

**LEBANON COMMUNITY SCHOOL DISTRICT
SCHOOL BOARD MEETING AGENDA**

April 13, 2017, 6:00 PM

Riverview School

1011 Mountain River Drive, Lebanon, Oregon 97355

A. WELCOME

1. **Call to Order**
2. **Flag Salute**
3. **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. The Board typically will *not* respond to comments during this time.
4. **Audience Comments:** Regarding Naming of Pioneer School Library in honor of Sergeant First Class Scot R. Noss (Second of Two Meetings Required)

B. GOOD NEWS/COMMUNITY COMMUNICATIONS

1. **Report:** Riverview School (Enclosure B-1) -*Page 3*

C. GENERAL BUSINESS

1. **Report:** Alternative Education (Enclosure C-1) -*Page 10*
2. **Policies** (Enclosures C-2) -*Page 28*
 - a. **Informational Only:** Revised Board Policy ARs
 - i. EFAA-AR: Reimbursable Meals and Milk Programs -*Page 35*
 - ii. EFAE-AR: Child Nutrition – Hearings Procedure/Appeal Process – *delete -Page 42*
 - iii. GCL-AR: Staff Development - Licensed -*Page 43*
 - iv. ING-AR: Animals in District Facilities -*Page 46*
 - v. JECBD-AR: Homeless Students -*Page 48*
 - b. **Action:** Adopt Board Policies on First Reading
 - i. EFAA: District Nutrition and Food Services -*Page 52*
 - ii. EFAE: Child Nutrition – Hearings Procedure/Appeal Process - *delete -Page 54*
 - iii. EFAL: Child Nutrition – Second Meals - *delete -Page 55*
 - iv. GCL/GDL: Staff Development -*Page 56*
 - v. ING: Animals in District Facilities -*Page 58*
 - vi. JEC: School Admission and Open Enrollment -*Page 59*
 - vii. JECBD: Homeless Students -*Page 61*
 - viii. JHCCF: Head Lice Control -*Page 62*
 - ix. JOC: Legal Names of Students - *new -Page 63*
3. **Action:** Naming the Pioneer School Library in honor of Sergeant First Class Scot R. Noss
4. **Action:** Parcel Green Acres Lots for Construction Program (Enclosure C-3) -*Page 64*
5. **Discussion:** 360 Degree Survey Direction

D. DEPARTMENT REPORTS

1. **Finance**
 - a. **Action:** Intent to Award Contract for Technology Wireless and Cabling Upgrade (Enclosure D-1) -*Page 65*
2. **Operations**
3. **Human Resources**

E. COMMUNICATION

1. **Board**
2. **Superintendent**

F. CONSENT AGENDA

1. **Action:** Approve March 9, 2017 Board Minutes (Enclosure F-1) - *Page 70*
2. **Action:** Approve Hiring/Transfers/Leave of Absence - *none*

G. 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.

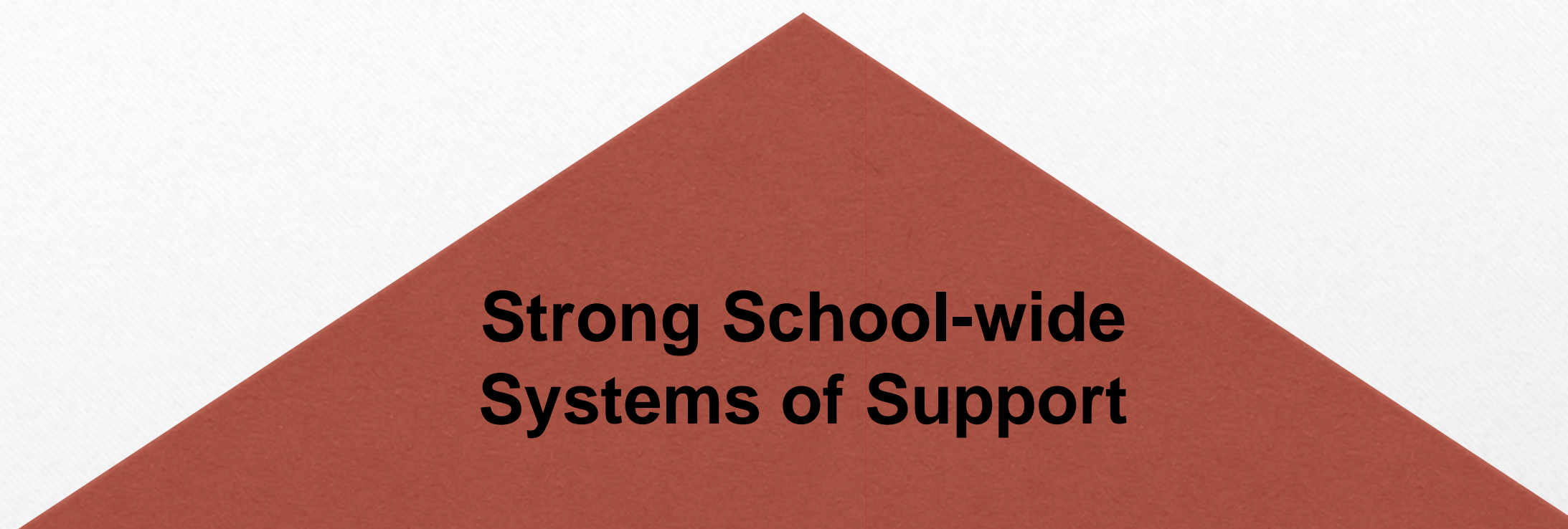
FUTURE MEETINGS

April 27, 2017	District Office – Board Room
May 11, 2017	District Office – Board Room
May 25, 2017	District Office – Board Room
June 8, 2017	Pioneer School

Welcome to Riverview



Principal Joe Vore



Strong School-wide Systems of Support

- **AVID:** College & Career Readiness for all
- **RTI:** Providing differentiated academic support for all
- **PBIS:** Providing differentiated behavior support for all

Riverview Elementary Attendance

2016-2017

Average Daily Attendance – 93.5%

≥90% ----- 81.5%

85-89% -- 11.0%

<85% -----7.5%

2015-2016

Average Daily Attendance – 93.2%

≥90% ----- 80.5%

85-89% -- 14.6%

<85% -----4.9%

Riverview Elementary Assessment

- 1. SBAC:** Percent of students receiving a 3 or 4 on the statewide assessment in Math and ELA at grades 3-8, and 11.

	MATH		ELA	
	14/15	15/16	14/15	15/16
3 rd	35	28	36	30
4 th	42	25	32	33
5 th	37	40	45	53

Riverview Elementary Opportunities

- Elementary Counseling, Music, Title, and PE
- Access to technology (K-12)
- SMART Readers program
- Battle of the Books Teams
- Full-time behavior support
- Outdoor garden instruction with new greenhouse
- Young Rembrandts Art

Attendance and Behavior Supports

Attendance

- Otter Pops – Quarterly
- Mr. Potato Head – Entire Class

Behavior

- Popcorn – Monthly
- Peace Days – Entire Grade
- Raccoon Cash
- 5th Grade Leadership

CARES Signs

Thank you for visiting Riverview

Any Questions?





ALTERNATIVE EDUCATION PROGRAMS 2016/17 BOARD REPORT
MIKE HILLMAN ALTERNATIVE EDUCATION COORDINATOR

Alternative Education Board Report

Overview of Programs

- ▶ Currently we have 9 alternative education settings to serve students.
- ▶ Majority these programs are designed to be short term placements with 45 calendar day reviews and varying levels of structure and restrictiveness.
- ▶ Students are given a curriculum designed just for them.

A skill building focus for our elementary and middle school students

Our high school program offers credit recovery, initial credit with diploma track options, GED, NCRC, service learning opportunities and a work experience component.

Alternative Education Board Report

Overview of Programs

- ▶ For the 2016/17 school year we've served 236 students in some form of alternative education setting K-12 in our district.
- ▶ That number is also very fluid, students are constantly moving in and out of settings and programs.

Short term placement programs

Residence / enrollment changes

- ▶ On March 23, 2017 the creation date for this report there were 131 district students currently in alternative placements within our district.

Alternative Education Board Report

Overview of Programs

Alternative Education Program Placement Data

Year to Date:		March 23, 2017	
Teen Center HS	83	Teen Center HS	50
Teen Center MS	10	Teen Center MS	5
SOK Sm Group	13	SOK Sm Group	7
LCSD Sm Group	30	LCSD Sm Group	17
LCSD 1on1	28	LCSD 1on1	9
SEL @ GA	12	SEL @ GA	11
SEL @ PIO	12	SEL @ PIO	5
PIO 1on1	3	PIO 1on1	3
<i>Shortened Day</i>	<i>46</i>	<i>Shortened Day</i>	<i>24</i>



3/23/2017 Alternative Education Enrollment Data by School & Program



<u>School</u>	<u>Enrollment</u>	<u>HS</u> <u>IC</u>	<u>MS IC</u>	<u>SOK SM</u> <u>Group</u>	<u>LCSD</u> <u>SM Grp</u>	<u>SEL @</u> <u>GA</u>	<u>LCSD</u> <u>1 on 1</u>	<u>PIO</u> <u>1 on 1</u>	<u>SEL @</u> <u>PIO</u>	<u>Short</u> <u>Day</u>	<u>Totals</u>	<u>% of</u> <u>Students</u>
Cascades	350	--	--	--	0	2	0	-	0	2	4	<1%
Green Acres	321	--	--	--	1	9	0	-	1	5	16	4.98%
Pioneer	355	--	0	--	4	--	0	2	2	2	10	2.82%
Riverview	402	--	--	--	0	--	0	-	2	0	2	<1%
Hamilton Creek	284	--	1	--	0	--	0	-	0	0	1	<1%
Lacomb	233	--	2	--	0	--	0	-	0	0	2	<1%
Seven Oak	593	--	3	7	2	--	2	1	--	7	22	3.71%
Lebanon High School	1339	50	--	--	10	--	6	-	--	9	75	5.60%
Totals	3877	50	6	7	17	11	8	3	5	24	131	3.35%

Alternative Education Board Report

Overview of Programs

SEL (PRIDE) Classrooms: Social Emotional Learning Classroom

- ▶ Our New Alternative Education program this school year
Green Acres AM / PM and Pioneer in the AM
- ▶ K-5 leveled program designed for gradual inclusion into regular education setting
- ▶ Prosocial and emotionally competent behavior is foundational for academic success and healthy development. Thus, the SEL classroom's goal is to increase social skills and self regulation skills to better equip a student when they return to the general educational setting at their resident school.

