

**LEBANON COMMUNITY SCHOOL DISTRICT  
SCHOOL BOARD AGENDA  
Lebanon School District Office  
485 S. 5<sup>th</sup> St. Lebanon, OR 97355  
March 10, 2016**

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**5:30 p.m. – EXECUTIVE SESSION UNDER: ORS 192.660 (2)(d) – To conduct deliberations with persons designated by the governing body to carry on labor negotiations. Since 1997, labor negotiations between the board and union have been held in open session unless both parties agree to executive sessions.**

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

Liz Alperin  
Richard Borden  
Jerry Williams  
Michael Martin  
Russ McUne

**B. AUDIENCE COMMENTS**

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

**C. GOOD NEWS**

**D. PURSUING EXCELLENCE**

1. **Report:** Green Acres School Improvement Plan/Sabrina Alexander (Enclosure D-1)

**E. GENERAL BUSINESS**

1. **Action:** Superintendent's Recommendations for Renewal and Non-renewal (Enclosure E-1)
2. **Discussion:** Make Up Snow Day
3. **Action:** Approve 2nd Reading on policies: (Enclosures E-3)
  - BBFA – Board members Ethics and Conflicts of Interest
  - BBFB – Board Member Ethics and Nepotism
  - DJFA – Credit/Purchase Cards
  - GBC – Staff Ethics
  - GCDA/GDDA – Criminal Records Checks/Fingerprinting
  - IGBAF-AR – Special Education-Individualized Education Program
  - IKF – Graduation Requirements
  - JEA – Compulsory Attendance
  - JEBA – Early Entrance
  - JEC – Admissions
  - KL – Public Complaints
4. **Action:** Approve 1<sup>st</sup> Reading of Policy: (Enclosure E-4)
  - ING – Animals in District Facilities
5. **Information:** AR Policy Revisions: (Enclosure E-5)
  - JEC-AR (1) – Open Enrollment/School Attendance Areas
  - JEC-AR (3) – Application for Open Enrollment
6. **Information:** K-12 Contract
7. **Discussion:** Boundary Changes and School Configuration
  - 7-8 Parent Request Data (from K-8 Schools)
  - LHS Feeder Success Data

**F. FINANCE**

1. **Report:** Financial Update (Enclosure F-1)
2. **Report:** P-Card Program (Enclosure F-2)

**G. HUMAN RESOURCES**

**H. OPERATIONS**

1. **Discussion:** Request to Name Football Field (Enclosure H-1)

**I. CONSENT AGENDA**

1. **Action:** Approve February 11, 2016 Board Minutes (Enclosure I-1)
2. **Action:** Approve February 25, 2016 Special Board Meeting Minutes (Enclosure I-2)
3. **Action:** Approve February 25, 2016 Board Work Session Minutes (Enclosure I-3)
4. **Action:** Approve Hiring Walter Johnson, 6<sup>th</sup> Grade, Pioneer, Temporary 2/22/16 to 6/10/16

**J. BOARD OF EDUCATION TIME/DISCUSSION**

April 14, 2016	6:00 p.m./District Office Board Room	Regular Board Meeting
April 14, 2016	7:00 p.m./District Office Board Room	Budget Committee Meeting #1
April 28, 2016	6:00 p.m./District Office Board Room	Regular Board Meeting
April 28, 2016	7:00 p.m./District Office Board Room	Budget Committee Meeting #2
May 12, 2016	6:00 p.m./District Office Board Room	Regular Board Meeting
May 12, 2016	7:00 p.m./District Office Board Room	Budget Committee Meeting #3
May 26, 2016	7:00 p.m./District Office Board Room	Public Budget Hearing & Special Board Meeting
June 9, 2016	6:00 p.m./District Office Board Room	Regular Board Meeting

**K. BOARD COMMUNICATION**

**L. SUPERINTENDENT COMMUNICATION**

**M. ADJOURN**

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

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

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



		Fluency								
Grade	% by:	% Benchmark			% Strategic			% Intensive		
		Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring
Kindergarten		2	15		8	44		90	41	
1st		43	44		41	32		17	24	
2nd		38	48		28	29		35	26	
3rd		36	29		21	33		43	38	
4th		29	53		50	25		21	23	
5th		32	32		32	38		35	29	

Action #	Action Details	Timeline	Staff Responsible	Resources Needed
1	<p>The writing process will be taught explicitly by teachers and broken into manageable chunks. Students will be taught self-talk that good writers use to support writing growth. And, teachers will address student challenges with peer writing and peer collaboration efficiently and effectively during writing instruction. Writing will be taught through a multi-tiered, differentiated approach to address all skill levels. EE 2.2 T14</p>	By June 2016	BLT	Using Growth Mindset, Need PD, Use Journeys, Step Up to Writing and the K-12 Framework.
2	<p>Teachers will participate in on-going professional development to align our writing instruction to ensure a systematic approach to writing instruction. The building literacy team will meet monthly, after meeting in the summer, to carry forward the professional development. The team will draw from the K-12 Writing framework for these professional developments EE 2.3, T6</p>	Nov. 18th, Dec. 2nd, Jan. 13th, Jan. 27th, Feb. 10th, Feb. 24th, Mar. 9th	<p>Writing to Respond, Typing skills, Writing in the context of Reading Instruction</p> <ol style="list-style-type: none"> <li>1. Scope and Sequence</li> <li>2. Learning &amp; practicing effective strategies to teach writing.</li> <li>3. Analyzing resources, lesson planning writing opportunities.</li> <li>4. Using Growth Mindset</li> <li>5. Peer Collaboration</li> </ol>	
3	<p>Administration and literacy coaches will use an Rtl literacy walk-through protocol to provide feedback to staff on their implementation of explicit, systematic reading instruction and levels of student engagement. Protocols will be used consistently when observing reading instruction and levels of student engagement. The information gathered will be debriefed with the observed staff member. EE 2.2, T6</p>	January-April	<p>The team will begin with small walk-throughs The team will look for target skills, engagem</p> <ol style="list-style-type: none"> <li>1.) February: Natalia and Jana will observe</li> <li>2.) March: BLT will observe each other</li> <li>3.) April: Grade level partners will observe e</li> <li>4.) May: Each staff will observe 2 other peop</li> </ol>	Big 5 classroom peer walkthrough form
4	<p>Continue to refine the building literacy model to further document processes and protocols, with special emphasis on SPED and Title, for creating instructional groups, scheduling and aligning ELA core and interventions, training staff, determining decision rules for transitioning students within and across instructional and grade level groups. DSC1.6, T5</p>	September-June	<p>Title/Sped/ELL with the support of Teresa L. will complete this by June.</p>	

# **School Improvement Plan: Math**

Grade	% by:	% Benchmark			% Strategic			% Intensive		
		Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring
Kindergarten	Oral counting	84%	40%		8%	32%		8%	28%	
1st		35	40%		27	32%		36	28%	
2nd		40	41%		19	32%		38	27%	
3rd		38	30%		41	23%		28	39%	
4th		33	32%		24	31%		42	37%	
5th		14	26%		37	44%		49	29%	

Action #	Action Details	Timeline	Staff Responsible	Resources Needed
1	All students will have access to 60 minutes of whole group math instruction and 30 minutes of small group math instruction each day. Students will participate in Dreambox and/or Do the Math in addition to targeted instruction from a teacher or instructional assistant. Student instruction will be based on progress monitoring and the use of a building wide math screening process. (EE2.2, T11)	fall/ongoing	principal sch., teachers (whole group and Dreambox), Title and SPED for Do the Math	Do the Math, DreamBox, and EngageNY
2	The staff will meet 3 times per year to review math benchmark data from EasyCBM and use data gathered through classroom formative assessment measures to set goals for tier I-III students. For students in the bottom two tiers and underperforming subgroups, individual and intervention group goals will be created and progress will be monitored at team meetings. (TL4.2, T2)	Fall/Winter/Spring data meetings	BMT, classroom teachers, Title and SPED	EasyCBM data, K-assessment packet, Classroom observation and EngageNY assessments
3	Develop a Multi-tiered (RTI) Math model. The model will identify evidence based core, supplemental, and intervention curriculum, schedules for whole group/small group instruction, assessment measures, and scheduling of intervention groups. All instruction will align to strategies and key concepts from the CCSS.	ongoing (including at grade level RTI mtgs)	Classroom teachers, Title, SPED	EasyCBM data, K-assessment packet, Classroom observation, EngageNY assessments, math screener, Dreambox data, Do the Math
4	The building math team will agree on a set of best practice engagement strategies to be used in whole and small group math instruction. The team will share the strategies with teachers to incorporate in their lesson plans.	ongoing/at each BMT mtg	BMT	ideas/successes/failures to be shared at each mtg, Teach Like a Champion, AVID strategies(?),
5	Continue forward building wide math programs and recognitions: Math Bees, mathletes, Math olympics, etc.	Math Bee- 3/year, Mathletes - monthly, Math Olympics - spring	4th/5th teachers, 2nd/3rd teachers, 1st grade	Math bees - questions x3, Mathletes awards, Math Olympics....?

# Lebanon Community Schools

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**MARCH 10, 2016**

**SUPERINTENDENT'S RECOMMENDATION  
FOR  
RENEWAL AND NON-RENEWAL  
OF  
PROBATIONARY TEACHERS AND ADMINISTRATORS  
AND FOR  
EXTENSION AND NON-EXTENSION  
OF CONTRACT TO  
CONTRACT TEACHERS AND ADMINISTRATORS**

“Resolved, that the Board of Directors of Lebanon Community School District accepts the Superintendent’s recommendation for the renewal and non-renewal of probationary teachers and administrators and for extension and non-extension of contract to contract teachers and administrators, as listed on the attached recommendation lists.”

(Enclosure E-1)

(Enclosure E-1)

## Employment Status (Licensed)

Recommended Status Beginning 2016-17 School Year

<b><i>Employee</i></b>	<b><i>Position Category</i></b>	<b><i>Recommended Status</i></b>
Stalpes, Alison S	Speech Language/Pathologist	Probationary 1
Barry, Troy M	Secondary	Probationary 2
Broadhurst, Catherine L	Speech Language/Pathologist	Probationary 2
Calderon, Martha	Family Advocate	Probationary 2
Conway, Madeline P B	Special Education	Probationary 2
Cook, Kristoffer M	Secondary	Probationary 2
Gault, Curtis M	Secondary	Probationary 2
Geoghegan, Brenda L	Special Education	Probationary 2
George, Rick D	Gardening	Probationary 2
Hammerquist, Sara L	Elementary	Probationary 2
Jackson, Leanne M	Elementary	Probationary 2
Kidd, Bradley K	Secondary	Probationary 2
Kingzett, Laura A	Secondary	Probationary 2
Kish, Susan M	Special Education	Probationary 2
Kuhns, Peter M	Secondary	Probationary 2
Lanzarone, Virginia Blair	Elementary	Probationary 2
Larcombe, Matthew N	ELL	Probationary 2
Lawrence, Kendra G	Special Education	Probationary 2
Lawrence, Tyler M	Elementary	Probationary 2
Leingang, Sean A	Secondary	Probationary 2
Lord, Elizabeth I	Counselor	Probationary 2
Lynn, Kela S	Behavior Support Specialist	Probationary 2
Marshall, Lori A	Speech Language/Pathologist	Probationary 2
Munger, Mark	Elementary	Probationary 2

(Enclosure E-1)

(Enclosure E-1)

## Employment Status (Licensed)

Recommended Status Beginning 2016-17 School Year

<b><i>Employee</i></b>	<b><i>Position Category</i></b>	<b><i>Recommended Status</i></b>
Perkins, Sarah E	Secondary	Probationary 2
Pflugi, Elizabeth M	Elementary	Probationary 2
Rose, Donna M	Secondary	Probationary 2
Sasaki-Skopp, Amanda K	Behavior Support Specialist	Probationary 2
Scott, Jennifer J	Secondary	Probationary 2
Sherer, Grant J	Secondary	Probationary 2
Sindhu, Devina K	Secondary	Probationary 2
Ulibarri, Kelly J	Elementary	Probationary 2
Vaughn, Richard W	Special Education	Probationary 2
Waters, Stephanie L	Elementary	Probationary 2
Wimmer, Chelsey J	Elementary	Probationary 2
Woody, Miranda J	Elementary	Probationary 2
Young, Sarah E	Elementary	Probationary 2
Zornow, Robert N	Secondary	Probationary 2
Beiser, Emily R	Elementary	Probationary 3
Bennett, Jeffrey A	Secondary	Probationary 3
Bullock, Cheri J	Secondary	Probationary 3
Dunn, Melissa A	Elementary	Probationary 3
Eberhart, Cameron W	Science (6th-8th)	Probationary 3
Elenz, Ashleigh L	Elementary	Probationary 3
Grizzle, Angelica S	Elementary	Probationary 3
Hainley, Madison J	Counselor	Probationary 3
Helpenstell, Emily C	Elementary	Probationary 3
Jacobo, Jordan M	Secondary	Probationary 3

