fingerprinting

### Subject Individual Requirements

1. Any individual newly hired, full-time or part-time, and not requiring licensure as a teacher, administrator, personnel specialist or school nurse shall be required to undergo a nationwide criminal records check and fingerprinting.
2. ~~Any individuals~~ applying for reinstatement of an Oregon license with the Teacher Standards and Practices Commission (TSPC) that has lapsed for more than three years shall be required to undergo such checks a nationwide criminal records check and fingerprinting with TSPC.

~~Requirements, including applicable fees and the process for the collection and submission of fingerprints, etc., will generally be met by the individual as a part of the licensing process and in accordance with rules established by the Teacher Standards and Practices Commission (TSPC).~~

3. Any individual registering with the TSPC for student teaching, practicum or internship as a teacher, administrator or personnel specialist shall be required to undergo a nationwide criminal records check and fingerprinting with TSPC.
4. Any district contractor<sup>1</sup>, whether part-time or full-time, or an employee of a district contractor, whether part-time or full-time, hired into a position having direct, unsupervised contact with students shall be required to undergo a nationwide criminal records check and fingerprinting.

The superintendent will identify district contractors who are present on district property and regularly interact with students and are subject to such requirements.

5. Any contractor or an employee of the contractor who provides early childhood special education or early intervention services shall be required to undergo a nationwide criminal records check and fingerprinting with the Oregon Department of Education (ODE), Child Care Division.
6. Any community college faculty member providing instruction at the site of an early childhood education program or at a school site as part of an early childhood program, or at a grade K through 12 school site during the regular school day, shall be required to undergo a nationwide criminal records check and fingerprinting.
7. Any individual who is an employee of a public charter school not requiring licensure shall be required to undergo a nationwide criminal records check and fingerprinting.
8. Any ~~person-individual~~ authorized by the district for volunteer service into a position having direct, unsupervised contact with students ~~will~~ shall be required to undergo an Oregon criminal records check.

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<sup>1</sup>Contractor employees may not be required to submit fingerprinting until the contractor has been offered a contract.

8-9. Any individual authorized by the district for volunteer service that does not have direct, unsupervised contact with students will be required to undergo an Oregon criminal records check.

## Exceptions

~~An exception will be made to criminal records checks and fingerprinting if the district has on file evidence from a previous employer documenting a successfully completed Oregon and FBI criminal records check. A newly hired employee is not subject to fingerprinting if the district has on file evidence that the newly hired employee previously and successfully completed an Oregon and a FBI criminal records check for a previous employer that was a school district.~~

Evidence will be either a copy of the criminal records check or a written statement of verification from a supervisor or officer of the previous employer. Furthermore:

1. The ~~Oregon Department of Education (ODE)~~ or TSPC verification of a previous check shall be acceptable only in the event the district can demonstrate records are not otherwise available~~;~~.
2. ~~Additional~~ The district shall maintain evidence that the employee has not resided outside the state during the interval between the two periods of time working in the district ~~shall be maintained~~.

## Notification

1. The district will provide notification to individuals subject to criminal records checks and/or fingerprinting of the following:
  - a. Such criminal records checks and/or fingerprinting are required by law and/or Board policy;
  - b. Any action resulting from ~~those such~~ checks that may impact employment or contract may be appealed as a contested case;
  - c. All employment or contract offers or the ability to volunteer are contingent upon the results of such checks;
  - d. A refusal to consent to a required criminal records checks and/or fingerprinting ~~or falsely stating on district employment applications, contracts or ODE fingerprint forms as to conviction of a crime~~ shall result in immediate termination from employment, ~~or~~ contract status, or the ability to volunteer in the district;
  - d.e. An individual determined to have knowingly made a false statement as to the conviction of any crime on district employment applications, contracts, ODE forms or district volunteer forms (written or electronic) may result in immediate termination from employment, contract status or the ability to volunteer in the district.
2. The district will provide written notice through such means as employment applications, ~~and~~ contracts or volunteer forms.

## Processing/Reporting Procedures

1. Any individual subject to criminal records checks and/or fingerprinting shall, ~~as part of the application process,~~ complete the appropriate forms or requirements as ~~provided approved~~ by ODE (information available through the district).
2. If the individual is subject to fingerprinting per state law, he/she will be required by the district, and is responsible to report within three working days to an authorized fingerprinter for fingerprinting as directed by the district.

Fingerprints may be collected by one of the following:

- a. Employing district staff;
- b. Contracted agent of employing district; or
- c. Local or state law enforcement agency.

The individuals subject to fingerprinting shall be subject ~~to fingerprinting~~ only after acceptance of an offer of employment or contract.

- ~~2. The individual is responsible for obtaining two fingerprint card[s] from an Oregon district, education service district, an Oregon-approved teacher education institution, ODE or TSPC.~~
- ~~3. The individual is responsible for submitting to the authorized fingerprinter two fingerprint cards and an 8 1/2" x 11" or larger envelope with postage affixed and addressed to the district human resource office.~~
- 4.3. To ensure the integrity of the fingerprinting collection and prevent any compromise of the process, the district will provide the name of the individual to be fingerprinted to the authorized fingerprinter ~~and require that the individual submit a photo ID (driver's license or other) containing the individual's name and picture in order to verify the identity of the individual intended to be fingerprinted.~~
4. The authorized fingerprinter will ~~return the fingerprint cards to the district in the envelope provided~~ obtain the necessary identification and fingerprinting and notify the ODE with the results. The Fingerprint Criminal History Verification form and fingerprint cards will be sent to the ODE. The ODE will notify the district of said results and any subject individual it believes has knowingly made a false statement as to conviction of a crime prohibiting employment or contract.
5. A copy of the required form to authorize fingerprinting, and the results of such, will be kept in the employee's personnel file.

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## Fees

1. Fees associated with criminal records checks and/or fingerprinting for individuals applying for employment with the district and not requiring licensure, including contractors<sup>2</sup> and their employees, ~~and volunteers~~ shall be paid by the individual.
2. Fees are payable prior to beginning employment, volunteer service or contract.
3. An individual offered employment in the district may request that the amount of the fee be withheld from the employee's paycheck, including a periodic payroll deduction rather than a lump sum payment, in accordance with Oregon law. The district may withhold such fees only upon the request of the individual.
- 3.4. Fees associated with required criminal records checks for volunteers shall be paid by the individual.

## Termination of Employment or Withdrawal of Employment/Contract Offer /Volunteer Status

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<sup>2</sup>Contractor employees may not be required to submit fingerprinting until the contractor has been offered a contract.

1. Any individual required to submit to a criminal records checks and/or fingerprinting in accordance with law and/or Board policy will be terminated from ~~consideration as a district volunteer and~~ employment or contract status, or withdrawal of offer of employment or contract will be made by the superintendent ~~immediately~~ upon:
  - a. Refusal to consent to a criminal records check and/or fingerprinting; or
  - b. Notification ~~by from~~ the Superintendent of Public Instruction or his/her designee ~~or the State Board of Education~~ that the employee has ~~made a false statement as to conviction of a crime or~~ conviction of any crimes prohibiting employment with the district as specified in law.
2. Any individual required to submit to a criminal records check and/or fingerprinting in accordance with law may be terminated from employment or contract status, or withdrawal of offer of employment or contract will be made by the superintendent upon notification from the Superintendent of Public Instruction or his/her designee that the employee has knowingly made a false statement as to the conviction of any crime.
- ~~3.3.~~ Employment termination shall remove the individual from any district policies, collective bargaining provisions regarding dismissal procedures and appeals and the provisions of Accountability for Schools for the 21st Century Law.
4. Any volunteer who will have direct, unsupervised contact with students that refuses to submit to a required, criminal records check to acquire or maintain a volunteer status in the district in accordance with law and/or Board policy will be denied the ability to volunteer in the district.
5. If the district has completed a required criminal records check and the district has been notified by the Superintendent of Public Instruction that the individual knowingly made a false statement on an ODE form as to conviction of any crime that may otherwise prevent a volunteer status in the district, the individual will be denied the ability to volunteer.
6. Any volunteer who knowingly makes a false statement, as determined by the district, on a district volunteer application form may be denied the ability to volunteer in the district.

## Appeals

~~All appeals regarding a determination which prevents his/her employment or eligibility to contract with the district will be directed to the Superintendent of Public Instruction. An individuals eligible to may appeal a determination that prevents his/her employment or eligibility to contract with the district, to the Superintendent of Public Instruction as a contested case and will be so notified in writing by the ODE.~~

R4/28/169/28/17 | RSPH

# Lebanon Community Schools

Code: **IICC**  
Adopted: 6/15/98  
Readopted: 12/16/10  
Orig. Code(s): IICC

## Volunteers

~~Citizens~~ Community patrons who voluntarily contribute their time and talents to the improvement and enrichment of the public schools instructional and other programs are valuable assets. The Board encourages constructive participation of groups and individuals in the school to perform appropriate tasks during and after school hours under the direction and supervision of professional personnel.

Nonexempt employees<sup>1</sup> may be permitted to volunteer to perform services for the district provided the volunteer activities do not involve the same or similar type of services as the employee's<sup>2</sup> regularly assigned duties. In the event a nonexempt employee volunteers to perform services for the district that are the same or similar as the employee's regularly assigned duties, the Board recognizes that under the Fair Labor Standards Act (FLSA), overtime or compensatory time must be provided.<sup>3</sup>

Any person authorized by the district for volunteer service into a position shall be required to undergo an Oregon criminal records check. Any person authorized by the district for volunteer service that will not have direct, unsupervised contact with students will be required to undergo an Oregon criminal records check.

Any volunteer who knowingly makes a false statement, as determined by the district, on a district volunteer application form will be denied the ability to volunteer in the district.

The administration is responsible for the recruitment, use, coordination and training of volunteers. These assignments will be carried out as directed or delegated by the superintendent. Every effort should be made to use volunteer resources in a manner which will ensure maximum contribution to the welfare and educational growth of students.

~~Certain categories of volunteers or individual volunteers may be subject to criminal history records checks. The superintendent will develop administrative regulations as necessary to implement this policy. Any person authorized by the district for volunteer will be required to undergo an Oregon criminal records check.~~

~~Nonexempt employees<sup>4</sup> may be permitted to volunteer to perform services for the district provided the volunteer activities do not involve the same or similar type of services as the employee's<sup>5</sup> regularly~~

<sup>1</sup>There are three types of FLSA exemptions: those for executive, administrative and professional employees. Generally, employees who are exempt under the executive, administrative or professional exceptions must primarily perform executive, administrative or professional duties at least 50 percent of the employee's time.

<sup>2</sup>Instructional assistant duties are generally viewed to be the same type of service, supervising and instructing students, as coaching.

<sup>3</sup>Districts should review with legal counsel the use of nonexempt employees in extracurricular activity positions such as coaching and as advisors for cheerleading and other district-sponsored activities for FLSA district impact.

<sup>4</sup>There are three types of FLSA exemptions: those for executive, administrative and professional employees. Generally, employees who are exempt under the executive, administrative or professional exceptions must primarily perform executive, administrative or professional duties at least 50 percent of the employee's time.

<sup>5</sup>Instructional assistant duties are generally viewed to be the same type of service, supervising and instructing students, as coaching.

~~assigned duties. In the event a nonexempt employee volunteers to perform services for the district that are the same or similar as the employee's regularly assigned duties, the Board recognizes that under the Fair Labor Standards Act (FLSA), overtime or compensatory time must be provided.<sup>6</sup>~~

END OF POLICY

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**Legal Reference(s):**

[ORS Chapter 243](#)  
[ORS 326.607](#)  
[ORS 332.107](#)  
[OAR 839-020-0005](#)

Fair Labor Standards Act of 1938, 29 U.S.C. §§ 206-207 (~~2006~~[2017](#)).

**Cross Reference(s):**

GCDA/GDDA - Criminal Records Checks/Fingerprinting

[CR9/28/17 | PH](#)

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~~<sup>6</sup>Districts should review with legal counsel the use of nonexempt employees in extracurricular activity positions such as coaching and as advisors for cheerleading and other district sponsored activities for FLSA district impact.~~

# Lebanon Community Schools

Code: **IICC-AR**  
Revised/Reviewed: 2/1/05; 4/7/11  
Orig. Code(s): IICC-AR

## Volunteers

Volunteers will be subject to the following requirements.

### Authority

All volunteers are subject to the authority and direction of any district employee and are subject to all district policies, rules and regulations.

### Application

Prior to performing any volunteer activities, each volunteer will be required to complete a Volunteer Application form and have it approved by the building principal or area supervisor. Once approved an annual reapplication and approval must be completed each September. All volunteers are subject to administrative approval. There is no right to volunteer or to perform any specific tasks at any specific site.

Note: Additional requirements exist for volunteer drivers during field trips or other school sponsored activities.

### Criminal History Records Check

The volunteer application will include completion of a Criminal History Record form. The principal or area supervisor shall review all criminal history record forms when submitted as part of the volunteer approval process.

Any confirmed criminal record or falsification of any answer on the volunteer application or criminal history record form may subject the individual to termination as a volunteer.

### Nonexempt Employees

Non-exempt district employees may not volunteer to perform services on behalf of the district unless they are considered "bona fide volunteers". An employee is a bona fide volunteer if:

1. The employee's services are offered freely and without pressure or coercion, direct or implied, from the district; and
2. The employee does not engage in the same or similar type of volunteer services as performed in the regular job.

As provided by law, non-exempt employees will not be permitted to volunteer to perform their regular work duties or the same type of duties off the clock and without compensation. The requirements of the Fair Labor Standards Act (FLSA) cannot be waived by the employee or the district. Non-exempt employees who volunteer to perform duties for the district will be required to complete the district's Non-Exempt Employee Volunteer Agreement form verifying that they are volunteering to perform services and such services are not performed in the course of their regular employment.

Non-exempt employees will not be hired or placed in any paid extra-duty positions.

### **Extra-Duty Volunteers**

Volunteer coaches or student activity advisors shall be subject to all district and school regulations regarding volunteers. In addition, those individuals volunteering for a program or activity governed by the Oregon School Activities Association (OSAA) will complete an OSAA Activities Volunteer Agreement form and abide by all OSAA rules and requirements.

Once an individual begins volunteering in an extra-duty position, there will be no expectation or guarantee of retroactive hiring or extra-duty pay for the remainder of the activity.

DELETED

**Lebanon Community Schools  
VOLUNTEER APPLICATION**

Name (Please print): \_\_\_\_\_

Address: \_\_\_\_\_  
                    Street                                    City                    State                    Zip

Phone: \_\_\_\_\_  
                    Home                                    Work                                    Other

Occupation: \_\_\_\_\_

Current Relatives Employed by LCSD: \_\_\_\_\_

Children Currently Enrolled in LCSD (Names and Schools): \_\_\_\_\_

I wish to offer my services as a volunteer for the following school(s) or program(s): \_\_\_\_\_

I would like to volunteer as (Be as specific as possible): \_\_\_\_\_

I have the following knowledge, skills, interests, materials, etc. to share with students: \_\_\_\_\_

I understand that I must have the approval of the principal or area supervisor to perform volunteer activities and that approval may be withdrawn at any time for any reason.

I understand that I must complete and submit a Criminal History Record form which may be submitted to Oregon Department of Education or Oregon State Police for a check.

I understand that the Volunteer Application form and Criminal History Record form must be completed and approved annually in order to continue to volunteer.

\_\_\_\_\_  
Volunteer Candidate Signature

\_\_\_\_\_  
Date

\*\*\*\*\*

**For District Use Only**

☐ Approved   ☐ Not Approved   Comments: \_\_\_\_\_

\_\_\_\_\_  
Principal or Area Supervisor Signature

\_\_\_\_\_  
Date

**Lebanon Community Schools**  
**NONEXEMPT EMPLOYEE VOLUNTEER AGREEMENT**

I hereby volunteer my time and service of my own free will for Lebanon Community School District. My time and service in a volunteer capacity are given without promise, expectation, or receipt of any form of compensation, benefits, or other remuneration for this service.

I understand and agree that my volunteer participation is not being performed in the course and scope of my regular employment and that my participation in this activity is not in any way required. I further acknowledge and agree that my volunteer services are not closely related to my duties and responsibilities as an employee.

I understand that my participation as a volunteer may be terminated at any time and that I may withdraw from participation at any time for any reason and that my withdrawal will not affect my continued employment with the district.

This agreement will continue in force until terminated.

Volunteer Name (Please Print): \_\_\_\_\_

\_\_\_\_\_  
Volunteer Signature Date

\_\_\_\_\_  
Authorized School or District Administrator Signature Date

**Lebanon Community Schools  
OSAA ACTIVITIES VOLUNTEER AGREEMENT**

As a volunteer for a Lebanon Community School District sponsored program or activity governed by Oregon School Activities Association (OSAA) policies, rules, or regulations, I hereby agree to the following:

I understand and agree that my volunteer participation is not in any way required by the school district or school or any person representing the district or school. I understand that my participation as a volunteer may be terminated at any time and that I may withdraw from participation at any time for any reason.

I understand and agree that I will conduct myself in a manner that is consistent with the letter and spirit of district and OSAA policies, rules, and regulations, and the fundamental values of sportsmanship.

I understand and agree that if I am found to have violated OSAA policies, rules, or regulations, I am subject to dismissal as a volunteer or such other sanctions as may be deemed appropriate. In addition, I understand and agree that I will be required to remunerate the district in the event of a fine or fines assessed by the OSAA as a result of my actions.

This agreement will continue in force until terminated.

Volunteer Name (Please Print): \_\_\_\_\_

\_\_\_\_\_  
Volunteer Signature Date

\_\_\_\_\_  
Authorized School or District Administrator Signature Date

## CRIMINAL HISTORY VERIFICATION OF APPLICANTS

Fingerprinting and/or criminal history verification are required by law and District policy. Any action taken as a result of verification checks may be appealed as a contested case to the State Department of Education. Any false response on criminal history forms or in any employment application materials shall prohibit your employment or subject you to immediate dismissal from employment by the District. If you accept employment with the District (but are not required to be fingerprinted) you will be responsible to pay the Criminal History Verification form processing fee of \$6.00.

Please type or print clearly.

As appears on drivers' license/social security card

Name: \_\_\_\_\_ Date of Birth \_\_\_\_\_ Sex \_\_\_\_\_

Last/First/Full Middle

MM/DD/YY

List Other Names Previously Used (i.e. maiden, divorced, nicknames): \_\_\_\_\_

Social Security No: \_\_\_\_\_ Driver License/Identification Card No: \_\_\_\_\_

*Providing your social security number on this form is voluntary. If you choose not to disclose the social security number, this will not be a basis for denial of employment or any rights, services or benefits to which you are otherwise entitled. If you do provide the number the Oregon State Police will use it as an additional identifier to search for any criminal record you may have. Your social security number will be used as stated above. State and federal laws protect the privacy of your records.*

Address: \_\_\_\_\_

Full Street Address and/or P.O. Box

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip + 4 \_\_\_\_\_

A. Have you **EVER** been convicted of a sex-related crime? [ ☐ ] Yes [ ☐ ] No

If yes, was the conviction in Oregon or another state? (Please specify if another state.) State: \_\_\_\_\_

If yes, did the crime involve force or minors? [ ☐ ] Yes [ ☐ ] No

B. Have you **EVER** been convicted of a crime involving violence or threat of violence? [ ☐ ] Yes [ ☐ ] No

If yes, was the conviction in Oregon or another State? (Please specify if another state.) State: \_\_\_\_\_

C. Have you **EVER** been convicted of a crime involving criminal activity in drugs or alcoholic beverages? [ ☐ ] Yes [ ☐ ] No

If yes, was the conviction in Oregon or another state? (Please specify if another state.) State: \_\_\_\_\_

D. Have you **EVER** been convicted of any other crime except a minor traffic violation?  
(Includes Traffic Crimes) [ ☐ ] Yes [ ☐ ] No

E. Have you been arrested within the last three years for a crime for which there  
has not yet been an acquittal or dismissal? [ ☐ ] Yes [ ☐ ] No

**Advisory:** A check of the applicant's criminal history will be made by Criminal Information Services, Inc. (CRIS) to verify the responses to the preceding questions. I hereby grant Criminal Information Services, Inc. (CRIS) permission to check civil and/or criminal records to verify any statement made on this form.

Regardless of whether the applicant grants consent, CRIS will conduct a criminal offender record check of applicants for the position of school bus driver, volunteer, or other prospective school employees working with or around children. The applicant is entitled to review his/her criminal history for inaccurate or incomplete information. Discrimination by an employer on the basis of arrest records alone may violate federal civil rights law. The applicant may obtain further information concerning the applicant's rights by contacting the Bureau of Labor and Industries, Civil Rights Division, State Office Building, Suite 1070, Portland, Oregon 97232, telephone 503-731-4075.

I acknowledge reading and the receipt of this notice.

Applicant's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## **COMPULSORY ATTENDANCE EXEMPTIONS**

### **Policy Implications**

JEA - Compulsory Attendance (Highly Recommended)

### **Summary**

The 2017 Legislature passed House Bill (HB) 3029 and 3409 and Senate Bill (SB) 20, adding new or revising exemptions to the compulsory attendance law.

The HB 3029 exemption allows a parent or guardian to delay the attendance of their child if the child's sixth birthday occurs on or before September 1 immediately preceding the beginning of the current school year. The parent or guardian must submit written notification to the child's resident district that they intend to delay enrollment for one year for the purpose of better meeting the child's cognitive, social or physical development, as determined by the parent or guardian.

HB 3409 revised the compulsory attendance exemptions, which now exempts children who are present in the United States on a nonimmigrant visa and who are attending a private, accredited English language learner program in preparation for attending a private high school or college.

SB 20 revised the compulsory attendance exemption to also include a student who has received a modified diploma, in addition to the previous exemption for a student who has received a high school diploma.

### **Legal Reference**

None

### **Local District Responsibility**

If the district has this highly recommended policy, the Board should review the recommended language and readopt. If the district does not have this highly recommended policy, review the policy and adopt if the Board determines it is in the best interest of the district.

There are no recommended changes for the accompanying administrative regulation, therefore it has not been included in this update.

### **LCSD Commentary**

As these are the result of revisions to the exemption in compulsory attendance law, we recommend the revision as provided by OSBA.

## Compulsory Attendance\*\*

Except when exempt by Oregon law, all students between ages 6 and 18 who have not completed the 12th grade are required to regularly attend a public, full-time school during the entire school term.

All students five years of age who have been enrolled in a public school are required to attend regularly while enrolled in the public school.

Persons having legal control of a student between the ages 6 and 18, who has not completed the 12th grade, are required to have the student attend and maintain the child in regular attendance during the entire school term. Persons having legal control of a student, who is five years of age and has enrolled the child in a public school, are required to have the student attend and maintain the child in regular attendance during the school term.

~~Under the superintendent's direction and supervision, a~~ Attendance supervisors shall monitor and report any violation of the compulsory attendance law to the superintendent or designee. Failure to send a student and to maintain a student in regular attendance is a Class C violation.

The district will develop procedures for issuing a citation.

A parent who is not supervising his/her student by requiring school attendance may also be in violation of Oregon Revised Statute (ORS) 163.577 (1) (c). Failing to supervise a child is a Class A violation.

In addition, under Board policy JHFDA - Suspension of Driving Privileges, the district may report students with 10 consecutive days of unexcused absences or 15 cumulative days of unexcused absences in a single semester to the Oregon Department of Transportation.

### Exemptions from Compulsory School Attendance

In the following cases, students shall not be required to attend public, ~~schools~~ full-time schools:

1. Students being taught in a private or parochial school in courses of study usually taught in kindergarten through grade 12 in the public schools, and in attendance for a period equivalent to that required of students attending public schools.
2. Students proving to the Board's satisfaction that they have acquired equivalent knowledge to that acquired in the courses of study taught in kindergarten through grade 12 in the public schools.
- 2.3. ~~Students who have received a high school diploma or a modified diploma.~~
- 3.4. Students being taught, by a private teacher, the courses of study usually taught in kindergarten through grade 12 in the public school for a period equivalent to that required of students attending public schools.

4.5. Students being educated in the home by a parent or guardian:

- a. When a student is taught or is withdrawn from a public school to be taught by a parent or private teacher, the parent or teacher must notify the Linn-Benton-Lincoln Education Service District (ESD) in writing within 10 days of such occurrence. In addition, when a home-schooled student moves to a new ESD, the parent shall notify the new ESD in writing, within 10 days, of the intent to continue home schooling. The ESD superintendent shall acknowledge receipt of any notification in writing within 90 days of receipt of the notification. The ESD is to notify, at least annually, school districts of home-schooled students who reside in their district;
- b. Each student being taught by a parent or private teacher shall be examined no later than August 15, following grades 3, 5, 8 and 10:
  - (1) If the student was withdrawn from public school, the first examination shall be administered at least 18 months after the date the student withdrew;
  - (2) If the student never attended public or private school, the first examination shall be administered prior to the end of grade 3;
  - (3) Procedures for home-schooled students with disabilities are set out in Oregon Administrative Rule (OAR) 581-021-0029.
- c. Examinations testing each student shall be from the list of approved examinations from the State Board of Education;
- d. The examination must be administered by a neutral individual qualified to administer tests on the approved list provided by the Oregon Department of Education;
- e. The person administering the examination shall score the examination and report the results to the parent. Upon request of the ESD superintendent, the parent shall submit the results of the examination to the ESD;
- f. All costs for the test instrument, administration and scoring are the responsibility of the parent;
- g. In the event the ESD superintendent finds that the student is not showing satisfactory educational progress, the ESD superintendent shall provide the parent with a written statement of the reasons for the finding, based on the test results and shall follow the guidelines in Oregon Revised Statutes and Oregon Administrative Rules.

6. Children whose sixth birthday occurred on or before September 1 immediately proceeding the beginning of the current school year, if the parent or guardian notified the child's resident district in writing that the parent or guardian is delaying the enrollment of their child for one school year to better meet the child's needs for cognitive, social or physical development, as determined by the parent or guardian.

7. Children who are present in the United States on a nonimmigrant visa and who are attending a private, accredited English language learner program in preparation for attending a private high school or college.

5.8. Students excluded from attendance as provided by law.

6.9. An exemption may be granted to the parent or guardian of any student 16 or 17 years of age who is lawfully employed full-time, or who is lawfully employed part-time and enrolled in school, a community college or an alternative education program as defined in ORS 336.615.

~~7.10.~~ An exemption may be granted to any child who is an emancipated minor or who has initiated the procedure for emancipation under ORS 419B.550 to 419B.558.

END OF POLICY

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**Legal Reference(s):**

[ORS 153.018](#)  
[ORS 163.577](#)  
[ORS 336.615](#) to -336.665  
[ORS 339.010](#) to -339.090  
[ORS 339.095](#)  
[ORS 339.257](#)

[ORS 339.990](#)  
[ORS 807.065](#)  
[ORS 807.066](#)  
[OAR 581-021-0026](#)

[OAR 581-021-0029](#)  
[OAR 581-021-0071](#)  
[OAR 581-021-0077](#)  
SB 321 (2015)

HR~~6/27/17~~[9/28/17](#) | PH

## **MEDICATIONS**

### **Policy Implications**

JHCD - Nonprescription Medication - Repeal (Rescind)/Replace

JHCDA - Prescription Medication - Repeal (Rescind)/Replace

JHCD/JHCDA - Medications\*\*/\* (New-Required)

JHCD/JHCDA-AR - Medications\*\*/\* (Required)

### **Summary**

The State Board of Education adopted revisions to Oregon Administrative Rule (OAR) 581-021-0037 “Administration of Medication to Students”. As a result, OSBA has chosen to combine the nonprescription and prescription medication policies into one double-coded policy which reflects the adopted revisions. The major changes include, but are not limited to, a new definition of medication; requirement that nonprescription medication not approved by the Food and Drug Administration (FDA) will require a prescriber’s written note; replaces and expands the term “physician” to “prescriber,”; replaces “designated school employee” with “designated personnel”; and removed the district’s responsibility at before-school and after-school activities on school property, except for the administration of treatment for a life-threatening food allergy and adrenal insufficiency, as required in statute.

### **Legal Reference**

See policy document for changes.

### **Local District Responsibility**

It is recommended that the Board repeal and replace Board policies JHCD – Nonprescription Medication and JHCDA - Prescription Medication with the new, required double-coded policy JHCD/JHCDA - Medications\*\*/\*, and review and adopt the recommended revisions to the required administrative regulation. The administrative regulation is required to be adopted per statute.

### **LCSD Commentary**

District nursing staff have reviewed the policy changes and support the new language.

## Nonprescription Medication\*\*/\*

The district recognizes that administering of nonprescription medication to students and/or self-medication may be necessary when the failure to take such medication during school hours, would prevent the student from attending school. Consequently, students may be permitted to take nonprescription medication at school.

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

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

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

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

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

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

The superintendent shall develop administrative regulations as needed to meet the requirements of law, Oregon Administrative Rules and for the implementation of this policy.

END OF POLICY

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### Legal Reference(s):

[ORS 109.640](#)  
[ORS 339.866](#) to -339.871  
[ORS 433.800](#) to -433.830

[OAR 166-400-0010\(17\)](#)  
[OAR 166-400-0060\(29\)](#)  
[OAR 581-021-0037](#)  
[OAR 581-022-0705](#)

## **Prescription Medication\*\*/\***

The district recognizes that the administration of prescription medication to students and/or student self-medication may be necessary when the failure to take such medication during school hours would prevent the student from attending school, and recognizes a need to ensure the health and well-being of students who require regular doses or injections of medication as a result of experiencing a life-threatening allergic reaction or adrenal crisis<sup>1</sup>, or have a need to manage hypoglycemia, asthma or diabetes. When a licensed health care professional is not immediately available, a designated trained staff member may administer to a student, epinephrine, glucagon or other medications as prescribed and allowed by Oregon law.

When prescribed by a physician<sup>2</sup>, or other licensed health care professional, students in grades K-12 will be allowed to self-administer prescription medication, including medication for asthma or severe allergy as defined by state law, and subject to age-appropriate guidelines. A written treatment plan for a student who self administers medication will be developed and signed by a physician or other Oregon licensed health care professional and kept on file. A written request and permission form signed by a parent or guardian is required and will be kept on file. If the student is deemed to have violated Board policy or medical protocol by the district, the district may revoke the permission given to a student to self-administer medication.

The superintendent will require that an individualized health care plan is developed for every student with a known life-threatening allergy and for every student for whom the district has been given proper notice of a diagnoses of adrenal insufficiency. Such a plan will include provisions for administering medication and/or responding to emergency situations while the student is in school, at a school-sponsored activity, under the supervision of school personnel, in before- or after-school care programs on school-owned property and in transit to or from school or school-sponsored activities.

A request for the district to administer prescription medication to a student shall include the written permission of the parent or guardian and shall be accompanied by written instruction from a physician, physician assistant or nurse practitioner. A prescription label prepared by a pharmacist will be deemed sufficient to meet the requirements for a physician's order.

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

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<sup>1</sup>Under proper notice given to the district.

<sup>2</sup>A registered nurse who is employed by a public or private school may accept an order from a physician licensed to practice medicine or osteopathy in another state or territory of the U.S. if the order is related to the care or treatment of a student who has been enrolled at the school for not more than 90 days-

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

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

Training shall be provided to designated staff as required by law in accordance with approved protocols as established by the Oregon Health Authority. Staff designated to receive training shall also receive bloodborne pathogens training. Current first-aid and CPR cards are strongly encouraged for designated staff.

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

The superintendent will ensure student health management plans are developed as required by training protocols, maintained on file and pertinent health information is provided to district staff as appropriate. Such plans will include provisions for administering medication and/or responding to emergency situations while the student is in school, at a school-sponsored activity, under the supervision of school personnel, in before- or after-school care programs on school-owned property and in transit to or from school or school-sponsored activities.

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

END OF POLICY

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**Legal Reference(s):**

[ORS 109.640](#)  
[ORS 339.866](#) to -339.871  
[ORS 433.800](#) to -433.830  
[ORS 475.005](#) to -475.285  
[OAR 166-400-0010\(17\)](#)  
[OAR 166-400-0060\(29\)](#)  
[OAR 333-055-0000](#) to -0035  
[OAR 581-021-0037](#)  
[OAR 581-022-0705](#)  
[OAR 851-047-0030](#)  
[OAR 851-047-0040](#)

# Lebanon Community Schools

Code: **JHCD/JHCDA**  
Adopted:

**NEW**

## **Medications\*\*/\***

The district recognizes that administering a medication to a student and/or permitting a student to administer a medication himself/herself, may be necessary when the failure to take such medication during school hours would prevent the student from attending school, and recognizes a need to ensure the health and well-being of a student who requires regular doses or injections of a medication as a result of experiencing a life-threatening allergic reaction or adrenal crisis<sup>1</sup>, or a need to manage hypoglycemia, asthma or diabetes. Accordingly, the district may administer or a student may be permitted to administer to himself/herself prescription (injectable and noninjectable) and/or nonprescription (noninjectable) medication at school.

The district shall designate personnel authorized to administer medications to students. Training shall be provided to designated personnel as required by law in accordance with guidelines approved by the Oregon Department of Education (ODE).

Current first-aid and CPR cards are strongly encouraged for designated personnel.

When a licensed health care professional is not immediately available, personnel designated by the district may administer to a student, epinephrine, glucagon or another medication to a student as prescribed and/or allowed by Oregon law.

The district reserves the right to reject a request for district personnel to administer, or to permit a student to administer to himself/herself, a medication when such medication is not necessary for the student to remain in school.

The superintendent and/or designee will require that an individualized health care plan and allergy plan is developed for every student with a known life-threatening allergy, and an individualized health care plan for every student for whom the district has been given proper notice of a diagnosis of adrenal insufficiency. Such a plan will include provisions for administering medication and/or responding to emergency situations while the student is in school, at a school-sponsored activity, under the supervision of school personnel, in a before-school or after-school care program on school-owned property and in transit to or from school or a school-sponsored activity.

A student may be allowed to self-administer a medication for asthma, diabetes, hypoglycemia or severe allergies as prescribed by an Oregon licensed health care professional, upon written and signed request of the parent or guardian and subject to age-appropriate guidelines. This self-administration provision also requires a written and signed confirmation the student has been instructed by the Oregon licensed health care professional on the proper use of and responsibilities for the prescribed medication.

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<sup>1</sup>Under proper notice given to the district by a student or student's parent or guardian.

A request to the district to administer or allow a student to self-administer prescription medication or a nonprescription medication that is not approved by the Food and Drug Administration (FDA) shall include a signed prescription and treatment plan from a prescriber<sup>2</sup> or an Oregon licensed health care professional.

A written request and permission form signed by a student's parent or guardian, unless the student is allowed to access medical care without parental consent under state law<sup>3</sup>, is required and will be kept on file.

If the student is deemed to have violated Board policy or medical protocol by the district, the district may revoke the permission given to a student to self-administer medication.

Prescription and nonprescription medication will be handled, stored, monitored, disposed of and records maintained in accordance with established district administrative regulations governing the administration of prescription or nonprescription medications to students, including procedures for the disposal of sharps and glass.