Alternative Education Board Report

Overview of Programs

District Tutoring Programs

- ▶ District tutoring programs are our most restrictive alternative programs, and consist of two different settings.
 - ▶ **1 on 1:** This is our most intensive alternative placement. Students are entitled to a minimum of 5 hours per week of instructional time. Although we routinely offer them more than the minimum requirement each week.
 - ▶ **Small group:** The small group setting can consist of 2 to 5 students at a time, and these students are entitled to a minimum of 15 hours per week of instructional time.
- ▶ In both settings students are on individual educational plans with a direct contact with their home school and have a placement review every 45 calendar days

Alternative Education Board Report

Overview of Programs

Seven Oak Middle School Tutoring Program

- ▶ 15 Hour per week program
- ▶ Skill building based personalized online curriculum
- ▶ 45 day placement review
- ▶ In building program with access to building interventions and resources
- ▶ Access to district and other community based intervention resources

Alternative Education Board Report

Overview of Programs

Teen Center Middle School Program

- ▶ 20 Hour per week program
- ▶ Skill building based personalized online curriculum
- ▶ Students have opportunity to participate in T3 work experience classroom curriculum twice a week
- ▶ 45 day placement review
- ▶ Direct connection with regular school building
- ▶ Access to district and other community based intervention resources

Alternative Education Board Report

Overview of Programs

Teen Center High School Program

- ▶ 20 Hour per week program
- ▶ Individualized academic completion program
- ▶ T3 work experience program, including opportunity for 160 hours of on the job experience
- ▶ Service learning projects
- ▶ Not a 45 day placement review program
- ▶ Access to district and other community based intervention resources

Alternative Education Board Report

Teen Center High School Programs

Academic / Achievement Data to date

- ▶ 68.6 Credits recovered and/or earned, On track for 113.25 earned for the year
- ▶ GED Tests Taken- 47 GED Tests Passed- 42
- ▶ 6 GED's completed to date, 6 more scheduled to complete by June 9 – Students taking advantage of Oregon Promise
- ▶ 1 Student has completed all graduation requirements, 4 more are scheduled to graduate on time and with their class
- ▶ 10 Students have transitioned back to LHS for a full or partial day schedule
- ▶ 20 students currently working in area business and industry as part of T3 work experience program



Alternative Education Board Report

Teen Center GED Programs



- ▶ Our 16/17 first time GED test taker pass percentage is 96%
- ▶ Our overall 16/17 GED pass percentage is just over 89%
- ▶ USDOE published GED pass percentage for 2013 was 69% Nationwide. They did not publish individual state pass percentages
- ▶ GED Testing Services – 40 States 75% Nationwide Pass Percentage
Published a 2013 pass rate in Oregon of 88%
- ❖ Important to note that in 2014 the GED standards and rigor were significantly increased in an effort to modernize the test. Interesting to see new pass percentages nationwide.

Alternative Education Board Report

Teen Center Work Experience Programs

- ▶ A total of over 2000 hours have been worked in work experience jobs
- ▶ A total of over 30 hours of service learning activities have been completed
- ▶ A total of over 90 hours of classroom instruction on work readiness skills, resume writing, and interviewing skills
- ▶ Implementation of NCRC curriculum
 - ▶ Applied Mathematics
 - ▶ Reading for Information
 - ▶ Locating Information



Alternative Education Board Report

Additional Information

Alternative Education Program Challenges

- ▶ Vast majority of our students have extensive barriers to overcome prior to being able to recognize then realize personal and/or educational success
 - ▶ Attendance
 - ▶ Behavior
 - ▶ Skills
 - ▶ Life issues
 - ▶ Community perception – alternative education students are not always those “bad” kids.
- ▶ Program resources / space – we’re maxed out

Alternative Education Board Report

Additional Information

Alternative Education Staff

- ▶ Licensed FTE: 4 (3) Teen Center / (1) Coordinator
- ▶ Classified FTE: 3 (2) SEL IA's / (1) Teen Center IA
- ▶ Tutors: 9 Part Time Various Locations

▶ Contact Information:

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Alternative Education Board Report

QUESTIONS PLEASE

& Thank You for Your Time

Lebanon Community Schools

Code: IGBHA-AR(2)
Revised/Reviewed: 8/05/02; 12/16/10
Orig. Code(s): IGBHA-AR(2)

Evaluation of Alternative Education Programs - District Summary

The superintendent or designee should complete the following and file with materials submitted by the alternative program coordinator.

Program Name: Alternative Ed. Date: 4/6/17

Program: Teen Center

Staff

1. ☒ Meets criteria ☐ Does not meet criteria

Comments: _____

Curriculum

1. ☒ Meets criteria ☐ Does not meet criteria

Comments: Provider is Common Core STATE STANDARD Aligned

2. ☒ Meets criteria ☐ Does not meet criteria

Comments: Smarter Balance test, Previously OAKS

3. ☒ Meets criteria ☐ Does not meet criteria

Comments: Reports of Academic Progress came From LHS

Student Outcomes

1. ☒ Meets criteria ☐ Does not meet criteria

Comments: Students ARE EARNING Credit, CRED, and work Experience.

2. ☐ Meets criteria ☐ Does not meet criteria

Comments: N/A

Discrimination

1. ☒ Meets criteria ☐ Does not meet criteria

Comments: _____

Registration

1. ☐ Meets criteria ☐ Does not meet criteria

Comments: N/A

Site Evaluation

1. ☒ Meets criteria ☐ Does not meet criteria

Comments: _____

Tuition and Fees

1. ☐ Meets criteria ☐ Does not meet criteria

Comments: N/A


Contract

1. ☐ Meets criteria ☐ Does not meet criteria

Comments: N/A

2. ☐ Meets criteria ☐ Does not meet criteria

Comments: N/A


District Evaluator Signature



January 2017

Vol. XL No. 2sch

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Summer Board Conference

July 14-16 – Bend

EFAA - Nutrition and Food Services (Required)
EFAA-AR - Reimbursable School Meals and Milk Programs (Required)
EFAE - Child Nutrition - Hearings Procedure and Appeal Process (**Delete**)
EFAE-AR - Child Nutrition - Hearings Procedure and Appeal Process (**Delete**)
EFAH - Child Nutrition - Collection Procedures and Accountability System (**Delete**)
EFAJ - Child Nutrition - Meals Served Visiting Students (**Delete**)
EFAL - Child Nutrition - Second Meals (**Delete**)
GCL - Staff Development - Licensed (Required) (Version 1)
GCL - Staff Development - Licensed (**Delete**) (Version 2)
GCL/GDL - Staff Development (Required) (Version 3; *now version 2*)
GCL-AR - Licensed (Optional)
IKI - Academic Integrity (Optional)
ING - Animals in District Facilities (Optional)
ING-AR - Animals in District Facilities (Optional)
JEC - Admissions** (Versions 1, 2 or 3) (Optional)
JECBD - Homeless Students** (Required)
JECBD-AR - Homeless Students (Required)
JHCCF - Pediculosis (Head Lice) (Version 1 – *Does not allow presence of live lice or nits for attendance*) (Optional)
JHCCF-AR - Pediculosis (Head Lice) (Version 1 – *Does not allow presence of live lice or nits for attendance*) (Optional)
JHCCF - Pediculosis (Head Lice) (Version 2 – *Allows presence of nits and may limit attendance with live lice*) (Optional)
JHCCF-AR - Pediculosis (Head Lice) (Version 2 – *Allows presence of nits and may limit attendance with live lice*) (Optional)
JOC - Legal Names of Students (**Now** Optional)

Policy Update is a quarterly subscription publication of the Oregon School Boards Association.

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503-588-2800 or 800-578-6722

NUTRITION AND FOOD SERVICES

Summary

The federal regulations for the Healthy, Hunger-Free Kids Act of 2010 were released July 31, 2016. The recommended changes have been drafted in collaboration with, and approved by, the Oregon Department of Education (ODE) as meeting the federal law. The district will have until June 30, 2017 to meet the new requirements.

The OSBA sample policies EFAE, EFAH, EFAJ and EFAL and the administrative regulation EFAE-AR are no longer needed in the policy manual because they are now part of the annual agreement with ODE, or eligibility determination, and therefore recommended for deletion.

Legal Reference

Add:

ORS 336.423

National School Lunch Program 7 C.F.R. Part 210

U.S.D.A. Instruction 113-1 Civil Rights

Donation of Foods for Use in the United States, Its Territories and Possessions and Areas Under its Jurisdiction, 7 C.F.R. Part 250

Uniform Administrative Requirements, Cost Principles and Audit Requirements for Federal Awards, 2 C.F.R. 200.

Amend: Healthy, Hunger-Free Kids Act of 2010, 42 U.S.C. §§ 1758, 1760.

Collective Bargaining Impact

None

Local District Responsibility

The Board should review and adopt the revised language in both the required policy and the required administrative regulation (AR) (this AR needs to be “adopted” by the board). If the policies EFAE, EFAH, EFAJ and EFAL and EFAE-AR are in the board’s policy manual, they are recommended for deletion.

Policy Implications

EFAA - Nutrition and Food Services (Required)

EFAA-AR - Reimbursable School Meals and Milk Programs (Required)

EFAE - Child Nutrition - Hearings Procedure and Appeal Process (Delete)

EFAE-AR - Child Nutrition - Hearings Procedure and Appeal Process (Delete)

EFAH - Child Nutrition - Collection Procedures and Accountability System (Delete)

EFAJ - Child Nutrition - Meals Served Visiting Students (Delete)

EFAL - Child Nutrition - Second Meals (Delete)

STAFF DEVELOPMENT

Summary

The Teacher Standards and Practices Commission (TSPC) revised state licensure requirements and created a new Division 255 in Oregon Administrative Rule 584, replacing Division 090. The changes in the attached sample policies and the administrative regulation result from these new rules.

Legal Reference

Delete:

ORS 342.135

OAR 584-018-0105

OAR 581-018-0205

OAR 584-090-0100 to -0120

Add:

ORS 342.856

OAR 584-018-0205

OAR 584-255-0010 to -0030

Collective Bargaining Impact

When considering adoption of the revised policy language, align it with appropriate collective bargaining agreement language.

Local District Responsibility

Review the versions of this required policy and choose the one best suited to the district's needs. If the district has previously adopted a policy similar to the old Version 2, it is recommended for deletion, and the district should choose from the remaining two versions (Version 1 and the *new* Version 2, previously Version 3). The administrative regulation has been revised a sample provided.

Policy Implications

GCL - Staff Development - Licensed (Required) (Version 1)

GCL - Staff Development - Licensed (***Delete***) (Version 2)

GCL/GDL - Staff Development (Required) (Version 3; *now version 2*)

GCL-AR - Licensed (Optional)

ACADEMIC INTEGRITY

Summary

The sample policy IKI - Academic Integrity has been updated to reflect recent changes to the use of suspension or expulsion as discipline. The district should refer to Oregon Revised Statute (ORS) 339.250 prior to imposing a suspension or an expulsion on a student as discipline, when its related to conditions or events related to academic dishonesty.

Legal Reference

None

Collective Bargaining Impact

None

Local District Responsibility

If the district has adopted policy IKI in the board policy manual, OSBA recommends adding the revisions and readopt the policy.

Policy Implications

IKI - Academic Integrity (Optional)

ANIMALS IN FACILITIES

Summary

Following a recommendation from the OSBA Litigation team and Property and Casualty Coverage for Education (PACE), OSBA has revised the Animals in District Facilities policy to limit animals in district facilities to only service animals (see definition footnoted in the policy) and animals that directly support academic content standards. Comfort and therapy animals would not be allowed under this policy.