## Employment Status (Licensed)

Recommended Status Beginning 2016-17 School Year

<b><i>Employee</i></b>	<b><i>Position Category</i></b>	<b><i>Recommended Status</i></b>
Judy, Kristopher Allen	Secondary	Probationary 3
Kissner, Catherine N	Secondary	Probationary 3
Lloyd, Lindsey N	Secondary	Probationary 3
Luebke, Natalia M	Elementary	Probationary 3
Luebke, Ryan M	Elementary	Probationary 3
Marchant, Stephanie C	Elementary	Probationary 3
Martin, Cary S	Elementary	Probationary 3
Mason, Aaron J	Secondary	Probationary 3
Mason, Hannah L	Elementary	Probationary 3
Matthews, Patricia A	Speech Language/Pathologist	Probationary 3
McWayne, Ryan P	Elementary	Probationary 3
Medina, Cassie J	Secondary	Probationary 3
Medley, Nicole D	Elementary	Probationary 3
Nelson, Lindsey E	Elementary	Probationary 3
Niemi, Paige V	Elementary	Probationary 3
Overton, DeLane L	Counselor	Probationary 3
Quigley, Jennifer M	Elementary	Probationary 3
Rieke, Grace E	Elementary	Probationary 3
Ryan, Carmen B	Counselor	Probationary 3
Sater, Amanda A	Elementary	Probationary 3
Schuh, Carla R	Elementary	Probationary 3
Smith, Mark N	Secondary	Probationary 3
Twomey, Steven R	Secondary	Probationary 3
Weist, Brandon J	Elementary	Probationary 3



## Employment Status (Licensed)

Recommended Status Beginning 2016-17 School Year

<b><i>Employee</i></b>	<b><i>Position Category</i></b>	<b><i>Recommended Status</i></b>
York, Gail C	Title I Reading	Probationary 3
Allison, Brooklynn B	Special Education	Contract
Barnett, Jonnie K	Elementary	Contract
Bowman, Nicholas L	Elementary	Contract
Broderick, Erik M	Secondary	Contract
Cleveland, Kelly J	Social Studies	Contract
Price, Debra M	Title I Reading	Contract
Reed, Lauren C	Elementary	Contract
Sandberg, Daphne K	Counselor	Contract
Sirianni, Barbara K	Social Worker	Contract
Smart, Katie J	Elementary	Contract
Tomlin, Robert T	Secondary	Contract
Whittaker, Emmet E	Secondary	Contract
Winningham, Tobias T	Elementary	Contract
Archer, Laura S	Secondary	Extension
Ashley, Andrea E	Elementary	Extension
Bain, Kerri L	Elementary	Extension
Baldwin, Kathryn R	Elementary	Extension
Balvin, Ellen M	Special Education	Extension
Barr, Linda M	Special Education	Extension
Bauer, Bradley L	Secondary	Extension
Bauer, Nancy L	Secondary	Extension
Benedict, Mardy R	Secondary	Extension
Brown, Dannielle M	Special Education	Extension

(Enclosure E-1)

## Employment Status (Licensed)

Recommended Status Beginning 2016-17 School Year

<b><i>Employee</i></b>	<b><i>Position Category</i></b>	<b><i>Recommended Status</i></b>
Brown, Tamara L	Elementary	Extension
Burt, Kevin R	Physical Education	Extension
Caffey, William I	Secondary	Extension
Carroll, Leslie A	Elementary	Extension
Cawrse, Judy M	Elementary	Extension
Christner, Ryan C	Elementary	Extension
Claborn, Glenda F	Elementary	Extension
Clunes, Kathryn M	Elementary	Extension
Coleman, Kim M	Elementary	Extension
Cooper, Erica L	Elementary	Extension
Cordoza, Linda K	Elementary	Extension
Cox, Robert M	Secondary	Extension
Craig, Teresa R	Elementary	Extension
Crossan, Janet R	Music	Extension
Da Silva, Ashley J	Secondary	Extension
Darby-Bridwell, Robin E	Elementary	Extension
Davenport, Tracie A	Secondary	Extension
Dickey, Nathan B	Elementary	Extension
Durski, Shantel L	Secondary	Extension
Dykes, Joshua D	Secondary	Extension
Edwards, Lily M	Secondary	Extension
Ellis, Kathleen C	Secondary	Extension
Etter, Heidi B	Secondary	Extension
Fandino, Kimberly C	Secondary	Extension

(Enclosure E-1)

(Enclosure E-1)

## Employment Status (Licensed)

Recommended Status Beginning 2016-17 School Year

<i><b>Employee</b></i>	<i><b>Position Category</b></i>	<i><b>Recommended Status</b></i>
Floro, Colleen S	Elementary	Extension
Frazier, Eric J	Secondary	Extension
Gardner, Alecia B	Secondary	Extension
George, Amber M	Elementary	Extension
Gerig, Kristen E	Elementary	Extension
Gillott, David C	Elementary	Extension
Gomez, Victor G	Special Education	Extension
Gosda, Holly	Elementary	Extension
Gregory, Rose M	Elementary	Extension
Groner, Rebecca A	Elementary	Extension
Hague, Kyla S	Elementary	Extension
Haley, Sarah P	Elementary	Extension
Harmon, Dannie L II	Elementary	Extension
Hawes, Kimberly S	Elementary	Extension
Helland, Harry T	Secondary	Extension
Henderson, Scott G	Secondary	Extension
Hillman, Michael J	Alternative Education	Extension
Holt, Maureen J	Elementary	Extension
Horne, Jana M	Elementary	Extension
Hostetter, Sonya M	Special Education	Extension
Jensen, Joneda M	Elementary	Extension
Jordan-Zornow, Lisa M	Secondary	Extension
King, Ryan R	Secondary	Extension
Kinney, Reed P	Elementary	Extension

(Enclosure E-1)

(Enclosure E-1)

## Employment Status (Licensed)

Recommended Status Beginning 2016-17 School Year

<b><i>Employee</i></b>	<b><i>Position Category</i></b>	<b><i>Recommended Status</i></b>
Kreder, Beth	Assessment Specialist	Extension
Lamb, Diana L	Secondary	Extension
Latimer, Emily A	Science (7th/8th)	Extension
Leach, Jessica S	Elementary	Extension
Long, Della E	Elementary	Extension
Martens, Mark J	Secondary	Extension
McCormick, Melanie E	Elementary	Extension
McIntyre, Debra L	Secondary	Extension
Meek, David L	Secondary	Extension
Mills, Lori A	Elementary	Extension
Moore, Chad K	Secondary	Extension
Moore, Elisabeth M	Elementary	Extension
Munoz, Laura M	Secondary	Extension
Murphy, Jenna L	Title I Reading	Extension
Novick, Janell J	Secondary	Extension
Osborne, Cathy A	Elementary	Extension
Parker, Anna M	Elementary	Extension
Parker, Anna M	Music	Extension
Peters, Judy I	Special Education - LRC	Extension
Phillips, Kirk A	Title I Reading	Extension
Pierce, Patricia K	Special Education	Extension
Pierce, Ryan W	Secondary	Extension
Podrabsky, Dori D	Secondary	Extension
Poe, Stacy	Elementary	Extension

(Enclosure E-1)

(Enclosure E-1)

## Employment Status (Licensed)

Recommended Status Beginning 2016-17 School Year

<b><i>Employee</i></b>	<b><i>Position Category</i></b>	<b><i>Recommended Status</i></b>
Poole, Rachael K	Secondary	Extension
Ragan, Julie L	Elementary	Extension
Randklev, Bonita D	Secondary	Extension
Rediger, Merrill T	Alternative Education	Extension
Richard, Lisa M	Elementary	Extension
Rimov, Tina	Secondary	Extension
Riutta, Ashley E	Elementary	Extension
Robinson, Carmen B	Elementary	Extension
Robinson, Donald C	Elementary	Extension
Robinson, Steven H	Secondary	Extension
Rogers, Sara B	Elementary	Extension
Saxe-Obrien, Laura A	Secondary	Extension
Seibert, Mandy B	Elementary	Extension
Selby, Jerol K	Secondary	Extension
Sell, Michael W	Secondary	Extension
Sickels, Karen L	Counselor	Extension
Snow, Barbara	Secondary	Extension
Stolsig, Jeffry	Secondary	Extension
Stutz, Melissa L	Elementary	Extension
Suing, Joan E	Physical Education	Extension
Sullivan, Carlyn E	Elementary	Extension
Twomey, Maureen S	Secondary	Extension
Van Veldhuizen, Lisa L	Secondary	Extension
Vandehey, Mark A	Secondary	Extension

(Enclosure E-1)

(Enclosure E-1)

## Employment Status (Licensed)

Recommended Status Beginning 2016-17 School Year

<b><i>Employee</i></b>	<b><i>Position Category</i></b>	<b><i>Recommended Status</i></b>
VandenBos, Casey T	Secondary	Extension
Varner, Deanna L	Secondary	Extension
Walker, Abbey K	Elementary	Extension
Webb, Nancy L	Mathematics (6th-8th)	Extension
Wegner, Julia V	Elementary	Extension
Wells, Jacque J	ELL	Extension
Whitcomb, Lindsay E	Alternative Education	Extension
Williams, Anne E	Secondary	Extension
Wilson, Mike A	Secondary	Extension
Wong, Kevin	Secondary	Extension
Wood, Kari L	Special Education	Extension
Work, Meredith A	Secondary	Extension
Zluticky, Lisa A	Elementary	Extension
Zylstra, Victoria L	Title I Reading	Extension

(Enclosure E-1)

(Enclosure E-1)

## Employment Status (Licensed)

Recommended Status Beginning 2016-17 School Year

<b><i>Employee</i></b>	<b><i>Position Category</i></b>	<b><i>Recommended Status</i></b>
<b>Information only</b>		
Allen, Kelly C	Elementary	Temporary Contract expires 6/10/16
Feldman, April L	Elementary	Temporary Contract expires 6/10/16
Fuller, Sherralee C	Special Education	Temporary Contract expires 6/10/16
Gessford, Marla K	Secondary	Temporary Contract expires 6/10/16
Giesy, Iviee C	Elective	Temporary Contract expires 6/10/16
Hara, Marcia J	Secondary	Temporary Contract expires 6/10/16
Hoke, Steven R	Secondary	Temporary Contract expires 6/10/16
Johnson, Walter A	Elementary	Temporary Contract expires 6/10/16
Mathios, Peter K	Special Education	Temporary Contract expires 6/10/16
McAllister, Kelly L	Special Education	Temporary Contract expires 6/10/16
Miller, Janet K	Title I Reading	Temporary Contract expires 6/10/16
Olson, Richard S	Counselor	Temporary Contract expires 6/10/16
Ortiz, Joni L	Elementary (FMLA positions)	Temporary Contract expires 6/10/16
Robinson, Carole A	Elementary	Temporary Contract expires 6/10/16
Wallace, Suzanne D	Title I Reading	Temporary Contract expires 6/10/16
Wardlaw, Sheri L	Elementary	Temporary Contract expires 6/10/16
White, Amelia L	Special Education	Temporary Contract expires 6/10/16

(Enclosure E-1)

(Enclosure E-1)

## Employment Status (Administrators)

Recommended Status Beginning 2016-17 School Year

<b><i>Employee</i></b>	<b><i>Position Category</i></b>	<b><i>Recommended Status</i></b>
Ford, Jordon M	Assistant Principal	Probationary 2
Plummer, Amanda L	Assistant Principal	Probationary 2
Shanks, Christina L	Associate Principal	Probationary 2
Alexander, Sabrina	Principal	Probationary 3
Bates, Eugene C Jr	Principal	Probationary 3
Hoene, Kraig J	Associate Principal	Probationary 3
Foley, Laura M	College & Career Readiness Director	Contract
Cairo, Tonya M	Principal	Contract
Vore, Joseph S	Principal	Extension
Shreve, Bradley J	Principal	Extension
Geoghegan, Timothy A	Principal	Extension
Sansom, Janice L	Special Education Director	Extension
Reposa, Wayne A	Principal	Extension
Volz, Tami E	Principal	Extension
Baker, Dawn Noel	Federal Programs Administrator	Extension
Meckley, Jennifer A	Director of Human Resources & Community Relations	Extension
Sansom, Edwin H	Associate Principal	Extension

(Enclosure E-1)

(Enclosure E-1)



## Employment Status (Directors and Confidential Staff)

Recommended Status Beginning 2016-17 School Year

<b><i>Employee</i></b>	<b><i>Position Title</i></b>	<b><i>Recommended Status</i></b>	<b><i>Current Assignment</i></b>
Darling, Linda	Director of Business	Renewal	Director
Gorman, Angela	Director of Nutrition	Renewal	Director
Grousbeck, Kimberly	Director of Classified and Employee Relations	Renewal	Director
Otta, Susan K	Payroll Specialist	Renewal	Confidential
		Renewal	
		Renewal	

(Enclosure E-1)

(Enclosure E-1)

## Board Member Ethics and Conflicts of Interest

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

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

### I. Conflicts of Interest

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

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

“Relative” means: 1) the Board member’s or candidate’s spouse<sup>1</sup>, parent, step-parent, child, sibling, step-sibling, son-in-law or daughter-in-law of the Board member; or 2) the spouse of the Board member’s or candidate’s parent, step-parent, child, sibling, step-sibling, son-in-law or daughter-in-law of the spouse of the Board member. Relative also includes any individual for whom the Board member has a legal support obligation, whose employment provides benefits<sup>2</sup> to the Board member, or who receives any benefit from the Board member’s public employment.