A process shall be established by which, upon parent or guardian written request, a back-up prescribed autoinjectable epinephrine is kept at a reasonably, secure location in the student's classroom as provided by state law.

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

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

A school administrator, teacher or other district employee designated by the school administrator is not liable in a criminal action or for civil damages as a result of the administration of prescription and/or nonprescription medication, subject to state law.

A school administrator, school nurse, teacher or other district employee designated by the school administrator is not liable in a criminal action or for civil damages as a result of a student's self-administration of medication, when that person in good faith assisted the student in self-administration of the medication, subject to state law.

A school administrator, school nurse, teacher or other district employee designated by the school administration is not liable in a criminal action or for civil damages, when that person in good faith administers autoinjectable epinephrine to a student or other individual with a severe allergy, who is unable to self administer the medication, subject to state law.

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<sup>2</sup>A registered nurse who is employed by a public or private school, ESD or local public health authority to provide nursing services at a public or private school may accept an order from a physician licensed to practice medicine or osteopathy in another state or territory of the U.S. if the order is related to the care or treatment of a student who has been enrolled at the school for not more than 90 days.

<sup>3</sup>Subject to ORS 109.610, 109.640 and 109.675.

The district and the members of the Board are not liable in a criminal action or for civil damages when a student or individual is unable to self-administer medication, when any person in good faith administers autoinjectable epinephrine to a student or individual, subject to state law.

The superintendent shall develop administrative regulations as needed to meet the requirements of law, Oregon Administrative Rules and the implementation of this policy.

END OF POLICY

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**Legal Reference(s):**

<a href="#">ORS 109.610</a>	<a href="#">ORS 433.800 to -433.830</a>	<a href="#">OAR 333-055-0000 to -0035</a>
<a href="#">ORS 109.640</a>	<a href="#">ORS 475.005 to -475.285</a>	<a href="#">OAR 581-021-0037</a>
<a href="#">ORS 109.675</a>		<a href="#">OAR 581-022-2220</a>
<a href="#">ORS 332.107</a>	<a href="#">OAR 166-400-0010(17)</a>	<a href="#">OAR 851-047-0030</a>
<a href="#">ORS 339.866 to -339.871</a>	<a href="#">OAR 166-400-0060(29)</a>	<a href="#">OAR 851-047-0040</a>

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

OREGON HEALTH AUTHORITY AND OREGON DEPARTMENT OF EDUCATION, *Medication Administration in Oregon Schools: A Manual for School Personnel* (2016).

R9/28/17 | PH

## **Prescription/Nonprescription Medications\*\*/\***

Students may, subject to the provisions of this administrative regulation, have prescription or nonprescription medication administered by designated ~~trained staff personnel, or may be permitted to administer prescription or nonprescription medication to himself/herself.~~ Self-medication by students will be permitted in accordance with this administrative regulation and state law.

### 1. Definitions

- a. “Medication” means any drug, chemical compound, suspension or preparation in suitable form for use as a curative or remedial substance taken internally or externally but not injected except for premeasured doses of epinephrine, medication to treat adrenal insufficiency and glucagon to treat severe hypoglycemia. Medication includes any prescription for bronchodilators or autoinjectable epinephrine prescribed by a student’s Oregon licensed health care professional for asthma or severe allergies.
- a-b. “Prescription medication” means any ~~noninjectable drug, chemical compound, suspension or preparation in suitable form for use as a curative or remedial substance taken either internally or externally by a student under the written direction of a physician; and bronchodilators or autoinjectable epinephrine prescribed by a student’s Oregon licensed health care professional for asthma or severe allergies.~~ Prescription medication does not include dietary food supplements. As per Oregon Administrative Rule (OAR) 851-047-0030 through 851-047-0040, a registered nurse may administer a subcutaneous injectable medication that under federal law requires a prescription by a prescriber.
- b-c. “Nonprescription medication” means ~~only Federal Drug Administration approved, nonalcohol-based medication to be taken at school that is necessary for the student to remain in school. This shall be limited to eye, nose and cough drops, cough suppressants, analgesics, decongestants, antihistamines, topical antibiotics, anti-inflammatories and antacids that do not require written or oral instructions from a physician. Nonprescription medication does not include dietary food supplements or nonprescription sunscreen~~ medication that under federal law does not require a prescription from a prescriber.
- e-d. “Adrenal crisis” means adrenal crisis as defined in Oregon Revised Statute (ORS) 433.800.
- d-e. “Adrenal insufficiency” means adrenal insufficiency as defined in ORS 433.800.
- e-f. “Notice of a diagnosis<sup>1</sup> of adrenal insufficiency” means written notice to the district from a student or the parent or guardian of a student who has been diagnosed as adrenal insufficient with a copy of an order from the student’s physician primary care provider that includes the student’s diagnosis, description of symptoms indicating the student is in crisis, prescription for medication to treat adrenal insufficiency crisis and instructions for follow-up care after medication to treat adrenal insufficiency crisis has been administered.
- f-g. “~~Physician~~Prescriber<sup>1</sup>” means a doctor of medicine or osteopathy, a physician assistant licensed to practice by the Board of Medical Examiners for the state of Oregon, ~~an~~ nurse

<sup>1</sup>A registered nurse who is employed by a public or private school, ESD or local public health authority to provide nursing services at a public or private school may accept an order from a physician licensed to practice medicine or osteopathy in

- ~~practitioner with prescriptive authority licensed by the Oregon State Board of Nursing Oregon-licensed, advance practice registered nurse with prescriptive authority~~, a dentist licensed by the Board of Dentistry for the state of Oregon, an optometrist licensed by the Board of Optometry for the state of Oregon, ~~or a naturopathic physician licensed by the Board of Naturopathy for the state of Oregon or a pharmacist licensed by the Board of Pharmacy for the state of Oregon.~~
- ~~g. “Student self-medication” means a student must be able to administer medication to himself/herself without requiring a trained staff member to assist in the administration of the medication.~~
- ~~h. “Age-appropriate guidelines” means the student must be able to demonstrate the ability, developmentally and behaviorally, to self-medicate with permission from parent or guardian, administrator and in the case of a prescription medication, a physician.~~
- ~~“Training” means yearly instruction, by a qualified trainer, to be provided to designated staff on the administration of prescription and nonprescription medication, based on requirements set out in guidelines approved by the Oregon Department of Education (ODE), including discussion of applicable district policies, procedures and materials.~~
- ~~i.h.~~ i.h. “Qualified trainer” means a person who is familiar with the delivery of health services in a school setting and who is a registered nurse licensed by the Oregon State Board of Nursing, a doctor of medicine or osteopathy or a physician assistant licensed by the Board of Medical Examiners for the state of Oregon, or a pharmacist licensed by the ~~State~~ Board of Pharmacy for the state of Oregon.
- ~~j.i.~~ j.i. “Severe allergy” means a life-threatening hypersensitivity to a specific substance such as food, pollen, ~~or dust~~ or insect sting.
- ~~k.j.~~ k.j. “Asthma” means a chronic inflammatory disorder of the airways that requires ongoing medical intervention.
- ~~l.k.~~ l.k. “Designated ~~staff personnel~~” means the ~~staff person who is school personnel~~ designated ~~by the building principal~~ to administer ~~prescription or nonprescription~~ medication pursuant to district policy and procedure.

## 2. Designated Staff/Training

- a. The principal will designate ~~trained staff personnel~~ authorized to administer prescription or nonprescription medication to a students while the student is in school, at a school-sponsored activity, under the supervision of school personnel, in a before-school or after-school care programs on school-owned property and in transit to or from school or a school-sponsored activitiesactivity, as required by Oregon law. The principal will supervise and ensure building and activity practices and procedures are consistent with the requirements of law, rules and this administrative regulation.
- b. The principal will ensure the training required by Oregon law ~~and Oregon Administrative Rules~~ is provided to designated personnel. Training must be conducted by a qualified trainer. Training will be provided annually to designated personnel authorized to administer medication to students. The first year and every third year of training requires in-person instruction; during the intervening years, designated personnel may complete an online training that has been approved by the Oregon Department of Education (ODE) so long as a trainer is available within a reasonable amount of time following the training to answer questions and provide clarification.

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another state or territory of the U.S. if the order is related to the care or treatment of a student who has been enrolled at the school for not more than 90 days

- c. Training will provide an overview of applicable provisions of Oregon law, administrative rules, district policy and administrative regulations and include, but not be limited to, the following: safe storage, handling, monitoring medication supplies, disposing of medications, record keeping and reporting of medication administration and errors in administration, emergency medical response for life-threatening side effects, allergic reactions or adrenal insufficiency, and student confidentiality. Materials as recommended and/or approved by the ODE will be used.

~~d. Training will be provided yearly to designated staff authorized to administer medication to students.~~

e.d. A copy of the district's policy and administrative regulation will be provided to all staff authorized to administer medication to students and others, as appropriate.

f.e. A statement that the designated staff member personnel has received the required training will be signed by the staff member and filed in the district office.

### 3. Administering Premeasured Doses of Epinephrine to a Student or Other Individual

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

### 4. Administering of Medication to a Student Experiencing Symptoms of Adrenal Crisis

A student experiencing symptoms of adrenal crisis while the student is in school, at a school-sponsored activity, while under the supervision of school personnel, in a before-school or after-school care program on school-owned property and in transit to or from a school or a school-sponsored activity, may be treated by designated staff personnel and shall be subject to the following:

- a. Upon notice of a diagnosis of adrenal insufficiency, as defined in Oregon Administrative Rule (OAR) 581-021-0037, the building principal will designate staff one or more school personnel to be responsible for administering the medication to treat adrenal insufficiency;
- b. The designated staff personnel will successfully complete training to administer medication to treat a student who has adrenal insufficiency and is experiencing symptoms of adrenal crisis in accordance with the rules adopted by the Oregon Health authority;
- c. The student or the student's parent or guardian must provide adequate supply of the student's prescribed medication to the district;
- d. The district will require the development of an individualized health care plan for the student that includes protocols for preventing exposures to allergens, and establishes if or when a student may self-carry prescription medication when the student has not been approved to self-administer medication;
- e. In the event that a student experiences symptoms of adrenal crisis and the designated staff personnel determines the medication to treat adrenal insufficiency should be administered, any available staff member will immediately call 911 and the student's parent or guardian.

### 5. Administering Medications to a Students

- a. A request ~~for to permit~~ designated ~~staff personnel~~ to administer medication to a student may be approved by the district and is subject to the following:

- (1) A written request for ~~the district~~ designated ~~staff personnel~~ to administer prescription medication to a student, if because of the prescribed frequency ~~for the medication or schedule~~, the medication must be given while the student is in school, at a school-sponsored activity, while under the supervision of school personnel, ~~in before or after school care programs on school owned property~~ and in transit to or from school or a school-sponsored activityies, must be submitted to the school office and shall include:
- (a) The written ~~signed~~ permission of the student's parent or guardian or the student if the student is allowed to seek medical care without parental consent pursuant to ORS 109.610, 109.640 or 109.675; and
- (b) The written instruction from the ~~physician, physician assistant or nurse practitioner~~ prescriber for the administration of the ~~prescription~~ medication to the student including that includes:
- (i) Name of the student;
- (ii) Name of the medication;
- (iii) Method of administration;
- (iv) Dosage;
- (v) Frequency of administration; and
- (vi) Other special instructions from the prescriber, if any-; and
- (vi)(vii) Signature of the prescriber.

—The prescription label prepared by a pharmacist at the direction of the prescriber, will be considered to meet this requirement if it contains the information listed in (i)-(vi) above.

- (2) A written request for ~~the district designated personnel~~ to administer nonprescription medication to a student must be submitted to the school office and ~~shall include~~is subject to the following:
- (a) The nonprescription medication is necessary for the student to remain in school;
- (b) The nonprescription medication is provided in the original manufacturer's container by the parent or guardian of the student;
- ~~The written signed permission of the parent or guardian;~~
- (a)(c) The written instruction from the student's parent or guardian for the administration of the nonprescription medication ~~to the student~~ includesing:
- (i) Name of the student;
- (ii) Name of the medication;
- (iii) Method of administration;
- (iv) Dosage;
- (v) Frequency of administration;
- (vi) Other special instructions, if any-; and
- (vi)(vii) Signature of the student's parent or guardian. If the written instruction is not consistent with the manufacturer's guidelines for the nonprescription medication, the written instruction must also include a written order allowing the inconsistent administration signed by a prescriber.

(d) If the nonprescription medication is not approved by the Food and Drug Administration (FDA), a written order from the student's prescriber is required and will include:

- (i) Name of the student;
- (ii) Name of the medication;
- (iii) Dosage;
- (iv) Method of administration;
- (v) Frequency of administration;
- (vi) A statement that the medication must be administered while the student is in school;
- (vii) Other special instructions, if any; and
- ~~(vii)~~(viii) Signature of the prescriber.

~~b. Medication is to be submitted in its original container;~~

~~c. Medication is to be brought to and returned from the school by the parent or designated adult;~~

b. An individualized health care and allergy plan will be developed for a student with a known life-threatening allergy and will include protocols for preventing exposures to allergens and procedures for responding to life-threatening allergic reactions while the student is in school, at a school-sponsored activity, while under the supervision of school personnel, in a before-school or after-school care program on school-owned property and in transit to or from school or a school-sponsored activity, and will include a determination on if or when the student may self-carry prescription medication if the student has not been approved to self-administer medication;

~~d.c.~~ It is the student's parent's or guardian's, or the student's if the student is allowed to seek medical care without parental consent, responsibility to ensure that an adequate amount of medication is on hand at the school for the duration of the student's need to take medication;

~~e.d.~~ It is the student's parent or guardian's, or the student's if the student is allowed to seek medical care without parental consent, responsibility to ensure that the school is informed in writing of any changes in medication instructions;

~~f.e.~~ In the event a student refuses medication, the parent or guardian will be notified immediately, except where a student is allowed to seek medical care without parental consent. No attempt will be made to administer medication to a student who refuses ~~district-administered~~ medication;

~~g.f.~~ Any error in administration of a medication will be reported to the parent or guardian immediately, except where a student is allowed to seek medical care without parental consent [and documentation will be made on the district's Accident/Incident Report form]. Errors include, but are not limited to, administering medication to the wrong student, administering the wrong medication, dose, frequency of administration, ~~or~~ method of administration, ~~etc.~~;

~~h.g.~~ Medication shall not be administered or self-medication allowed until the necessary permission form and written instructions have been submitted as required by the district.

6. ~~Student Self-medication of a Prescription or Nonprescription Medication~~Administration of Medication by a Student to Himself/Herself

a. SA student self-medication of prescription medication by K-12 students, including a students in grade K through 12 with asthma or severe allergies, will be allowed may be permitted to

administer medication to himself/herself without assistance from designated personnel and is subject to the following:

- (1) A student must demonstrate the ability, developmentally and behaviorally, to self-administer prescription medication and must have:
  - (a) A permission form from a parent or guardian, except when the student is allowed to seek medical care without parental consent pursuant to ORS 109.610, 109.640 or 109.675, signed permission form and other documentation requested by the district must be submitted for self-medication of all prescription medications;
  - (b) If the student has asthma, diabetes and/or a severe allergy, Aa medication that is prescribed by physieian-prescriber and a written treatment plan developed by a physieian prescriber or other Oregon licensed health care professional for managing of the student's asthma, diabetes and/or severe allergy, and directs use by the student while the student is in school, at a school-sponsored activity, while under the supervision of school personnel, in a before-school or after-school care programs on school-owned property and in transit to or from school or a school-sponsored activityies. The physieian prescriber will include acknowledgment that the student has been instructed in the correct and responsible use of the prescribed medication;
  - (c) The Principal permission for all to self-medication-administerof prescription the medicationine requests is required from a building administrator and a prescriber or registered nurse practicing in a school setting.
- (2) A student must demonstrate the ability, developmentally and behaviorally, to self-administer nonprescription medication and must have:
  - (a) The written permission of the student's parent or guardian, except when the student is allowed to seek medical care without parental consent pursuant to ORS 109.610, 109.640 or 109.675;
  - (b) The student's name affixed to the manufacturer's original container; and
  - ~~(d)~~(c) The permission to self-administer medication from a building administrator.
- (3) A student must demonstrate the ability, developmentally and behaviorally, to self-administer nonprescription medication that is not approved by the FDA and must have:
  - (a) The written permission of the student's parent or guardian, except when the student is allowed to seek medical care without parental consent pursuant to ORS 109.610, 109.640 or 109.675; and
  - (b) A written order from the student's prescriber that includes:
    - (i) Name of the student;
    - (ii) Name of the medication;
    - (iii) Dosage;
    - (iv) Method of administration;
    - (v) Frequency of administration;
    - (vi) A statement that the medication must be administered while the student is in school;
    - (vii) Other special instructions, if any; and

~~(i)(viii)~~ Signature of the prescriber.

- ~~b. Student self-medication of nonprescription medication by K-12 students may be allowed subject to the following:~~
- ~~(1) A parent or guardian permission form and other documentation requested by the district must be submitted for self-medication of all nonprescription medications. The signed form from the parent or guardian will ensure the student has received proper instruction for use;~~
  - ~~(2) Principal permission for all self-medication of nonprescription medicine requests is required.~~
- ~~c. Students who are developmentally and/or behaviorally unable to self-medicate will be provided assistance by designated school staff. A permission form and written instructions will be required as provided in Section 5 above;~~
- ~~d. All prescription and nonprescription medication must be kept in its appropriately labeled, original container, as follows:~~
- ~~(1) Prescription labels must specify the name of the student, name of the medication, dosage, method of administration and frequency or time of administration and any other special instruction including permission for the student to self-medicate;~~
  - ~~(2) Nonprescription medication must have the student's name affixed to the original container.~~
- ~~e.b.~~ The student may have in his/her possession only the amount of medication needed for that school day, except for manufacturer's packaging that contains multiple dosage, the student may carry one package, such as, but not limited to, autoinjectable epinephrine or bronchodilators/inhalers;
- ~~f.c.~~ Sharing and/or borrowing of any medication with another student is strictly prohibited;  
~~Any medication required for use longer than 10 school days will be permitted only upon the written request of the parent;~~
- ~~g.d.~~ For a students who havehas been prescribed bronchodilators or epinephrine, staffthe designated personnel will request ~~from the parent or guardian~~, that the parent or guardian provide backup medication for emergency use by that student. Backup medication, if provided ~~by the parent or guardian~~, will be kept at the student's school in a location to which the student has immediate access in the event the student has an asthma and/or severe allergy emergency;
- ~~e.~~ Upon written request from a parent ~~request or guardian~~, and with a ~~physician~~prescriber's written statement that the lack of immediate access to a backup autoinjectable epinephrine may be life threatening to a student, and the location the school stores backup medication is not located in the student's classroom, a process shall be established to allow the backup autoinjectable epinephrine to be kept in a reasonably secure location in the student's classroom;
- ~~h.f.~~ A student shall not administer medication to himself/herself until the necessary permission form and written instructions have been submitted as required by the district;
- ~~g.~~ Permission ~~to self-medicate~~ for a student to administer medication to himself/herself may be revoked if the student violates the Board policy and/or ~~these~~this regulations. ~~Additionally,~~
- ~~h.~~ -A ~~students~~ may be subject to discipline, up to and including expulsion, as appropriate;~~;~~

- i. A student permitted to administer medication to himself/herself may be monitored by designated personnel to monitor the student's response to the medication.

7. Handling, ~~Storage~~, Monitoring, and Safe Storage of Medication Supplies for Administering Medication to Students

- a. Medication administered by designated staff-personnel to a student or self administered by ~~the~~ a student, must be delivered ~~by the parent~~ to the school, in its original container, accompanied by the permission form and written instructions, as required above.
- b. Medication in capsule or tablet form and categorized as a sedative, stimulant, anticonvulsant, narcotic analgesic or psychotropic medication will be counted by designated staff-personnel in the presence of another district employee upon receipt, documented in the student's medication log and routinely monitored during storage and administration. Discrepancies will be reported to the principal immediately and documented in the student's medication log. For such medication not in capsule or tablet form, standard measuring and monitoring procedures will apply.
- c. Designated staff-personnel will follow the written instructions of the ~~physician-prescriber~~ and the student or the student's parent or guardian and training guidelines as may be recommended by ~~the~~ ODE for administering all forms of prescription and/or nonprescription medications.
- d. Medication will be secured as follows:
  - (1) Non-refrigerated medications will be stored in a locked cabinet, drawer or box used solely for the storage of medication;
  - (2) Medications requiring refrigeration will be stored in a separate refrigerator used solely for the storage of medication;
  - (3) Access to medication storage keys will be limited to the principal and designated ~~school~~ staffpersonnel.
- e. Designated staff-personnel will be responsible for monitoring all medication supplies and for ensuring medication is secure at all times, not left unattended after administering and that the medication container is properly sealed and returned to storage.
- f. In the event medication is running low or an inadequate dosage is on hand to administer the medication, the designated staffpersonnel will notify the student's parent or guardian or the student (in situations involving ORS 109.610, 109.640 and 109.675) immediately.

8. Emergency Response

- a. Designated staff-personnel will notify 911 or other appropriate emergency medical response systems and administer first aid, as necessary, in the event of life-threatening side effects that result from district-administered medication or from student self-medication or allergic reactions. The parent or guardian, school nurse, and principal will be notified immediately.
- b. Minor adverse reactions that result from district-administered medication or from student self-medication will be reported to the parent or guardian immediately, except when the student is allowed to seek medical care without parental consent pursuant to ORS 109.610, 109.640 or 109.675.
- c. Any available district staff will immediately call 911 and the student's parent or guardian if the designated ~~staff-member~~personnel believes the student is experiencing symptoms of adrenal crisis and plans to administer medication.

## 9. Disposal of Medications

- a. Medication not picked up by the student's parent or guardian, or the student when allowed pursuant to ORS 109.610, 109.640 and 109.675, at the end of the school year or within five school days of the end of the medication period, whichever is earlier, will be disposed of by designated staff personnel in a nonrecoverable fashion as follows:
- (1) Medication ~~in capsule, tablet and liquid form~~ will be removed from ~~their~~ its original container and personal information will be ~~(destroyed any personal information);~~
  - (2) ~~Crush s~~ Solid medications will be crushed, mixed or dissolved in water, liquid medications will be mixed or dissolved in water (this applies to liquid as well); and
  - (3) ~~m~~ Mixed with an undesirable substance, such as coffee grounds, kitty litter, flour, ~~etc.~~
  - (4) ~~p~~ Placed ~~it~~ in impermeable non-descriptive containers, such as e.g. empty cans or sealable bags, and placing these containers placed in the trash.

~~Flush p~~ Prescriptions will be flushed down the toilet **only** if the accompanying patient information specifically instructs it is safe to do so;

Other medication will be disposed of in accordance with established training procedures including sharps and glass.

- b. All medication will be disposed of by designated staff personnel in the presence of another school employee and documented as described in Section 10, below.

## 10. ~~Documentation~~ Transcribing, Recording, and Record Keeping

- a. A medication log will be maintained for each student administered medication by the district. The medication log will include, but not be limited to:
- (1) The name of the student, name of medication, dose age, ~~and route of medication~~ method of administration, date, ~~and~~ time of administration, frequency of administration and the name of the person administering the medication;
  - (2) Student refusals of medication;
  - (3) Errors in administration of medication<sup>2</sup>;
  - (4) Incidents of Emergency and minor adverse reaction incidents by a student to medication;
  - (5) Discrepancies in medication supply;
  - (6) Disposal of medication including date, quantity, manner in which the medication was destroyed and the signature of the staff involved.
- b. All records relating to administration of ~~medicines~~ medications, including permissions ~~slips~~ and written instructions, will be maintained in a separate medical file apart from the student's education records file unless otherwise related to the student's educational placement and/or individualized education program. Records will be retained in accordance with applicable provisions of OAR 166-400-0010(17) and OAR 166-400-0060(29).

- c. Student ~~medical files~~ health information will be kept confidential. Access shall be limited to those designated ~~school staff~~ personnel authorized to administer medication to students, the student and his/her parents or guardian. Information may be shared with other staff with a legitimate educational interest in the student or others as may be authorized by the parent or guardian in writing or others as allowed under state and federal law.

~~A school administrator, teacher or other district employee designated by the school administrator is not liable in a criminal action or for civil damages as a result of the administration of prescription and/or nonprescription medication as per state law.~~

~~A school administrator, school nurse, teacher or other district employee designated by the school administrator, are not liable in a criminal action or for civil damages as a result of a student's self-administration of medication, when that person in good faith assisted the student in self-administration of the medication, as per state law.~~

~~A school administrator, school nurse, teacher or other district employee are not liable in a criminal action or for civil damages, when in good faith administers autoinjectable epinephrine to a student or other individual with a severe allergy, who is unable to self-administer the medication, as per state law.~~

~~A school district and the members of a school district board are not liable in a criminal action or for civil damages when a student or individual is unable to self-administer medication, when any person in good faith administers autoinjectable epinephrine to a student or individual, as per state law.~~

R4/28/169/28/17 | PH

## **INVESTIGATIONS ON DISTRICT PREMISES**

### **Policy Implications**

JHFE-AR(2) - Abuse of a Child Investigations Conducted on District Premises (New – Highly Recommended; replaces existing JHFE-AR(2) or JHFE/KN-AR(2) depending on which version the district selected previously)

JHFE/KN-AR(2) OR KN/JHFE-AR(2) - Abuse of a Child [or Other] Investigations Conducted on District Premises - Recommend replace with JHFE-AR(2) and KN-AR(2).

KN-AR(2) - Investigations Conducted on District Premises (Revised - Highly Recommended; replaces existing KN-AR(2) or KN/JHFE-AR(2) depending on which version the district selected previously)

### **Summary**

Senate Bill (SB) 101 (2017) clarified that a Department of Human Services (DHS) employee or law enforcement official is not required to reveal information about an investigation of child abuse to the school as a condition of conducting an investigation on school premises. The SB also reiterated that school employees are not allowed to notify anyone regarding an investigation of abuse of a child conducted by DHS or law enforcement on school premises, the responsibility to notify parents or guardians rests with DHS and/or law enforcement. This is consistent with practices in most school districts across the state. SB 101 does not give the right to DHS employees to access students without signing forms and providing identification. At the request of DHS, we have created a form to be used for child abuse investigations.

### **Legal Reference**

None

### **Local District Responsibility**

It is recommended for administration to review the attached new, and revised administrative regulations (AR), and submit to the Board for review. If the district has the double-coded JHFE/KN-AR(2), the district should replace it with the attached single-coded JHFE-AR(2) in its entirety in section J; replace KN/JHFE-AR(2) with the new attached version of KN-AR(2); resulting in no double-coded AR in the manual, and having two separate forms for situations involving investigations on district property, one for child abuse and one for all other investigations.

### **LCSD Commentary**

In order to continue to support student safety and work with DHS on these investigations, the District agrees with the revisions as provided by OSBA.

# Lebanon Community Schools

Code: **JHFE/KN-AR**

Revised/Reviewed: 1/20/11

## Child Abuse Investigations Conducted on School Premises

Any investigation of child abuse will be directed by the Oregon Department of Human Services or law enforcement officials as required by law. When an administrator is notified that the Department of Human Services or law enforcement would like to interview a student at school, the administrator must request that the investigating official provide the information below. Failure to meet one of the five criteria may result in the administrator's refusal to allow the student interview on district property.

I, \_\_\_\_\_ (Name) of \_\_\_\_\_ (Agency) declare that I have the authority to conduct this student interview based on the following:

1. ☐ Warrant (attach copy)
2. ☐ Court order (attach copy)
3. ☐ Exigent (Emergency) circumstances (briefly describe): \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. ☐ Parental consent  
  
Parent or guardian's name: \_\_\_\_\_  
  
Date consent granted: \_\_\_\_\_
5. ☐ This interview is not considered a "seizure" pursuant to *Greene v. Camreta* (9th Cir. Dec. 10, 2009).

Signature of interviewer

Date

Name of student to be interviewed

Date of interview

☐ Student not available for interview

\_\_\_\_\_  
Name of school official (administrator/  
designee) receiving this form

☐ Student refused to be interviewed

This form should be placed in a separate file and not in student's educational record file.

# Lebanon Community Schools

Code: **JHFE-AR(2)**

Revised/Reviewed:

**NEW**

## Abuse of a Child Investigations Conducted on District Premises

An investigation of a report of abuse of a child may be conducted on school premises by an investigator from the Department of Human Services (DHS) or a law enforcement agency according to Oregon Revised Statute (ORS) 419B.045. The school administrator must be notified that the investigation is to take place, unless the administrator is a subject of the investigation. The investigator is not required to reveal information about the investigation to the school as a condition of conducting the investigation.

The investigator shall be advised by a school administrator or a school staff member of a child's disabling conditions, if any, prior to any interview with the child. The school administrator or designee may, at the investigator's discretion, be present to facilitate the investigation.

I, \_\_\_\_\_ (name of investigator or worker), am directing \_\_\_\_\_ (district staff member) not to notify any person, including the parent or guardian of \_\_\_\_\_ (name of student), other than the Department of Human Services (DHS) or law enforcement agency, of this investigation and directing \_\_\_\_\_ (name of district staff member) not to disclose any information obtained during the investigation pursuant to ORS 419B.045. The DHS or law enforcement agency are responsible for notifying the parents or guardians regarding the investigation pursuant to Oregon Administrative Rule (OAR) 413-015-0420. Pursuant to ORS 419B.045, DHS will assume liability and indemnify the district and its staff for complying with this order.

\_\_\_\_\_  
Worker/Investigator Badge or ID Number

\_\_\_\_\_  
Name of Agency

\_\_\_\_\_  
Name of Worker's/Investigator's Supervisor

\_\_\_\_\_  
Supervisor Contact Information

\_\_\_\_\_  
Investigator Signature

\_\_\_\_\_  
Date

### FOR COMPLETION BY DISTRICT STAFF

\_\_\_\_\_  
Name of Administrator Notified

- ☐ Student not available for interview
- ☐ Student refused to be interviewed
- ☐ Administrator participated in interview

This form should be placed in a separate secure file and not in the student's file.

HR9/28/17 | SL

## **Relations with Law Enforcement Agencies**

### **Law Enforcement Initiated Requests**

#### **Interviews/Investigations of Students**

1. Interviews or investigations by law enforcement officials not based on allegations of child abuse, a warrant for an arrest or search or probable cause that an illegal act or crime is occurring or has been committed on district property, may be permitted upon request and with principal or designee approval.
2. The law enforcement official shall contact the administrator, properly identify himself/herself, inform the administrator of the nature of the investigation and provide the name of the student to be interviewed.
3. The administrator shall verify and record the identity of the law enforcement official or other authority.
4. Requests to interview a student during school hours should be, in the opinion of the administrator, important and urgent to justify interrupting school activities.
5. The administrator will attempt to notify the student's parent(s) prior to granting the interview.
6. If the parent(s) cannot be contacted, the administrator may grant permission for the questioning to proceed if the student agrees to be interviewed or in the event of compelling emergency circumstances.
7. If the administrator has been unable to contact the parent(s) then the building administrator shall make a reasonable attempt to notify the parent(s) as soon as possible after the interview.
8. All such interviews shall be conducted in privacy, out of the view of staff, students and others.
9. A administrator shall be present at all times during the interview unless the student's parent(s) is present and asks the administrator not to participate or the district official is otherwise prohibited from being present by law.
10. The administrator shall maintain a written record of all such interviews conducted.

#### **Questioning of a Student Suspected of a Crime, Arrest or Taking a Student into Custody**

1. When a student is a suspect in a criminal act and is to be questioned by a law enforcement official for the purpose of establishing involvement in the act, questioning will be allowed on district

property only with parental consent. Normally, such questioning should occur outside of school hours, off district property.

2. At no time will a student be released to an officer without one of the following:
  - a. A warrant;
  - b. A court order;
  - c. Arrest;
  - d. Protective custody resulting from child abuse investigation;
  - e. Permission of the parent.
3. In all cases, other than child abuse cases, where a student is to be taken from the building by a law enforcement official, the administrator will verify the official's identity and make a reasonable effort to notify the student's parent(s). Law enforcement officials have the primary responsibility for notifying the parent(s) in such instances.
4. Any investigation of child abuse will be directed by ~~Services to Children and Families~~ Oregon Department of Human Services (DHS) or law enforcement officials as required by law. The administrator or designee will request ~~documentation~~ identification from the investigating official ~~demonstrating that the official has a warrant, a court order, exigent circumstances or parental consent to conduct the interview~~ and require the investigating official to fill out the appropriate form. If the investigating official does not have this ~~documentation~~ identification or refuses to fill out the form, the administrator may deny the official's request to interview the student on school property. The administrator or designee may be present at the interview of the student at the discretion of the investigating official. When the subject matter of the interview or investigation involves child abuse, administrators and district employees shall not notify the parent.

### **Administrator Initiated Requests**

On occasion, administrators may need, or be required to seek law enforcement assistance. Any student violation of the district's weapons policy shall be reported to the appropriate law enforcement agency. Child abuse also requires immediate referral to ~~Services to Children and Families~~ DHS or law enforcement officials. Additionally, administrators and/or designee(s) may report to law enforcement officials, other violations of law occurring on district property or at school-sponsored activities as deemed appropriate.

HR9/28/17 | SL

## Student Release Form

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Students may be released to a law enforcement officer only by meeting one of the following conditions (check the appropriate condition):

- ☐ Written permission from the parent/guardian;
- ☐ A court order;
- ☐ An arrest, custody by a law enforcement officer or protective custody of Services to Children and Families.

(Attach a copy of verification papers.)

I assume responsibility for the above named student, in the name of the law enforcement agency listed below and absolve the district and its employees of responsibility for the student.

Law Enforcement Agency: \_\_\_\_\_

Law Enforcement Phone #: \_\_\_\_\_

Signature of Agency Officer: \_\_\_\_\_

Accepting Administrator: \_\_\_\_\_

# Lebanon Community Schools

Code: **KN-AR(2)**  
Revised/Reviewed: 1/20/11, 3/21/13

## ~~Abuse of a Child or Other~~ Investigations Conducted on District Premises

~~Any investigation of abuse of a child will be directed by the Oregon Department of Human Services or law enforcement officials as required by law. When an administrator is notified that the Department of Human Services or law enforcement would like to interview a student at school, the administrator must request that the investigating official provide the information below. Failure to meet one of the five criteria may result in the administrator's refusal to allow the student interview on district property.~~

When an administrator is notified that law enforcement would like to interview a student at school for the purpose of an investigation that is not related to abuse of a child, the administrator must request that the investigating official provide the information below. Failure to meet one of the five criteria may result in the administrator's refusal to allow the student interview on district property.

I, \_\_\_\_\_ (Name) of \_\_\_\_\_ (Agency) declare that I have the authority to conduct this student interview based on the following:

1. ☐ Warrant (attach copy)
2. ☐ Court order (attach copy)
3. ☐ Exigent circumstances (briefly describe): \_\_\_\_\_  
\_\_\_\_\_
4. ☐ Parental consent  
  
Parent or guardian's name: \_\_\_\_\_  
  
Date consent granted: \_\_\_\_\_
5. ☐ This interview is not considered a "seizure" pursuant to state and federal law.