Legal Reference

None

Collective Bargaining Impact

None

Local District Responsibility

OSBA recommends the Board review the revisions and adopt the revised optional policy, and review the changes made to the definition found in ING-AR.

Policy Implications

ING - Animals in District Facilities (Optional)
ING-AR - Animals in District Facilities (Optional)

HOMELESS STUDENTS

Summary

The McKinney-Vento Homeless Assistance Act, Subtitle VII-B, reauthorized by Title IX-A of the Every Student Succeeds Act, 42 U.S.C. 11431-11435 (2015), with federal regulations released March 17, 2016, affected the policy on homeless students. The updates in the Act affecting homeless students are reflected in the revisions to the homeless student policy and administrative regulation, and have been reviewed and approved by the Oregon Department of Education (ODE).

Legal Reference

McKinney-Vento Homeless Assistance Act, Subtitle VII-B, reauthorized by Title IX-A of the Every Student Succeeds Act, 42 U.S.C. 11431-11435 (2015).

Collective Bargaining Impact

None

Local District Responsibility

The revisions apply to the policies listed herein, and an administration regulation, therefore the Board should review and adopt the revised policies and review the required, revised administration regulation; the accompanying administrative regulation (JECBD-AR) to policy JECBD does not require board adoption.

Policy Implications

JEC - Admissions** (Versions 1, 2 or 3) (Optional)

JECBD - Homeless Students** (Required)

JECBD-AR - Homeless Students (Required)

PEDICULOSIS (HEAD LICE)

Summary

Upon request from the Oregon Health Authority and local public health departments, OSBA has revised Version 2 (allows presence of nits and may allow attendance of a student with live lice) of the policy addressing live lice and nits. The changes to Version 2 better reflect the most current research and best practices that do not support excluding students from school because of head lice, except under a certain circumstance.

Students found to have contracted head lice may be excluded from school at the discretion of the local school district or public health authority per Oregon Administrative Rule (OAR) 333-019-0010. This rule allows districts to choose how to address the issue of head lice; therefore, OSBA provides two versions of the policy, one excluding students with lice and nits (Version 1) and a revised Version 2, which allows students to remain in school with nits and may allow a student to stay with live lice.

Legal Reference

None

Collective Bargaining Impact

None

Local District Responsibility

If the district has Version 2 of this policy, a review and readoption of the changes is advised. If the district currently has Version 1 (excludes students with live lice or nits) and the Board desires to change practice and adopt Version 2, the board must take action to repeal Version 1 and adopt the new version. If the district has Version 1, there are some recommended changes to policy language, but no change to the policy statement of prohibiting students with live lice and nits.

Policy Implications

JHCCF - Pediculosis (Head Lice) (Version 1 – *Does not allow presence of live lice or nits for attendance*) (Optional)

JHCCF-AR - Pediculosis (Head Lice) (Version 1 – *Does not allow presence of live lice or nits for attendance*) (Optional)

JHCCF - Pediculosis (Head Lice) (Version 2 – *Allows presence of nits and may limit attendance with live lice*) (Optional)

JHCCF-AR - Pediculosis (Head Lice) (Version 2 – *Allows presence of nits and may limit attendance with live lice*) (Optional)

LEGAL NAMES OF STUDENTS

Summary

Following guidance from the Oregon Department of Education for when a transgender student requests a name change in their student record, Oregon Administrative Rule (OAR) 581-022-1670 allows the district to create a cross-referencing system with the student's requested name, to their legal name. The required state archive rules remain unchanged.

Legal Reference

None

Collective Bargaining Impact

None

Local District Responsibility

If the district has this policy in their manual, consider the revisions reflected in the sample policy and readopt. The policy designation has been revised from highly recommended to optional.

Policy Implications

JOC - Legal Names of Students (*Now* Optional)

ABOUT *POLICY UPDATE*

Policy Update is a quarterly subscription newsletter providing a brief discussion of current policy issues of concern to Oregon school districts.

Sample policies reflecting these issues and changes in state and federal law, if applicable, are part of this newsletter. These samples are offered as a starting point for drafting local policy and may be modified to meet particular local needs. They do not replace district legal counsel advice.

To make the best use of *Policy Update*, we suggest you discuss the various issues it presents and use the sample policies to determine which policies your district should develop or revise, get ideas for what a policy should contain, and as a starting point for editing, modifying and discussing your district's policy position.

If you have questions about *Policy Update*, sample policies or policy in general, call OSBA Policy Services, 800-578-6722.

TRY OUR ONLINE POLICY DEMO

OSBA's [online policy service](#) has a demo site for districts interested in a public online policy manual. This service saves time, resources and reams of paper. With one centrally-located policy manual updated electronically, you have instant access to current district policies.

Go to policy.osba.org and select "Policy Online Demo." The online manual includes a subscription to [Policy Update and policy manual maintenance service](#) to help keep policies current.

OSBA offers several options. Contact Policy Services to determine the best option for you, 800-578-6722 or 503-588-2800.

Lebanon Community Schools

Code: **EFAA-AR**

Adopted: 5/6/10

Readopted: 6/16/11, 1/17/13, 11/13/14,
12/10/15, 6/9/16

Reimbursable ~~School~~ Meals and Milk Programs

(National School Lunch Program, School Breakfast Program, Special Milk Program and other meal programs)

The district's nutrition and food services will be operated in accordance with the following requirements:

Meal Pricing Procedures

1. The district may operate the Special Milk Program (SMP) at schools where students do not have access to program meals. Under SMP, the district will choose one of the following options:
 - a. Nonpricing (serve SMP milk at no charge to all students);
 - b. Pricing programs without a free option (charge all students for SMP milk); or
 - c. Pricing programs with a free option (distribute confidential applications for free milk and charge only those students for SMP milk who do not qualify for free milk based on the household's application or direct certification from Supplemental Nutrition Assistance Programs (SNAP)).
2. Reimbursable meals will be priced as a unit.
3. Reimbursable meals will be served free or at a reduced price to all children who are determined by the district to be eligible for free or reduced price meals.
4. Annually, the district will establish prices for reimbursable student meals. The price charged to students who do not qualify for free or reduced price meals will be established annually by the district in compliance with state and federal laws.¹
5. The price charged to students who qualify for reduced price meals will be established annually by the district in compliance with state and federal laws.²
6. The district will implement claiming alternative Provision 2 at the following schools under its jurisdiction: ~~Pioneer, Lacombe, Hamilton Creek, Riverview, Seven Oak & Lebanon High School for breakfast only.~~
7. The district will implement claiming alternative Community Eligibility at the following schools under its jurisdiction: ~~Pioneer, Riverview Green Acres, and Cascades for lunch and breakfast.~~

¹~~The new requirement under Healthy, Hunger Free Kids Act of 2010, 42 U.S.C. 1751 §§ 205 establishes new criteria for equity in school lunch pricing.~~

²~~According to Direct Certification and Certification of Homeless, Migrant and Runaway Children for Free School Meals, 7 C.F.R. Part 245 (2011).~~

Application Procedures

8. Households receiving SNAP or Temporary Assistance to Needy Families (TANF) benefits as identified by Oregon Department of Education (ODE), will be automatically eligible for free meals for the students listed on the official document. Districts must access this document at least three times per year.

8-9. Students receiving support through the migrant education program, Runaway and Homeless Youth Act, McKinney-Vento Homeless Assistance Act, federal Head Start and state-funded prekindergarten programs, with income eligibility criteria identical or more stringent than federal Head Start, or are in state or court placement foster care, will be automatically eligible for free meals[,] [and] [afterschool snacks] [milk], for the students listed on the official documents.

- 9-10. Households that submit a confidential application will be notified of their student's eligibility for free or reduced price meals. Households that are denied free or reduced price benefits will be notified in writing using the ODE template letter distributed to the district annually.

- 10-11. On a case-by-case basis, when a student is known to be eligible for free or reduced price meal benefits and the household fails to submit a confidential application, the superintendent or designee may complete an application for the student documenting how he/she knows the household income qualifies the student for free or reduced price meal benefits. Parents of a student approved for free or reduced price benefits, when application is made for the student by a school official, will be notified of the decision and given the opportunity to decline benefits.

- 11-12. Students who do not qualify for free or reduced price meals are eligible to participate in the National School Lunch Program (NSLP) and School Breakfast Program (SBP) and will be charged "paid" meal prices set by the district. "Paid" category students will be treated equally to students receiving free or reduced price benefits in every aspect of the district's NSLP and SBP [Child and Adult Care Food Program (CACFP)] [Summer Food Service Program (SFSP)].

- 12-13. The district has established a fair hearing process under which a household can appeal a decision with respect to the household's application for benefits or any subsequent reduction or termination of benefits.

- 13-14. In the event of major employers contemplating large layoffs in the attendance area of the district, the district will provide confidential applications and eligibility criteria for free and reduced price meals to the employer for distribution to affected employees.

Financial Management of the Nonprofit School Food Service

1. The district will maintain a nonprofit school nutrition and food service operation.
2. Revenues earned by the school nutrition and food services will be used only for the operation or improvement of NSLP and SBP [CACFP] [SFSP].

- 2.3. Lunch and breakfast meals served to teachers, administrators, custodians and other adults not directly involved with the operation of the district's nutrition and food services will be priced to cover all direct and indirect cost of preparing and serving the meal.³
- 3.4. District nutrition and food services revenues will not be used to purchase land or buildings.
- 4.5. The district will limit its nutrition and food services net cash resources to an amount that does not exceed three months average expenditures.
- 5.6. The district will maintain effective control and accountability for, and adequately safeguard, all nutrition and food services' cash, real and personal property, equipment and other assets, and ensure they are used solely for nutrition and food services purposes.
- 6.7. The district will meet the requirements for allowable NSLP and SBP [CACFP] [SFSP] costs as described in 2 C.F.R. 200.
- 7.8. In purchasing nutrition and food services goods or services, the district will not accept proposals or bids from any party that has developed or drafted specifications, requirements, statements of work, invitations for bids, requests for proposals, contract terms and conditions or other documents for proposals used to conduct the procurement.
- 8.9. All procurement transactions for nutrition and food services goods and services will be conducted according to state, federal and district procurement standards using the applicable cost thresholds.
- 9.10. In the operation of its nutrition and food services program, the district will purchase food products that where at least 50 percent of the ingredients are produced or processed in the United States, whenever possible.

Civil Rights and Confidentiality Procedures

1. The district will not discriminate against any student because of his/her eligibility for free or reduced price meals.
2. The district will not discriminate against any student or any nutrition and food services employee because of race, color, national origin, sex, sexual orientation, religion, age or disability.
3. The district will assure that all students and nutrition and food services employees are not subject to different treatment, disparate impact or a hostile environment.
4. Established district procedures will be followed for receiving and processing civil rights complaints related to applications for NSLP and SBP [CACFP] [SFSP] benefits and services, and employment practices with regard to the operation of its NSLP and SBP [CACFP] [SFSP]. The district will

³For meals with portion sizes equivalent to student meals, the adult meal price will be no less than the amount of reimbursement for a free-eligible meal, plus the value of commodity foods used in the meal preparation.

forward any civil rights complaint regarding the district's nutrition and food services to ODE's director of Child-Nutrition Programs within three days of receiving the complaint.