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

<sup>1</sup>The term spouse includes domestic partner.

<sup>2</sup>Examples of benefits may include, but not be limited to, elements of an official compensation package including benefits such as insurance, tuition or retirement allotments.

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

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

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

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

### **Potential Conflict of Interest**

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

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

### **Actual Conflict of Interest**

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

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

### **Class Exception**

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



## II. Gifts

Board members are public officials and therefore will not solicit or accept a gift or gifts with an aggregate value in excess of \$50 from any single source in a calendar year that has a legislative or administrative interest in any matter subject to the decision or vote of the Board member. All gift related provisions apply to the Board member, their relatives, and members of their household. The \$50 gift limit applies separately to the Board member and to the Board member's relatives or members of household, meaning that the Board member, each member of their household and relative can accept up to \$50 each from the same source/gift giver. 1.—“Gift” means something of economic value given to a Board member without valuable consideration of equivalent value, which is not extended to others who are not public officials on the same terms and conditions.

2.—“Relative” means: a) the ~~Board member's or candidate's~~ spouse<sup>3</sup>, parent, step-parent, child, sibling, step-sibling, son-in-law or daughter-in-law of the Board member; or b) the ~~spouse of the Board member's or candidate's~~ parent, step-parent, child, sibling, step-sibling, son-in-law or daughter-in-law of the spouse of the Board member. Relative also includes any individual for whom the Board member has a legal support obligation, whose employment provides benefits<sup>4</sup> to the Board member, or who receives any benefit from the Board member's public employment.

3.—“Member of the household” means any person who resides with the Board member.

### Determining the Source of Gifts

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

### Determining Legislative and Administrative Interest

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

### Determining the Value of Gifts

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

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

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<sup>3</sup>Ibid. p. 1

<sup>4</sup>Ibid. p. 1

1. In calculating the per person cost at receptions or meals the payor of the Board member's admission or meal will include all costs other than any amount donated to a charity.  
For example, a person with a legislative or administrative interest buys a table for a charitable dinner at \$100 per person. If the cost of the meal was \$25 and the amount donated to charity was \$75, the benefit conferred on the Board member is \$25. This example requires that the Board member does not claim the charitable contribution on personal tax returns.
2. For receptions and meals with multiple attendees, but with no price established to attend, the source of the Board member's meal or reception will use reasonable methods to determine the per person value or benefit conferred. The following examples are deemed reasonable methods of calculating value or benefit conferred:
  - a. The source divides the amount spent on food, beverage and other costs (other than charitable contributions) by the number of persons whom the payor reasonably expects to attend the reception or dinner;
  - b. The source divides the amount spent on food, beverage and other costs (other than charitable contributions) by the number of persons who actually attend the reception or dinner; or
  - c. The source calculates the actual amount spent on the Board member.
3. Upon request by the Board member, the source will give notice of the value of the merchandise, goods, or services received.
4. Attendance at receptions where the food or beverage is provided as an incidental part of the reception is permitted without regard to the fair market value of the food and beverage provided.

#### **Value of Unsolicited Tokens or Awards: Resale Value**

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

#### **Entertainment**

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

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

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



## Exceptions

The following are exceptions to the ethics rules on gifts:

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

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

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

### **Honoraria**

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

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

END OF POLICY

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

[ORS 162.015](#) to -162.035  
[ORS 162.405](#) to -162.425

[ORS 244.010](#) to -244.400  
[ORS 332.055](#)

[OAR 199-005-00030001](#) to -199-020010-00200150

38 OR. ATTY. GEN. OP. 1995 (1978)

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

HR6/12/14/1/14/16 | PH



# Lebanon Community Schools

Code: **BBFB**  
Adopted: 11/3/08  
Readopted: 2/4/10, 12/5/13, 9/11/14  
Orig. Code(s): BBFB

## Board Member Ethics and Nepotism

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

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

For the purposes of this policy:

a "Member of the household" means any person who resides with the Board member, and

"Relative" means: 1. The Board member's spouse<sup>1</sup>, parent, step-parent, child, sibling, step-sibling, son-in-law or daughter-in-law of the Board member; or 2. The spouse of the Board member's parent, step-parent, child, sibling, step-sibling, son-in-law or daughter-in-law of the spouse of the Board member. Relative also includes any individual for whom the Board member has a legal support obligation, whose employment provides benefits<sup>2</sup> to the Board member, or who receives any benefit from the Board member's public employment.

### Class Exception

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

<sup>1</sup>The term spouse includes domestic partner.

<sup>2</sup>Examples of benefits may include, but not be limited to, elements of an official compensation package including benefits such as insurance, tuition or retirement allotments.



member's spouse is the only one in the bargaining unit that has a doctorate and there is a pay differential for employees with doctorates in the collective bargaining agreement, the Board member should not vote on the contract.

END OF POLICY

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**Legal Reference(s):**

[ORS 244.010 to -244.400](#)  
[ORS 659A.309](#)

[OAR 199-005-00030001 to -199-020010-00200150](#)

OR. ETHICS COMM'N, OR. GOV'T ETHICS LAW, A GUIDE FOR PUBLIC OFFICIALS.  
HR6/12/141/14/16 | PH

# Lebanon Community Schools

Code: **DJFA**  
Adopted: 5/6/10  
Readopted: 10/18/12

## Credit/Purchase Cards

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

- \$30,000 for operation (no more than 2 3 cards issued at any time)
- \$10,000 for operation ( no more than 2 3 cards issued at any time)
- \$7,500 for operation (no more than 2 3 cards issued at any time)
- \$5,000 for travel (no more than 2 3 cards issued at any time)
- \$4,000-\$2,000 for department or building needs (designated as needed)
- \$1,000 for Administration & Office managers for day to day business (default)
- \$500 for other staff for a specific purpose (default)

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

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

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

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

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

END OF POLICY

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### Legal Reference(s):

[ORS 332.107](#)

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

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

(Enclosure E-3)

Credit Cards - DJFA

1-1

# Lebanon Community Schools

Code: **GBC**  
Adopted: 11/3/08  
Readopted: 9/16/10, 12/5/13, 9/11/14  
Orig. Code(s): GBC

## Staff Ethics

### I. Conflict of Interest

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

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

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

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

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



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

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

In the *conflict of interest context*:

a-~~m~~Member of household" means any person who resides with the employee, and

"~~r~~Relative" means: 1. ~~T~~the employee's spouse<sup>1</sup>, parent, step-parent, child, sibling, step-sibling, son-in-law or daughter-in-law of the employee; or 2. ~~T~~the spouse of the employee's parent, step-parent, child, sibling, step-sibling, son-in-law or daughter-in-law of the spouse of the employee. Relative also includes any individual for whom the employee has a legal support obligation, whose employment provides benefits<sup>2</sup> to the employee, or who receives any benefit from the employee's public employment.

## II. Gifts

District employees must comply with the following rules involving gifts:

Employees are public officials and therefore will not solicit or accept a gift or gifts with an aggregate value in excess of \$50 from any single source in a calendar year that has a legislative or administrative interest in any matter subject to the decision or vote of the district employee. All gift-related provisions apply to the employee, their relatives, and members of their household. The \$50 gift limit applies separately to the employee, and to the employee's relatives or members of household, meaning that the employee and each member of their household and relative can accept up to \$50 each from the same source/gift giver. 4- "Gift" means something of economic value given to an employee without valuable consideration of equivalent value, which is not extended to others who are not public officials on the same terms and conditions.

2- "Relative" means: a- ~~T~~the employee's spouse<sup>3</sup>, parent, step-parent, child, sibling, step-sibling, son-in-law or daughter-in-law of the employee; or b. ~~T~~the spouse of the employee's parent, step-parent, child,

<sup>1</sup>The term spouse includes domestic partner.

<sup>2</sup>Examples of benefits may include, but not be limited to, elements of an official compensation package including benefits such as insurance, tuition or retirement allotments.

<sup>3</sup>Ibid. p. 2

sibling, step-sibling, son-in-law or daughter-in-law of the spouse of the employee. Relative also includes any individual for whom the employee has a legal support obligation, whose employment provides benefits<sup>4</sup> to the employee, or who receives any benefit from the employee's public employment.

3.—“Member of the household” means any person who resides with the employee.

### **Determining the Source of Gifts**

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

### **Determining Legislative and Administrative Interest**

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

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

### **Determining the Value of Gifts**

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

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

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

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

2. For receptions and meals with multiple attendees, but with no price established to attend, the source of the employee's meal or reception will use reasonable methods to determine the per person value or benefit conferred. The following examples are deemed reasonable methods of calculating value or benefit conferred:

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<sup>4</sup>Ibid. p. 2



- a. The source divides the amount spent on food, beverage and other costs (other than charitable contributions) by the number of persons whom the payor reasonably expects to attend the reception or dinner;
  - b. The source divides the amount spent on food, beverage and other costs (other than charitable contributions) by the number of persons who actually attend the reception or dinner; or
  - c. The source calculates the actual amount spent on the employee.
3. Upon request by the employee, the source will give notice of the value of the merchandise, goods, or services received.
4. Attendance at receptions where the food or beverage is provided as an incidental part of the reception is permitted without regard to the fair market value of the food and beverage provided.

#### **Value of Unsolicited Tokens or Awards: Resale Value**

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

#### **Entertainment**

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

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

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

## Exceptions

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

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

“Reception” means a social gathering. Receptions are often held for the purpose of extending a ceremonial or formal welcome and may include private or public meetings during which guests are honored or welcomed. Food and beverages are often provided, but not as a plated, sit-down meal;
11. Food or beverage consumed by employee acting in an official capacity in the course of financial transactions between the public body and another entity described in ORS 244.020(6)(b)(I)(i);

12. Waiver or discount of registration expenses or materials provided to employee at a continuing education event that the employee may attend to satisfy a professional licensing requirement;
13. A gift received by the employee as part of the usual or customary practice of the employee's private business, employment or position as a volunteer that bears no relationship to the employee's district employment;
14. Reasonable expenses paid to employee for accompanying students on an educational trip.

### **Honoraria**

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

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

END OF POLICY

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

[ORS 244.010 to -244.400](#)  
[ORS 332.016](#)  
[ORS 659A.309](#)

[OAR 199-005-00030001 to -199-020-0020](#)  
[OAR 584-020-0040](#)

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

HR6/12/141/14/16 | PH



# Lebanon Community Schools

Code: GCDA/GDDA  
Adopted: 08/04/08  
Readopted: 09/16/10, 11/15/12

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

All newly hired employees shall be required to submit to a nationwide criminal records check and fingerprinting. Individuals contracting with the district and their employees, who have direct, unsupervised contact with students, shall also be required to submit to a nationwide criminal records check and fingerprinting.