\_\_\_\_\_  
Signature of interviewer

\_\_\_\_\_  
Date

\_\_\_\_\_  
Name of student to be interviewed

\_\_\_\_\_  
Date of interview

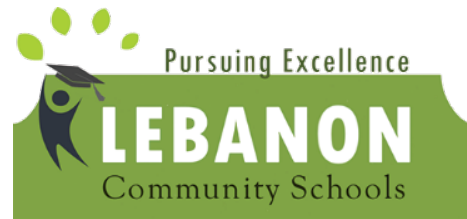
- ☐ Student not available for interview
- ☐ Student refused to be interviewed

\_\_\_\_\_  
Name of school official (administrator/  
designee) receiving this form

This form should be placed in a separate file and not in student's educational record file.

HR~~2/28/13~~9/28/17 | ~~MSSL~~

# MEMORANDUM



**To: Board of Directors**

**From: Nicole Hundley, Executive Secretary**

**Date: November 9, 2017**

**Re: 2017 OSBA Election**

OSBA Elections will be held November 13 to December 15. The Board needs to vote on the OSBA Board and Legislative Policy Committee (LPC) representative(s) for our region, the Linn Benton Lincoln or Position 10, along with one resolution. The following is included for the Board's review when considering their vote:

- Ballot, which I will submit electronically after the Board's vote
- Nomination Forms and Resumes for Board of Directions Position 10
  - Sami Al-AbdRabbuh, Covallis 509J
  - Terry Deacon, Linn Benton Lincoln ESD
- Nomination Form and Resume for LPC Position 10
  - David Dowrie, Linn Benton Lincoln ESD
- Resolution 1: Reorganizes the OSBA as a non-profit corporation and adopts the proposed 2017 bylaws



Dedicated to improving student achievement through  
**advocacy, leadership and service**  
to locally elected, volunteer Oregon public school boards

## 2017 OSBA Election

### \* Board of Directors Position 10 (Vote for One)

- ☐ Sami Al-AbdRabbuh, Corvallis 509J
- ☐ Terry Deacon, Linn Benton Lincoln ESD
- ☐ Abstain
- ☐ No action taken

### \* LPC Position 10

David Dowrie, Linn Benton Lincoln ESD

Vote

### \* Resolution

Resolution 1:  
Reorganizes the  
Oregon School  
Boards Association  
as a non-profit  
corporation and  
adopts the  
proposed 2017  
bylaws

\* Type the name of the district, ESD, or community college board that officially made this vote.

\* Type the meeting date when the board officially made this vote.

## Position 10 ( Linn/Benton/Lincoln Region)



**Sami Al-AbdRabbuh**

Corvallis 509J

[Nomination Form](#) (Nominated by Corvallis 509J)

[Resume](#)



**Terry Deacon**

Linn Benton Lincoln ESD

[Nomination Form](#) (Nominated by Linn Benton Lincoln ESD)

[Resume](#)

# NOMINATION FORM

## OSBA BOARD OF DIRECTORS

### REGIONAL MEMBER

Date: September 28, 2017

LeeAnn Larsen, OSBA President-Elect  
Oregon School Boards Association  
1201 Court St NE, #400  
Salem, OR 97301  
Fax: 503-588-2813  
E-mail: [OSBAelections@osba.org](mailto:OSBAelections@osba.org)

Nominations are due by 5 p.m., September 29, 2017

Return this form, all candidate information forms and your photo to the OSBA office.

Fax to 503-588-2813

E-mail to [OSBAelections@osba.org](mailto:OSBAelections@osba.org)

Mail to Oregon School Boards Association,  
1201 Court St NE, #400, Salem, OR 97301

Dear LeeAnn Larsen:

With this letter, our board nominates the candidate named below to the OSBA Board of Directors for region Linn/Benton/Lincoln, position #10.

### CANDIDATE INFORMATION

Name: Sami Al-AbdRabbuh

District/ESD/Community College: Corvallis School District 509J

Address: 2440 NW Grant Avenue

City: Corvallis, Oregon ZIP: 97330

E-mail: [sami@corvallis.k12.or.us](mailto:sami@corvallis.k12.or.us) Phone: 541-283-6611

This nomination was approved by an official action of our board of directors at a duly called meeting on September 28, 2017.

Sincerely,

  
(Board chair)

Name: Vincent Adams

District: Corvallis School District 509J

Address: 1555 SW 35<sup>th</sup> Street

City: Corvallis, Oregon ZIP: 97333

# Candidate Questionnaire

## OSBA Board of Directors

Name: Sami Al-AbdRabbuh \_\_\_\_\_ Date: September 28, 2017 \_\_\_\_\_

District/ESD/CC: Corvallis School District 509j Position: Position #1 Board Member | Vice Chair

I certify that if elected, I will faithfully serve as a member of the OSBA board of directors. My nomination form has been submitted to OSBA (or is attached to this document) as evidence.

Signed:  \_\_\_\_\_

***Be brief; please limit your responses to 50 words per question.***

1. Describe in your own words the mission and goals of OSBA.

Representing the interest of the students and those who serve them on the state level. Providing the support and professional training to school boards and school board members.

2. What do you want to accomplish by serving on the OSBA board of directors?

- Support OSBA members finding and developing best practices in educational innovation and leadership.
- Promote legislation to improve innovative and cost effective educational opportunities for Oregon children.
- Facilitate strategic partnerships between the school boards, community colleges, universities, and the private sector to support student achievement

3. What leadership skills do you believe you bring to the board of directors? Give an example of a situation in which you demonstrated these skills.

My strongest skill set in board meetings is the ability to build effective consensus. I also help develop pathways and strategies that would be an acceptable compromise between disagreeing members of a team. A good example of that situation is my role in flag concourse program at OSU Memorial Union. I helped with surfacing opinions and concerns that were not represented in the room. Then I helped facilitate having an effective understanding of the values of all involved stakeholders. At the end, I brought international perspectives that were essential to the program and facilitated the dialogue that led into a fairly acceptable resolution.

4. What do you see as the two most challenging issues faced by OSBA?

- Increasing graduation rates
- Increase education funding (State revenue reform)

5. What do you see as the two most challenging issues faced by your region?

- Increasing graduation rates using cost effective and innovative programs
- Increase education funding (State revenue reform)

6. What is your plan for communicating with boards in your region?

I plan to connect with board members frequently during meetings, over phone, and in person. I intend to be an effective liaison between boards and OSBA and between the boards in our region. This will need to keep two-way communication channel. I plan on having my phone number accessible to all board members in my region.

**Deadline: September 29, 2017, 5 p.m.**

*Materials submitted by the candidate on this form may be subject to a public information request under ORS Chapter 192.*

# Candidate personal/professional resume

## OSBA Board of Directors

Name: Sami Al-AbdRabbuh Date: September 28, 2017\_\_\_\_\_

Address: 2440 NW Grant AVE, \_\_\_\_\_

City / ZIP Corvallis 97330 \_\_\_\_\_

Business phone: (541) 283-6611

Term expires June 30, 2021 Years on board: since Jan. '17

Fax (if applicable): \_\_\_\_\_

Residence phone: (541) 283-6611

E-mail: [sami@corvallis.k12.or.us](mailto:sami@corvallis.k12.or.us)

District/ESD/CC: Corvallis School District 509J

**Deadline: September 29, 2017, 5 p.m.**

Please send your picture (head shot, labeled with your last name). A high-resolution digital photo is preferred but a print is acceptable.

Email to [OSBAelections@osba.org](mailto:OSBAelections@osba.org) or mail to:  
Oregon School Boards Association  
1201 Court St NE, #400, Salem, OR 97301

**Work or service performed for OSBA or local district (include committee name and if you were chair):**

Corvallis School District, Vice Chair.

Corvallis School District 509J Budget committee, member (2015-2016)

**Other education board positions held/dates:**

Corvallis School District 509J Budget committee (2015-2016)

Non-OSBA board positions:

Oregon State University Leadership Council for Equity, Inclusion, and Social Justice, member (2016-2017)

Oregon State University Memorial Union advisory board, member (2014-2016)

**Occupation (Include at least the past five years):**

Design Engineer, CEO and educational programs developer, Peer Leadership Consultant, Arabic Culture and Language Advisor, Research Assistant, and university level instructor (Under Graduate Teaching Assistantship)

Employers:

Dates:

General Electric (2010-2011), Crispy Science (2009-2017), Oregon State University (2012-2017), INTO OSU (2016-2017)

*(Continued)*

**Schools attended** (Include official name of school, where and when):

High school: Alahsa secondary school. AlJubail Industrial City, Kingdom of Saudi Arabia (2003-2005)

College:

King Fahd University of Petroleum and Minerals

Oregon State University

Degrees earned:

BSc. in Instrumentation and Control Systems Engineering

MSc. In Industrial Engineering with a focus on human systems engineering and a minor in business administration.

**Education honors and/or awards:**

Prince Mohammad Bin Fahd award for scientific excellence (2011)

1st place winner & Sportsmanship Award at The American Solar Challenge (Formula Sun Grand Prix 2013)  
honor title 1st place winner & Sportsmanship Award at The American Solar Challenge (Formula Sun Grand Prix 2013)

**Other applicable training or education:**

Lean Six Sigma Green Belt

Training on state budgeting in Oregon.

**Activities, other state and local community services:**

ASOSU Senate and House of Representatives.

Oregon State University Student Sustainability Center garden.

Representing graduate employees CGE (AFT local 6069) at the AFT-Oregon convention.

**Hobbies/special interests:**

Hobbies: hiking Oregon trails, chess games, soccer, and salsa dancing.

Interests: Strategic management, innovation in education, mediation.

**Business/professional/civic group memberships; offices held and dates:**

International Society of Automation (formerly known as The Instrumentation, Systems, and Automation Society)  
KFUPM student branch, President (2004-2005), Vice president (2004).

IEEE, Member (2003-2005)

Saudi Science Club (2005-2008), member and information technology manager.

**Additional comments:**

Please feel free to reach out at anytime by calling or texting (541) 283-6611 for any questions.

*Materials submitted by the candidate on this form may be subject to a public information request under ORS Chapter 192.*

# NOMINATION FORM OSBA BOARD OF DIRECTORS REGIONAL MEMBER

Date 9-28-17

LeeAnn Larsen, OSBA President-Elect  
Oregon School Boards Association  
1201 Court St NE, #400  
Salem, OR 97301  
Fax: 503-588-2813  
E-mail: [OSBAelections@osba.org](mailto:OSBAelections@osba.org)

**Nominations are due by 5 p.m., September 29, 2017**

Return this form, all candidate information forms and  
your photo to the OSBA office.

Fax to 503-588-2813

E-mail to [OSBAelections@osba.org](mailto:OSBAelections@osba.org)

Mail to Oregon School Boards Association,  
1201 Court St NE, #400, Salem, OR 97301

Dear LeeAnn Larsen:

With this letter, our board nominates the candidate named below to the OSBA Board of Directors for Linn/Benton/Lincoln region, position #10.

## CANDIDATE INFORMATION

Name: Terry Deacon

ESD: Linn Benton Lincoln ESD

Address: 905 4<sup>th</sup> Ave. SE

City: Albany, OR ZIP: 97321

E-mail: [terrydeacon226@yahoo.com](mailto:terrydeacon226@yahoo.com) Phone: 541-619-0138

This nomination was approved by an official action of our board of directors at a duly called meeting on September 12, 2017.

Sincerely, \_\_\_\_\_



(Board chair)

Name: Heather Search

District: Zone 1

Address: 905 4<sup>th</sup> Avenue SE

City: Albany, OR ZIP: 97321

# Candidate Questionnaire

## OSBA Board of Directors

Name: Terry Deacon Date: 09-18-17  
District/ESD/CC: Linn Benton Lincoln ESD Position: Board member

I certify that if elected, I will faithfully serve as a member of the OSBA board of directors. My nomination form has been submitted to OSBA (or is attached to this document) as evidence.

Signed: Terry P. Deacon

*Be brief; please limit your responses to 50 words per question.*

1. Describe in your own words the mission and goals of OSBA. *As a board member, I have found the OSBA an outstanding resource for training and advising school boards and directors on school law, finance, policy making, and personnel management. Their focus on student achievement through advocacy and training enable boards to complete complex roles in education.*
2. What do you want to accomplish by serving on the OSBA board of directors? *I intend to increase my knowledge and experience in governance and assist my region in increasing student achievement in levels K-12 and closing the opportunity gaps for all students.*
3. What leadership skills do you believe you bring to the board of directors? Give an example of a situation in which you demonstrated these skills.

*I have received leadership training in the military, in business seminars, in coaching and education, and from the OSBA Leadership Institute and conferences.*

*When I was elected board chair for Build Lebanon*

*(continued) Trails, I set up a program to utilize volunteer assets, to develop a long range plan with specific goals and dates, and increase public participation via 'walks' and projects.*

4. What do you see as the two most challenging issues faced by OSBA?

1. To keep school and ESD districts updated on the continually changing legal, financial, and policies landscape.
2. To continue to provide the best current learning experiences to school boards and administrators

5. What do you see as the two most challenging issues faced by your region?

1. The difficulty of planning future budgets, personnel needs, facilities maintenance, and mandated policies on an uncertain funding structure
2. Raising graduation and achievement rates in conjunction with preparing student for a changing workplace

6. What is your plan for communicating with boards in your region?

I already have a good working relationship with the LBLESD and Lebanon Community Schools and intend to extend my presence with attending board meetings and meet with superintendents of other districts. I am in the process of coordinating

Deadline: September 29, 2017, 5 p.m.

with Brian Gardner to meet with him and his board @ Central Linn

Materials submitted by the candidate on this form may be subject to a public information request under ORS Chapter 192.

**Candidate personal/professional resume**  
**OSBA Board of Directors**

Name: Terry Deacon Date: 09-18-17  
Address: 33555 Tennessee Road  
City / ZIP Lebanon 97355  
Business phone: 541-619-0138  
Fax (if applicable): \_\_\_\_\_  
Residence phone: 541-258-5049  
E-mail: terrydeacon226@yahoo.com  
District/ESD/CC: Linn Benton Lincoln ESD  
Term expires: 6/30/19 Years on board: 7<sup>th</sup> year Zone 5

**Deadline: September 29, 2017, 5 p.m.**

Please send your picture (head shot, labeled with your last name). A high-resolution digital photo is preferred but a print is acceptable.

Email to [OSBAelections@osba.org](mailto:OSBAelections@osba.org) or mail to:  
Oregon School Boards Association  
1201 Court St NE, #400, Salem, OR 97301

**Work or service performed for OSBA or local district (include committee name and if you were chair):**

Linn Benton Lincoln ESD  
Board Chair  
Board Vice-Chair  
Superintendent Communication Work Group  
Superintendent Annual Performance Work Group

**Other education board positions held/dates:**

Lebanon Community School District  
Budget Committee 2012 to present  
Committee Chair 2013, 14, 15  
Committee Vice Chair 2016-17

**Occupation (Include at least the past five years):**

**Employers:**

**Dates:**

Lebanon High School science educator 1981-2002  
substitute 2002-2005  
owner of private gym 2005-present  
coached football, track, basketball 1966-2006

(Continued)

Schools attended (Include official name of school, where and when):

High school: Punahou School (Honolulu, Hawaii)

College: Long Beach City College ; Long Beach, Calif. 1964-66  
University of Hawaii 1969-72

Degrees earned: BEd.

Education honors and/or awards: Oregon State Univer. Masters program: Education  
Track Scholarship Long Beach CC Sport Science

Other applicable training or education:

U.S. Navy gunners mate, Vietnam vet  
Certified Strength & Conditioning Specialist CSCS  
OSBA Leadership Institute Graduate

Activities, other state and local community services:

Ford Foundation Leadership Graduate  
Lebanon Boys & Girls Club Program Committee  
Lebanon Community Foundation board member/volunteer  
Build Lebanon Trails board member/volunteer  
Lebanon Skate Park board member/volunteer

Hobbies/special interests:

Cross-training fitness  
Kayaking and Biking  
Raise Jacob sheep

Business/professional/civic group memberships; offices held and dates:

Optimists International  
National Strength & Conditioning Association  
Willamette Valley Multiple Listing  
Realtor, Broker

Additional comments:

My background of service on boards developing  
Cheadle Lake, Lebanon Trails, and the new  
Lebanon Skate Park having given me skills in  
dealing with groups and individuals to achieving

Materials submitted by the candidate on this form may be subject to a  
public information request under ORS Chapter 192.

community projects and serving as a  
consistent and energetic board member

## Position 10 ( Linn/Benton/Lincoln Region)



**David Dowrie**

Linn Benton Lincoln ESD

[Nomination Form](#) (Nominated by Linn Benton Lincoln ESD)

[Resume](#)

Incumbent

# NOMINATION FORM

## OSBA LEGISLATIVE POLICY COMMITTEE (LPC)

### REGIONAL MEMBER

Date 9-28-17

LeeAnn Larsen, OSBA President-Elect  
Oregon School Boards Association  
1201 Court St NE, #400  
Salem, OR 97301  
Fax: 503-588-2813  
E-mail: [OSBAelections@osba.org](mailto:OSBAelections@osba.org)

**Nominations are due by 5 p.m., September 29, 2017.**

Return this form and all candidate information forms to the OSBA office.

Fax forms to 503-588-2813  
or mail to Oregon School Boards Association,  
1201 Court St NE, #400, Salem, OR 97301

Dear LeeAnn Larsen:

With this letter, our board nominates the candidate named below to a position on the OSBA Legislative Policy Committee for Linn/Benton/Lincoln Region, position #10.

### CANDIDATE INFORMATION

Name: David Dowrie

ESD: Linn Benton Lincoln ESD

Address: 905 4<sup>th</sup> Avenue SE

City: Albany, OR ZIP: 97321

E-mail: [David.Dowrie@lblesd.k12.or.us](mailto:David.Dowrie@lblesd.k12.or.us) Phone: 541-602-2855

This nomination was approved by an official action of our board of directors at a duly called meeting on September 12, 2017.

Sincerely,



(Board Chair)

Name: Heather Search

District: Zone 1

Address: 905 4<sup>th</sup> Avenue SE

City: Albany, OR ZIP: 97321

# CANDIDATE QUESTIONNAIRE

## OSBA Legislative Policy Committee

Name: DAVID DOWRIE Date: 9/26/2017

District/ESD/CC: LINN-BENTON-LINCOLN ESD Region: REGION 10

I certify that I will faithfully serve, if elected, as a member of the OSBA Legislative Policy Committee and my nomination form has been submitted to OSBA (or is attached to this document) as evidence.

Signed: David Dowrie

*Be brief; please limit your responses to 50 words per question.*

1. What do you want to accomplish by serving on the Legislative Policy Committee (LPC)?

Increase funding and reduce mandates for K-12 districts and ESDs.  
Increase educational options for K-12 students.  
Maintain regional structures of ESDs and ESD board governance.  
Find ways to reduce the ever increasing financial impact of PERS costs.

2. What leadership skills do you bring to the LPC? Give an example of a situation in which you demonstrated these skills.

I have been involved in advocacy at the legislative relative to remedying the burdensome reporting requirements in the Statement of Economic Interest in SB10 and also in updating the Oregon Bottle Bill.  
I was the K-12 Education Representative in assessing the impact of Ballot Measure 47 for the Legislature.

3. What do you see as the two most challenging legislative issues faced by OSBA?

Maintain and increase adequate funding for K-12 districts.  
Non-traditional options for educating K-12 students.

4. What do you see as the two most challenging legislative issues faced by your region?

Funding level for State School Fund.  
Future increasing costs for PERS and OEGB.

5. What is your plan for communicating with boards in your region about legislative issues?

I will use the periodic LBLESD online newsletter that is sent to all constituent boards.  
I will use the periodic regional meetings of board and superintendent leadership.  
I will use the email list that is maintained for all board members in our region and collaborative with our regional OSBA Board member to update the school boards in our region.

**Deadline: September 29, 2017, 5 p.m.**

*Materials submitted by the candidate on this form may be subject to a public information request under ORS Chapter 192.*

# CANDIDATE PERSONAL/PROFESSIONAL RESUME

## OSBA Legislative Policy Committee

Name: DAVID DOWRIE Date: 9/26/2017

Address: 25204 AIRPORT ROAD

City / ZIP PHILOMATH, OR 97370

Business phone: 541.602.2855

Residence phone: 541.602.2855

E-mail: DDOWRIE@CASCO.NET

Fax (if applicable): \_\_\_\_\_

District/ESD/CC: LINN-BENTON-LINCOLN ESD

Term expires: 6/30/2021 Years on board: 34

**Deadline: September 29, 2017, 5 p.m.**

Please send your picture (head shot, labeled with your last name). A high-resolution digital photo is preferred but a print is acceptable; e-mail to [OSBAelections@osba.org](mailto:OSBAelections@osba.org) or mail to: Oregon School Boards Association, 1201 Court St NE, #400, Salem, OR 97301

**Work or service performed for OSBA or local district** (Include committee name and if you were chair):

LEADERSHIP OREGON 2009  
BOARD CHAIR, LBLESD, 7 TIMES  
OSBA LEGISLATIVE POLICY COMMITTEE, 4 YEARS  
OSBA BOARD OF DIRECTORS, 3 YEARS

**Other education board positions held/dates:**

CHAIR, STEERING COMMITTEE, OREGON PUBLIC EDUCATION NETWORK (OPEN), 3 YEARS  
BOARD PRESIDENT, OREGON ASSOCIATION OF ESDs (OAESD), 2 YEARS  
K-12 EDUCATION REPRESENTATIVE, GOVERNORS EDUCATION ADVISORY COMMITTEE ON BM 47

**Occupation** (Include at least the past five years): INFORMATION TECHNOLOGY DIRECTOR, RETIRED SINCE 1999

Employers:

Dates:

**Schools attended** (Include official name of school, where and when):

High school: LATIN SCHOOL OF CHICAGO GRADUATED 1961

College: SHIMER COLLEGE GRADUATED 1967

Degrees earned: BA, MATHEMATICS

**Education honors and/or awards:**

BAUSCH-LOMB AWARD, HIGHEST MATH AND SCIENCE GRADE POINT, 1961  
EPSILON SIGMA PHI AWARD FOR EXTENSION PROFESSIONALS, 2006

**Other applicable training or education:**

**Activities, other state and local community services:**

CITIZEN MEMBER, BENTON COUNTY BUDGET COMMITTEE, 17 YEARS  
COMMISSIONER, BENTON COUNTY PLANNING COMMISSION, 10 YEARS  
BUDGET MEMBER, BENTON COUNTY CAPITAL IMPROVEMENT COMMITTEE, 16 YEARS  
MASTER GARDENER, BENTON COUNTY EXTENSION 2 YEARS  
VOLUNTEER COURSE MONITOR, CYCLE OREGON, 7 YEARS

**Hobbies/special interests:**

BICYCLING  
SAILING  
GRANDKIDS

**Business/professional/civic group memberships; offices held and dates:**

BOARD MEMBER, PHILOMATH AREA CHAMBER OF COMMERCE (2012-2014)

**Additional comments:**



## *Resolution*

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### **Resolution to Reorganize the Oregon School Boards Association as a Non-Profit Corporation and Adopt the Proposed 2017 Bylaws**

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**WHEREAS**, the Oregon School Boards Association (OSBA) was formed in 1946 as a volunteer association of locally elected public school boards; and

**WHEREAS**, at the direction of the Board of Directors of OSBA, an organizational review was initiated with the goal of confirming OSBA's tax-exempt status and all related requirements; and

**WHEREAS**, the OSBA Board of Directors determined, based on the review, that it was in the membership's best interest to formally incorporate under ORS Chapter 65 as a nonprofit to ensure OSBA can maintain its political and legislative advocacy program; and

**WHEREAS**, a more clear recognition of OSBA's legal status will help ensure Board members' protection from individual liability; and

**WHEREAS**, the decision to formally incorporate under ORS Chapter 65 to nonprofit status requires replacement of the current OSBA Constitution with proposed Bylaws; and

**WHEREAS**, the OSBA Board of Directors received updates and discussed the transition at several OSBA Board meetings throughout 2016 and 2017 and conducted a review of the Bylaws at their June 2017 meeting; and

**WHEREAS**, after reviewing the recommended OSBA Bylaws as proposed by staff and legal counsel, the OSBA Board of Directors supports the recommendation to convert to a non-profit entity formed in accordance with the attached Bylaws:

**THEREFORE, BE IT RESOLVED** by the OSBA Board of Directors that the proposed Bylaws be submitted to the membership for consideration during the 2017 OSBA election; and

**BE IT FURTHER RESOLVED** that the proposed Bylaws and a copy of this resolution be forwarded to all member boards of the Association in accordance with the OSBA Board of Directors adopted elections calendar.

*Submitted by: OSBA Board of Directors*

# Oregon School Boards Association

# Proposed Bylaws

Approved by the Board of Directors on September 15, 2017

Submitted to Membership for consideration in the 2017 Election Process

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## SECTION 1: PURPOSE

- a) The Oregon School Boards Association (the “Association”) exists solely to perform essential governmental functions and all of its income accrues to the State of Oregon or its political subdivisions as required under IRC Section 115. In particular, the Association’s mission and purpose are as follows:
- b) To work for the general advancement and improvement of the education of all public school children of the State of Oregon.
- c) To gather and disseminate information pertinent to the successful operation of public schools.
- d) To work for the most efficient and effective organization of public schools of this state. “Public schools” include local school districts, education service districts, the State Board of Education and community colleges classified as a political subdivision.
- e) To work for adequate and dependable financial support for the public schools of this state.
- f) To study all legislation which affects the public schools of Oregon and to support and work for that which appears to be desirable and to keep members informed thereof. To propose and work for the enactment of proper educational legislation.
- g) To encourage the establishment and maintenance of best practices and high standards in the conduct and operation of the public school educational system.
- h) To study and interpret educational programs and to relate them to the needs of pupils.
- i) To promote public understanding of the role of school boards and school board members in the improvement of education.
- j) To conduct seminars, conferences, and research projects in the various aspects of education for the benefit of members.
- k) To endeavor to implement the policies, beliefs and resolutions of the Association members and board of directors.
- l) To do such other things as the member boards or board of directors may deem appropriate for the accomplishment of these and other purposes which tend to improve public education.
- m) To enter into such cooperative agreement with members for the pooling of resources and the provision of services as may result in the more efficient utilization of district resources and accrue to their financial advantage.

## SECTION 2: MEMBERS

**2.1 Admission.** All members must qualify as (1) a “political subdivision” as defined under Treas Reg § 1.103-1(b) and Revenue Ruling 78-276, 1978-2 CB 256 and (2) as one of the following:

**2.1.1** Local School District as defined under ORS Chapter 332;

**2.1.2** Education Service District as defined under ORS Chapter 334;

**2.1.3** Community College District as defined under ORS Chapter 341;

**2.1.4** State Board of Education as defined under ORS Chapter 326; and

**2.1.5** Any other governmental educational organization qualifying as a political subdivision, as approved by resolution of the board of directors.

- 2.2 Dues.** Annual dues shall be set by majority vote of the members and shall be based on resident Average Daily Membership (ADMr) as of December 31 of the preceding year as reported to the Oregon Department of Education. Dues shall be payable on July 1 of each year and shall become delinquent on September 1 of each year. Member status shall automatically terminate for members failing to pay dues by September 1 unless an extension is requested and granted by the board of directors.
- 2.3 Reserved Powers of the Members.** The following corporate actions require the consent and approval of the members:
- 2.3.1** Election and removal of directors;
- 2.3.2** Election and removal of the Legislative Policy Committee (“LPC”) members;
- 2.3.3** Approval of resolutions to effectuate any of the following:
- a) Adoption, amendment, or restatement of the articles of incorporation or bylaws;
  - b) Modification to the region descriptions set forth in Section 2.6.1; and the
  - c) Dissolution, merger, or the sale, pledge, or transfer of all or substantially all of the Association’s assets.
- 2.4 Voting Power.**
- 2.4.1** Election of Directors and LPC Members. For the purposes of nominating and electing directors and LPC members, each member shall have one vote.
- 2.4.2** Resolution. For the purposes of approving a resolution, each member shall have one vote on all resolutions except as follows:
- a) K-12 Local Districts with an ADMr between 15,600 and 23,400 shall have 2 votes.
  - b) K-12 Local Districts with an ADMr between 23,400.1 and 31,200 shall have 3 votes.
  - c) K-12 Local Districts with an ADMr between 31,200.1 and 39,000 shall have 4 votes.
  - d) K-12 Local Districts with an ADMr between 39,000.1 and above shall have 5 votes.
- 2.5 Process of Approval of Member Resolutions.**
- 2.5.1** Generally, members shall approve resolutions annually by ballot vote. Members or the board of directors may submit a resolution for member approval. Such resolutions shall be submitted to the board of directors no later than September 30th. The board of directors shall distribute all timely submitted resolutions, together with an official ballot, to the members no later than October 15. Members shall vote by ballot submitted to the board of directors no later than December 15.
- 2.5.2** The board of directors may call a special meeting of the members under Section 2.9, as necessary.
- 2.6 Regional Election of Directors and LPC Members**
- 2.6.1 Regional Voting.** For the purposes of nominating and electing the board of directors and LPC members, the Association members shall be organized into and represented by region:
- a. Eastern Region includes all of the members located in the counties of Baker, Grant, Malheur, Union, Wallowa, and Wheeler.

- b. Gorge Region includes all of the members located in the counties of Gilliam, Morrow, Sherman, Umatilla, and Wasco.
- c. Central Region includes all of the members located in the counties of Crook, Deschutes, and Jefferson.
- d. Southeast Region includes all of the members located in the counties of Harney, Klamath, and Lake.
- e. Southern Region includes all of the members located in the counties of Jackson and Josephine.
- f. Lane Region includes all of the members located in the county of Lane.
- g. Clackamas Region includes all of the members located in the county of Clackamas and Hood River.
- h. Douglas/South Coast Region includes all of the members located in the counties of Coos, Curry, and Douglas.
- i. Linn, Benton, Lincoln Region includes all of the members located in the counties of Benton, Lincoln, and Linn.
- j. Marion Region includes all of the members located in the county of Marion.
- k. Yamhill, Polk Region includes all of the members located in the counties of Polk and Yamhill.
- l. North Coast Region includes all of the members located in the counties of Clatsop, Columbia, and Tillamook.
- m. Washington Region includes all of the members located in the county of Washington.
- n. Multnomah Region includes all of the members located in the county of Multnomah.

Members shall be assigned to the region in which their main administrative office is located. If a member's district boundaries span more than one region, the member board must declare which region it intends to vote and shall vote only in that region.

**2.6.2** Regional elections shall be taken by majority vote of the members within the region.

- 2.7 Modification of Regions.** A formal review of the regional organizations described in Section 2.6.1 shall be conducted by the board of directors at least every three years commencing with 2017. Any recommended changes to the regional organization shall be submitted to the members in the form of a resolution in accordance with the provisions of Section 2.11.
- 2.8 Annual Meetings.** An annual meeting of members shall be held in November of each year unless a different date or time is fixed by the board of directors and stated in the notice of the meeting. Failure to hold an annual meeting on the stated date shall not affect the validity of any corporate action. At the annual meeting, the president and secretary-treasurer of the board of directors, any other officer or person whom the president may designate, shall report on the state of the Association, the activities and financial condition of the Association.
- 2.9 Special Meetings.** A special meeting of members shall be held upon the call of the president or 25 percent of the board of directors. All members shall be officially notified of a special meeting by written notice, mailed via U.S. mail or electronic mail to all members at least 15 days prior to the date of the meeting. Such notice shall include a description of all agenda items and any matters to be voted upon by the members, the place and time of the meeting, and instructions describing the method by

which members can participate by telephone or video. Notice shall also comply with all procedures and include any information as required by ORS Chapter 192.

- 2.10 Telephonic/Video Meetings.** The board of directors may permit any member to participate in an annual or special meeting, or conduct the meetings through, use of any means of communication by which all persons participating may simultaneously hear each other during the meeting. A member participating in the meeting by this means is deemed to be present in person at the meeting.
- 2.11 Place of Meetings.** Meetings of the members shall be held at any place in or out of Oregon designated by the board of directors. If a meeting place is not designated by the board of directors, the meeting shall be held at the Association's principal office.
- 2.12 Action by Written Ballot.** Any action required or permitted to be taken at a members' meeting may be taken without a meeting if the Association delivers a written ballot to every member entitled to vote on the matter. A written ballot shall set forth each proposed action and provide an opportunity to vote for or against each proposed action. Approval by written ballot shall be valid only when the number of votes cast by ballot equals or exceeds a quorum of the members, and the number of approvals equals or exceeds the number of votes that would be required to approve the matter at a meeting at which the total number of votes cast is the same as the number of votes cast by ballot. A written ballot shall set forth each proposed action, indicate the number of responses needed to meet the quorum requirements, state the percentage of approvals necessary to approve each matter, and specify a reasonable time by which a ballot must be received by the Association in order to be counted. Once delivered, a written ballot may not be revoked.
- 2.13 Unanimous Written Consent.** Any action required or permitted to be taken at a members' meeting may be taken without a meeting if the action is taken by all members entitled to vote on the matter. The action shall be evidenced by one or more written consents describing the action taken, signed by each member, and included in the minutes or filed with the corporate records reflecting the action taken. Action taken under this section is effective when the last member entitled to vote on the matter signs the consent, unless the consent specifies an earlier or later effective date.
- 2.14 Quorum and Voting.** A quorum of the members shall consist of those votes represented at a meeting of the members. If a quorum is present when a vote is taken, the affirmative vote of a majority of the votes represented and voting when the action is taken is the act of the members except to the extent that the articles of incorporation, these bylaws, or applicable law require the vote of a greater number of members.

## **SECTION 3: DIRECTORS**

- 3.1 Powers.** Except as provided under Section 2.2, all corporate powers shall be exercised by or under the authority of and the affairs of, are managed under the direction of a board of directors. The board of directors shall adopt policies defining specific obligations of the board of directors.
- 3.2 Qualifications.** Directors must serve on the board of a member of the Association.
- 3.3 Number.** The board of directors shall consist of not fewer than three (3) nor more than 23 persons. The number of directors may be fixed or changed periodically, within the minimum, and maximum by the members.
- 3.4 Term.** Directors shall take office on January 1 and shall serve for a term of two calendar years or until their successors are elected and qualified. Terms shall be staggered as per the election calendar.
  - 3.4.1** Directors who took office prior to January 1, 2018, and are re-elected may serve for any number of terms as long as they continuously remain members of the Board of Directors.

**3.4.2** Directors taking office on or after January 1, 2018, may serve five (5) consecutive two (2) year terms and, if eligible, may rerun after a 2-year hiatus.

**3.4.3** If a director serving as an officer requires additional time beyond the term limits outlined above, the term limits will be held in abeyance to allow the director to complete their term as past president.