5. The district will make written or oral translations of all nutrition and food services materials available to all households who do not read or speak English.
6. The district will maintain strict confidentiality of all information ~~on the~~ obtained through a confidential application for free and reduced price meals or direct certification, including students' eligibility for free or reduced price meals and all household information. The district's NSLP and SBP [CACFP] [SFSP] operators are not required to release any information from a student's ~~confidential application for free or reduced price meals~~ eligibility information. No information may be released from a student's confidential application for free or reduced price meals without first obtaining written permission from the student's parent or legal guardian/adult household member signing the application, except as follows:
 - a. An individual student's name and eligibility status may be released without written consent only to persons who operate or administer federal education programs; persons who operate or administer state education or state health programs at the state level; persons evaluating state, education assessment; or persons who operate or administer any other NSLP, SBP, SMP, ~~Summer Food Service Program (SFSP), Child and Adult Care Food Program (CACFP) or the Food Stamp Program~~ CACFP, SFSP or SNAP;
 - b. Any other confidential information contained in the confidential application for free and reduced price meals (e.g., family income, address, etc.) may be released without written consent only to persons who operate or administer the NSLP, SBP, SMP, CACFP, SFSP and the Special Supplemental Nutrition Program for Women, Infants and Children (WIC); the Comptroller General of the United States for audit purposes; and federal, state or local law enforcement officials investigating alleged violation of any of the programs listed above.

Nutrition and Menu Planning

1. Meals and snacks served for reimbursement will meet the recommendations of the most current *Dietary Guidelines for Americans*.
2. Meals and snacks served for reimbursement will meet at least the minimum NSLP and SBP [CACFP] [SFSP] requirements for food items and quantities.
3. Meals served for reimbursement will:
 - a. Meet all calorie range requirements by grade level;
 - b. Meet the maximum standards set for saturated fat;
 - c. Meet the maximum standards set for sodium by grade level; and
 - d. Meet the requirement for zero grams of trans fats.
4. The district will use the offer versus serve option when serving NSLP lunches to senior high school students. High school students must take at least three of five different food items including one-half cup of fruit or vegetable offered in program lunches.

5. The district will use the offer versus serve option when serving program breakfasts to senior high school students. High school students must take at least three of four food items, including one-half cup of fruit or vegetable offered in program breakfasts.
6. The district will use the offer versus serve option when serving program lunches to students below senior high school grades. Students below high school grades will be required to take three of the five food items, including one-half cup of fruit or vegetable offered in program lunches.
7. The district will use the offer versus serve option when serving program breakfasts to students below senior high school grades. Students below high school grades will be required to take three of the four food items, including one-half cup of fruit offered in program breakfasts.

Use and Control of Commodity Foods

8. The district will accept and use commodity foods in as large a quantity as may be efficiently utilized in the ~~reimbursable lunch and breakfast program~~ NSLP[,] [and] [SBP] [SFSP].
9. The district will maintain necessary safeguards to prevent theft or spoilage of commodity foods.
10. The value of commodity foods used for any food production other than NSLP, SBP, SFSP or snacks shall be replaced in the food service inventory.

Accuracy of Reimbursement Claims

1. The district will claim reimbursement only for reimbursable meals served to eligible children.
2. All meals claimed for reimbursement will be counted at each dining site at a “point of service” where it can be accurately determined that the meal meets NSLP and SBP [CACFP] [and] [SFSP] requirements for reimbursement.
3. The person responsible for determining reimbursability of meals will be trained to recognize a reimbursable meal under the menu planning approach used at the school.
4. The district official signing the claim for reimbursement will review and analyze monthly meal counts to ensure accuracy of the claim, before submitting the claim to ODE.
5. Annually, by November 15, the district will verify a random sample of applications according to NSLP verification requirements. Instructions for completing the verification process will be sent by ODE to the district in October each year.

Food Safety and Sanitation Inspections

6. The district will maintain necessary facilities for storing, preparing and serving food and milk.

7. Semiannually, the district will schedule food safety inspections with the county Environmental Health Department ~~or Oregon Department of Human Resources~~ for each school or dining site under its jurisdiction.
8. The district will maintain health standards in compliance with all applicable state food safety regulations at each school or dining site under its jurisdiction.

General USDA NSLP/SBP/SMP Requirements

1. The district will ensure that no student is denied a meal as a disciplinary action.
2. Breakfast will be served in the morning hours, at or near the beginning of the student's school day.
3. Lunch will be served between the hours of 10 a.m. and 2 p.m.
4. The district will provide substitute foods for students ~~who are determined by a licensed physician to be legally disabled and whose disability restricts their diet~~ with a disability⁴ that restricts their diet when supported by a written statement from a state-licensed health care professional, who is authorized to write medical prescriptions. Substitutions will be provided only when a medical statement from the licensed physician health care professional is on file at the school. The medical statement must state the nature of the child's ~~disability and how the disability affects the child's nutrition needs, and it must provide a medical prescription for substitute foods or texture modification~~ impairment so its effect on the student's diet is understood, and what must be done to accommodate the impairment. The district will not charge more than the price of the school meal, as determined by the child's eligibility status, for meals with the accommodations~~substitute meals or foods.~~
5. The district will control the sale of competitive foods.
6. The district will ensure that potable drinking water will be available to students, free of charge for consumption in the place where meals are served during meal service.⁵
7. The district's meal charging requirements are as follows:

An account for students paying full or reduced price for meals may be established with the district. Students may charge no more than two meals. Any student failing to keep his/her account current as required by the district shall not be allowed to charge the price of further meals until the account has been paid in full but will be allowed to purchase a meal if the student pays for the meal when it is received. At least one written warning shall be provided to a student and his/her parent prior to denying meals for exceeding the district's charge limit. Students or parents of students may prepay meal costs.

⁴To comply with Section 504 as it relates to a student's severe food allergy, such as milk, gluten, nut or soy, and including but not limited to diabetes, colitis, etc.

⁵~~New requirement under Healthy, Hunger Free Kids Act of 2010, 42 U.S.C. 1751 §§ 203.~~

8. The sale of foods in competition with the district's lunch (NSLP) or breakfast (SBP) programs will be allowed in dining sites during lunch and breakfast periods with Board approval only when all income from the food sales accrues to the benefit of the district's nutrition and food services or accrues to a school or student organization approved by the Board. A copy of the Board minutes approving and defining competitive food sales will be made available upon request.

8.9. Students [will] [will not] be charged for second servings of meals or portions of meals served.

Record Keeping

The following document will be maintained by the district for three years after the current school year or longer, in the event of an unresolved audit(s), until the audits has been completed:

1. All currently approved and denied confidential applications for free and reduced price meals and all current direct certification documents, eligibility verification documents and school membership or enrollment lists;
2. Financial records that account for all revenues and expenditures of the district's nonprofit nutrition and food services programs, including procurement documents;
3. Records (i.e., recipes, ingredient lists and nutrition fact labels or product specifications) that document the compliance with nutrition standards for all program and competitive foods available for sale to students at a school campus;
4. Documents of participation data (i.e. meal counts) from each school in the district to support claims for reimbursement;
5. Production and menu records;
6. Records to document compliance with Paid Lunch Equity; ~~and~~
7. Records to document compliance with Revenue from Non-program Foods: and

8. Internal program monitoring documents for NSLP[,] [SBP,] [afterschool snacks] [and] [SFSP].

~~R40/08/15~~1/31/17 | PH

Lebanon Community Schools

Code: **EFAE-AR**
Revised/Reviewed: 6/15/98; 5/6/10
Orig. Code(s): EFAE-AR

Child Nutrition - Hearings Procedure/Appeal Process

Name: _____ Title: _____

Address: _____

The district shall ensure that the hearing procedure provides the following for both household and the school food authority:

1. A publicly announced, simple method for making an oral or written request for a hearing;
2. An opportunity to be assisted or represented by an attorney or other person;
3. An opportunity to examine, prior to and during the hearing, the documents and records presented to support the decision under appeal;
4. Reasonable promptness and convenience in scheduling a hearing and adequate notice as to its time and place;
5. An opportunity to present oral or documentary evidence and arguments supporting a position without undue interference;
6. An opportunity to question or refute any testimony or other evidence and to confront and cross examine any adverse witness(es);
7. That the hearing be conducted and the decision be made by an official who did not participate in the decision under appeal or any previous conference;
8. That the decision of the hearing official be based on the oral and documentary evidence presented at the hearing and entered into the hearing record;
9. That the parties concerned and any designated representatives thereof be notified in writing of the decision;
10. That for each hearing a written record be prepared, including the decision under appeal, any documentary evidence and a summary of any oral testimony presented at the hearing, the decision of the hearing official and the reasons therefore and a copy of the notification to the parties concerned of the hearing official's decision;
11. That such written record must be retained for a period of three years after the close of the school year to which they pertain. These records must be made available for examination by the parties concerned or their designees at any reasonable time and place during such period.

Lebanon Community Schools

Code: **GCL-AR**

Revised/Reviewed: 5/3/99; 9/16/10, 11/21/13

Orig. Code(s): GCL-AR (A)

Staff Development - Licensed *

~~The district mission and goals, school and district improvement plan and report card data and other such information, will be considered in developing a district program of continuing professional development (CPD) for Board approval.~~

~~Board policy GCL—Staff Development—Licensed, this regulation and related district-issued handbooks and materials are recognized as the district's qualified, Continuing Professional Development program.~~

~~€~~The completion of ~~CPD~~ professional development requirements, as set forth in Oregon Administrative Rule (OAR) Chapter 584, Division 090225 by the Teacher Standards and Practices Commission (TSPC) for licensing or license renewal, is the sole responsibility of the employee.