The Board may require an Oregon criminal history check for other individuals considered for volunteer service for the district who have direct, unsupervised contact with students.

The district shall begin the employment of an individual or terms of a district contractor on a probationary basis pending the return and disposition of such criminal records check and/or fingerprinting. **The service of a volunteer will not begin before the return and disposition of a criminal records check.**

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

Criminal records checks and fingerprinting fees as required by the Teacher Standards and Practices Commission shall be paid by the individual. Fees as required for all other individuals subject to such checks and/or fingerprinting shall be paid by the individual.

Employees not requiring licensure may request that the required fees be withheld from the employee's paycheck. Such fees may be deducted only upon the request of the individual.

The superintendent is directed to develop administrative regulations to meet the requirements of applicable Oregon Revised Statutes and Oregon Administrative Rules.

END OF POLICY

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

[ORS 181.525](#)  
[ORS 181.555](#)  
[ORS 183.413 to -183.470](#)  
[ORS 326.603](#)  
[ORS 326.607](#)

[ORS 336.631](#)  
[ORS 338.115](#)  
[ORS 342.143](#)  
[ORS 342.223](#)

[OAR 414-061-0010](#)  
[OAR 581-021-0500](#)  
[OAR 581-022-1730](#)  
[OAR 584-036-0062](#)

Title VII of the Civil Rights Act of 1964, as amended, 42 U.S.C. § 2000e, et. seq. (2012).  
R6/25/15 1/14/16 | PH

## **Special Education - Individualized Education Program (IEP)\*\***

### **1. General IEP Information**

- a. The district ensures that an IEP is in effect for each eligible student:
  - (1) Before special education and related services are provided to a student;
  - (2) At the beginning of each school year for each student with a disability for whom the district is responsible; and
  - (3) Before the district implements all the special education and related services, including program modifications, supports and/or supplementary aids and services, as identified on the IEP.
- b. The district uses:
  - (1) The Oregon standard IEP; or
  - (2) An IEP form that has been approved by the Oregon Department of Education.
- c. The district develops and implements all provisions of the IEP as soon as possible following the IEP meeting.
- d. The IEP will be accessible to each of the student's regular education teacher(s), the student's special education teacher(s) and the student's related services provider(s) and other service provider(s).
- e. The district takes steps to ensure that parent(s) are present at each IEP meeting or have the opportunity to participate through other means.
- f. The district ensures that each teacher and service provider is informed of:
  - (1) Their specific responsibilities for implementing the IEP specific accommodations, modifications and/or supports that must be provided for, or on behalf of the student; and
  - (2) Their responsibility to fully implement the IEP including any amendments the district and parents agreed to make between annual reviews.

The district takes whatever action is necessary to ensure that parents understand the proceedings of the IEP team meeting, including arranging for an interpreter for parents with deafness or whose native language is other than English.

- g. The district provides a copy of the IEP to the parents at no cost.

## 2. IEP Meetings

- a. The district conducts IEP meetings within 30 calendar days of the determination that the student is eligible for special education and related services.
- b. The district convenes IEP meetings for each eligible student periodically, but not less than once per year.
- c. At IEP meetings, the team reviews and revises the IEP to address any lack of expected progress toward annual goals and in the general curriculum, new evaluation data or new information from the parent(s), the student's anticipated needs, or the need to address other matters.
- d. Between annual IEP meetings, the district and the parent(s) may amend or modify the student's current IEP without convening an IEP team meeting using the procedures in the Agreement to Amend or Modify IEP subsection.
- e. When the parent(s) requests a meeting, the district will either schedule a meeting within a reasonable time or provide timely written prior notice of the district's refusal to hold a meeting.
- f. If an agency other than the district fails to provide agreed upon transition services contained in the IEP, the district convenes an IEP meeting to plan alternative strategies to meet the transition objectives and, if necessary, to revise the IEP.

## 3. IEP Team Members

- a. The district's IEP team members include the following:
  - (1) The student's parent(s);
  - (2) The student, if the purpose of the IEP meeting is to consider the student's postsecondary goals and transition services (beginning for IEPs in effect at age 16), or for younger students, when appropriate;
  - (3) At least one of the student's special education teachers or, if appropriate, at least one of the student's special education providers;
  - (4) At least one of the student's regular education teachers if the student is or may be participating in the regular education environment. If the student has more than one regular education teacher, the district will determine which teacher or teachers will participate;
  - (5) A representative of the district (who may also be another member of the team) who is qualified to provide or supervise the provision of special education and is knowledgeable about district resources. The representative of the district will have the authority to commit district resources and be able to ensure that all services identified in the IEP can be delivered;
  - (6) An individual, who may also be another member of the team, who can interpret the instructional implications of the evaluation results; and
  - (7) At the discretion of the parent or district, other persons who have knowledge or special expertise regarding the student.
- b. Student participation:
  - (1) Whenever appropriate, the student with a disability is a member of the team.

- (2) If the purpose of the IEP meeting includes consideration of postsecondary goals and transition services for the student, the district includes the student in the IEP team meeting.
- (3) If the purpose of the IEP meeting includes consideration of postsecondary goals and transition services for the student, and the student does not attend the meeting, the district will take other steps to consider the student's preferences and interests in developing the IEP.

c. Participation by other agencies:

- (1) With parent or adult student written consent, and where appropriate, the district invites a representative of any other agency that is likely to be responsible for providing or paying for transition services if the purpose of the IEP meeting includes the consideration of transition services (beginning at age 16, or younger if appropriate); and
- (2) If the district refers or places a student in an education service district, state-operated program, private school or other educational program, IEP team membership includes a representative from the appropriate agencies. Participation may consist of attending the meeting, conference call or participating through other means.

4. Agreement for Nonattendance and Excusal

- a. The district and the parent may consent to excuse an IEP team member from attending an IEP meeting, in whole or in part, when the meeting involves a discussion or modification of team member's area of curriculum or service. The district designates specific individuals to authorize excusal of IEP team members.
- b. If excusing an IEP team member whose area is to be discussed at an IEP meeting, the district ensures:
  - (1) The parent and the district consent in writing to the excusal;
  - (2) The team member submits written input to the parents and other members of the IEP team before the meeting; and
  - (3) The parent is informed of all information related to the excusal in the parent's native language or other mode of communication according to consent requirements.

5. IEP Content

- a. In developing the IEP, the district considers the student's strengths, the parent's concerns, the results of the initial or most recent evaluation, and the academic, developmental and functional needs of the student.
- b. The district ensures that IEPs for each eligible student includes:
  - (1) A statement of the student's present levels of academic achievement and functional performance that:
    - (a) Includes a description of how the disability affects the progress and involvement in the general education curriculum;
    - (b) Describes the results of any evaluations conducted, including functional and developmental information;



- (c) Is written in language that is understood by all IEP team members, including parents;
  - (d) Is clearly linked to each annual goal statement;
  - (e) Includes a description of benchmarks or short term objectives for children with disabilities who take alternative assessments aligned to alternate achievement standards.
- (2) A statement of measurable annual goals, including academic and functional goals, or for students whose performance is measured by alternate assessments aligned to alternate achievement standard, statements of measurable goals and short term objectives. The goals and, if appropriate, objectives:
- (a) Meet the student's needs that are present because of the disability, or because of behavior that interferes with the student's ability to learn, or impedes the learning of other students;
  - (b) Enable the student to be involved in and progress in the general curriculum, as appropriate; and
  - (c) Clearly describe the anticipated outcomes, including intermediate steps, if appropriate, that serve as a measure of progress toward the goal.
- (3) A statement of the special education services, related services, supplementary aids and services that the district provides to the student:
- (a) The district bases special education and related services, modifications and supports on peer-reviewed research to the extent practicable to assist students in advancing toward goals, progressing in the general curriculum and participating with other students (including those without disabilities), in academic, nonacademic and extracurricular activities.
  - (b) Each statement of special education services, related or supplementary services, aids, modifications or supports includes a description of the inclusive dates, amount or frequency, location and who is responsible for implementation.
- (4) A statement of the extent, if any, to which the student will not participate with nondisabled students in regular academic, nonacademic and extracurricular activities.
- (5) A statement of any individual modifications and accommodations in the administration of state or districtwide assessments of student achievement.
- (a) A student will not be exempt from participation in state or districtwide assessment because of a disability unless the parent requests an exemption;
  - (b) If the IEP team determines that the student will take ~~an~~ the alternate assessment ~~in any area~~ instead of a the regular statewide or a districtwide assessment, a statement of why the student cannot participate in the regular assessment and why the alternate assessment ~~selected~~ is appropriate for the student.
- (6) A statement describing how the district will measure student's progress toward completion of the annual goals and when periodic reports on the student's progress toward the annual goals will be provided.



## 6. Agreement to Amend or Modify IEP

Between annual IEP meetings, the district and the parent may agree to make changes in the student's current IEP without holding an IEP meeting. These changes require a signed, written agreement between the district and the parent.

- a. The district and the parent record any amendments, revisions or modifications on the student's current IEP. If additional IEP pages are required these pages must be attached to the existing IEP.
- b. The district files a complete copy of the IEP with the student's education records and informs the student's IEP team and any teachers or service providers of the changes.
- c. The district provides the parent prior written notice of any changes in the IEP and upon request, provides the parent with a revised copy of the IEP with the changes incorporated.

## 7. IEP Team Considerations and Special Factors

- a. In developing, reviewing and revising the IEP, the IEP team considers:
  - (1) The strengths of the student and concerns of the parent for enhancing the education of the student;
  - (2) The results of the initial or most recent evaluation of the student;
  - (3) As appropriate, the results of the student's performance on any general state or districtwide assessments;
  - (4) The academic, developmental and functional needs of the child.
- b. In developing, reviewing and revising the student's IEP, the IEP team considers the following special factors:
  - (1) The communication needs of the student; and
  - (2) The need for assistive technology services and/or devices.
- c. As appropriate, the IEP team also considers the following special factors:
  - (1) For a student whose behavior impedes his or her learning or that of others, strategies, positive behavioral intervention and supports to address that behavior;
  - (2) For a student with limited English proficiency, the language needs of the student as those needs relate to the IEP;
  - (3) For a student who is blind or visually impaired, instruction in Braille and the use of Braille unless the IEP team determines (after an evaluation of reading and writing skills, needs and media, including evaluation of future needs for instruction in Braille or the use of Braille, appropriate reading and writing), that instruction in Braille or the use of Braille is not appropriate;
  - (4) For a student who is deaf or hard of hearing, the student's language and communication needs, including opportunities for direct communication with peers and professional personnel in the student's language and communication mode, academic level and full range of needs, including opportunities for direct instruction in the student's language and communication mode; and

- (5) A statement of any device or service needed for the student to receive a free appropriate public education (FAPE).
- d. In addition to the above IEP contents, the IEP for each eligible student of transition age includes:
  - (1) Beginning not later than the IEP in effect when the student turns 16, or younger if determined appropriate by the IEP team, and updated annually thereafter, the IEP must include:
    - (a) Appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training education, employment, and where appropriate, independent living skills; and
    - (b) The transition services (including courses of study) needed to assist the student in reaching those goals.
  - (2) At least one year before a student reaches the age of majority (student reaches the age of 18, or has married or been emancipated, whichever occurs first), a statement that the district has informed the student that all procedural rights will transfer at the age of majority; and
  - (3) If identified transition service providers, other than the district, fail to provide any of the services identified on the IEP, the district will initiate an IEP meeting as soon as possible to address alternative strategies and revise the IEP if necessary.

#### **8. Incarcerated Youth**

- a. For students with disabilities who are convicted as adults, incarcerated in adult correctional facilities and otherwise entitled to FAPE, the following IEP requirements do not apply:
  - (1) Participation of students with disabilities in state and districtwide assessment; and
  - (2) Transition planning and transition services, for students whose eligibility will end because of their age before they will be eligible to be released from an adult correctional facility based on consideration of their sentence and eligibility for early release.
- b. The IEP team may modify the student's IEP, if the state has demonstrated a bona fide security or other compelling interest that cannot be otherwise accommodated.