**3.5 Composition.** Each region, as described under Section 2.6.1, shall elect one (1) director except as follows:

- a) Clackamas Region shall elect two (2) directors;
- b) Marion Region shall elect two (2) directors;
- c) Washington Region shall elect three (3) directors; and
- d) Multnomah Region shall elect three (3) directors.
- e) Provided, however, that if the president or immediate past president of the board of directors is a representative director from a region that elects only one (1) director, that region shall elect an additional director or directors to serve for the duration of the president and/or the immediate past president's term.

**3.6 Regional Election.** The nomination and election of directors shall be in accordance with the elections calendar adopted by the board. Each regional candidate for a director position shall be nominated by a member within the region by means of a nomination form. The board of directors shall distribute notice of position vacancies, candidate information packets, and official nomination forms to all incumbent directors and members in electing regions. To nominate a director candidate, one or more of the members in the region must timely submit to the board of directors a formal resolution or motion of the member and the completed nomination form(s). Nominations in regions where there is more than one open director position shall indicate the numbered position for which the nomination is being submitted. Each member in a region shall have one vote in the regional elections for the board of directors. The director candidate receiving a majority of the votes of the members shall be elected. In cases where there are more than two candidates nominated for any position, and none receives a majority of the votes cast, a second ballot shall be required between the two candidates receiving the highest number of votes; the one receiving a majority of the votes is elected.

**3.7 Ex-Officio.** The following individuals or their designee may serve as ex-officio nonvoting advisors to the board of directors:

- a) Any director of the National School Boards Association elected from Oregon;
- b) Any officer of the National School Boards Association, National School Boards Advocacy Committee, or an officer of the NSBA Pacific Region.
- c) The immediate past president of the Oregon Association of School Executives;
- d) The immediate past president of the Confederation of School Administrators;
- e) The board section president of the Oregon Association of Education Service Districts;
- f) The board section president of the Oregon Community College Association;
- g) The chair of the State Board of Education; and
- h) Any other person as the board of directors may appoint.

- 3.8 Vacancies.** In the event that any director position, other than the immediate past president, is vacant during the term of office, the remaining directors may appoint an interim director from the same region to serve until December 31 of the same year. If the board of directors cannot recruit a candidate from the region they may appoint a person from a contiguous region to serve as director representing the open region. An individual appointed as a director from a contiguous region is not eligible to serve as an officer of the Board. The members shall elect, using the procedures in Section 3.6, an interim director to serve from January 1 of the next year until the end of the remaining term.
- 3.9 Resignation.** A director may resign at any time by delivering written notice to the president or the secretary. A resignation is effective when notice is effective under ORS 65.034 unless the notice specifies a later effective date. Once delivered, a notice of resignation is irrevocable unless revocation is permitted by the board of directors.
- 3.10 Removal.** A director may be removed for cause by vote of two-thirds majority of the directors. A director may be removed with or without cause by a majority vote of the members who elected the director. The board may provide guidance or adopt and amend policies regarding what types of actions the board considers to be sufficient cause for removal.
- 3.11 Meetings.** An annual meeting of the board of directors shall be held immediately after, and at the same place as, the annual meeting of members. If the time and place of any other directors' meeting is regularly scheduled by the board of directors, the meeting is a regular meeting. All other meetings are special meetings. A special meeting of the board of directors may be called by the president or the president-elect or 20 percent of the board of directors. The board of directors may hold annual, regular or special meetings in or out of the State of Oregon.
- 3.12 Notice of Meetings.** All members shall be officially notified of a special meeting by written notice delivered personally, by telephone or electronic mail to all directors at least 48 hours prior to the date of the meeting. Such notice shall include a description of all agenda items and any matters to be voted upon by the directors, the place and time of the meeting, and instructions describing the method by which directors can participate by telephone or video. Notice shall also comply with all procedures and include any information as required by ORS Chapter 192.
- 3.13 Waiver of Notice.** A director may at any time waive any notice required by these bylaws. A director's attendance at or participation in a meeting waives any required notice to the director of the meeting unless the director, at the beginning of the meeting or promptly upon the director's arrival, objects to holding the meeting or transacting business at the meeting and does not thereafter vote for or assent to any action taken at the meeting. Except as provided in the preceding sentence, any waiver must be in writing, must be signed by the director entitled to the notice, must specify the meeting for which the notice is waived, and must be filed with the minutes or the corporate records.
- 3.14 Quorum and Voting.** A quorum of the board of directors shall consist of a majority of the number of directors in office immediately before the meeting begins. If a quorum is present when a vote is taken, the affirmative vote of a majority of the directors present when the action is taken is the act of the board of directors except to the extent that the articles of incorporation, these bylaws, or applicable law require the vote of a greater number of directors.
- 3.15 Presumption of Assent.** A director who is present at a meeting of the board of directors when corporate action is taken is deemed to have assented to the action taken unless:
- a) The director objects at the beginning of the meeting, or promptly upon the director's arrival, to holding the meeting or transacting the business at the meeting; and
  - b) The director's dissent from the action taken is entered in the minutes of the meeting.

- 3.16 Compensation.** Directors and members of committees may receive reimbursement of such expenses as may be determined by resolution or policy of the board of directors to be just and reasonable. Directors shall not otherwise be compensated for service in their capacity as directors.
- 3.17 Director Conflict of Interest.** The Association shall maintain a Conflict of Interest policy the terms of which comply with ORS 65.361 and ORS Chapter 244. The board of directors shall annually review and notify its members and directors of the current Conflict of Interest policy. Each director shall annually complete and return a Conflict of Interest statement.

## **SECTION 4: COMMITTEES**

- 4.1 Standing Committees.** The board of directors shall maintain the standing committees described below:

- 4.1.1 Executive Committee.** The executive committee shall consist of five (5) officers of the board of directors: the president as chairman, the president-elect, the vice president, the secretary-treasurer and the immediate past president. The executive committee may act, pursuant to delegation of authority to such committee by the board of directors, in place and instead of the board of directors between board meetings on all matters except those specifically reserved to the board under the terms of the bylaws. Actions of the executive committee shall be reported to the board by mail, email or at the next board meeting.
- 4.1.2 Finance Committee.** The finance committee shall be appointed by the president and shall be composed of members from Oregon public school districts, education service districts, and community colleges with boards that meet all criteria to be Association voting members. The members shall include, but are not limited to, the Association secretary/treasurer and vice president, one Association board director from the PACE board, one district business official and one at-large board member. The finance committee shall operate within the guidelines of the corporation's investment policy and the Finance Committee Operating Manual.
- 4.1.3 Legislative Policy Committee.** The board of directors shall maintain a Legislative Policy Committee.
- a) **Purpose.** The LPC shall develop legislative policies which are recommended to and approved by the members as a resolution proposed by the board of directors and voted on by the membership in accordance with Section 2.4. The LPC also advises the executive director and staff during legislative sessions.
  - b) **Composition.** The LPC shall be composed of the voting members of the board of directors and the regional representatives elected under the procedures defined in 4.1.2c) and d). All committee members must be elected or appointed directors of a member. The vice president of the board shall chair the LPC.
  - c) **Nomination.** The board of directors shall cause the nomination form to be distributed to all members in eligible regions. A member may nominate a candidate to the LPC and shall do so by formal resolution of the member and timely submission of the nomination form(s) to the office of the Association. Nominations in regions where there is more than one representative position shall indicate the numbered position for which the nomination is being submitted. Nominations will be closed by a date identified in the elections calendar adopted by the board.
  - d) **Election.** Each LPC member shall be elected by majority of member boards of a region. Each region shall elect the number of LPC members as described in Section 3.5, without regard to Section d). Such elections shall be held using the procedures described in Section 3.6.

- e) **Term.** Each committee member shall take office on January 1 in even numbered years and serve for a term of two (2) years.
- f) **Vacancies.** In the event that there is a vacancy on the LPC, the board of directors may appoint an interim LPC member from the same region to fill the unexpired term of office. If the board of directors cannot recruit an LPC member from the region they may appoint a person from a contiguous region to serve to represent the open region to fill the unexpired term of office.

**4.2 Other Board Committees.** The board of directors may create one or more committees of the board of directors and appoint directors and representatives of members to serve on such committee. The creation of a committee and the appointment of directors and member representatives to the committee must be approved by a majority of all directors in office when the action is taken. The provisions of these bylaws governing meetings, action without meetings, notice and waiver of notice, and quorum and voting requirements of the board of directors shall apply to committees and their members as well. Committees of the board of directors may, to the extent specified by the board of directors, exercise the authority of the board of directors; provided, however, that no committee of the board of directors may:

- a) Authorize distributions, provided that this restriction does not apply to payment of value for property received or services performed or payment of benefits in furtherance of the Association's purposes;
- b) Approve or recommend dissolution, merger, or the sale, pledge, or transfer of all or substantially all of the Association's assets;
- c) Elect, appoint, or remove directors or fill vacancies on the board or on any of its committees; or
- d) Adopt, amend, or repeal the articles of incorporation or bylaws.

**4.3 Administration.** Each committee shall prepare minutes of each of its meetings, and such minutes shall be kept on file at the Association's principal office and made available on request to any member of the board of directors. Each committee shall also report on its activities at the regular meetings of the board of directors. Each committee shall comply with the public meetings laws requirements under ORS Chapter 192.

**4.4 Advisory Committees.** The board of directors may create one or more other committees. Members of these committees need not be members or directors, but at least one director shall serve on each such committee. These committees shall have no power to act on behalf of, or to exercise the authority of, the board of directors, but may make recommendations to the board of directors.

## **SECTION 5: OFFICERS OF THE BOARD OF DIRECTORS**

- 5.1 Appointment.** The board of directors shall elect officers by majority vote at least 10 days prior to the November member meeting. In cases where there are more than two (2) candidates nominated for any position, and none receives a majority of the votes, a second ballot shall be required between the two candidates receiving the highest number of votes. The one receiving a majority of the votes is elected.
- 5.2 Designation.** The officers of the Association shall be a president, president-elect, past president, vice president, a secretary-treasurer, and such other officers as the board of directors may appoint.
- 5.3 Compensation and Term of Office.** Officer terms are one calendar year. No officer except the secretary-treasurer shall serve two consecutive terms in the same office unless the director completed a term for another officer who was unable to complete a term and is then voted into the same position the following year. The secretary-treasurer may serve up to two consecutive one-year terms.

Directors and members of committees may receive reimbursement of such expenses as may be determined by resolution of the board of directors to be just and reasonable. Directors shall not otherwise be compensated for service in their capacity as directors.

**5.4 Removal and Resignation.** Any officer may be removed, either with or without cause, at any time by action of the board of directors. An officer may resign at any time by delivering notice to the board of directors, the president, or the secretary-treasurer. A resignation is effective when the notice is effective under ORS 65.034 unless the notice specifies a later effective date. If a resignation is made effective at a later date and the Association accepts the later effective date, the board of directors may fill the pending vacancy before the effective date if the board of directors provides that the successor does not take office until the effective date. Once delivered, a notice of resignation is irrevocable unless revocation is permitted by the board of directors. No removal or resignation shall prejudice the rights of any party under a contract of employment.

**5.5 Officers.** The officers of the Association are as follows:

- 5.5.1 President:** The president shall preside at all member meetings of the Association and of the board of directors; shall appoint, committees subject to the approval of the board of directors; shall call all regular and special meetings as provided herein; shall be ex-officio voting member of all committees. The president shall automatically serve as immediate past president for the following term. The president serves for a term of one (1) calendar year.
- 5.5.2 President-elect:** In the absence of the president, the president-elect shall assume the powers and duties of the president, and when a vacancy occurs in the office of president, shall serve in that capacity for the remainder of the term. The president-elect shall automatically serve as president for the following term, even if required to fill an uncompleted term as president. In addition, the president-elect shall assume duties related to the oversight of Association member elections and resolutions processes and such other administrative duties as are assigned by the president. The president-elect serves for a term of one (1) calendar year.
- 5.5.3 Vice president:** In the absence of the president-elect shall assume the powers and duties of the president-elect. The vice president shall also serve as the chair of the LPC. The vice president serves for one (1) calendar year.
- 5.5.4 Secretary-treasurer:** The secretary-treasurer shall be responsible for keeping in a suitable minute book accurate minutes of all board of director meetings; shall carry on official correspondence of the Association; shall arrange for proper banking facilities; and shall receive, account for and disburse funds in a businesslike manner as provided for by the board of directors; shall see that the minutes of the previous meetings are read, and shall give an itemized and detailed report of the financial condition of the Association at each annual meeting and at such other times as may be required by the board of directors. Such duties of the secretary-treasurer as may be specified by the board of directors may be delegated to the executive director or a designated member of the staff. The secretary-treasurer serves for a term of one (1) calendar year.
- 5.5.5 Immediate past president:** The immediate past president shall advise and counsel with other officers. The immediate past president chairs the officer succession planning process. The past president serves for one (1) calendar year.
- 5.5.6 Assistants:** The board of directors may appoint or authorize the appointment of an assistant to the secretary-treasurer. Such assistant may exercise the powers of the secretary-treasurer, as the case may be, and shall perform such duties as are prescribed by the board of directors.

## SECTION 6: NONDISCRIMINATION

The Association shall not discriminate in providing services, hiring employees, or otherwise, upon the basis of gender, race, creed, marital status, sexual orientation, religion, color, age, or national origin.

## SECTION 7: GENERAL PROVISIONS

### 7.1 Amendment of Bylaw.

**7.1.1** Amendments to the bylaws may be initiated by the board of directors or submitted by a member to the board of directors. Amendments must be approved by a vote of two-thirds majority of the members at any regular or special meeting. The board of directors shall provide written notice to the members containing a statement that the members will be asked to approve the amendment and a copy of the proposed amended bylaws. Such notice shall be provided by US mail or email at least 15 days prior to the member meeting at which the vote will take place.

**7.1.2** Whenever an amendment or new bylaw is adopted, it shall be copied in the minute book with the original bylaws in the appropriate place. If any bylaw is repealed, the fact of repeal and the date on which the repeal occurred shall be stated in such book and place.

**7.2 Inspection of Books and Records.** All books, records, and accounts of the Association shall be open to inspection by the directors in the manner and to the extent required by law.

**7.3 Checks, Drafts, Etc.** All checks, drafts, and other orders for payment of money, notes, or other evidences of indebtedness issued in the name of or payable to the Association shall be signed or endorsed by such person or persons and in such manner as shall be determined by resolution of the board of directors.

**7.4 Deposits.** All funds of the Association not otherwise employed shall be deposited to the credit of the Association in those banks, trust companies or other depositories as the board of directors or officers of the Association designated by the board of directors select, or be invested as authorized by the board of directors.

**7.5 Loans or Guarantees.** The Association shall not borrow money and no evidence of indebtedness shall be issued in its name unless authorized by the board of directors. This authority may be general or confined to specific instances. Except as explicitly permitted by ORS 65.364, the Association shall not make a loan, guarantee an obligation or modify a pre-existing loan or guarantee to or for the benefit of a director or officer of the Association.

**7.6 Execution of Documents.** The board of directors may, except as otherwise provided in these bylaws, authorize any officer or agent to enter into any contract or execute any instrument in the name of and on behalf of the Association. Such authority may be general or confined to specific instances. Unless so authorized by the board of directors, no officer, agent, or employee shall have any power or authority to bind the Association by any contract or engagement, or to pledge its credit, or to render it liable for any purpose or for any amount.

**7.7 Insurance.** The Association may purchase and maintain insurance on behalf of an individual against liability asserted against or incurred by the individual who is or was a director, officer, employee, or agent of the Association, or who, while a director, officer, employee, or agent of the Association, is or was serving at the request of the Association as a director, officer, partner, trustee, employee, or agent of another foreign or domestic business or nonprofit corporation, partnership, joint venture, trust, employee benefit plan, or other enterprise; provided, however, that the Association may not purchase or maintain such insurance to indemnify any director, officer, or agent of the Association in connection with any proceeding charging improper personal benefit to the director, officer, or agent in which the

director, officer, or agent was adjudged liable on the basis that personal benefit was improperly received by the director, officer, or agent.

**7.8 Fiscal Year.** The fiscal year of the Association shall begin on the first day of July 1 and end on the last day of June in each year.

**7.9 Severability.** A determination that any provision of these bylaws is for any reason inapplicable, invalid, illegal or otherwise ineffective shall not affect or invalidate any other provision of these bylaws.

\* \* \* \* \*

The foregoing bylaws were duly adopted by the Board of Directors of Oregon School Boards Association on September 15, 2017 and approved by the membership on (insert date election closes).

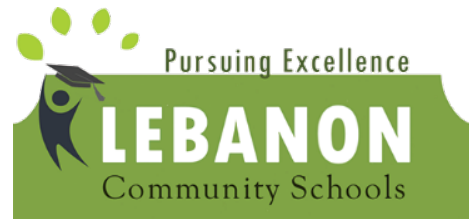
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Betty Reynolds, President

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Date

# MEMORANDUM



**To: Board of Directors**

**From: Rob Hess, Superintendent**

**Date: November 9, 2017**

**Re: 2020 Vision Reflection**

The following 2020 Vision Reflection covers areas 6-10 of the 25 areas of focus listed in the original 2020 Vision that was published in the fall of 2010. This reflection contains the original vision of the area that the community identified, evidence of progress we have made toward the vision in the last seven years, and some suggestions for next steps.

A work session is planned for the Spring to coordinate all of the 2020 Vision Reflections with Board Goals and the Strategic Plan.

## 6. College and Career Guidance

**Priority: College & Career**

**Vision:** The district places a high value on the role of college and career guidance. All students are held to high expectations and are career and/or college ready upon graduation. Each school has access to “wrap-around” counseling services, including academic and career/college support.

### Evidence:

- **Increased Counseling Support:** In the fall of 2009, we did not have a single elementary counselor. Over the past eight years, we have added 5 FTE of counseling support at the elementary level, and we have added social workers as well. Counselors play key roles in helping students develop/implement their education plan and profile so that they may pursue their college and career dreams. (Graph of Counselors/SW Since 2010)
- **College Career Center:** Over the last few years, the high school has developed an outstanding college/career center that is fully staffed so students can get the help and support they need for college and career guidance.
- **AVID:** AVID implementation requirements include a strong component of college and career guidance. In the spring of 2017, LHS met all of the requirements to become a highly certified AVID site in an accelerated rate of time (less than 4 years). This achievement highlights the outstanding building and teacher leadership occurring at the school.

**Next Steps:** Our next step is the development and implementation of a Comprehensive Counseling Model, K-12. We have worked over the years to add counselors. Our next task is to pull them together as a high functioning PLC and provide the support/training they need to develop a world class Comprehensive Counseling Model. This will be our goal over the next three years.

## 7. Experiential Learning

**Priority: Rigor/College & Career**

**Vision:** Students at all levels experience hands-on, project-based learning that embeds the instruction of core subjects in real-world issues or problems that students address outside of the classroom, both during and beyond the school day. Community service and civic engagement are part of this learning. Students are encouraged to be self-directed when engaged in experiential learning and are given opportunities to participate in creative problem-solving.

### Evidence:

- **CTE Programs:** Over the past few years, we have expanded participation and programming in the area of CTE (Career Technical Education). This expansion has created more programs for students to participate in and more **opportunities** for

students to go deeper with their knowledge and experience in their chosen field of study. (List the programs, graph of students participating, and show what makes a program of study—difference between a participant in CTE and a concentrator)

- **Middle School Electives:** Elective opportunities in foreign language, drama, art, music, and STEM have been added to the middle school to encourage experiential learning in a variety of ways and settings.
- **Learning beyond the classroom:** All schools and teachers are encouraged to look for and design learning experiences that happen outside of the classroom. These experiences include school gardens, summer school, and a variety of field trips.

Next Steps: 5 out of 6 of the elementary schools have school gardens, so we need to look for an opportunity to create a school garden at Green Acres. This will mean adding additional FTE to the current .6 garden teaching position. It takes training, resources, and specialized staff to develop effective experiential learning programs.

## 8. Career-Related Learning

**Priority: College & Career**

**Vision:** Students are engaged and encouraged to connect their current interests and studies with career exploration. Students have the opportunity to gain career-related experiences through community partnerships.

### Evidence:

- **CTE Programs:** Our investment and growth of Career & Technical Education programs has provided a variety of career-related learning experiences for our students.
- **Alternative Education Program:** The district's investment in alternative education programs has created a host of opportunities for students to learn about the world of work—including a variety of work experience opportunities.
- **Employability Score:** Through the employability score, every student in grades 6-12 will have a score each semester that reflects their attendance, behavior, homework completion, and teamwork. This score reflects the qualities that employers are asking for in applicants.

Next Steps: Up until this point, student grades usually reflect work ethic, attendance, and behavior. With the implementation of the Employability Score, student grades will now reflect a student's ability to master content standards. This will be a big change in what we practice and communicate about student achievement and success, but the time is right to make this change. The result will be better information to students, parents, and the community, and I believe it this better information will allow us to intervene with students more effectively and help more of them to be successful in the long run.

## 9. Quality Staff

### Priority: Rigor/Culture

**Vision:** LCS is comprised of excellent educators who believe in all students' ability to achieve. Each staff member is a life-long learner and pursues continuous professional growth. All staff take ownership and accountability for ongoing skill development and possess a strong commitment to professional development and training. The district is supportive of teacher and staff leadership and provides opportunities for staff to develop their skills and to excel. LCS values credentials and appropriate educational requirements for all jobs and positions. Staff are dedicated to student excellence and the belief that all students can learn by engaging them at their individual levels.

#### Evidence:

- **Rigorous Hiring Processes:** LCSD has a rigorous hiring and training program for all certified positions. Our process includes multiple steps to ensure we are finding the most qualified candidates for every position. Our processes have been developed and improved over the past seven years, and as a result, we continually out-recruit and out-train other districts in our area.
- **World Class Training Programs:** We highly value training and seek to train all of our employees so that they can perform at a high level. We have invested in training staff through AVID, AP, CTE programs, Courageous Conversations, OFAST grant, TIF grant, a variety of mentoring programs, and the adoption of new curriculums just to name a few. We believe that training is essential to improvement and success.
- **Comprehensive Evaluation Systems:** Over the years we have consistently improved our evaluation systems and now we have comprehensive feedback processes for all certified and classified staff. Our electronic systems ensure that every employee is getting the feedback and support they need to be successful in their position.

Next Steps: Due to our world class hiring, training, and evaluation systems, the quality of our staff has continually improved over the last eight years. As a result, our staff has never been more equipped or better prepared to face the challenges of today's students. However, the lack of adequate funding from the state has kept us from offering wages competitive with the larger districts within driving distance (Albany, Corvallis, Salem, Springfield, and Eugene). As a result, our 5-year retention rate for teachers is below 50%. This is an area we are exploring to see what factors (including salary and benefits) are influencing this rate and what we can do to improve our 5 Year Retention Rate.

# Programs & Courses

## 10. Talented and Gifted

**Priority: Rigor**

**Vision:** Talented and Gifted students are provided with a wide variety of challenging and high-level activities and options both in school and through community activities. Talented and Gifted services push all students to be creative, engaged lifelong learners. Parents are confident that TAG services will offer their students challenges and opportunities in every classroom.

### Evidence:

- **TAG Handbook:** LCSD has developed a comprehensive TAG handbook that clearly communicates our TAG program, expectations, services, and identification system to staff and families alike including dedicated staff time to fulfill the requirements.
- **Advanced Coursework:** Advanced courses are offered in the areas of ELA, Math, Science, and Social Studies beginning in the 7<sup>th</sup> grade at Seven Oak. Advanced courses continue through the high school culminating in a variety of AP courses and courses students can take at LBCC.
- **Differentiation of Curriculum:** Through AVID, teachers are trained in a variety of strategies that can be used to differentiate instruction for students regardless of the content area or grade level.
- **Activities and Events:** LCSD participates in Battle of the Books and a district spelling contest. At the elementary level, we have implemented monthly activities for TAG students on a Wednesday early release. These opportunities provide TAG students from across the district an opportunity to interact with each other on a regular basis.

Next Steps: Over the last several years, the district has added access and opportunity for advanced students through a variety of events, activities, and programming. We need to continue sustaining this level of support including communicating the opportunities to parents and making sure families and staff review TAG plans appropriately every year.

## Comparable District Data: *(enclosure D-4)*

Enclosed graphs compare two groups of districts to their State School Funding (SSF), Local Operation Levies, Beginning (Beg.) Fund Balance, funding per Average Daily Membership rate (ADMr) in the General Fund, ADMr comparisons, and Construction Excise Tax participation.

The two groups used to compare Lebanon Community School District (LCSD) with are:

- School Districts in the state that have comparable ADMr of 4,000 – 4,500 in 2015-2016 (Comparability Districts)
  - TABLES 1-3, and 7
- Linn Benton Lincoln Education Service District (LBL ESD)
  - TABLES 4-6, and 7

### **TABLE 1:**

This table shows the 5 districts that compare to LCSD in ADMr with columns for 3 school years and a line reflecting the average for the years of 2013/2014, 2014/2015, and 2015/2016. The districts have similar growth patterns during these years.

### **TABLE 2:**

This table shows the Comparability Districts 3-year average (2013/2014-2015/2016) of General Fund revenues through SSF and Levies, along with the Beg. Fund Balance, summarized by SSF & Levies calculated by the average ADMr. It is interesting to note that even though the districts are less the 500 students different in size the funding average is over \$1,300 difference per student.

### **TABLE 3:**

This table shows the same data as TABLE 2 except it is only for 2015/2016, not a 3-year average.

### **TABLE 4:**

This table shows the LBL ESD Districts ADMr with columns for 3 school years and a line reflecting the average for the years of 2013/2014, 2014/2015, and 2015/2016. The districts have similar growth patterns during these years.

### **TABLE 5:**

This table shows the LBL ESD 3-year average (2013/2014-2015/2016) of General Fund revenues through SSF and Levies, along with the Beg. Fund Balance, summarized by SSF & Levies calculated by the average ADMr. It is interesting to note that even though the districts have a significant size range it isn't the necessarily the small schools that have less funding per student.

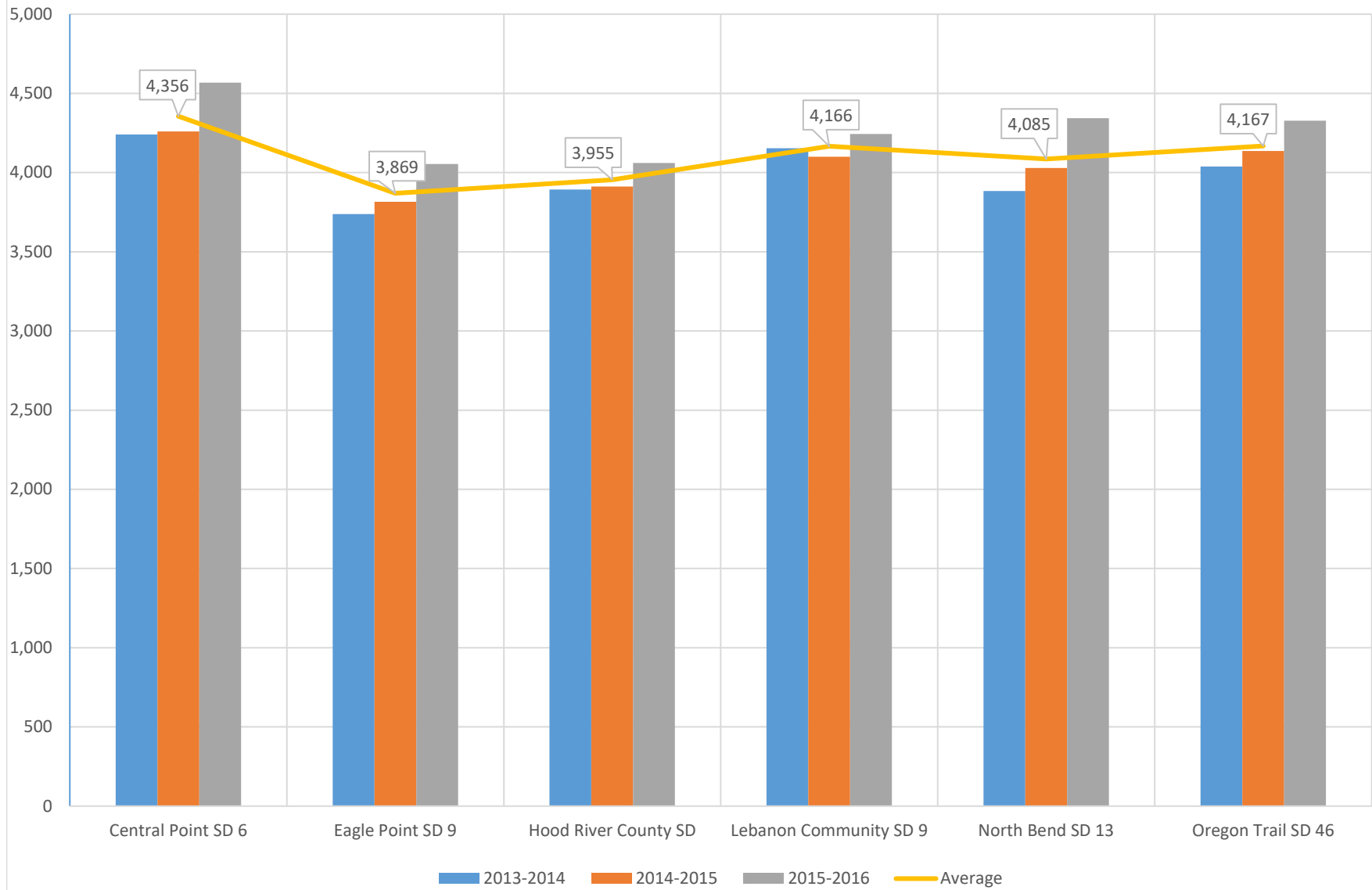
### **TABLE 6:**

This table shows the same data as TABLE 5 except it is only for 2015/2016, not a 3-year average.

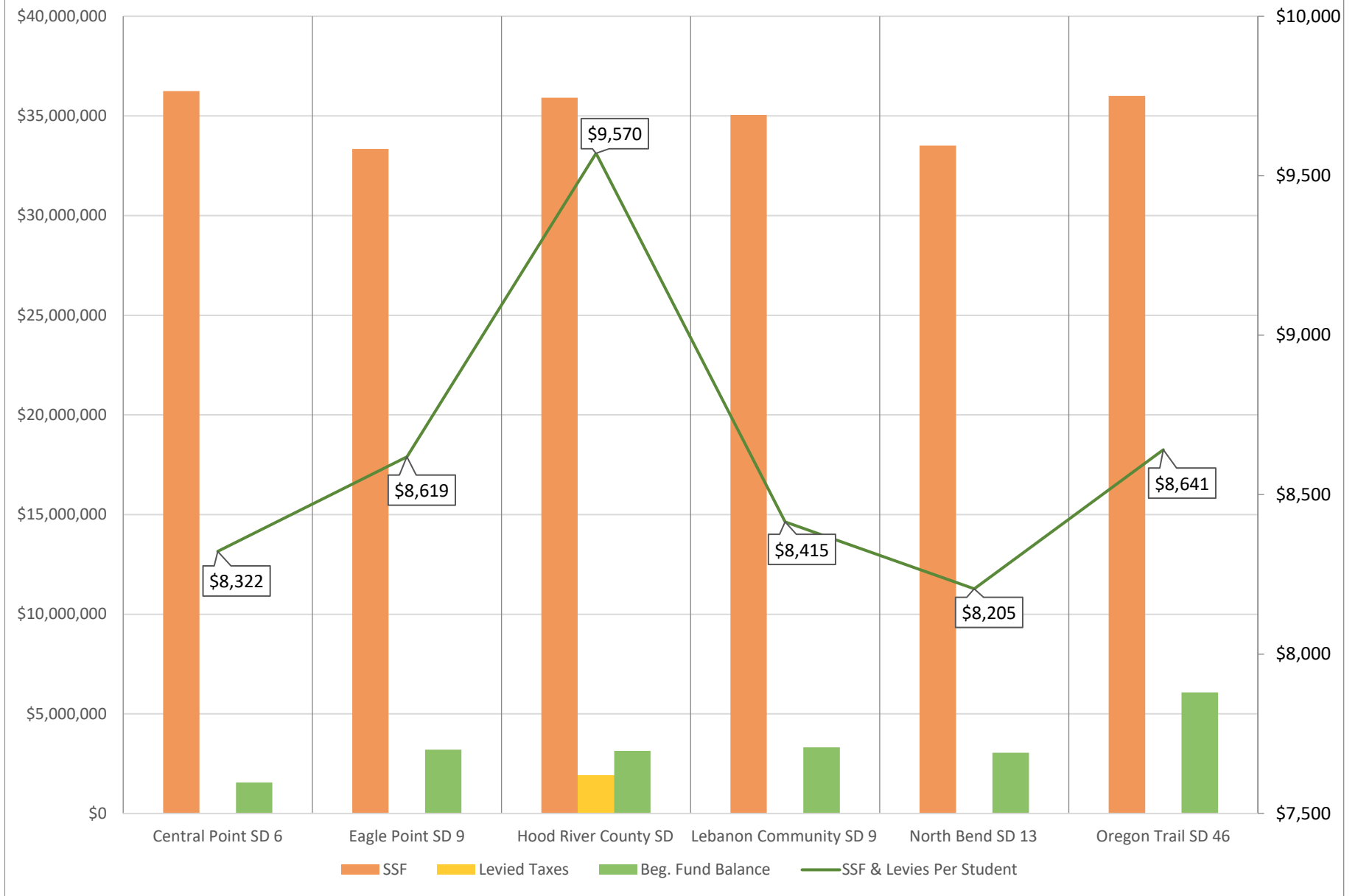
### **TABLE 7:**

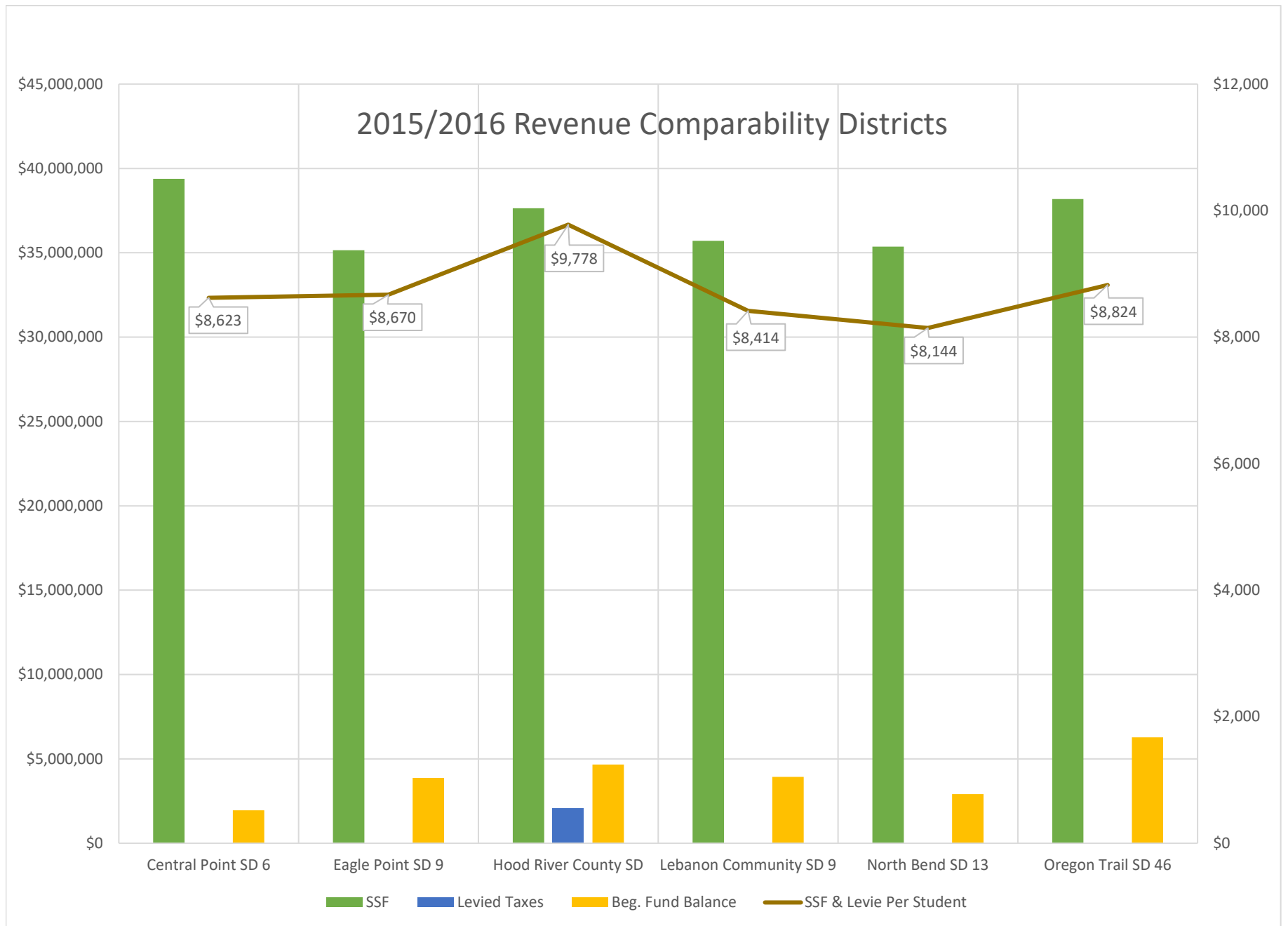
This table shows all of the districts in both the LBL ESD and Comparability groups and if they have implemented Construction Excise Tax (CET) and the collection amount for 2015/2016.