1. Each professional licensed staff member employed by the district shall meet the standards as stated in OAR 584-420-0030 for:
 - (1) Learner and Learning
 - (a) Learner development;
 - (b) Learning differences;
 - (c) Learning environments.
 - (2) Content
 - (a) Content knowledge;
 - (b) Application of content.
 - (3) Instructional Practice
 - (a) Assessment;
 - (b) Planning for instruction
 - (c) Instructional strategies.
 - (4) Professional Responsibility
 - (a) Professional learning and ethical practice;
 - (b) Leadership and collaboration.
2. The continuing professional development of each licensed staff member shall conform to the following standards for professional ~~learning~~ development as stated in OAR 584-255-0020:
 - a. Learning Communities: Professional learning that increases educator effectiveness and results for all students; ~~and~~ occurs within learning communities committed to continuous improvement, collective responsibility and goal alignment;

- b. Leadership: Professional learning that increases educator effectiveness and results for all students; requires skillful leaders who: develop capacity;, advocate; and create support systems for professional learning;
 - c. Resources: Professional learning that increases educator effectiveness and results for all students; requires prioritizing, monitoring and coordinating resources for educator learning;
 - d. Data: Professional learning that increases educator effectiveness and results for all students; uses a variety of sources and types of student, educator and system data to plan, assess and evaluate professional learning;
 - e. Learning Designs: Professional learning that increases educator effectiveness and results for all students; integrates theories, research and models of human learning to achieve its intended outcomes;
 - f. Implementation: Professional learning that increases educator effectiveness and results for all students; applies research on change and sustains support for implementation of professional learning for long term change;
 - g. Outcomes: Professional learning that increases educator effectiveness and results for all students; aligns its outcomes with educator performance and student curriculum standards.
- 3. Each employee is responsible for acquiring the number of continuing professional development units (PDUs) to meet the requirements as stated by the TSPC.
 - 4. The district will attempt to offer as many professional development activities as recognized needs warrant and resources permit.
 - 5. Acceptable professional development activities shall be those reviewed and approved by the employee's supervisor or Human Resources and for which evidence is submitted to verify completion.
 - 6. Licensed individuals transferring to the district from other districts, including those educators hired without previous district experience, shall submit any PDUs of credit earned to their supervisor or Human Resources for review.
 - 7. Upon receipt of evidence (PDU log) from an employee, Human Resources shall verify completion of the required PDUs for license renewal on the TSPC-provided Professional Educational Experience Report (PEER) form, and submit the form to TSPC electronically.
 - 8. Completed TSPC, PEER forms shall be filed in the employee's personnel file.

Log of Professional Development Activities

Educator's Name: _____ Account #: _____

Activity Name	Date Completed	Standard(s)	# of PDUs
Total Number of PDUs =			
Standards: <i>List the number of the appropriate Standard(s)</i> 1 = Learning communities 2 = Leadership 3 = Resources 4 = Data 5 = Learning designs 6 = Implementation 7 = Outcomes <i>For more info concerning domains, see OAR 584-090-0110</i>		Notes: One clock hour = one PDU One quarter hour of college credit = 20 PDUs One semester hour of college credit = 30 PDUs Minimum number required: 75 for final 3-year licenses 125 for final 5-year licenses 30 for Subs and Restricted Subs (by 2015)	

Lebanon Community Schools

Code: **ING-AR**
Revised/Reviewed: 12/16/10, 11/21/13, 9/11/14,
2/9/2017

Animals in District Facilities

Name of Student/Staff requesting service animal¹: _____

Please provide the following information about the service animal.

1. Parent/Staff and/or emergency contact information: _____

2. Service animal breed, age and history: _____

3. Is the service animal required due to a disability? ☐ Yes ☐ No

4. Is the student/staff able to independently care for the service animal's needs (i.e., bathroom, feeding, cleaning up messes, general hygiene, interaction with others, etc.)? ☐ Yes ☐ No

5. Has the student/staff member requesting use of the service animal been trained as the animal's handler? ☐ Yes ☐ No

If no, who will act as the trained handler for the animal during the school/work day?

Attached proof of handler training: ☐ Received ☐ Not Received

6. Documentation of Public Access Test: ☐ Received ☐ Not Received

Trainer or organization who administered the Public Access Test:

Address and phone number of trainer or organization:

7. Insurance company insuring the service animal:

Attached proof of insurance: ☐ Received ☐ Not Received

Agent name, address, and phone number:

8. Proof of current and proper vaccinations for service animal: ☐ Received ☐ Not Received

9. ~~Describe the nature of the~~What work or task has the service animal is been trained, ~~or is being trained~~ to ~~do or perform to~~²~~meet the student's/staff's individual needs:?~~

6/12/141/31/17 | RS

¹The American with Disabilities Act definition of "service animal" means any dog that is individually trained to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual or other mental disability. Companion and comfort animals are not considered service animals. Other species of animals, whether wild or domestic, trained or untrained, are not service animals for the purposes of this definition. The work or tasks performed by a service animal must be directly related to the individual's disability. Examples of work or tasks include, but are not limited to, assisting individuals who are blind or have low vision with navigation and other tasks, alerting individuals who are deaf or hard of hearing to the presence of people or sounds, providing non-violent protection or rescue work, pulling a wheelchair, assisting an individual during a seizure, alerting individuals to the presence of allergens, retrieving items such as medicine or the telephone, providing physical support and assistance with balance and stability to individuals with mobility disabilities, and helping persons with psychiatric and neurological disabilities by preventing or interrupting impulsive or destructive behaviors. The crime deterrent effects of an animal's presence and the provision of emotional support, well-being, comfort, or companionship do not constitute work or tasks for the purposes of this definition. The law and its regulations also make an allowance for miniature horses.

²The district may request this information if the nature of the work or task the assistance animal is trained, or is being trained to do or perform, is not readily apparent.

Lebanon Community Schools

Code: **JECBD-AR**
Revised/Reviewed: 4/6/09; 1/20/11
Orig. Code(s): JECBD-AR

Homeless Students

The district will ensure that homeless students are enrolled and receive the appropriate educational services. Our homeless students will have access to services needed to meet the same academic achievement standards to which all students are held.

District Homeless Liaison

The district homeless liaison will help to ensure that homeless children and youth enroll and succeed in school and receive the educational services for which they are eligible, including through Head Start, Early Intervention, and preschool services. The district's liaison will ensure that:

1. Homeless students are identified;
2. Homeless students are enrolled in and have a full and equal opportunity to succeed in district schools;
3. Homeless families and students receive educational services for which they are eligible, and referrals to health care services, dental services, mental health services and other appropriate services;
4. Parents of homeless students are informed of the educational and related opportunities available to the students and are provided with meaningful opportunities to participate in the education of their students;
5. Public notice of the educational rights of homeless students is distributed where such students receive services (e.g. schools, ~~family~~ shelters, soup kitchens, public library);
6. The parent of the homeless student, or any unaccompanied student, is fully informed of all transportation services, including transportation to the school of origin, and is assisted in accessing transportation to the school selected;
7. Enrollment disputes are mediated;
8. Record student names in the district's electronic student information system;
9. Track academic progress and attendance of homeless students at least twice each term, with more frequent checks of progress for students not on track;
10. Inform an administrator of concerns regarding academic progress and attendance;
11. Develop and update annually the district web page information pertaining to the resources and information for homeless children and youth;

12. Develop and update annually the information brochure to be included in registration packets and parent correspondence at the beginning of each school year;
13. School personnel, service providers and advocates working with homeless students and their families are informed of the liaison duties.
- 14.A student shall be granted enrollment even if he or she has missed application or enrollment deadlines during any period of homelessness.
- 15.Coordinate and collaborate with the ODE state coordinator, community and school personnel responsible for the provision of education and related services to homeless students.

All staff will participate in annual trainings on the duties and responsibilities of the district homeless liaison during the August inservice or shortly thereafter in a building level training. This inservice will include the definitions of homeless students, appropriate procedures in identifying homeless children and youth, reviewing the services provided to staff, students, and families as coordinated by the liaison, and the location of the Confidential Intake Forms and process for submission.

Identification of Homeless Children and Youth

School personnel will submit a Confidential Intake Form (Appendix A) to the liaison whenever there is any reason to believe that a student may be considered as homeless. Determinations of whether a child or youth is homeless should be made on a case-by-case basis by the district's homeless liaison.

Students that have been identified as homeless will be flagged on the district's electronic student information system. This "flagging" will be accessible only to those that provide state reporting or monitoring academic success. At a minimum the liaison will monitor students' progress, grades and attendance quarterly.

The McKinney-Vento Act (~~Subtitle VII-B, Section 725~~) defines a homeless individual as one who lacks a fixed, regular, and adequate nighttime residence. It includes children and youth who:

1. Are sharing the housing of other persons due to loss of housing, economic hardship or a similar reason; or, in the case of unaccompanied youth, lack a stable or safe living environment;
2. Are living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations;
3. Are living in emergency or transitional shelters;
4. Are abandoned in hospitals; or
- ~~5. Are awaiting foster care placement or are in temporary foster settings awaiting permanent placement;~~

- ~~6.5.~~ Have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;
- ~~7.6.~~ Are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations or similar settings; and
- ~~8.7.~~ Migrant children and youth (as defined under NCLB Title IC - Migrant Education) who qualify as homeless because they are living in circumstances described above.

School Placement Determinations

The district will immediately enroll the student in the school selected even if the student is unable to produce records normally required for enrollment, such as academic records, medical records, proof of residency or other documentation. The district will pay fees and costs associated with tracking, obtaining and transferring records necessary for the enrollment of homeless children and youth in the school. The records may include birth certificates, guardianship records, immunization records, academic records and evaluations of homeless children and youth determining eligibility for other programs and services.

The district shall immediately contact the school last attended to obtain relevant academic and other records. The liaison shall enroll each homeless child or youth in the school determined to be in the child's or youth's best interest:

1. Continued enrollment at the student's school of origin for the duration of homelessness, or for the remainder of the school year if the child or youth becomes permanently housed during the academic year, or
2. Enrollment in the school in which nonhomeless students who live in the attendance area in which the child or youth is actually living are eligible to attend.

To the extent feasible, homeless students should be kept at the school of origin, except when doing so is contrary to the wishes of the child's parent or guardian. Should a dispute regarding the placement decision occur, a written explanation, including a statement regarding the right to appeal the decision, must be provided to the parent or guardian, or if unaccompanied, to the youth. During the appeal process, the child or youth has the right to maintain attendance at the school in which enrollment is sought – the school of origin or the school in the attendance area in which the student currently resides – pending resolution of the dispute.

When the student has completed the final grade served by the school of origin, the term "school of origin" shall include the designated receiving school at the next grade level for all feeder schools.

Educational Services

Each homeless student shall be provided services comparable to services offered to other students, as determined to be in the student's best interest. Access will be given to programs such as:

1. Title 1A;
2. Special education;

3. Programs for English language learners;
4. ~~Professional technical programs~~Career and technical education; and
5. Talented and gifted programs.

Transportation

The district will provide transportation to homeless students to attend their school of origin if requested, even if the school district does not provide school transportation to non-homeless students. (McKinney-Vento Act, ~~Section 722(g)(1)(C)~~). This provision applies even if a homeless student's school of origin is in another district, as long as the transportation is feasible. The feasibility determination must be made based on the best interest of the student (e.g. length and distance of the commute, safety concerns) not on financial concerns of the district.

Whenever an inter-district case occurs, it is imperative that the liaisons of both districts work together to establish procedures to ensure that transportation is expedited. Inter-district disputes cannot delay immediate enrollment. In the absence of agreement between districts on inter-district cases, the two districts are required to apportion the costs and responsibilities equally (McKinney-Vento Act, ~~Section 722(g)(1)(J)(H)~~).