## 9. Extended School Year Services

- a. The district makes extended school year (ESY) services available to all students for whom the IEP team has determined that such services are necessary to provide FAPE.
- b. ESY services are:
  - (1) Provided to a student with a disability in addition to the services provided during the typical school year;
  - (2) Identified in the student's IEP; and
  - (3) Provided at no cost to the parent.
- c. The district does not limit consideration of ESY services to particular categories of disability or unilaterally limit the type, amount or duration of service.
- d. The district provides ESY services to maintain the student's skills or behavior, but not to teach new skills or behaviors.
- e. The district's criteria for determining the need for extended school year services include:
  - (1) Regression (a significant loss of skills or behaviors) and recoupment time based on documented evidence; or
  - (2) If no documented evidence, on predictions according to the professional judgment of the team.
- f. "Regression" means significant loss of skills or behaviors in any area specified on the IEP as a result of an interruption in education services.
- g. "Recoupment" means the recovery of skills or behaviors specified on the IEP to a level demonstrated before the interruption of education services.

## 10. Assistive Technology

- a. The district ensures that assistive technology devices or assistive technology services, or both, are made available if they are identified as part of the student's IEP. These services and/or devices may be part of the student's special education, related services or supplementary aids and services.
- b. On a case-by-case basis, the district permits the use of district-purchased assistive technology devices in the student's home or in other settings if the student's IEP team determines that the student needs access to those devices to receive a free appropriate public education. In these situations, district policy will govern liability and transfer of the device when the student ceases to attend the district.

## 11. Transfer Students

- a. In state:

If a student with a disability (who had an IEP that was in effect in a previous district in Oregon) transfers into the district and enrolls in a district school within the same school year, the district (in consultation with the student's parents) provides a free appropriate public education to the student (including services comparable to those described in the student's IEP from the previous district), until the district either:

- (1) Adopts the student's IEP from the previous district; or
- (2) Develops, adopts and implements a new IEP for the student in accordance with all of the IEP provisions.

b. Out of state:

If a student transfers into the district with a current IEP from a district in another state, the district, in consultation with the student's parents, will provide a free appropriate public education to the student, including services comparable to those described in the student's IEP from the previous district, until the district:

- (1) Conducts an initial evaluation (if determined necessary by the district to determine Oregon eligibility) with parent consent and determines whether the student meets eligibility criteria described in Oregon Administrative Rules.
- (2) If the student is eligible under Oregon criteria, the district develops, adopts and implements a new IEP for the student using the Oregon Standard IEP or an approved alternate IEP.
- (3) If the student does not meet Oregon eligibility criteria, the district provides prior written notice to the parents explaining that the student does not meet Oregon eligibility criteria and specifying the date when special education services will be terminated.

R12/31/07 1/14/16 | RS

## **Graduation Requirements (Version 2)**

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

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

### **Essential Skills**

The district will allow English Language Learner (ELL) students to demonstrate proficiency in the Essential Skills of Apply Mathematics, in a variety of settings, in the student's language of origin for those students who by the end of their 11th grade year are:

1. On track to meet all other graduation requirements; and
2. Unable to demonstrate proficiency in the Essential Skills in English.

The district will allow ELL students to demonstrate proficiency in Essential Skills other than Apply Mathematics, in a variety of settings, in the student's language of origin for those students who by the end of their 11th grade year:

1. Are on track to meet all other graduation requirements;
2. Are unable to demonstrate proficiency in the Essential Skills in English;
3. Have been enrolled in a U.S. school for five years or less; and
4. Receives at least a level 3 (Intermediate) on the English Language Proficiency Assessment (ELPA).

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

The district may not deny a student, who has the documented history of an inability to maintain grade level achievement due to significant learning and instructional barriers, or of a medical condition that creates a



barrier to achievements, the opportunity to pursue a diploma with more stringent requirements than a modified diploma or an extended diploma for the sole reason the student has the documented history.

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

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

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

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

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

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

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

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

Students and their parents will be notified of graduation and diploma requirements.

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

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

The district will issue a high school diploma, upon request, to a person who served in the Armed Forces<sup>1</sup>, as specified in Oregon law, if the person was discharged or released under honorable conditions and has received either a General Educational Development, a post-secondary degree or has received a minimum score on the Armed Services Vocational Aptitude Battery.

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

## END OF POLICY

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### Legal Reference(s):

[ORS 329.095](#)  
[ORS 329.451](#)  
[ORS 332.107](#)  
[ORS 332.114](#)  
[ORS 338.115](#)  
[ORS 339.115](#)  
[ORS 339.505](#)

[ORS 343.295](#)  
[OAR 581-022-0615](#)  
[OAR 581-022-0617](#)  
[OAR 581-022-1130](#)  
[OAR 581-022-1131](#)  
[OAR 581-022-1133](#)  
[OAR 581-022-1134](#)

[OAR 581-022-1135](#)  
[OAR 581-022-1210](#)  
[OAR 581-022-1215](#)  
[OAR 581-022-1350](#)  
**HB 2655 (2015)**

TEST ADMINISTRATION MANUAL, APPENDIX L-REQUIREMENTS FOR ASSESSMENT OF ESSENTIAL SKILLS.  
R10/24/13 1/14/16 | PH

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<sup>1</sup>The policy applies to any person who:

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



# Lebanon Community Schools

Code: JEA  
Adopted: 9/5/00  
Readopted: 1/20/11, 4/4/13  
Orig. Code(s): JEA

## Compulsory Attendance\*\*

Except when exempt by Oregon law, all students between ages 7-6 and 18 who have not completed the 12th grade are required to regularly attend regularly, a public full-time school full-time during the entire school term.

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

Persons having legal control of a student between the ages 7-6 and 18, who has not completed the 12th grade, are required to have the student attend and maintain the child in regular attendance during the school term. Persons having legal control of a student who is five ~~or six~~ years of age and has enrolled the child in a public school, are required to have the student attend and maintain the child in regular attendance during the school term.

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

The district will develop procedures for issuing a citation.

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

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

### Exemptions from Compulsory School Attendance

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

1. Students being taught in a private or parochial school in courses of study usually taught in grades 1-12 kindergarten through grade 12 in the public schools, and in attendance for a period equivalent to that required of students attending public schools;
2. Students proving to the Board's satisfaction that they have acquired equivalent knowledge to that acquired in the courses of study taught in grades 1-12 kindergarten through grade 12 in the public schools;
3. Students being taught, by a private teacher, the courses of study usually taught in grades 1-12 kindergarten through grade 12 in the public school for a period equivalent to that required of students attending public schools;
4. Students being educated in the home by a parent:

- a. When a student is taught or is withdrawn from a public school to be taught by a parent or private teacher, the parent or teacher must notify the Linn-Benton-Lincoln Education Service District (ESD) in writing within 10 days of such occurrence. In addition, when a home-schooled student moves to a new ESD, the parent shall notify the new ESD in writing, within 10 days, of the intent to continue home schooling. The ESD superintendent shall acknowledge receipt of any notification in writing within 90 days of receipt of the notification. The ESD is to notify, at least annually, school districts of home-schooled students who reside in their district;
  - b. Each student being taught by a parent or private teacher shall be examined no later than August 15, following grades 3, 5, 8 and 10:
    - (1) If the student was withdrawn from public school, the first examination shall be administered at least 18 months after the date the student withdrew;
    - (2) If the student never attended public or private school, the first examination shall be administered prior to the end of grade 3;
    - (3) Procedures for home-schooled students with disabilities are set out in **Oregon Administrative Rule (OAR) 581-021-0029**.
  - c. Examinations testing each student shall be from the list of approved examinations from the State Board of Education;
  - d. The examination must be administered by a neutral individual qualified to administer tests on the approved list provided by the Oregon Department of Education;
  - e. The person administering the examination shall score the examination and report the results to the parent. Upon request of the ESD superintendent, the parent shall submit the results of the examination to the ESD;
  - f. All costs for the test instrument, administration and scoring are the responsibility of the parent;
  - g. In the event the ESD superintendent finds that the student is not showing satisfactory educational progress, the ESD superintendent shall provide the parent with a written statement of the reasons for the finding, based on the test results and shall follow the guidelines in Oregon Revised Statutes and Oregon Administrative Rules.
5. Students excluded from attendance as provided by law;
6. An exemption may be granted to the parent of any student 16 or 17 years of age who is lawfully employed full-time, **or who is** lawfully employed part-time and enrolled in school, a community college or **an** alternative education program as defined in ORS 336.615.

## END OF POLICY

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### Legal Reference(s):

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

[ORS 339.990](#)  
[ORS 807.065](#)  
[ORS 807.066](#)  
[OAR 581-021-0026](#)  
[OAR 581-021-0029](#)

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

HR2/28/13 **1/14/16** | PH

# Lebanon Community Schools

Code: JEBA  
Adopted: 1/20/11

## **Early Entrance\*\***

In compliance with state law, all students registering for first grade, or requesting an inter-district transfer for first grade must be six years of age on or before September 1 of the school year for which they are registering.. In addition, a student whose sixth birthday occurs after that date may be admitted to the first grade if he/she:

1. — Is a first grade student transferring from a public school in another district, or from a private school;
2. — Completed a successful year in a public kindergarten the previous year and would be continuing his/her formal education.

All students registering for kindergarten, or requesting an inter-district transfer for kindergarten, must be five years of age on or before September 1 of the school year for which they are registering, or be a kindergarten student transferring from a public school in another district. Students must show proof of required immunizations and other health requirements.

### **END OF POLICY**

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

ORS 327.006  
ORS 336.095  
ORS 339.115  
ORS 343.395



# Lebanon Community Schools

Code: JEC  
Adopted: 4/15/10  
Readopted: 1/20/11  
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.

~~In compliance with state statutes, all students registering for the first grade must be six years of age on or before September 1 of the school year for which they are registering. All students registering for kindergarten must be five years of age on or before September 1 of the school year for which they are registering.~~ 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 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. This right does not supersede the district's right to place students at another neighborhood school when overcrowding exists or when a different placement is considered to be in the best interest of students. 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

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**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, 42 U.S.C. §§ 11431-11435 (2005).

**Cross Reference(s):**

JECB - Admission of Nonresident Students  
JECBD - Homeless Students

# Lebanon Community Schools

Code: **KL**

Adopted: 03/17/11, 09/10/15,  
12/10/15

## Public Complaints\* (Version 1)

~~Although no~~ No staff, student, parent or community member will be denied the right to petition the Board for redress of a grievance, complaints will be referred through the proper administrative channels process for resolution before investigation or action by the Board. Exceptions are complaints that concern the superintendent or involve Board actions or Board operations.

The Board advises the public there is a proper channeling process for resolving complaints, including but not limited to concerns in the following areas:

1. Instruction;
2. Discipline;
3. Learning materials; or
4. Retaliation against a student or a student's parent who in good faith reported information that the student believes is evidence of a violation of state and federal law, rule or regulation.

Community members, staff, parents and students who have a complaint are encouraged to start at the lowest level in the organization to attempt to resolve the complaint.

~~Such complaints should be handled in the~~ The following order will be used unless otherwise identified (§see administrative regulation KL-AR - Public Complaint Procedure for specific procedures and timelines):

5. Teacher/Employee;
6. Principal;
7. Superintendent;
8. Board.

Any complaint about school personnel other than the superintendent will be investigated by the administration before consideration and action by the Board. The Board will not hear complaints against employees in ~~open~~ a session open to the public unless an employee requests an open session.

Complaints against the principal may be filed with the superintendent.

Complaints against the superintendent should be referred to the Board chair on behalf of the Board. ~~The Board may refer the investigation to a third party.~~



Complaints against the Board as a whole or against an individual Board member should be made to the Board chair and may be referred to district counsel **on behalf of the Board.**

Complaints against the Board chair may be made directly to the Board vice chair **on behalf of the Board.**

**The superintendent will develop and administer the general complaint process, as appropriate.**

If a complaint alleges a violation of state standards or a violation of other statutory or administrative rule ~~that the~~ **for which the** State Superintendent of Public Instruction has appeal responsibilities, and **the complaint** is not resolved at the local level, the district will supply the complainant with appropriate information ~~in order~~ to file a direct appeal to the State Superintendent as outlined in Oregon Administrative Rules (OAR) 581-022-1940.