## ADMr Comparability Districts

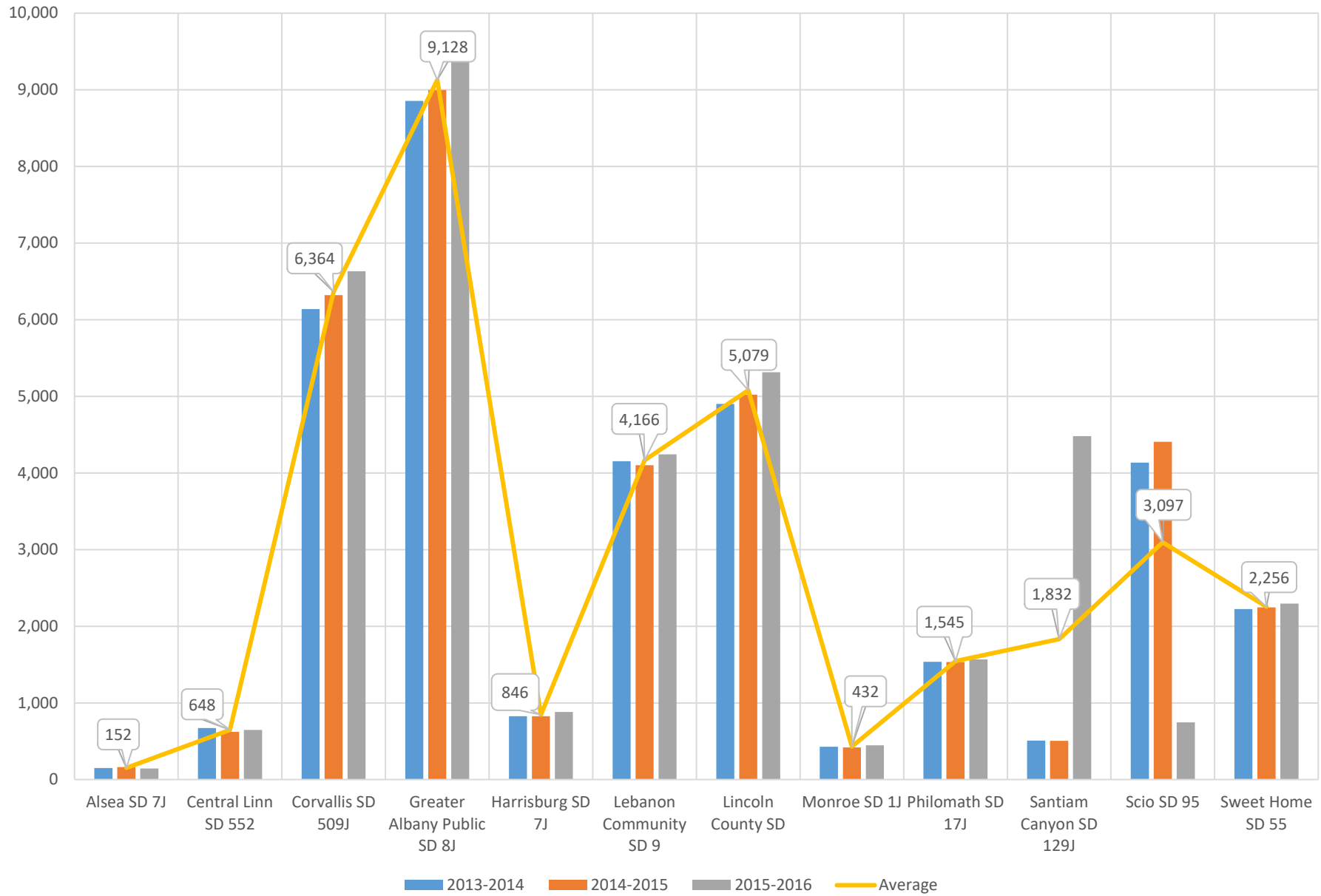


## 2013-2015, 3 Yr Avg Revenue: Comparability Districts

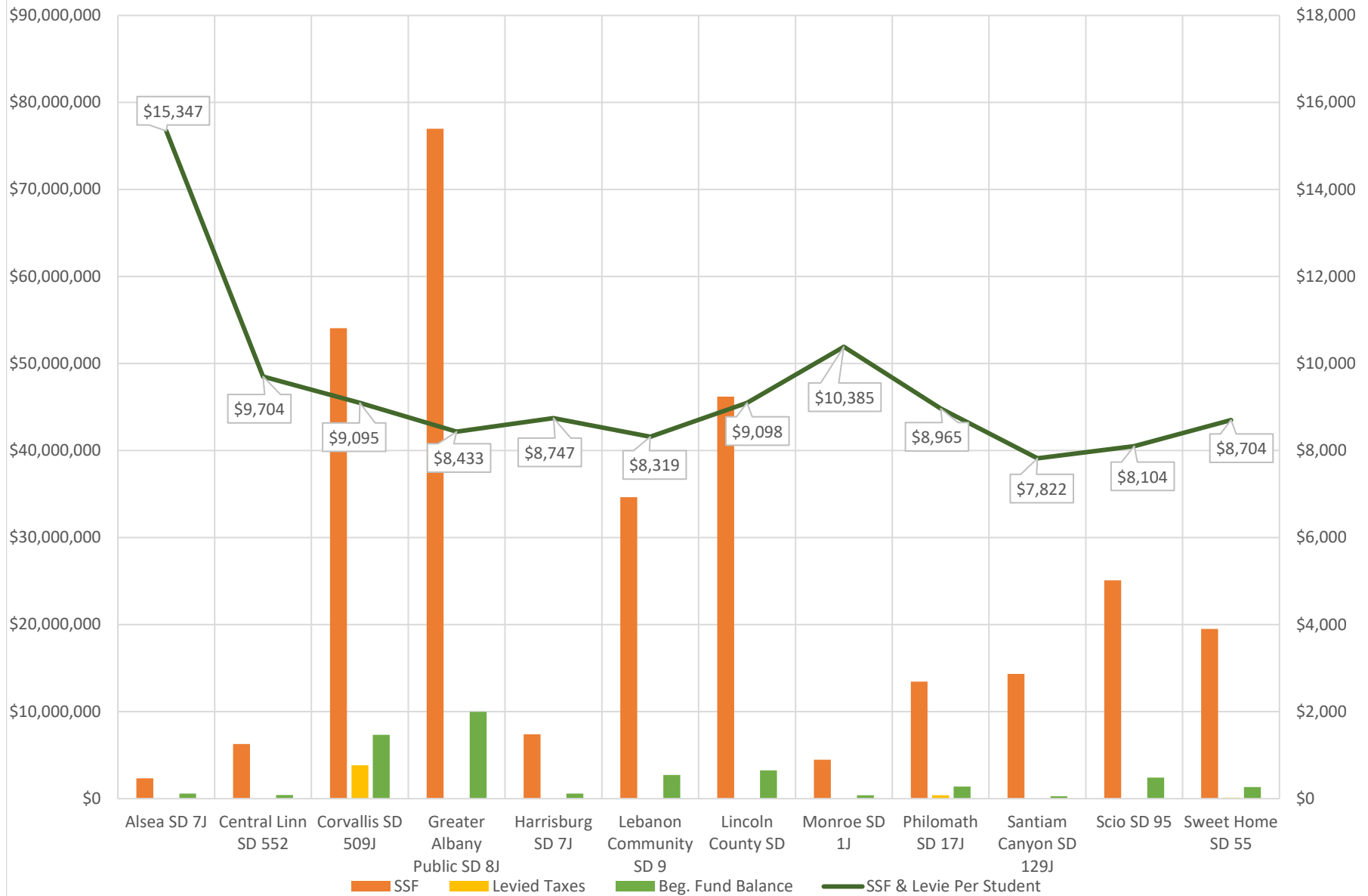




2013-2015 ADMr LBL ESD Districts



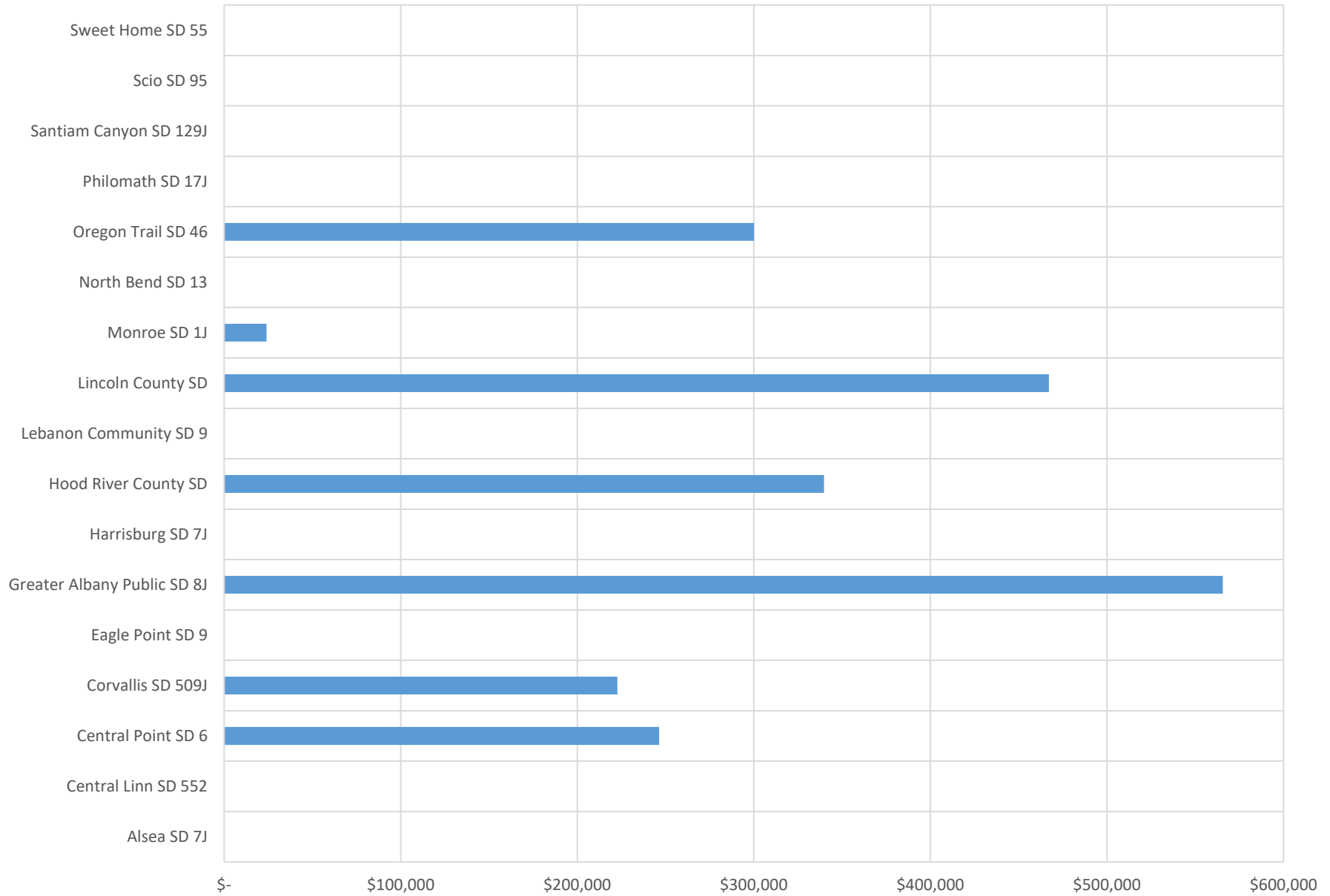
## 2013-2015, 3 Yr Avg Revenue: LBL ESD Districts



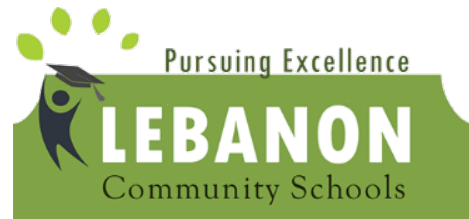
## 2015/2016 Revenue LBL ESD Districts



## 2015/2016 Construction Excise Tax: LBL ESD & Comparability Districts



# MEMORANDUM



**To: Board of Directors**

**From: Nicole Hundley, Executive Secretary**

**Date: November 9, 2017**

**Re: Resolution 1718-03 Supplemental District Transportation Plan (Bus Stop)**

The District has determined that an area within the legal walk zone (1-1.5 miles from school) for Seven Oak Middle School is unsafe for students to walk to school. Resolution 1717-03 is presented for Board approval to allow the District to pursue a waiver from the Oregon Department of Education to allow the District to transport students within the ineligible legal walk zone. A map and supplemental plan justification are included.

Under OAR 581-023-0040, Approved Transportation Costs for Payments from the State School Fund, school districts are required to submit for approval by the Oregon Department of Education a supplemental plan identifying groups or categories of students living inside the prescribed limits (1-1.5 miles) who require transportation. The qualifications for supplemental plans include safety, health and special education for K-12 students.

**LEBANON COMMUNITY SCHOOL DISTRICT**  
**RESOLUTION 1718-03**  
**Adopting the Transportation Plan as a Supplement to the Lebanon Community School**  
**District Comprehensive Plan**

WHEREAS, the Lebanon Community School District has identified a hazardous student walking zone for students who live less than one and half miles from Seven Oak Middle School.

WHEREAS, at the residential area adjacent to South Main Road and Crowfoot Road, the following conditions apply:

- Roadway of thirty-five (35) miles per hour
- Significant traffic volume
- No sidewalks
- Limited bike lane and limited road shoulder

WHEREAS, the Lebanon Community School District became in conflict with ORS 327.043, a law which governs the distance from a school that students will be transported by the District.

BE IT THEREFORE RESOLVED that the Board of Directors of Lebanon Community School District approves and adopted the Supplemental Transportation Plan, as presented, for the purpose of student safety on November 16, 2017.

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Tom Oliver, Board Chair

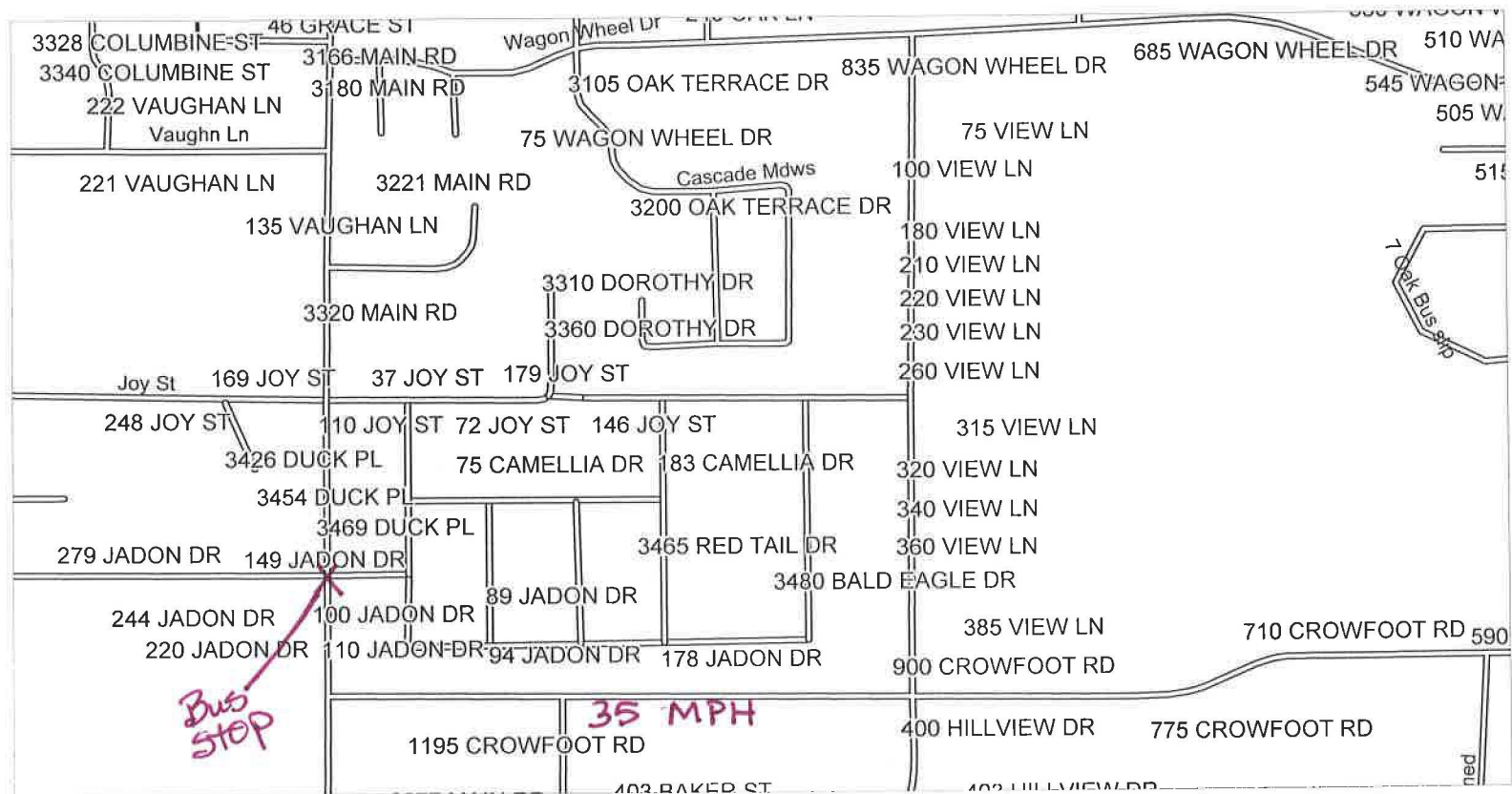
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Robert Hess, Superintendent

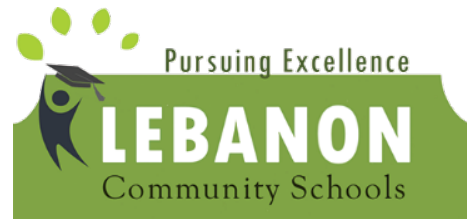
**New construction on the East side of South Main Rd. between Joy St and Crowfoot Rd  
Supplemental Plan Justification**

The Superintendent has determined the area adjacent to South Main Rd. and Crowfoot Rd to be a hazardous walk zone. Crowfoot Road has a speed limit of thirty-five (35) miles per hour with some significant commuting traffic and there are no sidewalks to provide adequate safety for the middle school age children who live in this new neighborhood. Upon this determination, the District became in conflict with ORS 327.043. This Law governs the distance from a school that children will be transported by District.

In order to come into compliance with State Law, the Board is requested to adopt the attached resolution that provides our reasoning for transport within the one point five (1.5) -mile radius. Pursuant to PL93-112 and section 504 of the Rehabilitation Act of 1973, the District is currently transporting special needs students who require reasonable accommodation within the walk zone. The Transportation Department requests approval of a Supplemental Plan by the School Board for recommendation to the Oregon Department of Education. If approved, this Plan will provide for funding of the additional route required to support transportation of these students.



# MEMORANDUM



**To: Board of Directors**

**From: Rob Hess, Superintendent**

**Date: November 9, 2017**

**Re: Using Effect Size to Measure SBAC Growth**

Effect Size measures individual student growth on standardized assessments. It also measures the growth of intact groups of students. An intact group is one that has the same students from one assessment to the next. The charts and graphs in this presentation represent Effect Size scores for each school by grade level and subject matter. Since Effect Size measures growth (not achievement) it is important to remember that students with lower scores have the opportunity to show more growth. When analyzing school assessment results, it is important to look at both achievement and growth indicators. Achievement results look at all of the students at the grade level. Growth results look at intact or cohorts of students. In Lebanon last year the percent of intact students ranged from 77% to 87%. The older the student, the more likely they were to be intact. In other words, student mobility decreased as they got older.

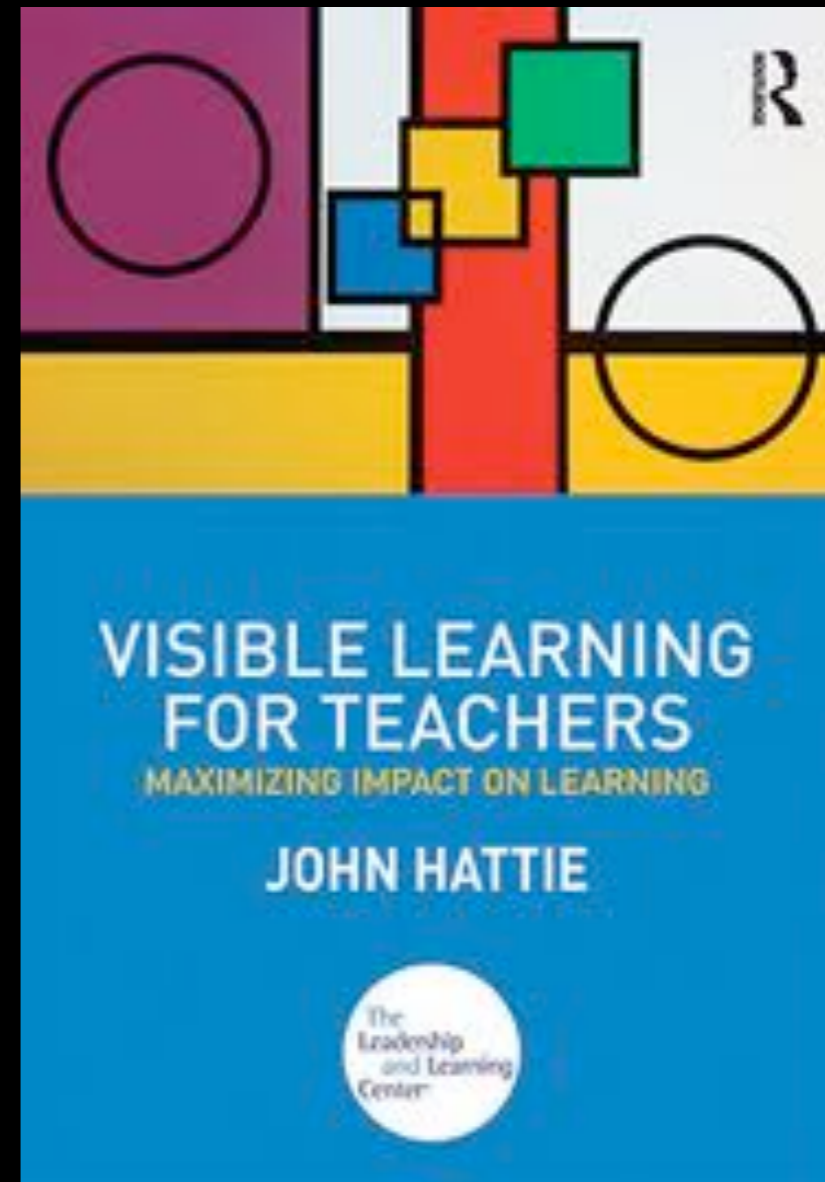
The SBAC assessment is important because it is a rigorous external assessment that measures college readiness. It measures a student's ability to read for meaning, think critically, solve problems, and write effectively. Students consistently scoring at the 3 or 4 level on the SBAC assessment are projected to be ready for the rigor of college coursework without the need for remediation. In Lebanon, we believe this assessment is important and work with our staff, students, and parents to help them understand the importance of this assessment and how to use the results to inform instruction.

# ***Using Effect Size to Measure SBAC growth***

Board Report: November 16, 2017

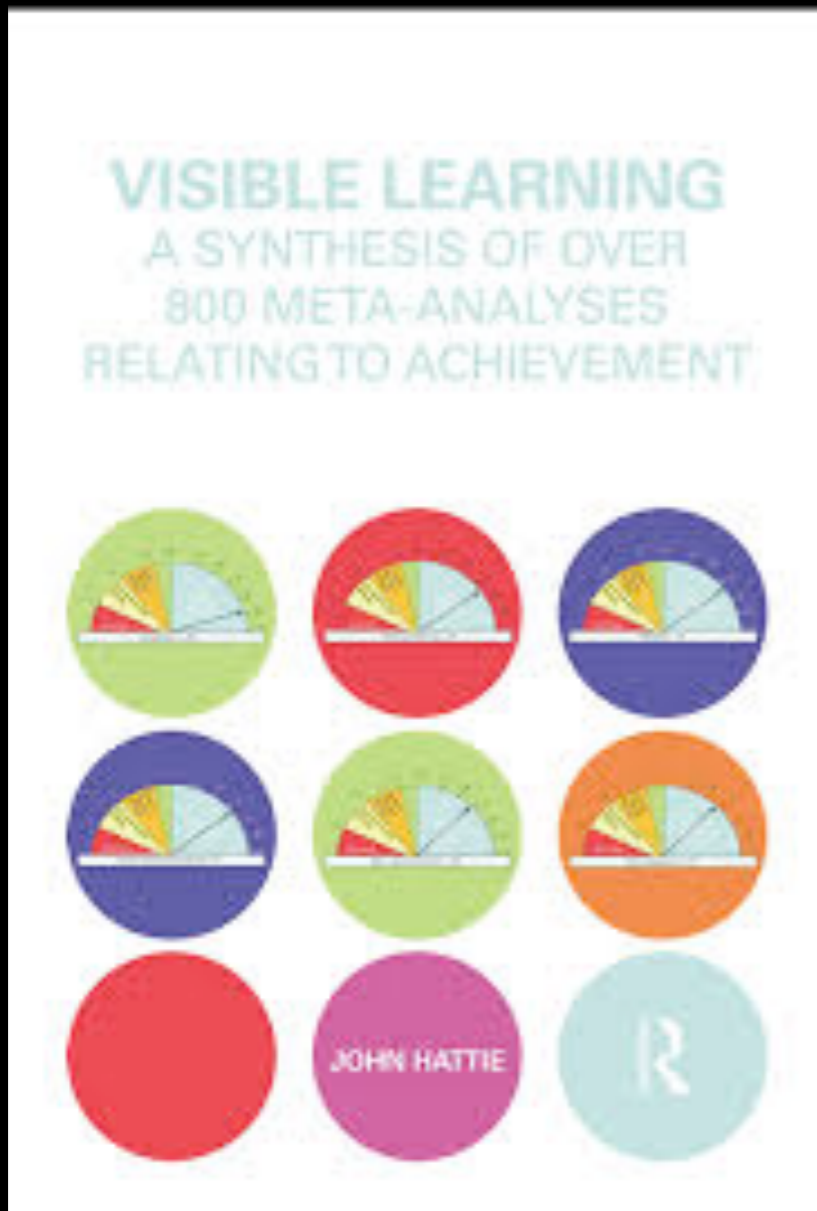
#2 bestselling education book of all time

## **The Model** (the how)



## **The Research** (the what & why)

#1 bestselling education book of all time



*...the greatest effects on student **LEARN**ing  
occur when the **TEACH**ers become **LEARN**ers  
of their own **TEACH**ing and...*

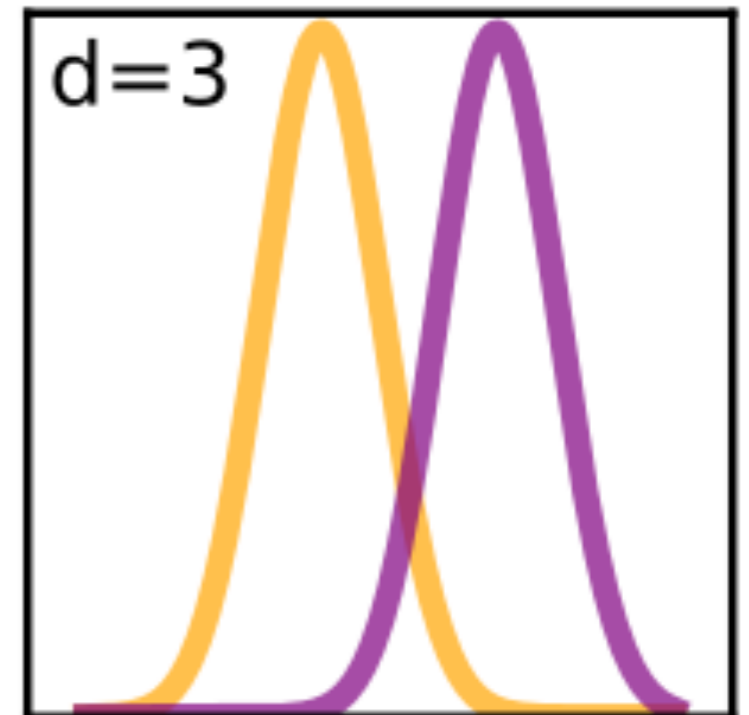
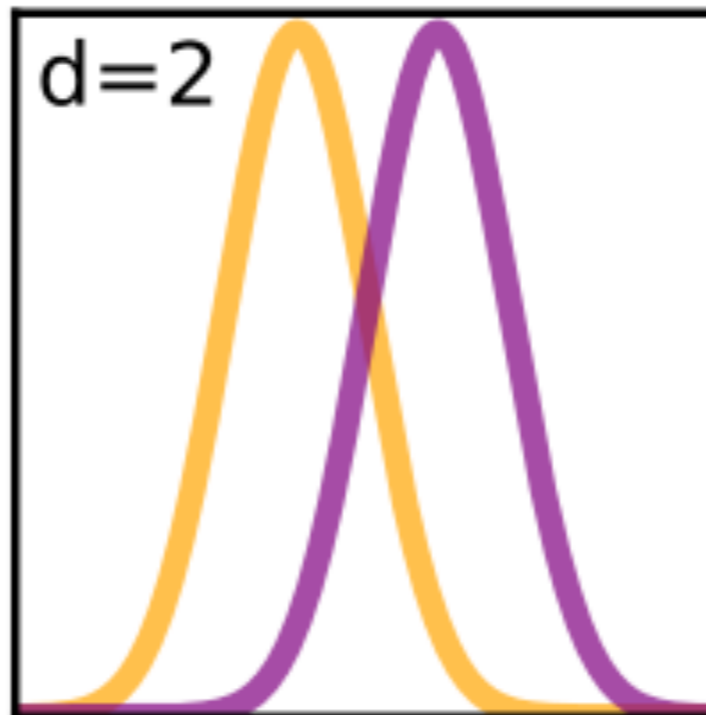
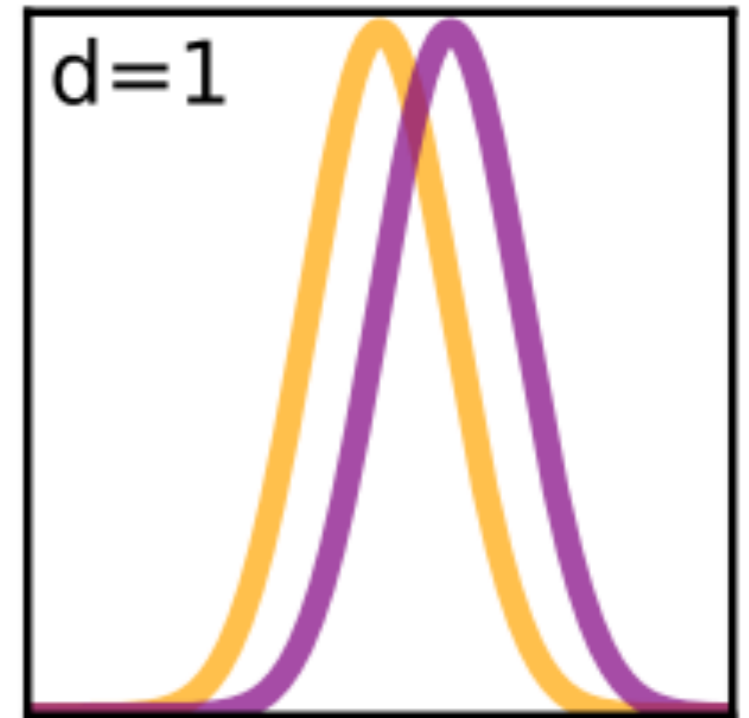
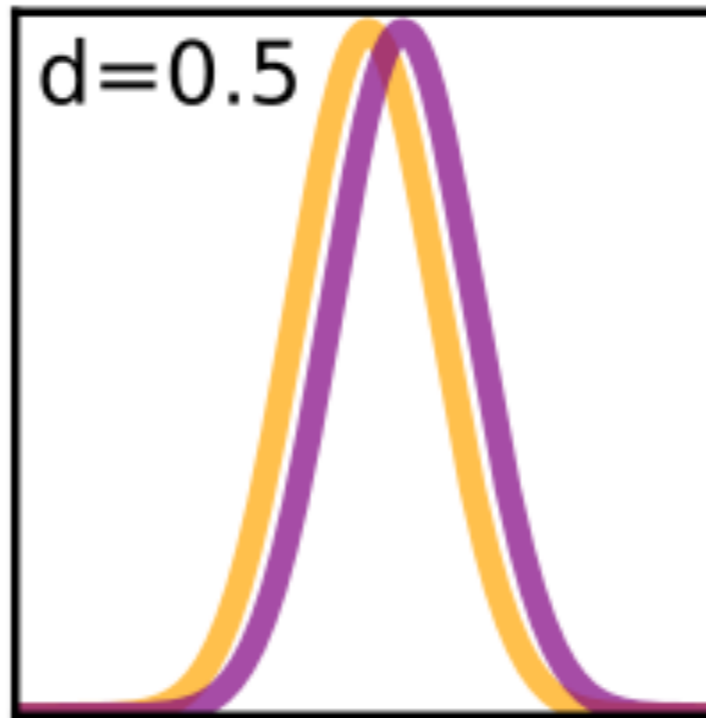


*...when students become their own **TEACH**ers.*

John Hattie  
– Visible Learning (2009, p. 22)

On every assessment, student performance falls on a bell-shaped curve.