Dispute Resolution

Under the McKinney-Vento Act (~~Section 722(g)3(E)~~), if a dispute arises over school selection or enrollment:

1. The student shall be immediately admitted to the school in which enrollment is sought, pending resolution of the dispute;
2. The parent or guardian of the student shall be provided with a written explanation of the decision, including the right to appeal the decision and the process to do so;
3. The liaison will carry out the dispute resolution process as expeditiously as possible upon receiving notice of the dispute; and
4. In the case of an unaccompanied youth, the liaison shall ensure that the youth is immediately enrolled in school pending resolution of the dispute.

Determination by the homeless liaison or district may be appealed. The process of dispute resolution will follow the public complaint process outlined in Board Policy (KL - Public Complaints). It is important to note that the student(s) will be immediately admitted to the school in which enrollment is sought, pending resolution of the dispute.

R1/31/17 | PH

Lebanon Community Schools

Code: **EFAA**
Adopted: 5/6/10, 12/18/14

District Nutrition and Food Services

The district may enter into an agreement with the Oregon Department of Education (ODE) to operate the National School Lunch Program (NSLP) and the Commodity Food Distribution Program (CFDP) by signing a permanent Sponsor-ODE Agreement entitling the district to receive reimbursement for all meals that meet program requirements and to earn USDA Food entitlement based on the number of lunches served.

The permanent agreement shall be signed by the superintendent or other school official with authority to obligate the district to legally binding contracts, subject to annual ODE renewal and will include, at the district's option, an agreement to operate the School Breakfast Program (SBP), Summer Food Service Program (SFSP), the Child and Adult Care Food Program (CACFP) and the Special Milk Program (SMP). The district recognizes that meals and snacks served by the district will not be eligible for reimbursement until the annual program update is received and approved by ODE.

The permanent Sponsor-ODE Agreement shall include assurances by the district that it will follow all NSLP regulations regarding Child Nutrition Program regulations for which the district is approved to operate:

1. Free and reduced price process (updated annually);
2. Financial management of the nonprofit school food service;
3. Civil rights and confidentiality procedures;
4. Meal pattern and nutrition content of meals served;
5. Use and control of commodity foods;
6. Accuracy of reimbursement claims;
7. Food safety and sanitation inspections;

7.8. Nutrition standards for foods and beverages sold to students.

The superintendent will develop an administrative regulations as necessary to implement this policy and meet the requirements of state and federal law. The regulation~~(s)~~ will be reviewed and adopted by the Board as required by law.

END OF POLICY

Legal Reference(s):

[ORS 327.520 to -327.535](#)

[OAR 581-051-0100](#)

[OAR 581-051-0305](#)

[OAR 581-051-0310](#)

[OAR 581-051-0400](#)

Nondiscrimination on the Basis of Handicap in Programs or Activities Receiving Federal Financial Assistance, 7 C.F.R. Part 15b (2001).

U.S.D.A., ELIGIBILITY GUIDANCE FOR SCHOOL MEALS MANUAL.

U.S.D.A., FNS INSTRUCTION 765-7 REV. 2: HANDLING LOST, STOLEN AND MISUSED MEAL TICKETS.

Healthy, Hunger-Free Kids Act of 2010, 42 U.S.C. 1751 §§ 203, 205.

[National School Lunch Program 7 C.F.R. Part 210](#)

[U.S.D.A. Instruction 113-1 Civil Rights](#)

[Donation of Foods for Use in the United States, Its Territories and Possessions and Areas Under its Jurisdiction, 7 C.F.R. Part 250](#)

[Uniform Administrative Requirements, Cost Principles and Audit Requirements for Federal Awards, 2 C.F.R. 200.](#)

[R40/23/141/31/17 | PH](#)

Lebanon Community Schools

Code: **EFAE**
Adopted: 6/15/98
Readopted: 5/6/10
Orig. Code(s): EFAE

Child Nutrition - Hearings Procedure/Appeal Process

The district shall establish and use a fair hearing procedure under which a household can appeal a decision with respect to the household's application for benefits and/or any subsequent reduction or termination of benefits. During the appeal and hearing, the student who was determined to be eligible based on the face of the application submitted will continue to receive free or reduced-price meals. Prior to initiating the hearing procedure, the district official, the parents or guardians may request a conference to provide an opportunity for the parents/guardians and school officials to discuss the situation, present information, obtain an explanation of data submitted in the application, and the decisions rendered. Such a conference shall not in any way prejudice or diminish the right to a fair hearing.

The superintendent or designee shall act as the hearings officer. (The hearings officer shall be someone not involved in the original eligibility determination.)

END OF POLICY

Legal Reference(s):

Nondiscrimination on the Basis of Handicap in Programs or Activities Receiving Federal Financial Assistance, 7 C.F.R. Part 15b (2001).
National School Lunch Program, 7 C.F.R. Part 210 (2006).
Special Milk Program for Children, 7 C.F.R. Part 215 (2006).
School Breakfast Program, 7 C.F.R. Part 220 (2006).
Determining Eligibility for Free and Reduced Price Meals and Free Milk, 7 C.F.R. § 245.8 (2006).
Uniform Federal Assistance Regulations, 7 C.F.R. Part 3015 (2006).

Cross Reference(s):

EFA - Local Wellness Program

Lebanon Community Schools

Code: **EFAL**
Adopted: 6/15/98
Readopted: 5/6/10
Orig. Code(s): EFAL

Child Nutrition - Second Meals

All students will be charged a la carte prices for second servings of meals or portions of meals served.

END OF POLICY

Legal Reference(s):

Nondiscrimination on the Basis of Handicap in Programs or Activities Receiving Federal Financial Assistance, 7 C.F.R. Part 15b (2001).
National School Lunch Program, 7 C.F.R. Part 210 (2006).
Special Milk Program for Children, 7 C.F.R. Part 215 (2006).
School Breakfast Program, 7 C.F.R. Part 220 (2006).
Determining Eligibility for Free and Reduced Price Meals and Free Milk, 7 C.F.R. § 245.8 (2006).
Uniform Federal Assistance Regulations, 7 C.F.R. Part 3015 (2006).

Cross Reference(s):

EFA - Local Wellness Program

Lebanon Community Schools

Code: **GCL/GDL**
Adopted: 2/21/13,
Readopted: 12/5/13

Staff Development * (Version 32)

In order to strengthen and refine professional skills of district personnel, the superintendent or his/her designee will develop a staff development program for all employees.

Building site councils will be encouraged to participate in the development and implementation of the district's staff development program including provisions for the professional growth of staff.

Staff development programs, whether provided directly by the district or through district contracts with third parties, will provide appropriate reasonable accommodations to ensure such programs are available to employees with disabilities.

~~Completion of continuing professional development (CPD) requirements, as set forth in OAR Chapter 584, Division 090 by the Teacher Standards and Practices Commission (TSPC) for license renewal, are the sole responsibility of the employee. The selection of the employee's CPD adviser shall be subject to approval by the individual's supervisor. Each individual licensed employee is solely responsible for ensuring accurate completion of the professional development required for licensure. Once a licensed employee completes licensure requirements, the employee must submit evidence to the employee's supervisor [or professional development advisor], who will verify that the licensed employee has successfully completed the professional development requirements to the superintendent [or designee], on the Teacher Standards and Practices Commission (TSPC) Professional Educational Experience Report (PEER) form.~~

END OF POLICY

Legal Reference(s):

[ORS 329.095](#)
[ORS 329.125](#)
[ORS 329.704](#)
[ORS 342.138](#)
[ORS 342.856](#)

[OAR 581-022-0606](#)
[OAR 581-022-1720](#)
~~[OAR 584-018-0105](#)~~
[OAR 584-018-0205](#)
~~[OAR 584-090-0100 to 0120](#)~~
~~[OAR 584-255-0010 to -0030](#)~~

Clackamas IED Assn. v. Clackamas IED, No. C-141-77, 3 PUB. EMPL. COLL. BARG. REP. 1848 (ERB 1978).
Eugene Educ. Ass'n v. Eugene Sch. Dist. 4J, No. C-93-79, 5 PUB. EMPL. COLL. BARG. REP. 3004 (ERB 1980).
Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213; 29 C.F.R. Part 1630 (2006); 28 C.F.R. Part 35 (2006).
Americans with Disabilities Act Amendments Act of 2008.

R1/31/17+2/13/12RSSL

Lebanon Community Schools

Code: **ING**

Adopted: 8/20/01

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

Orig. Code(s): ING

Animals in District Facilities

~~Permission is to be obtained from the principal before animals are brought into the school. Only service animals¹ serving persons with a disability and animals approved by the superintendent that are part of an approved district curriculum or cocurricular activity are allowed in district facilities. Approved Aanimals~~ must be adequately cared for and appropriately secured. Only the teacher or students designated by the teacher are to handle the animals.

If animals are to be kept in the classroom on days when classes are not in session, arrangements must be made for their care.

Animals, ~~except those service animals serving persons with a disability~~ may not be transported on a school bus.

~~Animals serving persons with a disability would be an exception to this policy.~~

END OF POLICY

Legal Reference(s):

[ORS 346.620](#)

[ORS 659A.400](#)

[OAR 581-053-0010](#)

[OAR 581-053-0230\(9\)\(j\)](#)

[OAR 581-053-0330\(1\)\(q\)](#)

[OAR 581-053-0430\(16\)](#)

[OAR 581-053-0531\(15\)](#)

Americans with Disabilities Act of 1990, ~~104 Stat. 327~~, 42 U.S.C. § 12101 ~~et seq.~~ (2006); 28 CFR §§ 35.104, 35.136 (2006).
Americans with Disabilities Act Amendments Act of 2008.

~~10/24/13~~ | ~~RS~~ 1/31/17 | PH

¹The American with Disabilities Act definition of “service animal” means any dog that is individually trained to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual or other mental disability. Companion and comfort animals are not considered service animals. Other species of animals, whether wild or domestic, trained or untrained, are not service animals for the purposes of this definition. The work or tasks performed by a service animal must be directly related to the individual’s disability. Examples of work or tasks include, but are not limited to, assisting individuals who are blind or have low vision with navigation and other tasks, alerting individuals who are deaf or hard of hearing to the presence of people or sounds, providing non-violent protection or rescue work, pulling a wheelchair, assisting an individual during a seizure, alerting individuals to the presence of allergens, retrieving items such as medicine or the telephone, providing physical support and assistance with balance and stability to individuals with mobility disabilities, and helping persons with psychiatric and neurological disabilities by preventing or interrupting impulsive or destructive behaviors. The crime deterrent effects of an animal’s presence and the provision of emotional support, well-being, comfort or companionship do not constitute work or tasks for the purposes of this definition. The law and its regulations also make an allowance for miniature horses.

Lebanon Community Schools

Code: **JEC**
Adopted: 4/15/10
Readopted: 1/20/11, 3/10/16, 4/28/16
Orig. Code(s): JEC

School Admission and Open Enrollment

Students, legally residing within the district's boundaries, are eligible to attend the district schools. Compulsory attendance is established by state statute with provision for exceptions under specified conditions.

State law requires a student whose sixth birthday is on or before September 1 to enroll in a public school; and recognizes a student who is age five on or before September 1 to be kindergarten age.