END OF POLICY

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**Legal Reference(s):**

[ORS 192.610 to -192.690](#)  
[ORS 332.107](#)

[OAR 581-022-1940](#)  
[OAR 581-022-1941](#)

House Bill (HB) 3371 (2015)

Anderson v. Central Point Sch. Dist., 746 F.2d 505 (9th Cir. 1984).  
Connick v. Myers, 461 U.S. 138 (1983).  
HR+0/08/151/14/16 | PH

## Animals in District Facilities

As general policy, the Board discourages the presence of animals in district facilities. In limited circumstances, however, the Board recognizes a potential benefit from the presence of an animal in the school setting. The Board also recognizes the importance of providing for the health and safety of students and employees in the district; and the importance of providing a safe and appropriate environment for animals in our care.

Animal serving those with disabilities would be an exception to this policy.

1. **SERVICE ANIMALS:** The term "Service Animal" means any dog or other common domestic animal that is individually trained to do work or perform tasks for the benefit of an individual with a disability, including, but limited to , guiding an individual with impaired vision, alerting and individual with impaired hearing to the presence of people or sounds, providing minimal protection or rescue work, pulling a wheelchair, fetching items needed, assisting an individual during a seizure, and assisting an individual with balance, stability or navigation. The term "Service Animal" does not include an animal whose sole function is to provide emotional support, comfort, therapeutic benefit, or companionship or to promote emotional well being. The District will comply with all federal and state laws and regulations regarding the use of Service Animals in its facilities.
  - a. Before a staff member or student with a disability uses a Service Animal at school, the staff member or a parent of the student must submit a written request for the use of a Service Animal to the Principal.
  - b. The staff person or parent requesting to use a Service Animal shall be notified in writing of the decision. If the staff member or parent is dissatisfied with the decision, he or she may appeal the decision to the Superintendent. The Superintendent's decision shall be provided in writing and shall be final.
  - c. A Service Animal shall be secured by a harness, leash, or other tether at all times while on District property.
  - d. If the staff member or student is unable to act as the Service Animal's handler, the staff member or parent of the student must provide a qualified handler for the Service Animal and or assign staff to perform the responsibilities of the animal's handler.
  - e. The Service Animal's handler shall be responsible for controlling, supervising, and caring for the animal.
  - f. A Service Animal may be excluded or removed from District premises if:
    - i. The animal is out of control and the animal's handler does not take effective action to control it; or
    - ii. The animal is not housebroken; or
    - iii. The animal's presence or behavior fundamentally alters or disrupts the provision of education to students; or



- iv. The animal poses a threat to the health or safety of others that cannot be eliminated by reasonable modifications.

2. **NON-SERVICE ANIMALS:** Animals that do not meet the above definition of a “Service Animal” shall not be allowed in District facilities except as allowed by a building principal.

In the event permission is granted for a non-service animal visitation to a District Facility, the following will apply;

- a. Animals must be adequately cared for and appropriately secured. Only the teacher or students designated by the teacher are to handle the animals.
- b. If animals are to be kept in the classroom on days when classes are not in session, arrangements must be made for their care.
- c. Animals may not be transported on a school bus.
- d. The visit will be for educational purpose.
- e. The requirements listed above for “Service Animals” do not apply to non-service animals that are brought to school for 3 or fewer consecutive days, as long as the principal gives prior approval and does not remove that approval.
- f. If the approval/disapproval process for the presence of a non-service animal is contested by a parent or staff member (in writing), the situation may be appealed to the Superintendent in writing. The Superintendent’s decision shall be provided in writing and shall be final.

To these ends, the superintendent or designee has the responsibility to develop procedures for the presence of animals in district facilities and on district property.

## END OF POLICY

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### 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.

# Lebanon Community Schools

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Adopted: 4/15/10  
Readopted: 1/20/11  
Orig. Code(s): JEC

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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.

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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, 42 U.S.C. §§ 11431-11435 (2005).

### Cross Reference(s):

JECB - Admission of Nonresident Students  
JECBD - Homeless Students

## Open Enrollment/School Attendance Areas

### Attendance Boundaries/Assignment of Students to Schools

1. Students living within the attendance boundaries of individual schools have priority for attendance at that school.
2. Parents or guardians may make application to enroll in a school other than their attendance boundary area school.
3. The superintendent will set enrollment caps at each school.
  - a. Enrollment caps for 2016-2017 are:
    - Cascades – 350 students
    - Green Acres – 350 students
    - Hamilton Creek – 350 students
    - Lcomb – 250 students
    - Pioneer – 400 students
    - Riverview – 400 students
    - Seven Oak 6<sup>th</sup> Grade – 150 students
  - b. Once that enrollment cap has been reached, any student moving into the attendance area may be requested to attend another school as designated by the district.
  - c. Transportation will be provided if a student is assigned by the district to another school other than their home school.
  - d. If enrollment falls below the enrollment cap, students who have been moved because of overcrowding will have first choice to return to their home school based on their placement on a waiting list. Students can return to a school for the next school year.
  - e. The cap does not apply to siblings of students currently enrolled in that school.
4. Students who have moved from the attendance area of their current school may choose to remain and complete the highest benchmark level at that school providing that their new residence is still within the district.
5. Parents choosing to send their student to a school other than the school in their attendance boundary area will be responsible for transportation to and from school unless space is available on a district bus that travels an appropriate route.

### Open Enrollment Process



1. Parents desiring to enroll a student in a district school in an attendance area other than the one in which they reside must complete an "Application for Open Enrollment" form and submit it to their attendance area school by June 1st. Parents may submit individual student or family applications.
2. These applications will be approved unless one of the following situations exists:
  - a. The school's enrollment capacity has been met.
  - b. In elementary schools, the ~~classroom~~ **grade level** at the student's instructional level are full ~~or within two students of being full~~. Full is defined as follows:

~~Benchmark I~~ **Grades K-2** – 22 students ~~(K-3)~~ **(K-2)**;

~~Benchmark II~~ **Grades 3-8** – 25 students ~~(4-5)~~ **(3-8)**;

~~Benchmark III~~ – 30 students ~~(6-8)~~.

**Note:** ~~The elementary principal may use her/his discretion to exceed the class size limit. In schools where there are mixed grade classes, the principal will use the class size above as a guide for limits on mixed grade classes.~~

3. A copy of the open enrollment application form noting the district's decision made will be mailed to the parent and the schools concerned no later than September 1st.
4. ~~If there are more students requesting open enrollment into a school than there are spaces provided by the enrollment cap, then a lottery will be used to create a rank order of students. This same process will be used in elementary schools if more students are requesting open enrollment into an instructional level than there are spaces available at that level. (See definition of full class size at elementary schools, Open Enrollment Process, above.)~~

~~To be included in this lottery, open enrollment requests must be submitted to the students' attendance area school no later than June 1st. This lottery will take place no later than August 30th.~~

~~If spaces are available in August as a result of students leaving the district during the summer, students will be placed according to the remaining rank order created by the lottery described above. This placement will occur prior to September 1st.~~

5. Once approved an open enrollment will ordinarily remain in effect until the student completes the highest level of instruction in the school; the student's parent requests that the open enrollment be rescinded; or administrators revoke the open enrollment for reasons such as erratic attendance, excessive tardiness, or other unsatisfactory performance.

Each school site, as well as the district office, will be actively involved in notifying parents and the community of this open enrollment/school attendance area policy. Buildings will be expected to make monthly announcements regarding this matter between January and April of each year (via the building newsletters, etc.)



# Lebanon Community Schools

Code: JEC-AR (3)  
Revised/Reviewed: 4/15/10; 1/20/11  
Orig. Code(s): JEC-AR (C)

## Application for Open Enrollment

Name of parent/guardian \_\_\_\_\_ Telephone number \_\_\_\_\_

Address \_\_\_\_\_

Date \_\_\_\_\_

I am requesting open enrollment for my child(ren) named below

to attend: \_\_\_\_\_ (school requested)

second choice (optional): \_\_\_\_\_

third choice (optional): \_\_\_\_\_

instead of: \_\_\_\_\_ (attendance area school)

Name(s) of student(s):	1) _____	Grade: _____	(2016-17)
	2) _____	Grade: _____	(2016-17)
	3) _____	Grade: _____	(2016-17)
	4) _____	Grade: _____	(2016-17)

Reason for request: \_\_\_\_\_

Would you like each student considered for open enrollment on an individual basis or would you like your students to be considered together? Mark the appropriate box below.

☐ Individual student

☐ Students together

Applications for the upcoming school year must be received by the attendance area school by **June 1st**.

Summary of open enrollment conditions and procedures included on reverse side.

The district will not pay for transportation or any excess costs.

I have read, understand and will abide by the conditions written on the back of this form.

\_\_\_\_\_  
Parent/Guardian

\_\_\_\_\_  
Date

## Open Enrollment Summary

1. Parents desiring to enroll a student in a district school in an attendance area other than the one in which they reside must complete an "Application for Open Enrollment" form and submit it to their attendance area school by June 1st. Parents may submit individual student or family applications.
2. These applications will be approved unless one of the following situations exists:
  - a. The school's enrollment capacity (on June 1<sup>st</sup> of the previous year) has been met.
    - Cascades – 350 students
    - Green Acres – 350 students
    - Hamilton Creek – 350 students
    - Lcomb – 250 students
    - Pioneer – 400 students
    - Riverview – 400 students
  - b. In elementary schools, the student's grade level classroom average is full. classrooms at the student's instructional level are full or within two student of being full. Full is defined as follows:
    - Benchmark I Grades K-2 – 22 students (K-3) (K-2);
    - Benchmark II Grades 3-8 – 25 students (4-5) (3-8);
    - Benchmark III – 30 students (6-8).
3. A copy of the open enrollment application form noting the district's decision made will be mailed to the parent and the schools concerned no later than September 1<sup>st</sup>.
4. ~~If there are more students requesting open enrollment into a school than there are spaces provided by the enrollment cap, then a lottery will be used to create a rank order of students.~~
5. Once approved an open enrollment will ordinarily remain in effect until the student completes the highest level of instruction in the school; the student's parent requests that the open enrollment be rescinded; or administrators revoke the open enrollment for reasons such as erratic attendance, excessive tardiness, or other unsatisfactory performance.
6. Parents choosing to send their student to a school other than the school in their attendance boundary area will be responsible for transportation to and from school unless space is available on a district bus that travels an appropriate route.

\*\*\*\*\*

Date Received: \_\_\_\_\_ ☐ Approved ☐ Denied ☐ Approval Pending \_\_\_\_\_

Received by: \_\_\_\_\_

Signature of superintendent

Reason for denial \_\_\_\_\_

Application for Open Enrollment - JEC-AR (C)

## Business Report

By: Linda Darling, Business Director

March 10, 2016

### Financial Report: (enclosure F-1)

The 2015-2016 Financial Board report included in this Board packet reflects all of actual (audited) revenue and expenditures for 2014-2015 and 2015-2016 along with the budgeted, spent and/or encumbered, and projected amounts for 2015-2016. The March's projected EFB for 2015-2016 is \$3,348,700. This is a decrease from February's \$3,627,900. The major changes in this projection are:

- Increase in revenues are in the areas of:
  - the state school funding estimated increase for actual students instead of November 2014 estimated numbers (approx. \$252,000)
  - miscellaneous revenue is not coming in as it has in the past resulting in a decrease (approx. \$43,000)
- Increase in expenditures are in the areas of:
  - Salaries & Benefits: this estimate includes the financial impact from the recent Licensed Contractual settlement. We are currently working to process the salary changes. Until the April report the numbers are subject to change. (approx. \$732,400)
  - Purchased Services: the current number of students participating in the K-12 online school and Beyond LHS has resulted in the projection being reduced by approx. \$200,000. This could increase if there are a large number of students that participate in Beyond LHS Spring term.
  - Supplies & Materials: the cost of fuel is staying at a fairly consistent rate, resulting in the decrease of anticipated expenditures by approx. \$30,000. All the anticipated purchasing of replacement textbooks, and ongoing textbook support is finishing its cycle, which is an approx. decrease in expenditures of approx. \$45,000.

### Contract Non-Renewals:

K-12 Online School has notified us of significant price increases effective May 1<sup>st</sup>. Cost increases are \$175 per student, per semester course for credit recovery blocks, and \$299 per student per course for credit recovery single course enrollment. Currently there are 16 of the 33 students that have started the program still involved. In 2014-2015 there were 40 students enrolled and 9 completed a year in the program. After reviewing the students' completion rate, price and time involvement, Management agreed that this program is not a good fit for us and we should discontinue offering it. For the families that do use the online education, there are other schools that also offer the K-12 Online program.