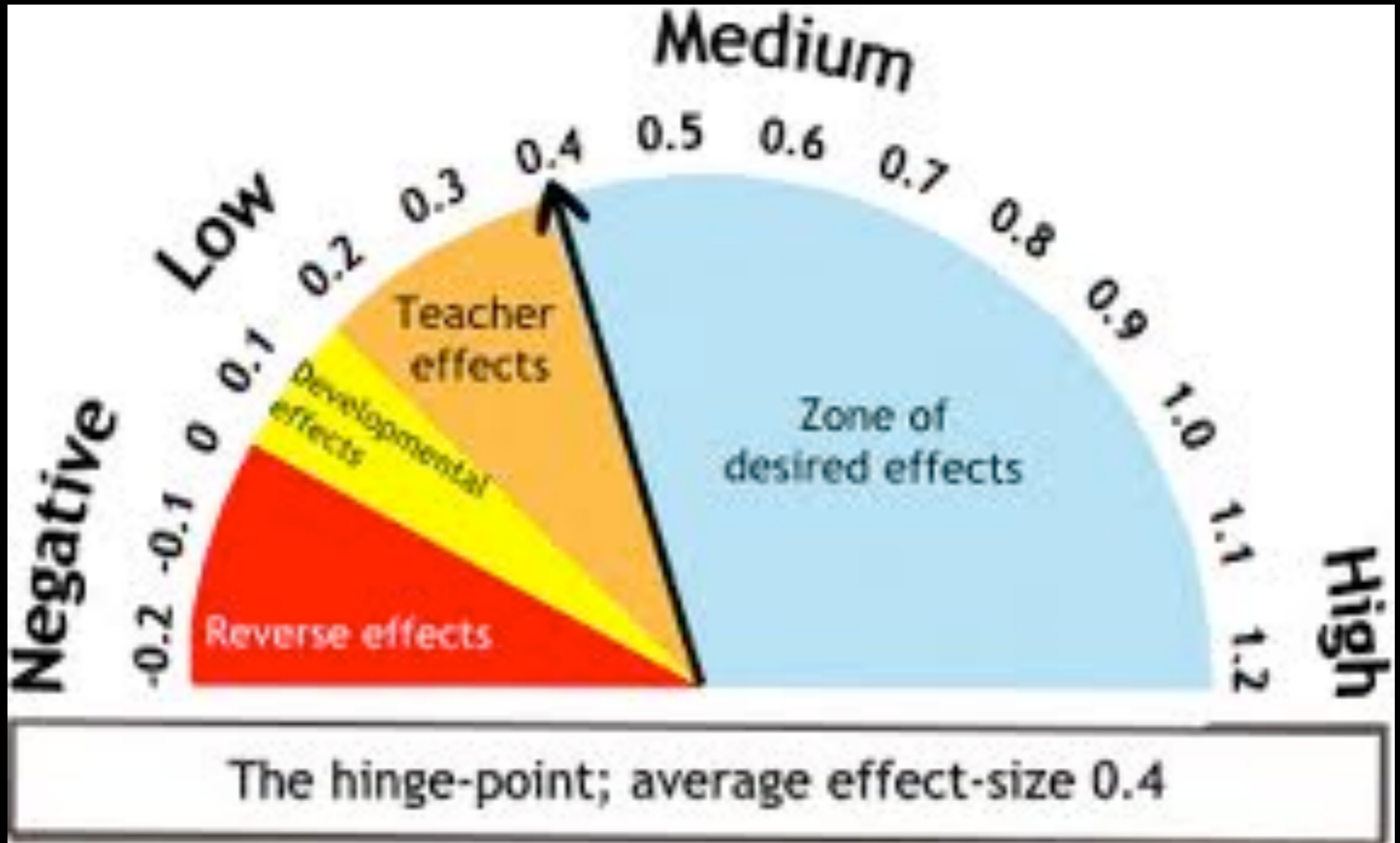
**Effect Size** is the distance between the distribution of the two assessments. Based upon thousands of research projects and millions of students, a .40 Effect Size represents a year's growth in a year's time. Students, or groups of students, who are behind will need an effect size greater than .40



# The Research Scope...

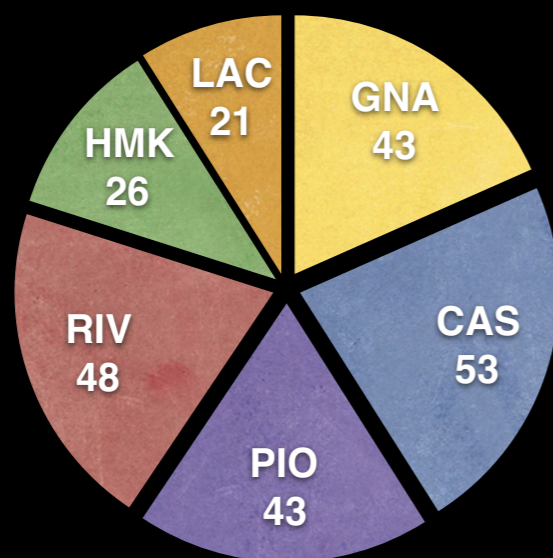
John Hattie's work is based on his meta-analysis of more than **1000 research reviews** comprising more than **50,000 studies** involving more than **250 million students** around the world.

Dr. Hattie found that the #1 most effective method for improving achievement was by giving students **100% visibility** into what they are learning and why.

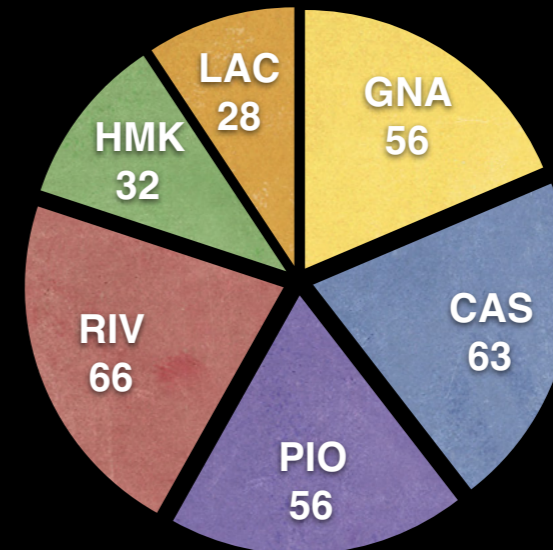


## *The Power of Effect*

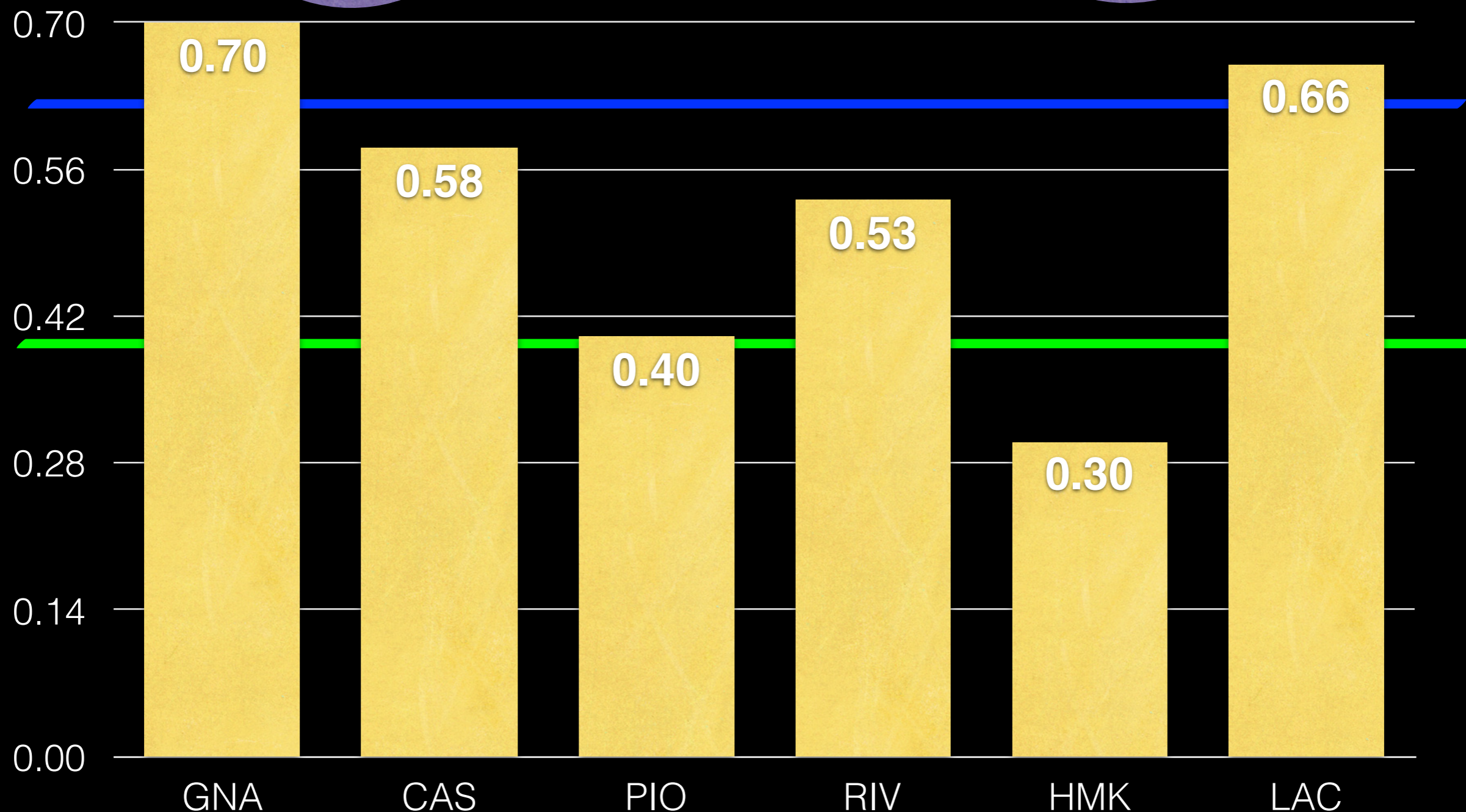
234 students  
with two years  
of data at  
each school



## SBAC Growth 3rd to 4th ELA (4th grade effect)

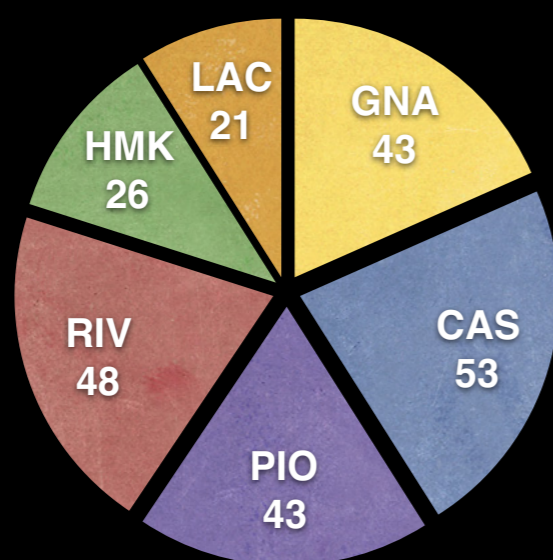


301 students  
assessed  
at each  
school

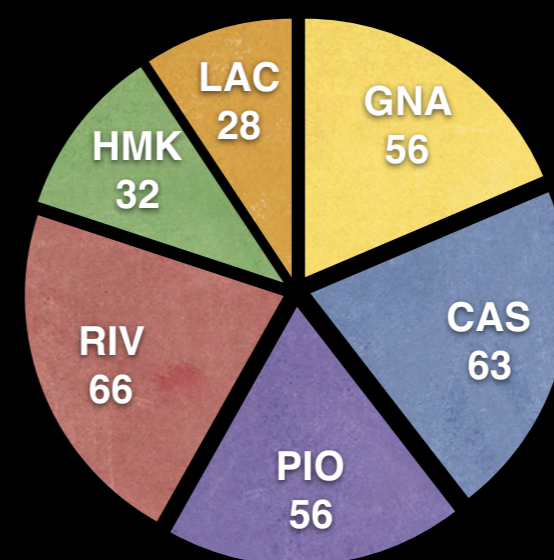


Individual student effect size growth on SBAC by school

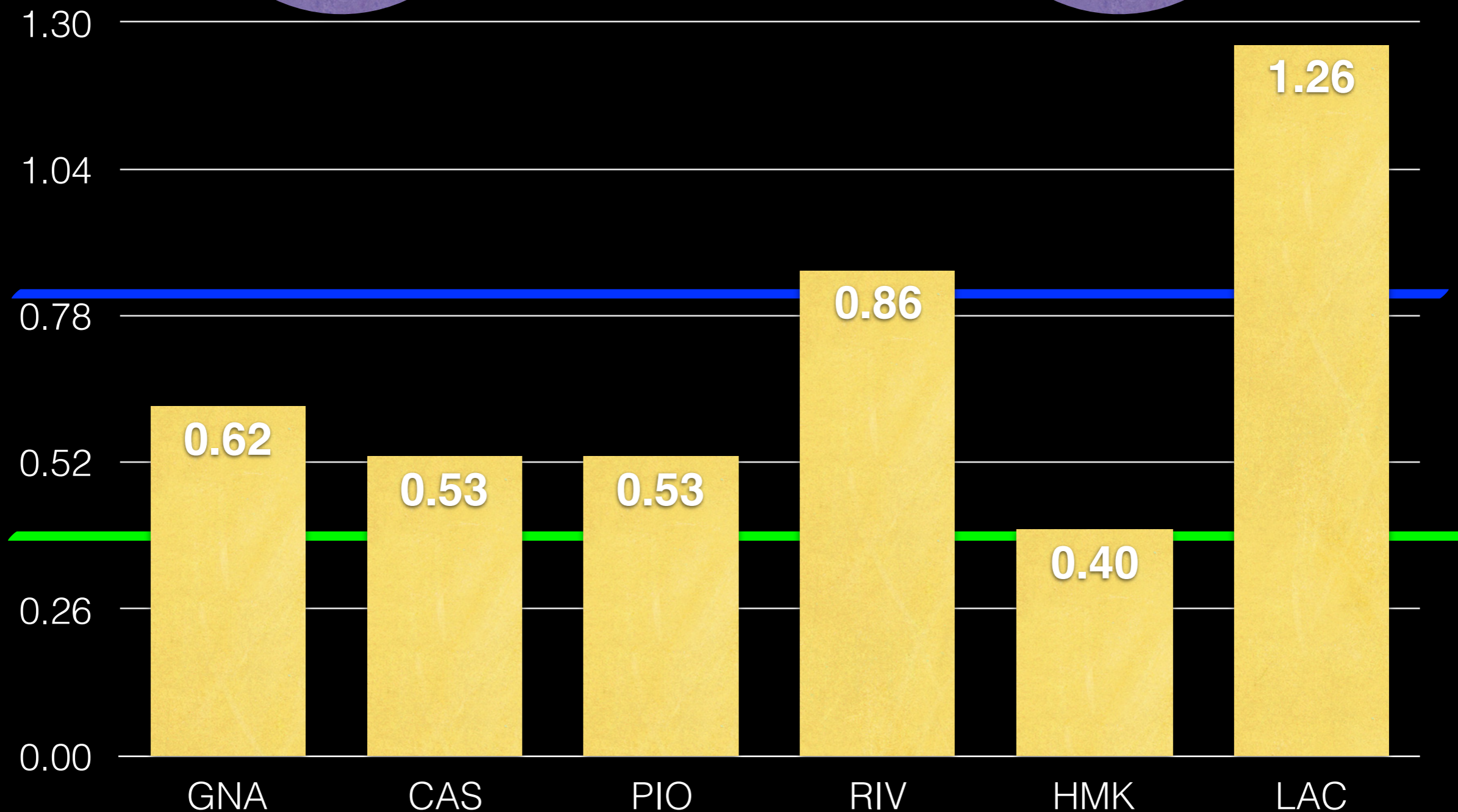
234 students  
with two years  
of data at  
each school



## SBAC Growth 3rd to 4th Math (4th grade effect)

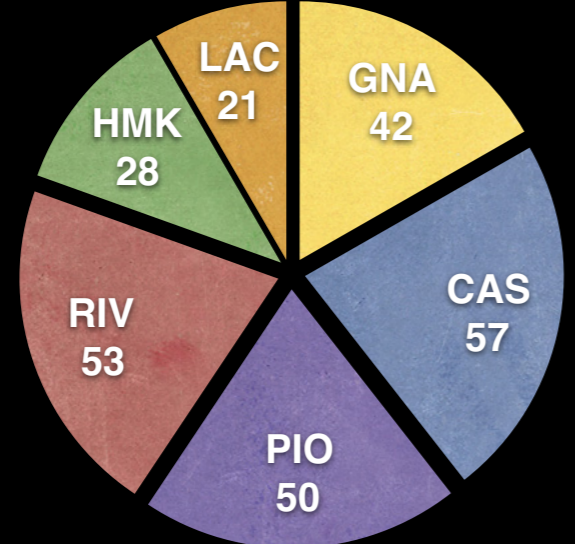


301 students  
assessed  
at each  
school

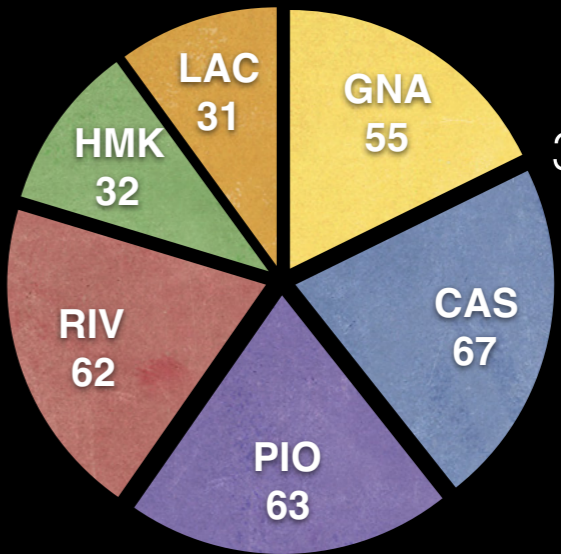


Individual student effect size growth on SBAC by school

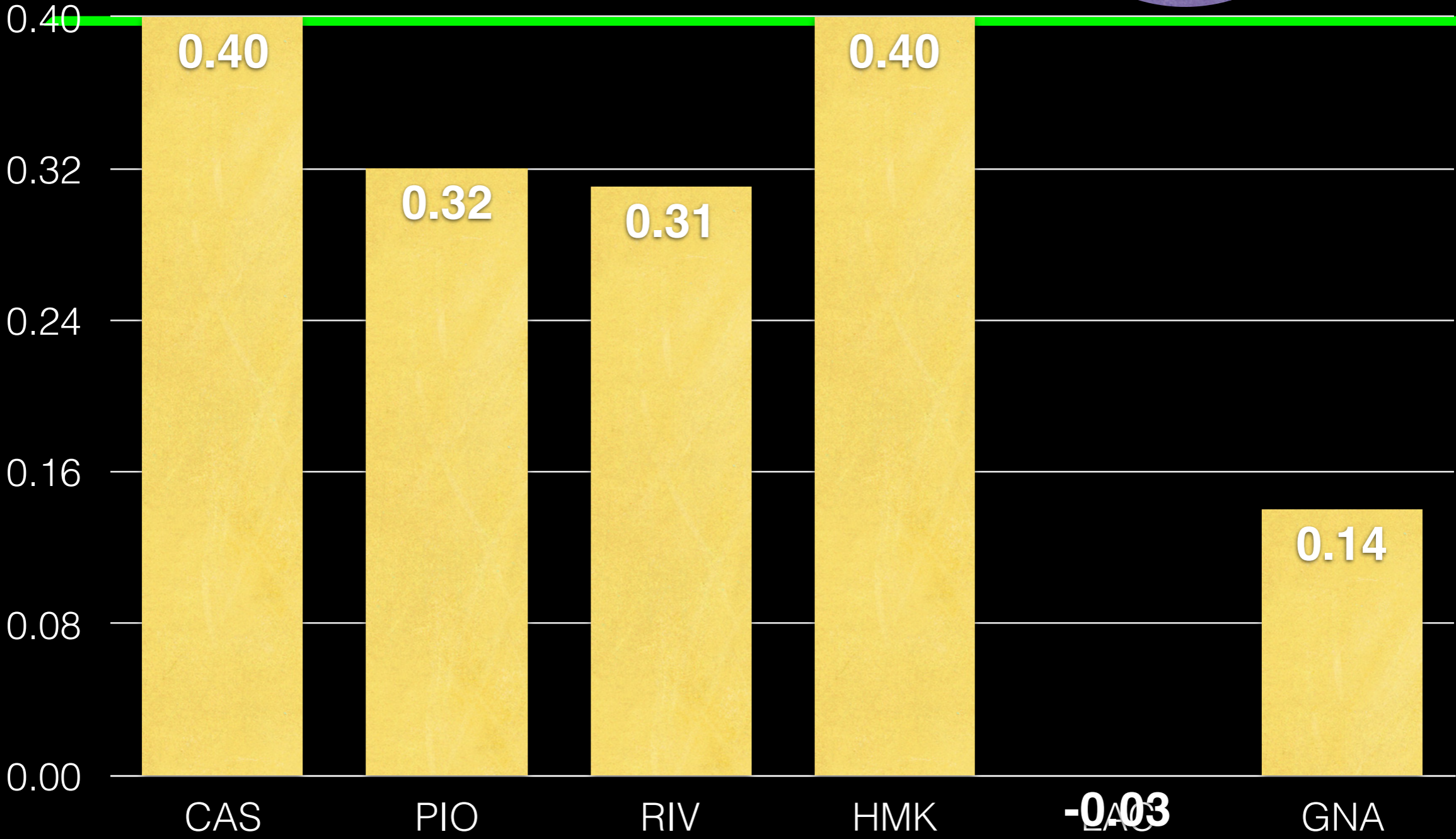
251 students  
with two years  
of data at  
each school



# SBAC Growth 4th to 5th ELA (5th grade effect)

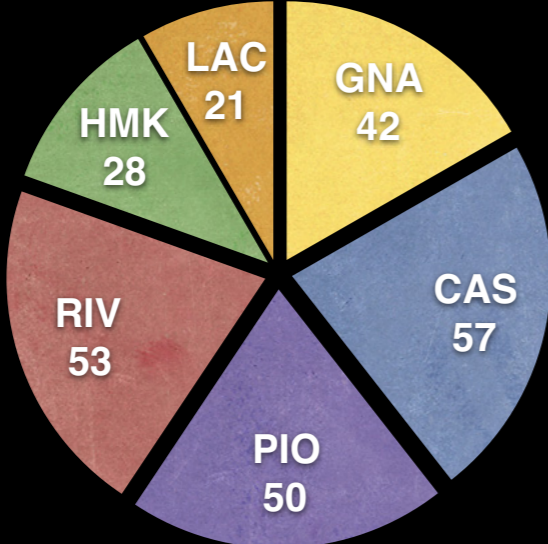


310 students  
assessed  
at each  
school

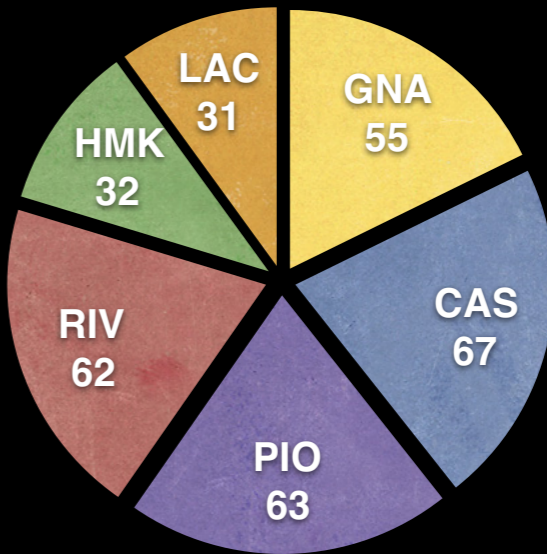


Individual student effect size growth on SBAC by school

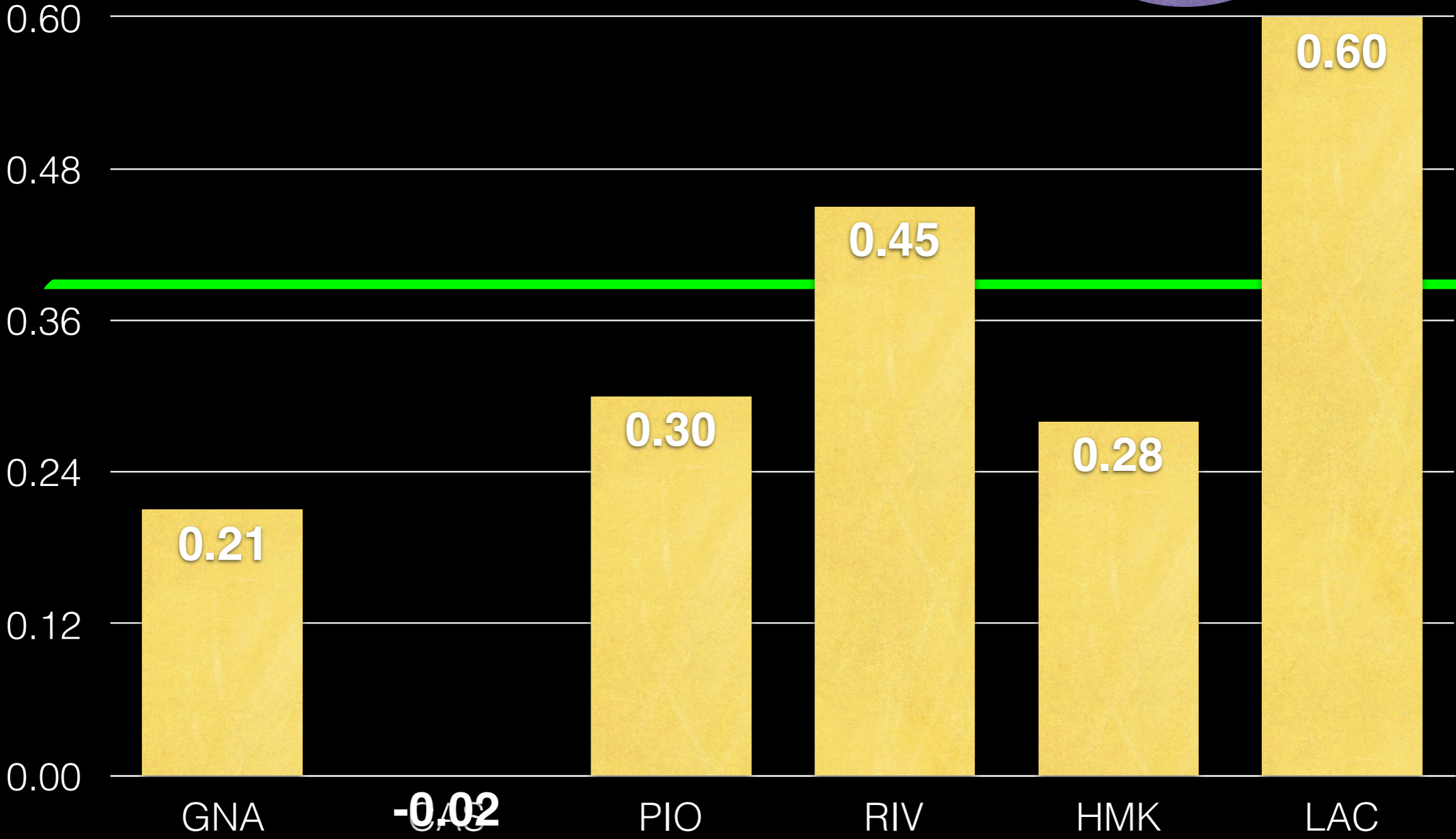
251 students  
with two years  
of data at  
each school



# SBAC Growth 4th to 5th Math (5th grade effect)

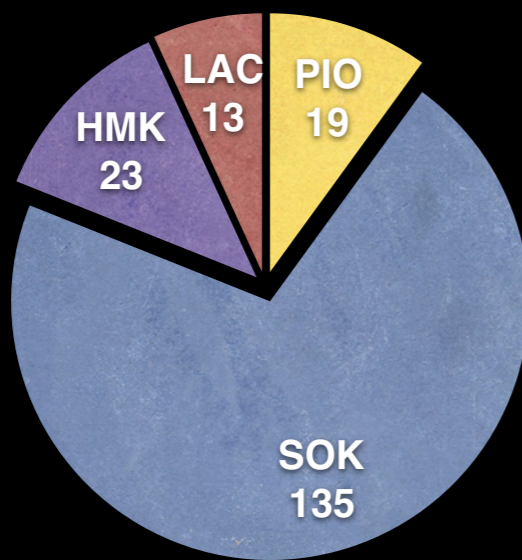


310 students  
assessed  
at each  
school

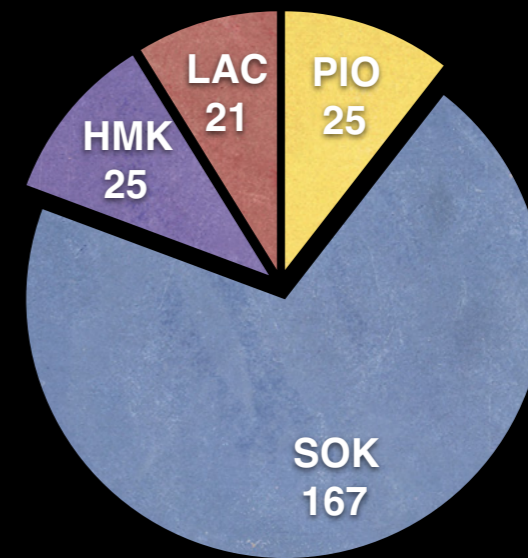


Individual student effect size growth on SBAC by school

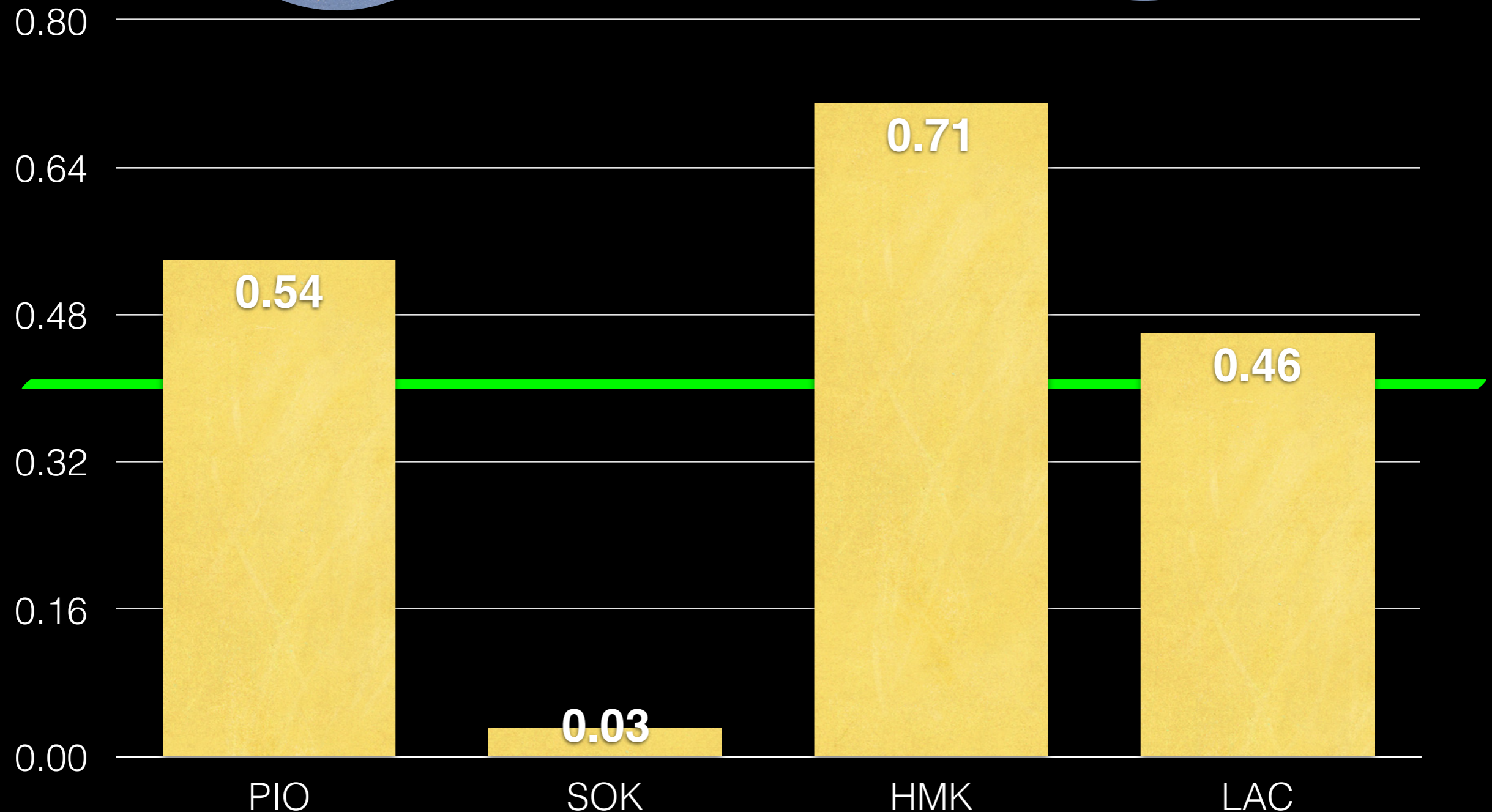
190 students  
with two years  
of data at  
each school