Students between the ages of 5 and 19 who are not legally emancipated or wards of a public agency shall be considered resident for school purposes in the school district in which their parents or guardian reside.

Students located in the district shall not be excluded from admission solely because the student does not have a fixed ~~place of~~, regular and adequate nighttime residence or solely because the student is not under the supervision of a parent.

The district may admit an otherwise eligible person who is not receiving special education and who has not yet attained 21 years of age prior to the beginning of the current school year if the person is shown to be in need of additional education in order to secure a diploma.

All new students must register in the office of the school of residence. Registration requirements include proof of the student's birth date (e.g. a birth certificate, a hospital record, a baptismal record or a signed affidavit). Students must meet state law in regards to required inoculations and other health related requirements in order to be admitted to school.

The Board recognizes that the educational goals of the district can best be attained through educational programs as diverse as students' needs within a pluralistic society. Therefore, the Board encourages the development of a variety of school options through the cooperative efforts of educators, parents, students, and/or community resources.

Students have a right to attend the neighborhood school which is within the attendance boundaries of which they are also resident. The district will consider parent or guardian applications for open enrollment outside their neighborhood attendance area in accordance with district regulations. Parents may apply for more than one school by priority order.

When open enrollment applications are approved by the district, the student may continue at the transferred school until such time the student completes that level of instruction provided at that site contingent on space being available.

END OF POLICY

Legal Reference(s):

[ORS 327.006](#)
[ORS 336.092](#)
[ORS 339.010](#)
~~[ORS 339.020](#)~~
~~[ORS 339.030](#)~~
[ORS 339.115](#)
[ORS 339.125](#)
[ORS 339.133](#)

[ORS 339.134](#)
[ORS 433.267](#)
[OAR 581-022](#)-0705

Illegal Immigration and Immigration Reform Act of 1996, 8 U.S.C. §§ 1101, 1221, 1252, 1224, 1363, 1367 (2006).
McKinney-Vento Homeless ~~Education Assistance Improvements Act of 2001~~, Subtitle VII-B, reauthorized by Title IX-A of the Every Student Succeeds Act (ESSA), 42 U.S.C. §§ 11431, 11434a 42 U.S.C. §§ 11431-11435 (2005/2015).

Cross Reference(s):

JECB - Admission of Nonresident Students
JECBD - Homeless Students

~~[1/14/16](#)~~[1/31/17](#) | PH

Lebanon Community Schools

Code: **JECBD**
Adopted: 8/4/03
Readopted: 1/20/11
Orig. Code(s): JECBD

Homeless Students

Homeless students in the district will have access to the education and other services needed to ensure that an opportunity is available to meet the same academic achievement standards to which all students are held.

A liaison for students in homeless situations will be designated by the district to carry out duties as required by law.

The district will ensure that homeless students are not stigmatized nor segregated on the basis of their status as homeless. A homeless student will be admitted, in accordance with the student's best interest, to the ~~district school in the attendance area in which the student is actually living or to the~~ student's school of origin ~~as requested by the parent and in accordance with the student's best interest or enroll the student in a district school in the attendance area in which the homeless student is actually living, unless contrary to the request of the parent or unaccompanied student.~~ Transportation will¹ be provided ~~to and from the student's school of origin at the request of the parent, or in the case of an unaccompanied student, the district's liaison for homeless students in accordance with law.~~

The superintendent will develop administrative regulations ~~to implement this policy to remove barriers to access and participation by homeless students.~~

END OF POLICY

Legal Reference(s):

[ORS 109.056](#) [OAR 581-021-0045](#)
[ORS 327.006](#) [OAR 581-021-0046](#)
[ORS 339.115 \(7\)](#)
[ORS 339.133](#)
[ORS 433.267](#)

~~McKinney-Vento Homeless Education Assistance Improvements Act of 2001, 42 U.S.C. §§ 11431-11435 (2005); No Child Left Behind Act of 2001, 20 U.S.C. § 6315 (2006); McKinney-Vento Homeless Assistance Act, Subtitle VII-B, reauthorized by Title IX-A of the Every Student Succeeds Act, 42 U.S.C. §§ 11431-11435 (2015); Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2006); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (2006); Letter Opinions, Office of the OR Attorney General (March 15, April 18, June 30 1988); OR. DEPT OF EDUC., ODE EXECUTIVE MEMORANDA 23 1988-89, 42 1994-95.~~

[R6/10/161/31/17 | PH](#)

Cross Reference(s):

JEC - School Admission and Open Enrollment

¹[McKinney-Vento Homeless Assistance Act \(see 42 U.S.C. 11432\(g\)\(1\)\(J\)\(iii\)\).](#)

Lebanon Community Schools

Code: **JHCCF**
Adopted: 9/5/00
Readopted: 1/20/11
Orig. Code(s): JHCCF

Head Lice Control

~~The district will make every effort to prevent a single case of pediculosis (head lice) from turning into a wide spread problem throughout any school. Any child having head lice shall be excluded from school attendance and shall only be readmitted after treatment is completed, nits are removed, and permission to return to school has been granted by the principal, nurse or designee.~~

Pediculosis (Head Lice) (Version 1)

(Excludes a students infested with either live lice or nits; does not allow attendance of a student with live lice or nits.)

The Board recognizes that district programs should be conducted in a manner that protects and enhances student and employee health and is consistent with recognized health practices. Consequently, in order to prevent the spread of pediculosis (head lice) in the school setting, district staff shall institute guidelines for classrooms that will assist in the prevention of and the spread of head lice. A student with a suspected case of lice shall be referred to the school nurse or administrator for an assessment. A student found with live lice or nits (lice eggs) will be excluded from school attendance. The district recognizes that the Oregon Health Authority, Public Health Division, no longer requires exclusion of a student for the presence of nits and allows the discretion of the district. A student excluded from school will be readmitted after an assessment by designated personnel to confirm no live lice or nits are present, and may be subject to period checks.

Successful treatment of head lice requires a coordinated approach and may involve the use of anti-lice products, combing and implementation of preventative measures recommended by health authorities. Treatment information will be provided by the district to parents of students found to have contracted head lice. It is the district's intent to encourage elimination of the current infestation and to prevent a repeat episode.

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

END OF POLICY

Legal Reference(s):

[ORS 433.255](#)
[ORS 433.260](#)
[OAR 333-019-0014\(4\)](#)

[OAR 437-002-0360](#)
[OAR 581-022-0705](#)

9/30/031/31/17 | MWPH

NEW POLICY

Legal Names of Students

The district will consider requests to use names other than the student's legal name. Such requests, if honored, may be entered into the computer system so long as a cross-referencing system is established to locate the student's records with the student's legal name.

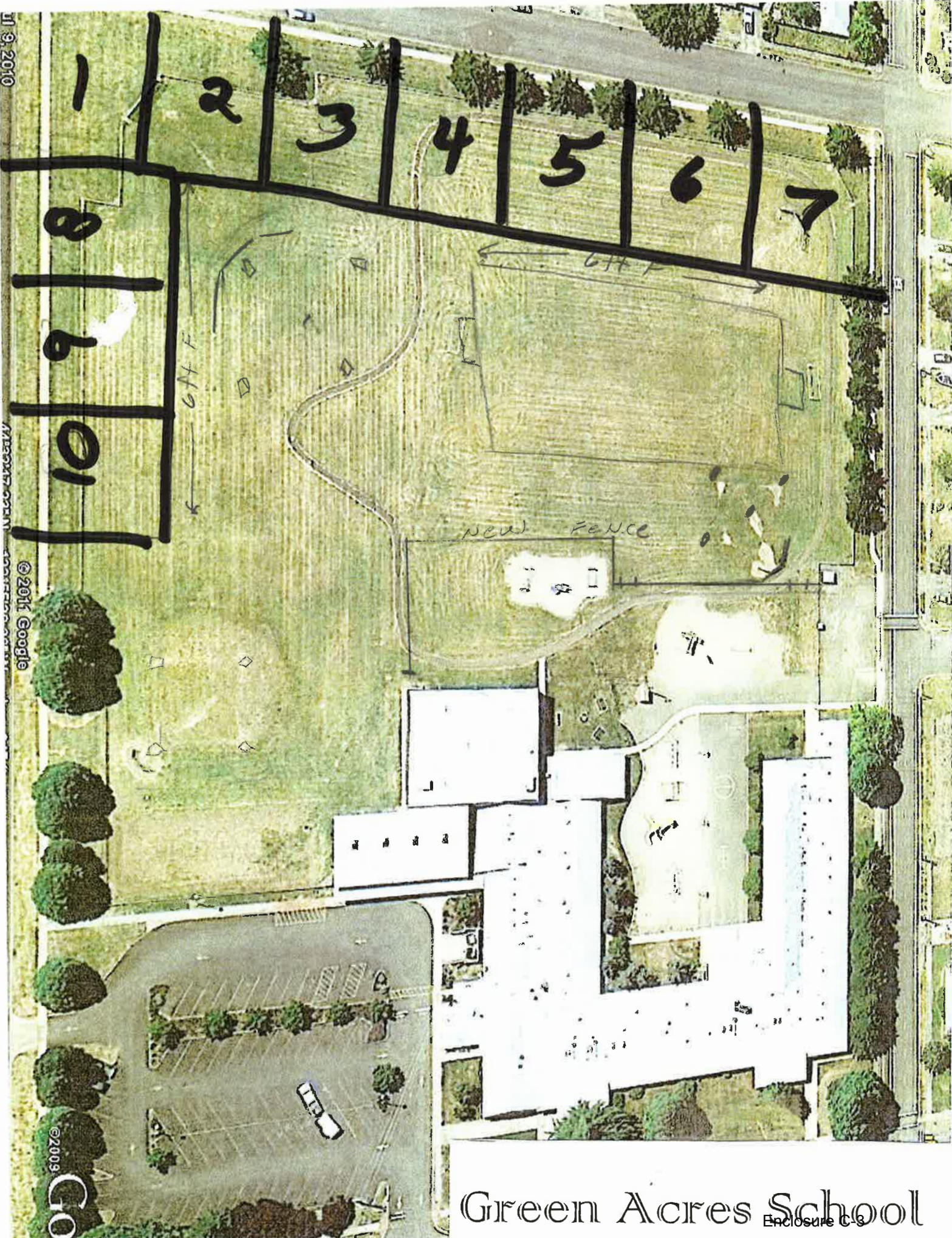
Legal last names will be changed by the district only upon receipt of a copy of a court order.

END OF POLICY

Legal Reference(s):

[OAR 581-022](#)-1670

1/31/17 | SL



Green Acres School
Enclosure C-3

11/9/2010
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Technology Wireless and Cabling Upgrade RFP
Intent to Award

Earlier this spring, the board approved the District to do an upgrade of our wireless infrastructure and cabling for wireless access points and security cameras. Funding is through the federal USAC E-Rate program. The board approved us to pursue this upgrade with a Request for Proposal (RFP). The district received three responses to each part of this RFP: Part 1: Wireless Upgrade and Part 2: Cabling Upgrade.