### P-Card Update: (enclosure F-2)

The District implemented using P-Cards (Procurement Cards, like controlled credit cards) in March 2012. The program was implemented with departments coming on throughout the first six months. The report enclosed reflects expenditures that occurred during the 2013 - 2015 calendar years. To be eligible for the rebate, \$500,000 or more in transactions had to occur within the calendar year. The table below reflects the net amount processed through the P-Card for each year, the amount that the district received back (rebate), what the average amount is per transaction, and by using the average amount into the total amount reflects the potential number of checks we would have had to process. The P-Card process also saves staff time (processing checks, bank reconciliation, postage costs). It also reduces the District's liability for fraud.

#### P-Card History

Calendar Yr	Amount	Rebate	Avg Spend	# of Checks Potentially Processed
2012	\$512,271	\$8,812	\$328	1,562
2013	\$752,290	\$11,915	\$260	2,896
2014	\$1,156,485	\$17,697	\$301	3,846
2015	\$1,198,935	\$18,006	\$289	4,153
<b>Total</b>	<b>\$2,421,047</b>	<b>\$38,424</b>	<b>\$296</b>	<b>8,304</b>

Overall this is a great program that creates efficiencies.

G:\LDO\_Business\Susan\LEBANON BOARD FINANCIALS\Board Blurbs 3-10-16.docx

(Enclosure F)

# 2015-2016 General Fund Summary Report

	12/13 Actual	13/14 Actual	14/15 Actual	15/16 Budget	2-26-16 YTD & Enc	2-26-16 Balance	15/16 Project 3/1/2016
<b>General Fund - Revenue</b>							
SSF Formula	30,017,096	33,010,958	34,926,096	35,975,000	28,451,709	7,523,291	36,050,000
SSF Adjustment	337,479	354,709	48,134	-	-	-	-
Federal Ed Jobs	-	-	-	-	-	-	-
School Year SubAccount	-	-	-	-	-	-	-
Loan Receipts	-	-	-	-	-	-	-
Interest	59,860	55,090	62,596	40,000	42,824	(2,824)	75,000
Third Party Billing	-	35,680	25,179	50,000	33,223	16,777	50,000
TMR	176,000	189,021	154,930	175,000	74,757	100,243	150,000
JROTC	62,358	44,877	64,220	62,000	43,619	18,381	65,000
Other	422,445	493,650	379,017	367,400	210,302	157,098	265,500
Interfund Transfer	60,000	680,000	60,000	60,000	35,077	24,923	60,000
BFB	2,596,141	1,065,336	3,162,455	3,500,000	3,932,387	(432,387)	3,932,000
<b>Total</b>	<b>33,731,379</b>	<b>35,929,322</b>	<b>38,882,628</b>	<b>40,229,400</b>	<b>32,824,618</b>	<b>7,404,782</b>	<b>40,647,500</b>
	=====	=====	=====	=====	=====	=====	=====
<b>General Fund - Expenses</b>							
Salaries	16,090,527	15,946,123	16,263,399	17,309,590	16,862,234	447,356	17,917,400
Benefits	9,467,455	9,581,618	10,020,660	11,260,053	10,156,627	1,103,426	10,659,790
P. Services	4,635,957	4,781,674	5,112,768	6,235,965	3,654,745	2,581,220	4,920,010
Supplies	1,165,368	1,123,636	1,477,643	1,696,562	1,122,619	573,943	1,285,500
Capital Outlay	23,301	-	6,779	30,000	11,000	19,000	30,000
Other Objects	240,048	262,806	308,993	337,230	265,593	71,637	311,100
Transfers	1,093,860	902,369	1,760,000	2,360,000	2,154,052	205,948	2,175,000
Contingency	-	-	-	1,000,000	-	1,000,000	-
<b>Total</b>	<b>32,716,516</b>	<b>32,598,226</b>	<b>34,950,241</b>	<b>40,229,400</b>	<b>34,226,870</b>	<b>6,002,530</b>	<b>37,298,800</b>
	=====	=====	=====	=====	=====	=====	=====
<b>Projected Ending Fund Balance</b>							<b>3,348,700</b>

# 2015-2016 General Fund Summary Report

	12/13 Actual	13/14 Actual	14/15 Actual	15/16 Budget	2-26-16 YTD	2-26-16 Balance	15/16 Project 3/1/2016
SSF Formula							
Taxes	7,841,946	7,903,432	8,234,812	8,170,000	7,875,466	294,534	8,410,000
Federal Forest Fees	226,617	270,219	264,679	-	-	-	251,000
Common School	348,692	390,784	409,884	405,000	196,805	208,195	394,000
County School	-	-	-	-	-	-	-
State Timber	53,044	210,996	405,152	100,000	121,425	(21,425)	200,000
School Support Fund	21,546,797	24,235,526	25,578,283	27,300,000	20,258,013	7,041,987	27,045,000
Adjustments to SSF Payments							
Adj for HC Disability Grant	8,476	44,585	33,286	-	-	-	-
Adj for 11/12 payment	329,004	-	-	-	-	-	-
Adj for 12/13 payment	-	310,123	-	-	-	-	-
Adj for 13/14 payment	-	-	48,134	-	-	-	-
Adj for 14/15 payment	-	-	-	-	-	-	(250,000)
State Fiscal Stabilization Fund	-	-	-	-	720	(720)	-
Federal Ed Jobs	-	-	-	-	-	-	-
School Year SubAccount	-	-	-	-	-	-	-
Total SSF Formula	30,354,576	33,365,667	34,974,231	35,975,000	28,452,429	7,522,571	36,050,000
Loan Receipts	-	-	-	-	-	-	-
Interest of Investments	59,860	55,090	62,596	40,000	42,824	(2,824)	75,000
Third Party billing - Medicaid		35,680	25,179	50,000	33,223	16,777	50,000
TMR	176,000	189,021	154,930	175,000	74,757	100,243	150,000
JROTC reimbursement	62,358	44,877	64,220	62,000	43,619	18,381	65,000
Other							
Outdoor School	-	-	-	-	-	-	-
Rental Fees	24,695	24,989	27,828	24,000	4,489	19,511	8,000
Fees Charged to Grants	53,440	-	-	50,000	-	50,000	-
Miscellaneous	278,595	396,771	282,468	233,400	122,903	110,497	174,500
E-Rate reimbursement	65,715	71,891	68,721	60,000	82,910	(22,910)	83,000
Interfund Transfer - Athletics	60,000	680,000	60,000	60,000	35,077	24,923	60,000
Beginning Fund Balance	2,596,141	1,065,336	3,162,455	3,500,000	3,932,387	(432,387)	3,932,000
Total	<u>33,731,379</u>	<u>35,929,322</u>	<u>38,882,628</u>	<u>40,229,400</u>	<u>32,824,618</u>	<u>7,404,782</u>	<u>40,647,500</u>



# 2015-2016 General Fund Summary Report

Obj	Description	12/13	13/14	14/15	15/16	2-26-16	2-26-16	2-26-16	3/1/2016
		Actual	Actual	Actual	Budget	YTD	Encumb	Balance	15/16 Project
111	Certified salaries	9,691,110	9,312,212	9,311,147	9,848,605	4,893,314	4,881,073	74,218	10,295,000
112	Classified salaries	3,570,418	3,821,771	4,164,521	4,550,655	2,530,542	2,006,560	13,553	4,546,000
113	Administrative salaries	1,356,839	1,409,054	1,464,907	1,668,123	1,082,664	542,546	42,914	1,639,000
114	Managerial - classified	124,134	92,856	94,714	96,608	117,990	58,995	(80,377)	179,000
116	Retirement stipends	98,858	99,065	76,123	51,135	37,506	13,628	1	52,000
118	Retirement Support Program	159,600	159,600	-	-	-	-	-	-
119	Confidential salaries	146,195	125,872	125,785	132,974	52,071	31,596	49,307	84,000
121	Certified subs	337,851	364,590	373,350	381,400	192,004	-	189,396	400,000
122	Classified subs	109,047	147,575	148,818	127,625	82,893	-	44,732	157,000
123	Temp certified	51,529	61,461	62,030	53,500	21,410	-	32,090	62,000
124	Temp classified	-	3,775	982	500	-	-	500	-
127	Student helpers salaries	2,884	12,466	11,768	6,000	5,300	-	700	8,000
132	Compensation time	12,822	19,026	23,861	20,500	2,397	-	18,103	30,000
133	Extra duty	174,502	149,434	254,381	207,565	190,139	25,049	(7,623)	307,000
134	Classified extra hrs	127,482	123,909	142,975	135,000	93,273	-	41,727	150,000
135	Vacation Payoff	31,234	17,384	4,377	24,000	-	-	24,000	4,000
136	Mentor teacher pay	2,438	1,568	990	-	57	-	(57)	1,700
137	Personal Leave Payout	25,750	22,057	75	-	-	-	-	-
138	Department Head Extra Duty	2,300	2,122	2,159	4,000	975	-	4,000	2,200
140	Salary Settlements	64,867	-	-	-	-	-	-	-
142	Taxable Meal Reimbursement	667	328	436	1,400	252	-	1,148	500
	<b>Total Salaries</b>	<b>16,090,527</b>	<b>15,946,123</b>	<b>16,263,399</b>	<b>17,309,590</b>	<b>9,302,788</b>	<b>7,559,446</b>	<b>447,356</b>	<b>17,917,400</b>
210	PERS	3,708,868	3,955,693	3,976,407	4,378,647	2,156,077	1,723,945	498,625	4,206,600
220	Social Security	1,173,990	1,183,575	1,207,537	1,303,449	690,108	557,348	55,994	1,328,200
231	Worker's Comp	130,637	119,163	136,822	183,311	100,141	68,224	14,946	175,200
241	Employee Ins - Admin	163,789	-	177,948	217,470	139,035	73,820	4,615	212,900
242	Employee Ins - Certified	2,038,405	2,146,033	2,307,416	2,601,416	1,158,170	1,163,072	280,174	2,329,000
243	Employee Ins - Classified	1,691,683	1,721,374	1,874,827	2,223,221	1,142,575	974,115	106,532	2,124,000
244	Employee Ins - Other	31,766	20,636	20,700	38,729	5,163	2,575	30,991	7,740
245	Employee Ins - Retired	472,809	389,149	276,090	270,000	161,270	-	108,731	235,150
246	Classified Insurance Pool	4,979	-	-	-	-	-	-	-
247	TSA	50,530	45,996	42,912	43,810	23,690	17,302	2,819	41,000
	<b>Total Benefits</b>	<b>9,467,455</b>	<b>9,581,618</b>	<b>10,020,660</b>	<b>11,260,053</b>	<b>5,576,228</b>	<b>4,580,399</b>	<b>1,103,426</b>	<b>10,659,790</b>