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

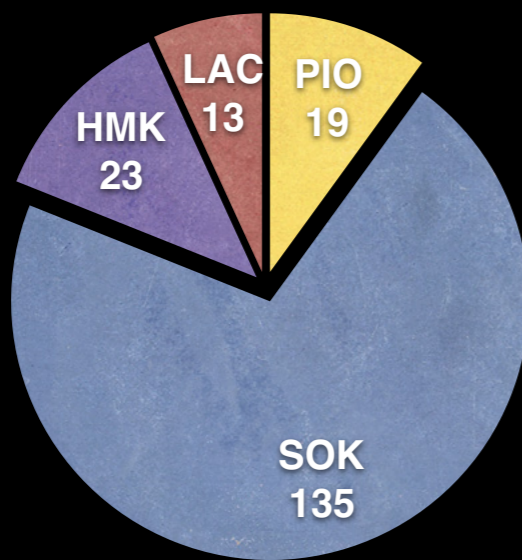


238 students  
assessed  
at each  
school

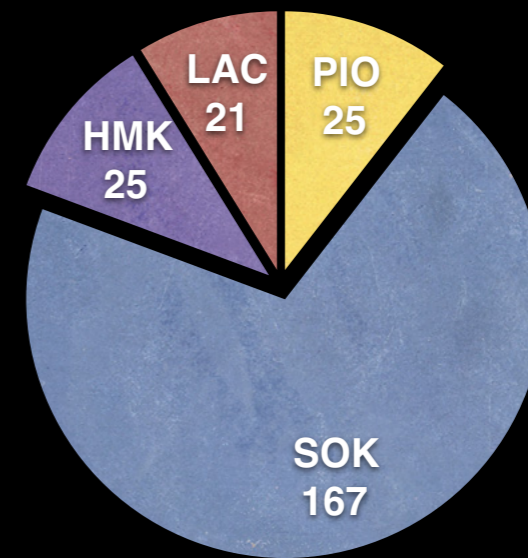


Individual student effect size growth on SBAC by school

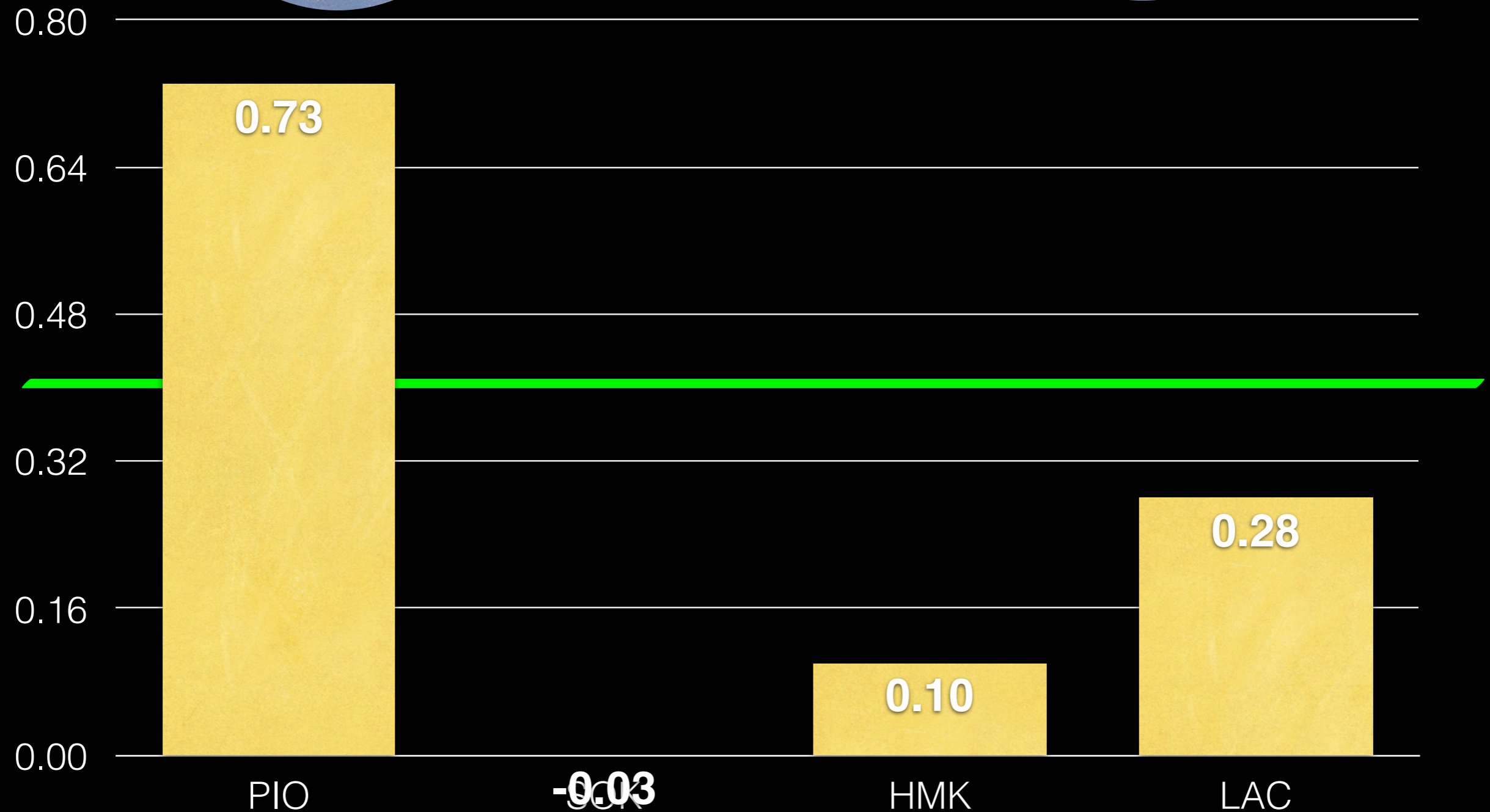
190 students  
with two years  
of data at  
each school



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

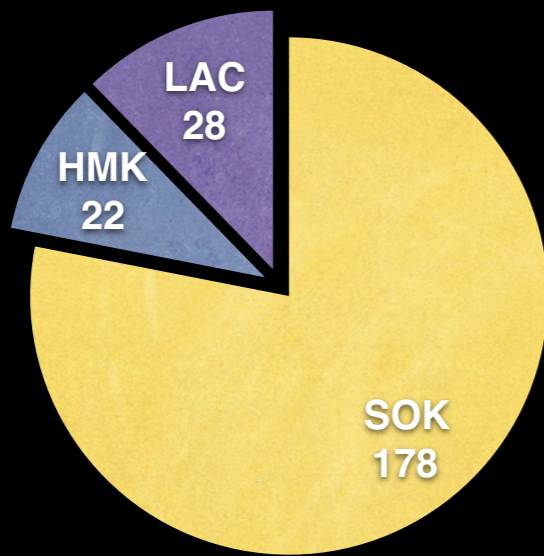


238 students  
assessed  
at each  
school

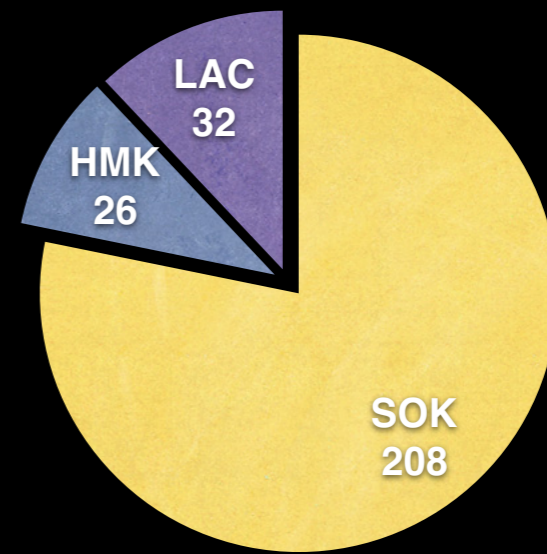


Individual student effect size growth on SBAC by school

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

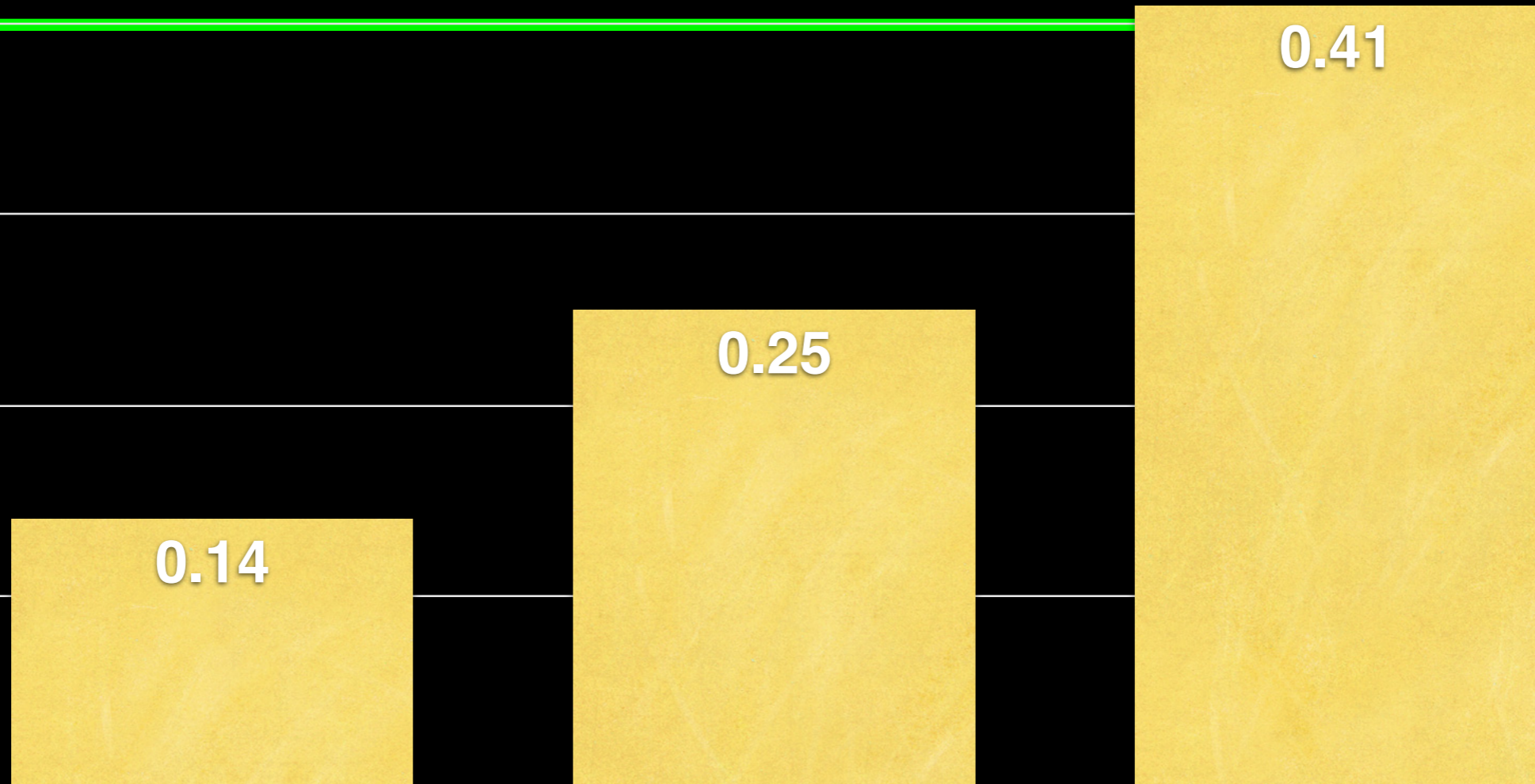
0.40

0.30

0.20

0.10

0.00



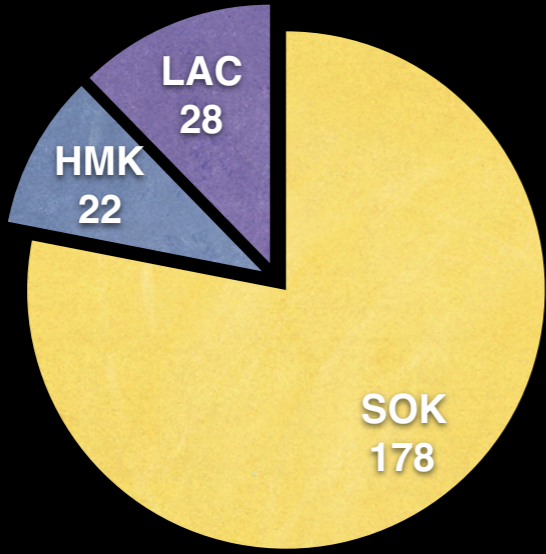
SOK

HMK

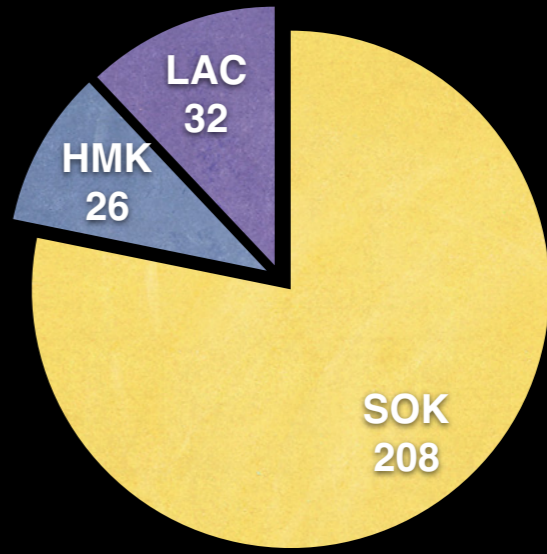
LAC

Individual student effect size growth on SBAC by school

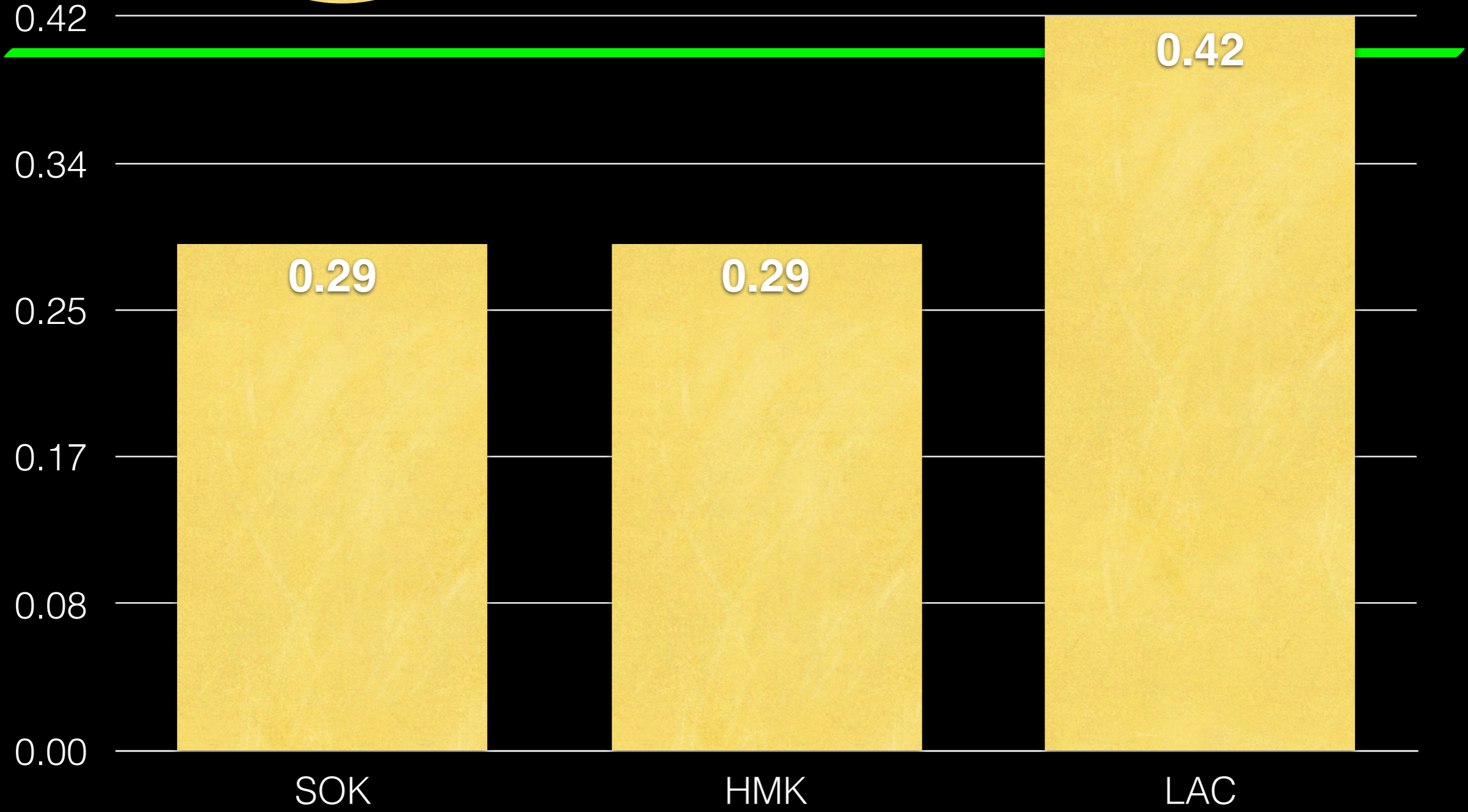
228 students  
with two years  
of data at  
each school



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

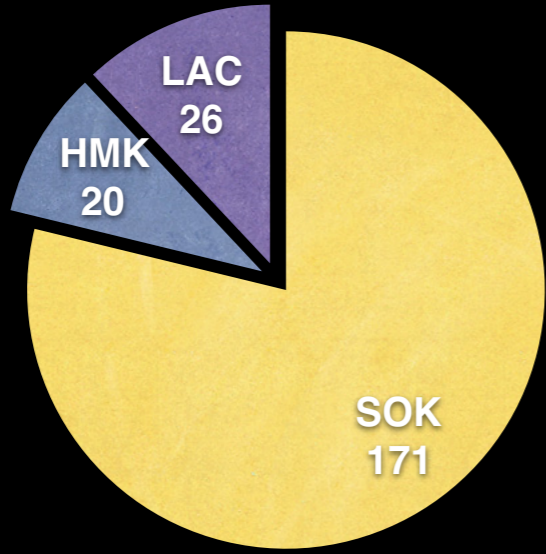


266 students  
assessed  
at each  
school

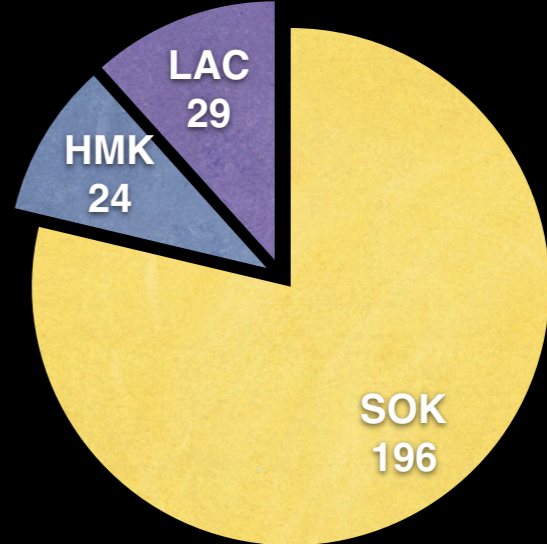


Individual student effect size growth on SBAC by school

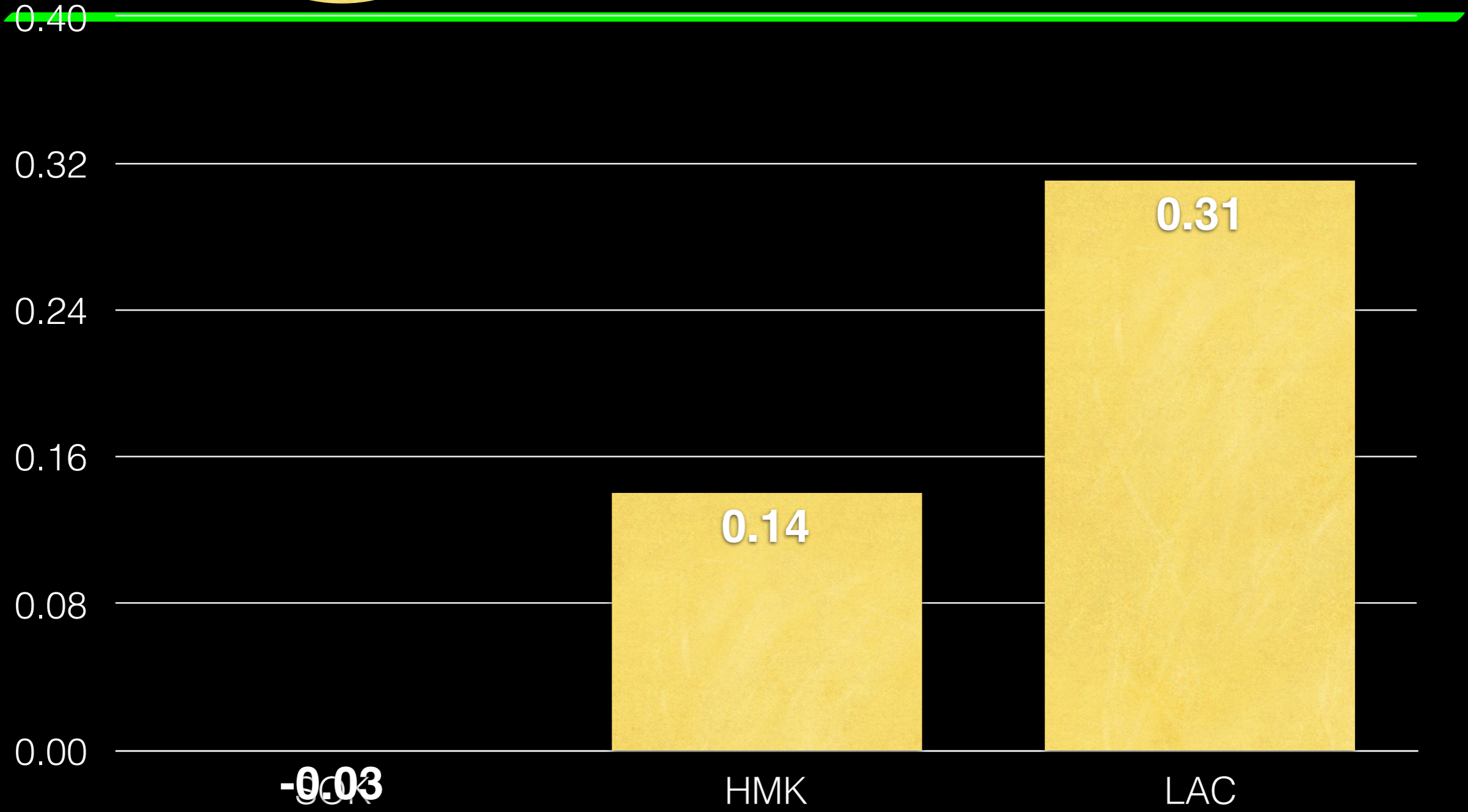
217 students  
with two years  
of data at  
each school



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

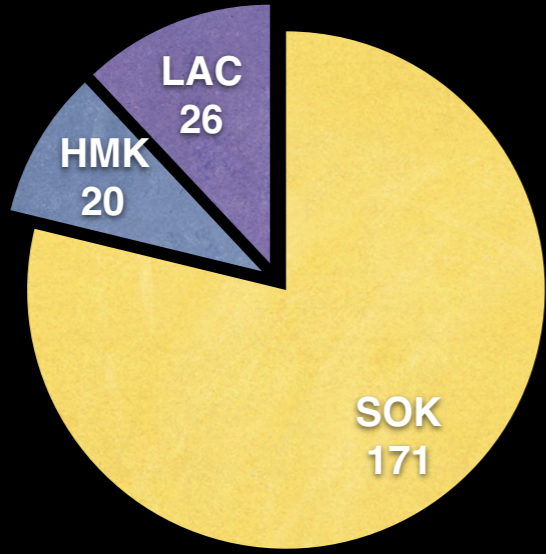


249 students  
assessed  
at each  
school

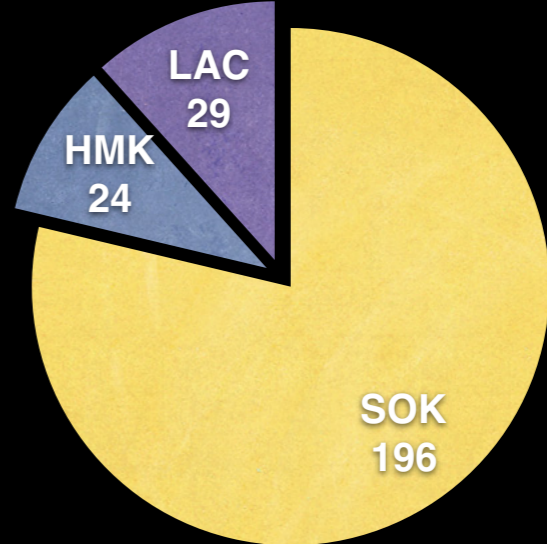


Individual student effect size growth on SBAC by school

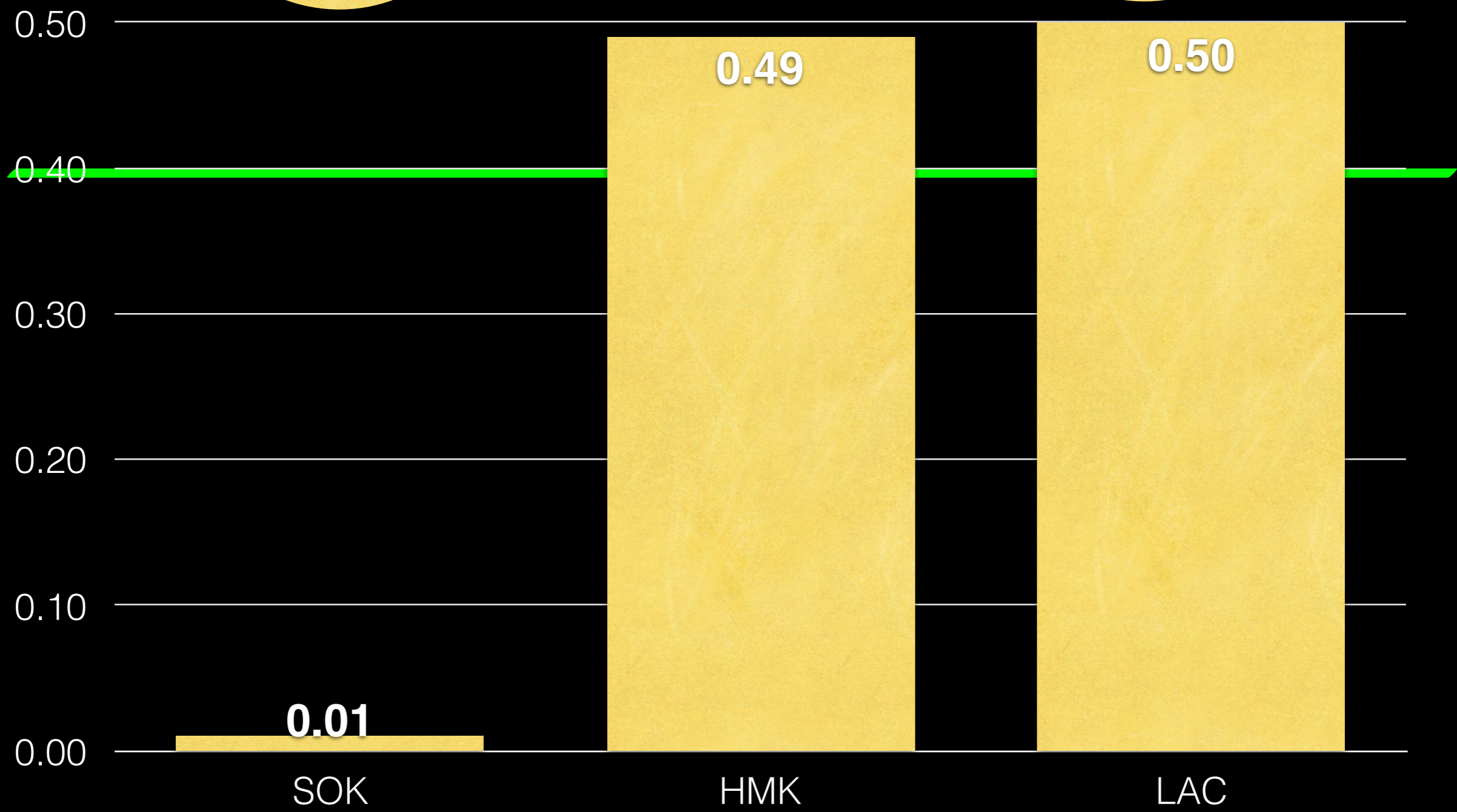
217 students  
with two years  
of data at  
each school



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

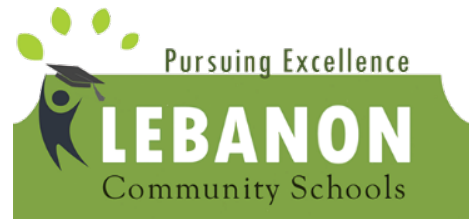


249 students  
assessed  
at each  
school



Individual student effect size growth on SBAC by school

# MEMORANDUM



**To: Board of Directors**

**From: Rob Hess, Superintendent**

**Date: November 9, 2017**

**Re: Linn County Trades Academy Executive Summary**

Based on feedback from the last board meeting, the following two-page executive summary captures the vision, outcomes, and design for a district sponsored trade school in Linn County. I am asking the board for another round of feedback on the concept now that you have the vision for the school in writing. If the board would like the district to continue working on this project, I will bring a revised executive summary to the next board meeting for a vote on whether or not move forward. The next step would involve submitting a planning grant to the state department. If a planning grant is received, we would be on target to complete charter school proposal for board consideration in the spring with a target opening for the fall of 2019.

## **Linn County Trades Academy Executive Summary Narrative School Overview**

### **Philosophy/Mission and Vision:**

*By blending hands-on experiences with rigorous academics, it's the mission of the Linn County Trades Academy to empower students with global industry opportunities. Students will graduate with the academic and technical preparedness to prepare them for success in a career pathway of their choice. Challenging coursework and hands on learning experiences will empower our students to identify career goals, determine the educational foundation to achieve those goals, and the necessary skills needed for entry into their chosen career path. Upon graduation our students will have the education and experience necessary to succeed in the 21<sup>st</sup> century global workforce and/or continuing their education at a post secondary level.*

*We believe:*

- Rigorous academic and technical curricula support seamless career pathways.*
- Career exploration and knowledge must begin in elementary school and continue through high school.*
- Partnerships with business & industry, post-secondary institutions, the community, and parents will benefit students and their learning environment.*
- Instructional objectives should be innovative and appropriate to utilize current technology.*
- Students should engage in relevant, real world experiences to enhance their future success.*
- CTE educators must demonstrate knowledge of current curriculum, participate in professional development opportunities to enhance teaching and learning, and work closely with all programs of study to give relevance to education as a whole.*
- That success for this endeavor is dependent on partnership with industry, LBCC, the Boys and Girls Club, Lebanon Community Schools, and the city of Lebanon.*

### **Outcomes:**

- Create close relationships and thriving partnerships with industry, the community, city, LBCC, the schools, and the Boys and Girls Club.
- Close graduation gaps in the areas of special education, poverty, and boys.
- Increase Lebanon's overall community graduation rate.
- Prepare students to be successful in living wage jobs upon graduation.
- Create a variety of career pathways for students other than the traditional two or four-year college pathway.

### **Geographic and population considerations:**

- Overall, the 4-year graduation rate in Lebanon is 71%. There is significant industry need in the Willamette valley for people with trades experience. As a result, there are many living wage jobs available in our community for students with an interest and capacity to learn a trade.

- Currently, only 44% of our students enroll in a two or four year college (class of 2011 data).
- There are currently 10 CTE programs at Lebanon High School (the most we have had in the last 20 years), but there is a need for many more students to enter CTE programs from our high school and middle school and from neighboring communities to meet the current demand for skilled trade workers in our region.
- This school will not result in the elimination of high school CTE programs. It is about expansion, not contraction.
- This school will be open to 7-12 students and marketed to families in Linn County via an application process.
- This will be a career-focused school that will prepare students directly for the workforce, trade schools, apprenticeship programs, or career training programs.

#### **Challenges:**

- Perceived competition with current high school programs. This school would not result in the elimination CTE programs at LHS.
- Securing industry skilled individuals that can teach a wide range of abilities and interests.
- Securing a location that can be flexible with the changes in industry.
- Our system is already under-resourced. We must be able to attract students from outside Lebanon to make the school viable.
- Must have a planning and implementation grants from the state so we can create the time and resources to put together a high quality application and have the necessary start up funds to open the school.

#### **Capacity to operate:**

- Experienced administrator with teaching background in CTE as well as creating and opening a county-wide vocational training center.
- Involved and supportive board members, superintendent and *high school staff*?
- Must partner with LBCC, industry, the boys and girls club, school district, and the city to make this school successful.

#### **Education Plan/School Design:**

- Proficiency-based educational model with built-in credits for work experience in the form of job shadows, and internships (paid and non-paid).
- Every student has an advisor and mentor. The role of the advisor is to help the student build an individualized educational plan and profile that leads them to a career of their choice. The role of the mentor is to provide support and encouragement for the student to achieve the goals of their plan. Mentors are partners from industry. Advisors are employed by the school.
- Learning happens both at the school and off-site in work settings.
- Students have the opportunity to earn credits in a variety of ways: proficiency-based projects, computer-based modules, work experience, and traditional formats.

**Community Engagement to Pursue**

School Board

Boys & Girls Club

Classroom to Career Expo participants

Pipeline Partners

Industry Leaders

LBCC

City of Lebanon

**Leadership & Governance:**

District-sponsored charter school sponsored by Lebanon Community School District with a wide

**Development Team**

Full Name	Current Job Title and Employer	Position with Proposed School
Mike Hillman	Alternative Programs Director, LCSD	
Rob Hess	Superintendent, LCSD	
Kris Latimer	Director, Boys and Girls Club	
Bo Yates	Assistant Superintendent of Operations	
Tami Volz	Principal, Cascade Elementary	
Virginia Mallory	Director of High School Partnerships, LBCC 541-917-4208 mallorv@linnbenton.edu	
Kathleen Magnuson	East Linn County Pipeline coordinator	

## Business Report

### November 16, 2017

#### Financial Report: (enclosure E-1)

The 2017-2018 Financial Board report included in this Board packet reflects all of projected revenue and expenditures for 2016-2017, along with the budgeted and spent or encumbered amounts for 2017-2018. The projected Ending Fund Balance for 2016-2017 is \$3,310,000, which is an increase of \$30,536 from the October 2017 report. This figure should not change since audit is nearly completed. The projected Ending Fund Balance (EFB) for 2017-2018 is \$3,992,100 which is an increase of \$827,300 from the October Report. 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.

#### Governmental Accounting Standards Board (GASB) 75 Implementation:

GASB 75: The primary objective of this Statement is to improve accounting and financial reporting by state and local governments for postemployment benefits other than pensions (other postemployment benefits or OPEB). It also improves information provided by state and local governmental employers about financial support for OPEB that is provided by other entities. This Statement results from a comprehensive review of the effectiveness of existing standards of accounting and financial reporting for all postemployment benefits (pensions and OPEB) with regard to providing decision-useful information, supporting assessments of accountability and interperiod equity, and creating additional transparency. Financial Statements will have to provide this information starting 2018 (valuation for 6/30/18).