We, the technology department and Linda Darling, carefully reviewed each proposal and interviewed, as needed, the accompanying references with the proposals. Based on this review and our interviews with references, we scored each of the vendors on the qualifications listed in **Table 3** and **Table 4** below.

Please note: We made the following changes during the RFP bidding and review process:

- We were made aware during this process that, although the E-Rate program covers “internal cabling”, they will most likely not cover “internal cabling” that is specifically allocated for security cameras. Due to this, we decided to hold off on security camera cabling and possibly re-bid this at a later time.
- Due to budget constraints, we will be using higher throughput rated Cat 6a cabling, but reduce the number of cables for wireless access points from two cables to one cable.

As a result of our review, we are recommending that the board award the Lebanon School District Part 1: Wireless Upgrade to ***C2 IT Systems*** and Part 2: Cabling Upgrade to ***Ednetics, Inc.*** **Table 1** and **Table 2** below have pricing and further notes about each of the bidders.

Table 1

Part 1: Wireless Upgrade: Pricing from each of the responding vendors and notes about their proposal.

<u>Company</u>	<u>Pricing</u>	<u>Notes</u>
C2 IT Systems: (Winning Bidder)	\$156,390	<ul style="list-style-type: none">• Product Quoted: Ruckus• This company bid Ruckus wireless access points, our current standard at LHS. The company was knowledgeable and proposed a solid system without upselling or over-designing. Their references came back with excellent reviews. We feel confident that they would design and implement a solid solution.
MicroK12	\$159,000	<ul style="list-style-type: none">• Product Quoted: Ruckus• This company also bid Ruckus wireless access points. Reviews came back good for this company, but the references primarily had experience with this company doing PC and projector installs. They would be a good backup option if something negatively impacted our opinion of C2 IT Systems.
Ednetics	\$171,143.90	<ul style="list-style-type: none">• Product Quoted: Cisco/Meraki• Ednetics is the company we are currently working with for our wired network upgrade. Their proposal was extremely detailed. They are a great company, but switching to Cisco/Meraki access points District-wide would have driven both the initial AP /cabling installation and on-going support cost very high. We believe the Ruckus solution is a better investment of district funds.

Table 2

Part 2: Cabling Upgrade: Pricing from each of the responding vendors and notes about their proposal.

<u>Company</u>	<u>Pricing</u>	<u>Notes</u>
Ednetics (Winning Bidder)	Bid: \$376,740	<ul style="list-style-type: none">• Ednetics has excellent references which we are seeing first hand, through our current project. Their proposal gave an extremely detailed and well laid plan for the cabling project. While scoring the proposals, Ednetics did not score high in the pricing area (their price was higher than other proposals), however, in the other areas they scored higher than the other companies. We believe that the quality of their work and products used will be worth the additional expense. The contract will stay within our budgeted amount through some value engineering.
Advanced Communications	Bid: \$150,009.40	<ul style="list-style-type: none">• Advanced Communications proposal was the lowest price point. The company quoted a lower-cost but with debatably less quality cabling product. Through the scoring process, this company was significantly below the winning bid score.
Jimco	Bid: \$86,505	<ul style="list-style-type: none">• Jimco came in with a low price quote, but they failed to meet the majority of the stated requirements in the bid for this project. Their proposal did not include a bid for Cat 6a cabling and the number of cable drops did not match the number requested on the RFP.

**LEBANON COMMUNITY SCHOOL DISTRICT
SCHOOL BOARD MEETING
MINUTES
March 9, 2017 - 6:00 PM
Seven Oak Middle School, 550 Cascades Drive, Lebanon, Oregon 97355**

A regular School Board Meeting was held at Seven Oak Middle School on March 9, 2017. Those present included:

Richard Borden, Director	Rob Hess, Superintendent
Jerry Williams, Director	Bo Yates, Assistant Superintendent
Russ McUne, Director	Jennifer Meckley, Director of Human Resources
Mike Martin, Director	
Kellie Weber, Director	

Minutes recorded by Nicole Hundley, Executive Secretary.

AUDIENCE COMMENTS

Chair Russ McUne welcomed audience comments.

Jason Pottorf discussed the February Board meeting, and expressed concern regarding the approval of the superintendent's contract. He felt the Board was not acting in the best interest of the community and expressed frustration with the dismissal of the anonymous concerns.

Ted Boatsman presented a resolution from the Lebanon First Assembly of God congregation supporting the naming of the Pioneer School Library in honor of Sergeant Scot Noss.

Cindy Thompson made a statement regarding Jerry Williams' residency and commented on the raise in the superintendent's contract.

GOOD NEWS/COMMUNITY COMMUNICATIONS

1. Report: Seven Oak Middle School

Principal Wayne Reposa and Assistant Principal Jordon Ford presented information on Seven Oak's opportunities and support, electives, attendance, and assessment.

2. Report: Seven Oak Awarded 2017 Champion of Breakfast Award for Tradition of Excellence in School Breakfast Service

Rob Hess and Wayne Reposa reported that Seven Oak Middle School was recently recognized by the USDA's School Nutrition Programs for their breakfast service.

3. Distinguished Service Awards

Rob Hess reported that at the recent Distinguished Service Awards banquet, the District recognized two employees for their service to students. Linda Horner was recognized as the classified educator of the year and Barb Snow was recognized as the certified educator of the year.

GENERAL BUSINESS

1. Policies

(a) Action: Adopt Board Policies on Second Reading

Policy JFCIA: Student Drug Testing was presented for Board approval. Policy JFCIA-AR: Student Drug Testing was also presented for Board review. Mike Martin made a motion to approve the policy as presented. Kellie seconded the motion. The motion carried 4-1 with Richard Borden voting against.

2. Report: STAR Assessment Presentation

Dawn Baker presented an overview of the STAR assessment and how it is used in the District. This assessment replaced EasyCPM and more closely matches the state assessment, SBAC. Dawn explained how the program allows us to track growth and proficiency with a more time-efficient test.

3. Report: English Learners Presentation

Dawn Baker presented and discussed the English Learners annual report.

4. Report: Sand Ridge Charter School Report

The annual Sand Ridge Charter School report was presented to the Board. There was not a representative present from the charter school.

5. Action: Superintendent's Recommendations for Renewal and Non-Renewal

Rob Hess explained that the recommendations list does not become public record until after the Board's vote. Discussion ensued regarding the rolling contracts and the probationary periods for new teachers was explained for Kellie Weber. Mike Martin asked and it was clarified that there were no non-renewals presented. Mike Martin made a motion to approve the superintendent's recommendations for renewal and non-renewal as presented. Richard Borden seconded the motion. The motion carried unanimously.

6. Action: Approve 2017-2018 School Calendar

Maureen Twomey explained the Calendar Committee's thoughts on the calendar that was presented. October 13 was changed to a non-contract day to allow the professional development day to be at the beginning of the school year, but still allow for staff to attend state-wide inservice trainings that day. Discussion ensued regarding the early release change. Only the high school will be on every other Wednesday for early release; all other schools will remain at weekly early release. Russ McUne asked about the removal of the six day snow make up built into the end of the year. Maureen stated that this was not contractual and that something may be added about snow make up during this year's bargaining. Rob Hess noted that less Wednesday early releases means we have to prioritize the days we do have, and that he advocates for more professional development days built into the next contract. Jerry Williams made a motion to approve the Committee proposed calendar. Kellie Weber seconded the motion. The motion carried unanimously.

7. Action: Approve use of funds for construction course

Eric Frazier presented a request to use the proceeds from the sale of the Crowfoot Road property for the Construction Program. He outlined the financials which would allow the \$80,000 to be put towards building a house that could then be sold for a profit and the funds reinvested into the program for the next house. Eventually, the proceeds could go towards all CTE programs. Discussion ensued regarding subcontractors, the realtors' commissions being donated back, permit fees, insurance, and tool costs. The drafting classes at the high school are

working on a plan for the house. Discussion ensued regarding obtaining a loan for the remainder of the funds needed, and this will be discussed more when Linda Darling returns from vacation. Rob Hess noted that there may also be Measure 98 funds that could be used in lieu of the loan. Mike Martin made a motion to approve allocating the \$80,000 for the construction program. Richard Borden seconded the motion. The motion carried unanimously.

DEPARTMENT REPORTS

1. Finance

(a) Report

The Board had no questions on the District's financials.

(b) Disposal of Obsolete Equipment

The welding program determined that the following equipment should be disposed: cutting torch track 9 feet long with two motorized torch carriers, Victor Model 100 with a Victor torch, Airco No. 10 Radiograph with an unknown torch, and a Cadillac 17" x 33" lathe. Proceeds from the sale of this equipment will go back to the Welding Program. Jerry Williams made a motion to approve the disposal of obsolete equipment. Richard Borden seconded the motion. The motion carried unanimously.

COMMUNICATION

1. Board Communication

Mike Martin discussed the great success the District is seeing from AVID students. He also discussed the Superintendent's contract revisions and renewal. Mike asked to be removed from the bargaining committee as he does not feel he can bargain in good faith with the administrator working conditions tied to the LEA contract. Mike also discussed a recent article published by the Albany Democrat-Herald.

The Board continued to discuss transparency, the superintendent, and hiring practices.

Jerry Williams commented on the recent Choir Festival at LHS, which invited choirs from Seven Oak and Pioneer to participate with them.

Kellie Weber asked and Jennifer Meckley reported that there have been no additional applicants for the Lacomb/Hamilton Creek music position.

2. Superintendent Communication

a. Update on 360 Degree Survey

Rob Hess reported that Renee Sessler from the OSBA would be contacting each board member for feedback on the development of the 360-degree survey. Kellie Weber asked and Rob reported that there would be a cost, but it would depend on how many questions and how many responses we were looking for. Rob noted that he felt the cost would be worthwhile to have a survey that was tailored to what we were interested in as a District.

Rob also discussed what is happening at the national level with the change in administration. He noted that more rights are deferring to the states, which may provide some advantage. The Focus program is being replaced by ESSA, which would support the bottom 5% of schools. Our schools currently under Focus should be unidentified during the transition. Rob also noted that research is showing that graduation rate is impacted by student involvement in an activity with their peers, and it is important that we keep opportunities for students as a priority in the District.

CONSENT AGENDA

1. **Action:** Approve February 9, 2017 Board Minutes
2. **Action:** Approve Hiring/Transfers/Leave of Absence
 - a. Laura Archer, Teacher – Seven Oak Middle School – Leave of Absence 2017-2018 school year
 - b. Kristine Bergquist, Special Education Teacher – Riverview School (Temporary 2016-2017)
 - c. Rebecca Lippmann, Biology Teacher – Lebanon High School (Temporary 2016-2017)

Jerry Williams made a motion to approve the Consent Agenda. Richard Borden seconded the motion. Mike Martin asked if the teachers were qualified, and Jennifer Meckley noted that they had their Oregon teaching licenses and the appropriate certifications. The motion carried unanimously.

ADJOURN

The meeting adjourned at 8:25 PM.

Russ McUne, Board Chair

Rob Hess, Superintendent