For LCSD to comply with GASB 75 requirements, an actual report would have to be completed, costing between \$10,000 - \$15,000 per year. Accuity, LLC (our audit firm) reported that if we didn't provide the validation information for 6/30/18, it changes the language in our opinion to put the reader on notice that you determined your own liability valuation and didn't get an outside number.

It would change your opinion to look like the following:

#### Summary of Opinions<sup>c</sup>

Opinion Unit	Type of Opinion
Governmental Activities	Qualified
Business-Type Activities	Unmodified
Aggregate Discretely Presented Component Units	Unmodified
Major Funds	Unmodified
Aggregate remaining funds	Unmodified

### **Basis for Qualified Opinion on Governmental Activities<sup>d</sup>**

Management has not obtained an actuarial valuation in accordance with GASB 75H, but has elected to do an internal evaluation of liabilities associated with retiree health benefits. Accounting principles generally accepted in the United States of America require that an independent valuation be obtained. The amount by which this departure would affect the liabilities, net position, and expenses of the Governmental Activities has not been determined.

### **Qualified Opinion<sup>e, f</sup>**

In our opinion, except for the effects of the matter described in the “Basis for Qualified Opinion on Governmental activities” paragraph, the financial statements referred to above present fairly, in all material respects, the financial position of the Governmental activities of the City of X, State Y, as of June 30, 20X1, and the changes in financial position thereof for the year then ended in accordance with accounting principles generally accepted in the United States of America.

### **Unmodified Opinions<sup>g</sup>**

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the business-type activities, the aggregate discretely presented component units, each major fund, and the aggregate remaining fund information of the City of X, State Y, as of June 30, 20X1, and the respective changes in financial position and, where applicable, cash flows thereof for the year then ended in accordance with accounting principles generally accepted in the United States of America.

### **Budget Committee Application Timeline:**

We currently have no applicants for the two open Budget Committee Positions. Open Positions:

- 1 – three-year term
- 1 – two-year term

#### **The proposed revised timeline is:**

- Repost open positions in the paper (Nov. 2017) and webpage (Nov. – Dec. 2017)
- Accept applications through Dec. 6, 2017
- Board interview applicants and appoint new members Dec. 14, 2017

### **RFP for Legal Services (Timeline and Board Involvement):**

The suggested timeline for the LCSD Request For Proposal (RFP) is listed below:

<b>Request for Legal Services</b>	<b>Deadline/Date</b>
Submit Notice of RFP to Advertisers: -Albany Democrat Herald -Others	1/29/18
Identify agencies to send Notification of RFP process to	1/15/18
Final RFP document done	1/26/18
Publish Notice of RFP	1/29/18 through 2/2/18
Issue RFP to identified vendors	1/29/18
Proposal must be received by ( <i>minimum 30 days after proposal issued</i> )	3/2/18 - Noon
Review of proposals	3/5/18 – 3/9/18

Notification of finalists for interview, if interviews held	3/12/2018
Interviews of finalists, if interviews held	3/19/18 – 3/30/18
Decision time, reference checks, select finalist	4/2/18 – 4/18/18
Intent to award letters issued ( <i>minimum 14 days prior board approval</i> )	4/19/18
Board Approval: May Board meeting	5/10/18
Contracts signed after board approval	Target by 6/7/18

The Board needs to decide the participation level in the Legal Services selection.

### **State PERS Task Force Recommendation:**

The PERS UAL (Unfunded Actuarial Liability) Task Force was convened by Governor Kate Brown to identify opportunities to pay up to an additional \$5 billion of the Public Employee Retirement System's Unfunded Actuarial Liability over the next five years. Specifically, the Governor asked the Task Force to consider (1) assets that could be monetized, (2) one-time funding streams that could be redirected, (3) capital from other accounts that could be invested or loaned, and (4) ways to leverage similar funds from other PERS employers. Our direction was to be comprehensive and creative, leaving "no idea unexamined and no rock unturned. Include ideas that are controversial, difficult, or will ultimately be rejected, rather than risk overlooking an opportunity." The Governor also directed us not to consider changes to benefit levels, rates of return, or specific investments.

On November 1, 2017 the PERS UAL Task Force issued their report which identified approximately \$4-6 billion in potential funds that could be used to reduce the overall PERS UAL. The list of options included in the report range widely on the potential impact to the district. I will continue to report to the Board as potential action is determined. The full report can be found at:

[http://www.oregon.gov/gov/policy/Documents/6096\\_FINAL\\_Pers%20Task%20Force%20Report\\_2017-WEB.pdf](http://www.oregon.gov/gov/policy/Documents/6096_FINAL_Pers%20Task%20Force%20Report_2017-WEB.pdf)

## 2017-2018 General Fund Summary Report

	13/14 Actual	14/15 Actual	15/16 Actual	16/17 Project 11/6/2017	17/18 Budget	11-6-17 YTD & Enc	11-6-17 Balance	17/18 Project 11/6/2017
<b>General Fund - Revenue</b>								
SSF Formula	33,010,958	34,926,096	36,112,627	37,261,330	37,574,000	11,973,303	25,600,697	38,799,000
SSF Adjustment	354,709	48,134	(330,463)	261,223	-	-	-	(50,000)
Interest	55,090	62,596	91,245	156,492	70,000	55,394	14,606	175,000
Third Party Billing	35,680	25,179	45,178	102,447	80,000	71,172	8,828	120,000
TMR	189,021	154,930	149,514	208,252	175,000	-	175,000	175,400
JROTC	44,877	64,220	66,034	73,726	65,000	23,007	41,993	73,700
Other	493,650	379,017	297,128	299,398	420,000	134,672	285,328	294,500
Interfund Transfer	680,000	60,000	60,000	60,000	645,000	25,327	619,673	60,000
BFB	1,065,336	3,162,455	3,932,387	3,024,733	3,100,000	3,310,041	(210,041)	3,310,000
<b>Total</b>	<b>35,929,322</b>	<b>38,882,628</b>	<b>40,423,650</b>	<b>41,447,600</b>	<b>42,129,000</b>	<b>15,592,916</b>	<b>26,536,084</b>	<b>42,957,600</b>
	=====	=====	=====	=====	=====	=====	=====	=====
<b>General Fund - Expenses</b>								
Salaries	15,946,123	16,263,399	17,884,343	18,826,313	19,519,650	18,040,113	19,519,650	19,184,500
Benefits	9,581,618	10,020,660	10,645,144	10,952,659	13,242,597	11,378,095	13,242,597	11,952,900
P. Services	4,781,674	5,112,768	5,027,111	4,332,849	4,819,956	1,348,807	4,819,956	4,560,500
Supplies	1,123,636	1,477,643	1,380,753	1,337,164	1,652,163	863,446	1,652,163	1,459,000
Capital Outlay	-	6,779	20,047	65,034	52,900	12,500	52,900	65,000
Other Objects	262,806	308,993	286,294	442,882	421,734	270,022	421,734	408,600
Transfers	902,369	1,760,000	2,155,225	2,180,656	1,335,000	-	1,335,000	1,335,000
Contingency	-	-	-	-	1,085,000	-	1,085,000	-
<b>Total</b>	<b>32,598,226</b>	<b>34,950,241</b>	<b>37,398,917</b>	<b>38,137,559</b>	<b>42,129,000</b>	<b>31,912,984</b>	<b>42,129,000</b>	<b>38,965,500</b>
	=====	=====	=====	=====	=====	=====	=====	=====
						<i>Projected Ending Fund Balance</i>		3,992,100

## 2017-2018 General Fund Revenue Report

	14/15 Actual	15/16 Actual	16/17 Project 11/6/2017	17/18 Budget	11-6-17 YTD	11-6-17 Balance	17/18 Project 11/6/2017
SSF Formula							
Taxes	8,234,812	8,533,160	9,048,901	8,750,000	73,832	8,676,168	9,200,000
Federal Forest Fees	264,679	205,708	23,160	150,000	-	150,000	-
Common School	409,884	492,013	502,314	500,000	-	500,000	514,000
State Timber	405,152	181,382	137,286	150,000	-	150,000	150,000
School Support Fund	25,578,283	26,623,971	27,420,195	28,024,000	11,899,471	16,124,529	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	11,973,303	25,600,697	38,749,000
Interest of Investments	62,596	91,245	156,492	70,000	55,394	14,606	175,000
Third Party billing - Medicaid	25,179	45,178	102,447	80,000	71,172	8,828	120,000
TMR	154,930	149,514	208,252	175,000	-	175,000	175,400
JROTC reimbursement	64,220	66,034	73,726	65,000	23,007	41,993	73,700
Other							
Rental Fees	27,828	10,474	9,114	10,000	2,499	7,502	9,800
Fees Charged to Grants	-	800	-	30,000	-	30,000	-
Miscellaneous	282,468	202,944	213,437	300,000	64,167	235,833	214,700
E-Rate reimbursement	68,721	82,910	76,847	80,000	68,007	11,993	70,000
Interfund Transfer - Athletics	60,000	60,000	60,000	645,000	25,327	619,673	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
<b>Total</b>	<b>38,882,628</b> =====	<b>40,423,650</b> =====	<b>41,447,600</b> =====	<b>42,129,000</b> =====	<b>15,592,916</b> =====	<b>26,536,084</b> =====	<b>42,957,600</b> =====

## 2017-2018 General Fund Expenditure Report

Obj	Description	11/6/2017							11/6/2017	
		14/15 Actual	15/16 Actual	16/17 Project	17/18 Budget	11-6-17 YTD	11-6-17 Encumb	11-6-17 Balance	17/18 Project	
111	Certified salaries	9,311,147	10,161,648	10,831,007	11,132,090	1,883,649	8,981,115	267,326	10,975,000	
112	Classified salaries	4,164,521	4,545,055	4,757,666	5,127,319	1,155,260	3,806,784	165,275	5,000,000	
113	Administrative salaries	1,464,907	1,648,330	1,614,127	1,513,354	517,454	1,047,470	(51,570)	1,565,000	
114	Managerial - classified	94,714	178,755	187,797	187,797	62,599	125,198	-	188,000	
116	Retirement stipends	76,123	51,134	35,621	27,364	8,221	9,191	9,952	17,500	
118	Retirement Support Program	-	-	-	-	-	-	-	-	
119	Confidential salaries	125,785	84,504	131,698	150,061	48,687	97,374	4,000	146,000	
121	Certified subs	373,350	432,293	446,157	438,935	42,517	-	396,418	433,000	
122	Classified subs	148,818	155,004	150,074	166,100	22,505	-	143,595	152,000	
123	Temp certified	62,030	73,949	133,971	83,000	21,344	-	61,656	147,000	
124	Temp classified	982	-	-	500	3,819	-	(3,319)	16,000	
127	Student helpers salaries	11,768	7,895	6,544	7,000	12,207	-	(5,207)	19,000	
132	Compensation time	23,861	25,767	37,764	34,600	687	-	33,913	36,000	
133	Extra duty	254,381	324,897	286,017	422,268	89,623	57,191	275,454	285,000	
134	Classified extra hrs	142,975	185,048	192,566	207,662	46,511	-	161,151	191,000	
135	Vacation Payoff	4,377	6,938	12,246	16,200	138	-	16,062	12,000	
136	Mentor teacher pay	990	609	-	-	-	-	-	-	
137	Personal Leave Payout	75	-	-	-	-	-	-	-	
138	Department Head Extra Duty	2,159	1,613	1,556	4,000	269	-	3,731	1,000	
142	Taxable Meal Reimbursement	436	903	1,503	1,400	300	-	1,100	1,000	
	<b>Total Salaries</b>	<b>16,263,399</b>	<b>17,884,343</b>	<b>18,826,313</b>	<b>19,519,650</b>	<b>3,915,788</b>	<b>14,124,324</b>	<b>1,479,538</b>	<b>19,184,500</b>	
								-		
210	PERS	3,976,407	4,187,401	4,442,519	5,744,620	1,074,029	3,891,777	778,814	5,164,900	
220	Social Security	1,207,537	1,328,140	1,385,595	1,497,051	289,052	1,019,824	188,174	1,396,400	
231	Worker's Comp	136,822	173,370	196,943	232,028	55,438	159,282	17,308	222,600	
241	Employee Ins - Admin	177,948	212,862	208,912	232,321	67,986	139,491	24,844	207,000	
242	Employee Ins - Certified	2,307,416	2,328,554	2,370,817	2,779,702	433,115	2,036,098	310,489	2,522,000	
243	Employee Ins - Classified	1,874,827	2,137,321	2,102,847	2,516,049	454,016	1,659,809	402,224	2,198,000	
244	Employee Ins - Other	20,700	7,731	27,124	38,826	11,574	23,893	3,359	42,000	
245	Employee Ins - Retired	276,090	228,774	195,821	190,000	50,710	-	139,290	188,000	
247	TSA	42,912	40,991	22,082	12,000	4,000	8,000	-	12,000	
	<b>Total Benefits</b>	<b>10,020,660</b>	<b>10,645,144</b>	<b>10,952,659</b>	<b>13,242,597</b>	<b>2,439,921</b>	<b>8,938,174</b>	<b>1,864,502</b>	<b>11,952,900</b>	
								-		

## 2017-2018 General Fund Expenditure Report

		11/6/2017							11/6/2017
Obj	Description	14/15 Actual	15/16 Actual	16/17 Project	17/18 Budget	11-6-17 YTD	11-6-17 Encumb	11-6-17 Balance	17/18 Project
311	Instructional Services	152,856	157,581	110,051	164,000	3,729	360	159,911	110,000
312	Instr Prog Improve Service	43,468	36,748	39,424	52,000	23,846	-	28,154	46,000
319	Other Instr-Prof-Tech SVCS	21,870	9,745	23,110	15,000	900	-	14,100	24,000
322	Repairs & Maintenance	163,270	168,482	173,295	146,050	42,693	33,475	69,882	175,000
323	Radio Service	-	7,767	38,310	10,900	3,819	4,181	2,900	5,000
324	Rentals	135,308	104,777	102,560	132,975	29,282	37,899	65,794	105,000
325	Electricity	467,896	473,758	466,093	518,000	139,326	-	378,674	474,000
326	Fuel	177,759	187,899	223,740	231,500	14,529	-	216,971	224,000
327	Water & Sewer	139,255	121,239	150,725	156,800	25,122	-	131,678	151,000
328	Garbage	86,324	96,811	95,095	99,700	16,528	-	83,172	97,000
329	Other Property Services	13,001	19,246	34,726	20,000	2,887	10,257	6,855	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	51,086	1,202	125,688	140,000
343	Travel - Student - Out of Dist.	-	-	2,916	8,255	1,250	-	7,005	4,000
346	Meals/Transportation	104	48	99	200	-	-	200	200
348	Staff Tuition	49,577	44,768	71,830	55,000	14,303	-	40,697	78,000
351	Telephone	82,642	70,529	39,486	80,200	13,743	5,901	60,557	64,000
353	Postage	23,607	21,909	14,712	26,650	7,862	-	18,788	24,000
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	7,195	-	38,855	56,000
360	Charter School Payments	2,064,403	1,961,788	1,866,943	2,005,000	724,120	-	1,280,880	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	120	-	202,880	180,000
381	Audit Services	27,650	25,150	27,700	30,000	2,805	-	27,195	30,000
382	Legal Services	2,028	5,288	11,261	35,000	-	-	35,000	11,000
384	Negotiation Services	5,934	13,784	8,590	15,000	-	-	15,000	14,000
386	Data Processing SVCS	59,787	76,794	75,380	89,500	17,062	-	72,438	77,000
388	Election Services	4,565	-	1,573	-	-	-	-	-
389	Other Non_instr Pro/Tech	515,889	539,114	292,488	358,100	76,494	7,127	274,479	300,000
391	Physical Exams - Drivers	2,380	3,168	4,193	3,700	775	2,925	-	4,000
392	Drug Tests Drivers	1,110	635	1,255	3,000	220	1,780	1,000	1,000
393	Child Care Services	22,000	22,000	22,000	25,000	3,195	13,220	8,585	25,000
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	446	-	2,454	3,000
398	Fingerprinting	639	462	266	1,000	(59)	-	1,059	1,000
<b>Total P. Services</b>		<b>5,112,768</b>	<b>5,027,111</b>	<b>4,332,849</b>	<b>4,819,956</b>	<b>1,230,481</b>	<b>118,327</b>	<b>3,471,149</b>	<b>4,560,500</b>

# 2017-2018 General Fund Expenditure Report

Obj	Description	11/6/2017			11/6/2017				11/6/2017
		14/15 Actual	15/16 Actual	16/17 Project	17/18 Budget	11-6-17 YTD	11-6-17 Encumb	11-6-17 Balance	
406	Gas Oil & Lubricants	152,805	103,868	115,426	193,700	21,740	139,460	32,500	153,000
410	Supplies & Materials	457,671	419,096	486,014	555,341	239,434	40,409	275,498	486,000
413	Vehicle repair parts	50,201	48,980	44,746	55,500	17,372	23,803	14,325	50,000
414	Transportation operations	5,674	6,060	8,776	6,000	3,060	2,697	243	9,000
420	Textbooks	240,685	131,379	83,687	193,800	23,475	13,965	156,360	84,000
430	Library Books	9,934	8,588	5,880	12,794	-	-	12,794	8,000
440	Periodicals	6,012	1,937	5,354	3,640	2,757	-	883	4,000
460	Equipment under 5K	125,632	212,514	184,119	205,618	56,506	14,784	134,328	213,000
470	Computer software	173,513	195,888	181,289	229,850	158,733	3,400	67,717	196,000
480	Computer hardware	255,516	252,444	221,873	195,920	49,888	51,963	94,069	256,000
	<b>Total Supplies &amp; Materials</b>	<b>1,477,643</b>	<b>1,380,753</b>	<b>1,337,164</b>	<b>1,652,163</b>	<b>572,966</b>	<b>290,481</b>	<b>788,717</b>	<b>1,459,000</b>
540	Equipment	6,779	20,047	65,034	52,900	12,500	-	40,400	65,000
	<b>Total Capital Outlay</b>	<b>6,779</b>	<b>20,047</b>	<b>65,034</b>	<b>52,900</b>	<b>12,500</b>	<b>0</b>	<b>40,400</b>	<b>65,000</b>
621	Regular Interest	-	-	-	500	-	-	500	-
640	Dues & Fees	92,488	67,655	178,632	172,034	35,709	836	135,489	173,500
650	Insurance & Judgments	216,456	218,639	230,250	249,000	233,477	-	15,523	235,000
670	Taxes & Licenses	49	-	-	200	-	-	200	100
	<b>Total Other Objects</b>	<b>308,993</b>	<b>286,294</b>	<b>442,882</b>	<b>421,734</b>	<b>269,186</b>	<b>836</b>	<b>151,712</b>	<b>408,600</b>
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	-	-	50,000	50,000
730	Transfer - Debt Service	-	-	100,000	135,000	-	-	135,000	135,000
731	Transfer - Academic Achievemer	10,000	-	-	-	-	-	-	-
	<b>Total Transfers</b>	<b>1,760,000</b>	<b>2,155,225</b>	<b>2,180,656</b>	<b>1,335,000</b>	<b>-</b>	<b>-</b>	<b>1,335,000</b>	<b>1,335,000</b>
810	<b>Reserve/Contingency</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>1,085,000</b>	<b>-</b>	<b>-</b>	<b>1,085,000</b>	<b>-</b>
	<b>Grand Total</b>	<b>34,950,241</b>	<b>37,398,917</b>	<b>38,137,559</b>	<b>42,129,000</b>	<b>8,440,842</b>	<b>23,472,142</b>	<b>10,216,016</b>	<b>38,965,500</b>

# 2017-2018 All Funds Summary Report

## All Funds

Fund	Description	14/15	15/16	11/6/2017 16/17	16/17	17/18	11-6-17	11-6-17	11-6-17
		Actual	Actual	Proj. Actual	Proj. EFB	Adopted Budget	Y-T-D	Encumb	Balance
100	General Fund	34,950,241	37,398,917	38,137,559	-	42,129,000	8,440,842	23,475,943	10,212,215
200	Grant Funds	2,591,884	2,353,551	2,861,683	2,000	5,200,500	656,202	1,610,123	2,934,175
205	Senate Bill 1149	185,000	-	-	170,452	245,000	-	-	245,000
212	Academic Achievement	-	-	-	18,650	28,650	-	-	28,650
230	Bus Replacement	100,735	-	633,327	175,006	425,000	219,312	-	205,688
232	Classroom Furniture	50,000	40,792	24,777	8,430	11,500	360	11,833	(693)
240	Textbook Adoption	18,550	759,564	112,367	192,207	280,000	13,902	-	266,098
272	Capital Improvments	284,536	156,950	152,300	191,207	420,000	9,502	53,055	357,443
274	Technology	124,500	495	397,112	345,261	675,000	103,510	9,445	562,045
277	Track and Turf Replacement	100,000	100,000	-	98,954	139,000	-	-	139,000
279	Student Activity	590,053	632,780	731,692	491,285	1,120,000	180,297	41,744	897,958
286	High School Athletics	445,055	453,152	547,517	72,194	607,000	176,171	82,321	348,508
292	CTE Local Fund	-	-	-	-	-	48,688	251,459	(300,146)
296	Nutrition Services	1,596,163	1,615,906	1,710,052	439,695	2,050,007	427,973	872,107	749,926
299	PERS Reserve	-	-	-	1,150,000	1,150,000	-	-	1,150,000
300	Debt Service	3,442,481	3,528,481	3,618,481	141,669	3,710,582	-	-	3,710,582
310	Debt Service / SB 1149	-	-	-	-	-	-	-	-
311	2011 Non-Bonded Debt	223,547	223,547	223,547	41,306	315,000	-	-	315,000
530	Vocational House Fund	-	-	60,415	19,585	200,000	4,513	4,850	190,637
601	Unemployment	37,539	10,646	46,123	74,507	175,000	700	-	174,300
<b>Grand Total</b>		<b>44,740,285</b>	<b>47,274,779</b>	<b>49,256,952</b>	<b>3,632,408</b>	<b>58,881,239</b>	<b>10,281,972</b>	<b>26,412,881</b>	<b>22,186,386</b>
		=====	=====	=====	=====	=====	=====	=====	=====

**LEBANON COMMUNITY SCHOOL DISTRICT  
SCHOOL BOARD MEETING  
MINUTES  
October 12, 2017 - 6:00 PM  
Santiam Travel Station – 750 S. 3<sup>rd</sup> Street, Lebanon, Oregon 97355**

A regular School Board Meeting was held at the District Office on October 12, 2017. Those present included:

Richard Borden, Director	Rob Hess, Superintendent
Nick Brooks, Director	Jennifer Meckley, Director of Human Resources
Mike Martin, Director	Linda Darling, Director of Business
Russ McUne, Director	Jastyn Shilts, LHS Student Body Representative
Tom Oliver, Director	

Bo Yates, Assistant Superintendent, was absent. Minutes recorded by Nicole Hundley, Executive Secretary.

**GOOD NEWS/COMMUNITY COMMUNICATIONS**

**1. Green Acres School Presentation**

Principal Amanda Plummer discussed Green Acres School's demographics and their additional programs of ELL, Life Skills, SEL and Preschool. She reviewed the school's SBAC success and noted they have exited Focus status. She also reviewed the STAR assessment data. She discussed how the school is working to improve communication between staff and families. The school is 100% AVID trained, and they have a shared leadership model that allows teacher leaders to provide professional development to their peers. Teachers Diana Wilsey and Liz Sterling and 5<sup>th</sup> grade students discussed AVID and how the school is using AVID strategies in the classroom. Amanda Plummer discussed Instruction teams and the school's PBIS systems. She reviewed the school's attendance data and goals, along with the strategies in place to support strong attendance.

Nick Brooks asked about staff, student and parent surveys. Amanda Plummer explained that the District is coordinating a parent survey during conferences.

**2. Classroom to Career Expo Recap**

Rob Hess reported that 30 companies came together to host different stations and simulations for over 1,000 students on career opportunities available to them in the community. He noted that everyone was amazed by the level of turn out and they plan to make this an annual event, maybe even expanding it to two days and including younger students in the future. He thanked Rick Franklin and Kris Latimer for ensuring the vision got off the ground. Nick Brooks noted how energized his employees felt after the event and how they plan to continue to volunteer to help students interested in these career paths. Rob Hess noted that the long term goal is for events like this to impact our graduation rate and reach groups that are struggling to graduate.

**3. Lebanon Community Schools Foundation Mini-Grants**

Rob Hess reported that 37 mini-grant applications were submitted for a total of \$18,000 in requests. This is the highest participation we have had in the program. The Foundation provides \$5,000 for the grants and the District matches that for a total of \$10,000 in grants that will be funded.

**4. Bud and Dorothy Page Hall of Fame Applications**

This is the sixth year of the Bud and Dorothy Page Hall of Fame event. The committee is now accepting nominations for Lebanon alumni that have made significant achievements in the fields of arts/entertainment,

science/medicine, business, humanitarian service, and athletics. There is also a lifetime achievement award. Nominations are due by November 10. Rob Hess noted that usually there are five to six inductees.

## **AUDIENCE COMMENTS**

Chair Tom Oliver welcomed audience comments. There were none.

## **GENERAL BUSINESS**

### **1. Policies**

#### **a. Action: Adopt Revised Board Policies on Second Reading**

The following policies were revised according to recommendations from OSBA: EEA: Student Transportation Services; GDA: Instructional Assistants (new); IGBAC: Special Education – Personnel; IGBAK: Special Education – Public Availability of State Application; IGBC: Title IA/Parental and Family Involvement; IGBHE: Expanded Options Program; IGBI: English Language Learner Education; IGCA – Post Graduate Scholar Program; JECF: Interdistrict Transfer of Resident Students; JFC: Student Conduct; JHC: Student Health Services and Requirements; KAB: Parental Rights; KI: Public Solicitation in District Facilities; LBE: Public Charter Schools; EBBB: Injury/Illness Reports; EFA: Local Wellness Program; GBI: Gifts and Solicitations; IKF: Graduation Requirements; and JEA: Compulsory Attendance. Mike Martin made a motion to approve the policies on first reading as presented. Richard Borden seconded the motion. The motion carried unanimously.

#### **b. Action: Adopt Revised Board Policies on First Reading**

GCPB/GDPB: Resignation of Staff was re-presented to the Board for approval. Jennifer Meckley explained that the OSBA highly recommends the policy with the revision, which is a result of a revision by TSPC to OAR 584-050-0020. This states that the Board may, but is not required, to request TSPC to discipline a licensee if they give less than 60-day notice of their resignation. Russ McUne stated he still felt the language in the policy was poorly written and does not match the intent of the OAR. He requested that the language remain as it was prior or the District reach out to its attorney for clarification. Richard Borden agreed that the language was unclear. Mike Martin noted that precedent shows we frequently take less than 60 days notice when possible. Rob Hess explained that generally the District's practice is to release an employee that resigns as soon as we can, but we also cannot leave students without a teacher and sometimes need to keep a position filled up to the 60 days. Jennifer Meckley noted that the District's practice is not changing. Mike Martin made a motion to keep the policy as originally written. Russ McUne seconded the motion. The motion carried unanimously.

### **2. Discussion: CET Ad Hoc Committee Update**

Nick Brooks and Tom Oliver explained what was discussed at the first CET Committee Meeting. One community member could not attend. They explained to the City and community members why the District is looking into this and explained how the District is funded. They also reviewed funds that have been received by other cities. They are going to continue to look into potential impacts, especially to those building in the Lebanon area.

### **3. Report: Restraint and Seclusion and Special Education Census Numbers**

Jan Sansom explained the Restraint and Seclusion report, which is required annually for Board notification. She noted that the increase in occurrences is because we are being more responsible in reporting incidents. Mike Martin asked about the seven untrained personnel administering restraint, and Jan Sansom explained this is usually school assistants on the playground because of the student's safety. Training is provided after the incident, and the District would make further action if continued situations arose with a specific staff member.

Jan Sansom also discussed the census numbers, which were provided to demonstrate the growth of the special education population in the District over the last few years. We have added more assistants and behavior support personnel but not increased teachers. Rob Hess noted that the District's total enrollment has remained the same during this time while we saw an increase in the special education population to 17% of total enrollment. Funding is capped at 11%, so the additional 6% is funded from the general fund. Discussion ensued regarding behavior issues in the District.

#### **4. Report: Strategic Plan 2017-2019**

Rob Hess presented a two year plan revolving around the following priorities: College and Career Readiness, Attendance, Instructional RIGOR, Culture, and Facilities/Operational Development and Improvement. These areas are then crosswalked to the 2020 Vision as well. The strategic is built on a PDSA model (Plan, Do, Study, Act) to allow the District to make sure we are making consistent progress. Rob Hess noted that he would like to bring the plan back to the Board semi-annually. The two-year timeline matches the funding biennium. Rob Hess highlighted a few key areas in the plan, including CTE and a potential vocational charter school, the high school attendance team, employability scores, the welcome center, work site wellness program, and long range facilities plan. Discussion ensued regarding the vocational charter school. The Board felt positive about the outline and the set up of the strategic plan.

#### **5. Report: 2020 Vision Reflection**

Rob Hess presented the first five reflections of the original 25 focus areas of the 2020 Vision. This includes evidence of progress towards the goal in the last seven years and some suggestions for the District's next steps in that area. Tom Oliver discussed how these reflections will help us communicate what has been happening with the plan and that there has been action. Nick Brooks noted that the District needs to evaluate if all areas are still relevant as we plan for moving beyond 2020. Discussion ensued regarding the Board's end goal with the 2020 Vision reflections. The Board decided to have a work session in April 2018 after all reflections have been brought to the Board for review in smaller pieces at the meetings leading up to the work session.

#### **6. Discussion: Comparable District Data**

Linda Darling presented comparison data showing actual operating versus capital expenditures per student for the District and others with similar enrollment to us or within our Linn Benton Lincoln ESD. The data is averaged over the years 2011 to 2015. Tom Oliver noted that the District is consistently in the middle pack most of the time. Rob Hess discussed how this is what we spend and not what we receive, and that some districts may receive more because of levies and bonds. Discussion ensued.

Linda Darling asked the Board what other comparison data they may like to review. Graduation rate was one area the Board would like to review more in detail. Discussion ensued. Linda will continue to bring additional key indicator information in similar graph comparisons for the Board to review.

#### **7. Discussion: Board Goals**

The Board determined that with the 2020 Visions reflections coming in sections over the next few meetings, they would treat this time as a period of learning and information gathering. The end plan would be to have a work session in the Spring to plan out the Board's goals after reviewing the 2020 progress and the strategic plan progress between now and then. Key areas the Board has focused on and will continue to focus on are graduation rate, attendance, assessment, and opportunities.

#### **8. Report: Update on Independent Counsel**

Tom Oliver noted that the memo in the packet explains that we have engaged an outside attorney to review the District's practices and procedures regarding investigations and to determine if current policy is sufficient. She is

also reviewing practices and procedures regarding the hiring of family members. He noted that prior to the next meeting we are anticipating the review to be complete and any recommendations for revision will be forthcoming after that.

## **DEPARTMENT REPORTS**

### **1. Finance**

#### **a. Report**

Linda Darling discussed the financial report. She noted that the audit is not yet complete but she does not expect much change. She discussed how with this biennium's funding being a 50/50 split, our ending fund balance will decrease in 2018-2019 because payroll costs will increase and our funding will stay the same. She also discussed a potential mid-biennium adjustment. She discussed several factors that have increased our funding projection, including higher enrollment. Linda Darling noted that this year was the first time we have had 100% completion of the insurance selections by the deadline, which resulted in the smoothest September payroll. Linda Darling also discussed a new GASB rule that will result in the Board having to decide if the District has a footnote on its audit or if we pay \$13,000 for an actuarial report on retiree benefits. Discussion ensued. This topic will come back to the Board in more detail.

#### **b. Action: Approve Budget Calendar**

Linda Darling presented a proposed Budget season calendar for the 2018-2019 Budget. She noted that because it is mid-biennium, we will know our potential revenue ahead of time and this allows the District to finalize the Budget early. Russ McUne made a motion to approve the budget calendar as presented. Richard Borden seconded the motion. The motion carried unanimously.

#### **c. Discussion: Budget Positions**

There are two positions open on the Budget Committee. John Snyder's term ended June 2017, and as Tom Oliver won the Board election, the remainder of his term (two years) must also be filled. Linda Darling proposed accepting applications through November 3 and having the Board interview and appoint the new members at the November Board meeting. The Board agreed to this timeline.

### **2. Operations**

#### **a. Discussion: Bus Surplus**

Linda Darling explained that we have two new buses coming. They are propane fuel and will help us work towards new legal standards that are coming. We would now like to dispose of four buses, and this requires Board notification. Linda Darling believes that we will receive the best price via scrap metal, but the District will look into the best option.

### **3. Human Resources**

Jennifer Meckley discussed the District's connection with Live Longer Lebanon, a community group that has come out of the Blue Zone project. They have been meeting to discuss how to improve employee wellness and are also developing school wellness teams. There is a community meeting on November 2 at COMP-NW to further communicate the group's visions and create opportunities for partnerships and volunteers.

## COMMUNICATION

### 1. Board

General discussion ensued regarding the new location. While parking is poor and the audience is far away, having the Board seated in the round was beneficial. The Board hopes to hear from those that viewed the meeting via the YouTube live stream. The Board decided to meet at the Travel Station one more time before making a decision.

Mike Martin discussed the LBCC manufacturing program.

### 2. Superintendent

Rob Hess noted that his updates were provided throughout the meeting.

### 3. LHS Student Body Representative

Jastyn Shilts reported on the Homecoming and the Clubs Fair. She also discussed senior night, athlete recognition, musical theater and drama, college scholarship night, and FAFSA night. The first quarter ends October 26.

Discussion ensued regarding the PSAT/SAT testing day yesterday and the District AVID night.

## CONSENT AGENDA

### 1. Action: Approve September 14, 2017 Board Minutes

### 2. Action: Approve Hiring

- a) Susan Craig – Kindergarten Teacher, Lacombe School (Temporary 2017-2018 School Year)
- b) Celia Formiller – Kindergarten/1<sup>st</sup> Grade Teacher, Pioneer School (Temporary 2017-2018 School Year)
- c) Erin Forrest – 1<sup>st</sup>/2<sup>nd</sup> Grade Teacher, Riverview School (Temporary 2017-2018 School Year)

Russ McUne made a motion to approve the minutes for September 14, 2017. Mike Martin seconded the motion. The motion carried unanimously.

Russ McUne made a motion to approve the hiring of listed new staff. Richard Borden seconded the motion. The motion carried unanimously.

## AUDIENCE COMMENTS

Terry Deacon handed out information for the Board for the upcoming OSBA Board of Directors Election.

## ADJOURN

The meeting adjourned at 8:08 PM.

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Tom Oliver, Board Chair

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Rob Hess, Superintendent