# 2015-2016 General Fund Summary Report

		12/13	13/14	14/15	15/16	2-26-16	2-26-16	2-26-16	3/1/2016
Obj	Description	Actual	Actual	Actual	Budget	YTD	Encumb	Balance	Project
311	Instructional Services	300	69,272	152,856	260,800	76,554	-	184,246	145,000
312	Instr Prog Improve Service	8,800	18,733	43,468	32,000	32,023	6,878	(6,901)	51,900
319	Other Instr-Prof-Tech SVCS	20,884	14,977	21,870	15,000	9,745	-	5,255	20,900
322	Repairs & Maintenance	87,245	101,489	163,270	107,300	128,749	12,984	(34,433)	195,200
323	Radio Service	1,188	-	-	-	7,767	-	(7,767)	7,800
324	Rentals	137,321	121,204	135,308	144,350	56,849	69,687	17,814	129,300
325	Electricity	414,837	440,338	467,896	472,100	298,312	-	173,788	472,600
326	Fuel	159,642	187,486	177,759	236,000	112,648	-	123,352	180,000
327	Water & Sewer	130,496	112,986	139,255	145,900	82,206	-	63,694	140,000
328	Garbage	82,910	77,676	86,324	95,600	51,772	-	43,828	88,100
329	Other Property Services	675	420	13,001	11,400	-	-	11,400	4,700
330	Reimb. Student Transportation	-	4,204	6,950	8,800	-	-	8,800	-
340	Travel	62,436	65,317	114,592	176,565	84,344	12,756	79,464	140,000
343	Travel - Student - Out of Dist.	191	1,665	-	2,700	-	-	2,700	-
346	Meals/Transportation	228	148	104	500	48	-	452	160
348	Staff Tuition	15,033	30,645	49,577	41,000	35,352	760	4,888	50,000
351	Telephone	66,659	67,513	82,642	71,300	46,071	774	24,455	82,000
353	Postage	17,610	25,894	23,607	29,250	10,796	-	18,454	24,751
354	Advertising	1,316	1,874	4,416	4,700	2,416	-	2,284	3,200
355	Printing & Binding	14,735	13,897	68,861	83,800	44,191	691	38,918	68,900
360	Charter School Payments	1,800,976	1,954,971	2,064,403	2,423,000	1,560,555	-	862,445	2,010,000
362	Insurance Reimbursement	643	-	-	-	-	-	-	-
371	Tuitions Payments to Other Dist.	32,878	37,250	40,570	175,000	29,701	-	145,299	30,000
373	Tuition Pay Private School	-	-	-	5,000	-	-	5,000	-
374	Other Tuition	906,502	782,257	605,954	811,000	275,268	5,066	530,666	400,000
381	Audit Services	21,950	27,150	27,650	30,000	25,150	-	4,850	28,000
382	Legal Services	6,776	9,011	2,028	25,000	3,165	-	21,835	5,900
384	Negotiation Services	5,449	14,344	5,934	10,000	7,695	-	2,305	20,000
386	Data Processing SVCS	53,576	57,261	59,787	100,300	52,213	120	47,967	61,800
387	Statistical Services	1,000	-	-	-	-	-	-	-
388	Election Services	6,410	-	4,565	-	-	-	-	-
389	Other Non_instr Pro/Tech	543,914	510,398	515,889	675,200	326,111	149,161	199,928	523,400
391	Physical Exams - Drivers	2,540	2,175	2,380	3,700	1,263	1,337	1,100	2,400
392	Drug Tests Drivers	1,535	1,110	1,110	3,000	600	1,400	1,000	1,300
393	Child Care Services	22,000	22,000	22,000	25,000	13,200	8,800	3,000	22,000
394	Sub calling service	5,464	5,536	5,559	6,800	7,489	-	(689)	7,500
396	Criminal History checks	1,440	2,332	2,546	2,900	2,078	-	822	2,600
398	Fingerprinting	400	138	639	1,000	-	-	1,000	600
<b>Total P. Services</b>		<b>4,635,957</b>	<b>4,781,674</b>	<b>5,112,768</b>	<b>6,235,965</b>	<b>3,384,331</b>	<b>270,415</b>	<b>2,581,220</b>	<b>4,920,010</b>

# 2015-2016 General Fund Summary Report

Obj	Description	12/13	13/14	14/15	15/16	2-26-16	2-26-16	2-26-16	3/1/2016
		Actual	Actual	Actual	Budget	YTD	Encumb	Balance	15/16 Project
406	Gas Oil & Lubricants	202,584	189,904	152,805	231,000	60,389	135,396	35,215	110,000
410	Supplies & Materials	359,880	356,317	457,671	465,630	283,023	32,949	149,658	420,000
413	Vehicle repair parts	41,968	54,783	50,201	63,000	31,638	16,888	14,474	49,000
414	Transportation operations	4,379	5,262	5,674	5,300	3,339	1,947	14	6,000
420	Textbooks	120,737	173,653	240,685	261,500	45,883	57,070	158,547	120,000
430	Library Books	10,819	6,636	9,934	13,000	3,961	2,372	6,667	7,000
440	Periodicals	4,440	3,753	6,012	5,320	2,325	-	2,995	3,500
460	Equipment under 5K	141,047	122,132	125,632	221,880	98,124	6,488	117,268	140,000
470	Computer software	118,839	139,153	173,513	230,648	157,897	2,841	69,910	174,000
480	Computer hardware	160,675	72,041	255,516	199,284	180,089	-	19,195	256,000
	<b>Total Supplies &amp; Materials</b>	<b>1,165,368</b>	<b>1,123,636</b>	<b>1,477,643</b>	<b>1,696,562</b>	<b>866,667</b>	<b>255,952</b>	<b>573,943</b>	<b>1,285,500</b>
540	Equipment	23,301	-	6,779	30,000	11,000	-	19,000	30,000
	<b>Total Capital Outlay</b>	<b>23,301</b>	<b>-</b>	<b>6,779</b>	<b>30,000</b>	<b>11,000</b>	<b>-</b>	<b>19,000</b>	<b>30,000</b>
621	Regular Interest	-	-	-	500	-	-	500	-
640	Dues & Fees	50,998	51,933	92,488	103,130	46,925	29	56,176	92,000
650	Insurance & Judgments	189,050	210,873	216,456	233,600	218,639	-	14,961	219,000
670	Taxes & Licenses	-	-	49	-	-	-	-	100
	<b>Total Other Objects</b>	<b>240,048</b>	<b>262,806</b>	<b>308,993</b>	<b>337,230</b>	<b>265,564</b>	<b>29</b>	<b>71,637</b>	<b>311,100</b>
710	Transfer - Technology	50,000	50,000	175,000	200,000	200,000	-	-	200,000
711	Transfer - Classroom Furniture	-	-	50,000	50,000	50,000	-	-	50,000
712	Transfer - Textbook Adoption	200,000	50,000	350,000	350,000	350,000	-	-	350,000
713	Transfer - Capital Improvement	200,000	150,000	225,000	250,000	250,000	-	-	250,000
714	Transfer - Track and Turf Fund	100,000	100,000	110,000	110,000	110,000	-	-	110,000
715	Transfer - Athletic Fund	336,000	336,000	365,000	365,000	365,000	-	-	365,000
716	Transfer - Bus Replacement	150,000	150,000	250,000	250,000	250,000	-	-	250,000
717	Transfer - Unemploy Ins	-	50,000	25,000	50,000	15,000	-	35,000	50,000
718	PERS Reserve	-	-	150,000	500,000	500,000	-	-	500,000
719	Transfer - Food Service	17,860	16,369	50,000	235,000	64,052	-	170,948	50,000
730	Transfer - Debt Service	30,000	-	-	-	-	-	-	-
731	Transfer - Academic Achievemer	10,000	-	10,000	-	-	-	-	-
	<b>Total Transfers</b>	<b>1,093,860</b>	<b>902,369</b>	<b>1,760,000</b>	<b>2,360,000</b>	<b>2,154,052</b>	<b>-</b>	<b>205,948</b>	<b>2,175,000</b>
810	Reserve/Contingency	-	-	-	1,000,000	-	-	1,000,000	-
	<b>Grand Total</b>	<b>32,716,516</b>	<b>32,598,226</b>	<b>34,950,241</b>	<b>40,229,400</b>	<b>21,560,629</b>	<b>12,666,241</b>	<b>6,002,530</b>	<b>37,298,800</b>

# 2015-2016 General Fund Summary Report

## All Funds

Fund	Description	12/13 Actual	13/14 Actual	14/15 Actual	14/15 EFB	15/16 Adopted Budget	2-26-16 Y-T-D	2-26-16 Encumb	2-26-16 Balance	15/16 Proj. Actual	15/16 Proj. EFB
100	General Fund	32,716,516	32,766,866	34,950,241	3,932,387	40,229,400	21,560,629	12,666,241	6,002,530	37,298,800	3,348,700
200	Grant Funds	3,903,906	2,663,753	2,591,884	1,765	5,200,000	1,279,951	913,944	3,006,105	2,592,000	2,000
205	Senate Bill 1149	-	-	185,000	9,649	83,700	-	-	83,700	-	90,000
212	Academic Achievement	-	1,500	-	18,650	28,650	-	-	28,650	10,000	8,600
230	Bus Replacement	452,440	-	100,735	304,882	550,000	-	-	550,000	-	554,000
232	Classroom Furniture	-	-	50,000	-	53,000	35,866	-	17,134	40,000	10,000
240	Textbook Adoption	180,885	107,421	18,550	410,537	761,000	569,155	19,519	172,326	580,000	185,000
272	Capital Improvments	1,164,624	319,070	284,536	-	250,000	140,067	1,138	108,795	190,000	50,000
274	Technology	76,157	52,899	124,500	71,444	271,445	-	-	271,445	-	271,400
277	Track and Turf Replacement	-	100,000	100,000	56,554	200,000	100,000	-	100,000	100,000	77,800
279	Student Activity	550,340	593,221	590,053	467,082	1,120,000	334,474	26,726	758,800	600,000	465,000
286	High School Athletics	439,681	445,218	445,055	77,015	517,000	288,044	33,627	195,329	445,000	127,000
296	Nutrition Services	1,946,080	1,683,116	1,596,163	235,307	2,006,350	844,363	498,788	663,198	1,640,000	400,000
299	PERS Reserve	-	630,000	-	150,000	650,000	-	-	650,000	-	650,000
300	Debt Service	3,276,831	3,359,330	3,442,481	197,102	3,528,482	1,026,741	-	2,501,741	3,528,500	20,000
310	Debt Service / SB 1149	-	5,151	-	-	-	-	-	-	-	-
311	2011 Non-Bonded Debt	223,547	223,547	223,547	152,494	349,715	48,607	-	301,108	223,500	119,500
601	Unemployment	47,106	37,166	37,539	91,276	100,000	4,265	-	95,735	15,000	95,000
<b>Grand Total</b>		<b>44,978,112</b>	<b>42,988,258</b>	<b>44,740,285</b>	<b>6,176,143</b>	<b>55,898,742</b>	<b>26,232,162</b>	<b>14,159,983</b>	<b>15,506,597</b>	<b>47,262,800</b>	<b>6,474,000</b>

P-card Program Expenditures Rebate  
2012, 2013, 2014, 2015 Calendar Year Transactions

P-Card Transactions by Calendar Year					
	2012	2013	2014	2015	Grand Total
<b>100 General Fund</b>					
322 Repairs & Maintenance	\$12,360	\$17,335	\$14,187	\$25,772	\$69,654
324 Rentals	\$1,589	\$113	\$795	\$1,869	\$4,365
325 Electricity	\$21,524	\$12,835	\$48,229	\$52,800	\$135,389
326 Fuel	\$5,165	\$23,925	\$114,561	\$117,726	\$261,377
327 Water & Sewer	\$90,481	\$114,030	\$128,158	\$128,025	\$460,694
328 Garbage	\$61,429	\$75,170	\$85,261	\$80,687	\$302,547
329 Other Property Services		\$536	\$700		\$1,236
340 Travel	\$15,278	\$25,440	\$31,657	\$63,109	\$135,484
348 Tuition	\$608		\$355		\$963
351 Telephone	\$37,206	\$51,321	\$47,890	\$35,672	\$172,088
353 Postage	\$135	\$1,119	\$2,316	\$3,800	\$7,370
354 Advertising		\$51			\$51
355 Printing & Binding	\$135	\$331	\$42,980	\$32,037	\$75,482
374 Other Tuition	\$1,400	\$372	\$304		\$2,076
386 Data Processing	\$31,768	\$39,750	\$44,580	\$39,758	\$155,857
389 Contracted Services		\$4,960	\$833	\$3,719	\$9,512
392 Drug Testing	\$510				\$510
406 Gas Oil & Lubricants	\$17		\$117	\$307	\$442
410 Supplies & Materials	\$88,780	\$197,410	\$236,592	\$230,546	\$753,328
413 Vehicle Repair Parts	\$10,052	\$16,513	\$25,158	\$13,994	\$65,717
414 Transportation Operations	\$1,262	\$1,609	\$1,772	\$1,230	\$5,873
420 Textbooks	\$647	\$650	\$14,748	\$8,077	\$24,122
430 Library Books		\$194	\$3,415	\$2,221	\$5,830
440 Periodicals	\$60	\$242	\$90	\$488	\$880
460 Equipment	\$35,902	\$32,537	\$27,205	\$81,208	\$176,852
470 Computer Software	\$1,399	\$1,804	\$6,146	\$3,237	\$12,587
480 Computer Hardware	\$4,167	\$3,954	\$4,065	\$9,918	\$22,103
640 Dues & Fees	\$9,455	\$777	\$2,684	\$6,639	\$19,555
<b>200s Special Revenue Funds</b>	<b>\$80,942</b>	<b>\$129,313</b>	<b>\$273,510</b>	<b>\$256,094</b>	<b>\$739,859</b>
<b>Grand Total</b>	<b>\$512,271</b>	<b>\$752,290</b>	<b>\$1,158,307</b>	<b>\$1,198,935</b>	<b>\$3,621,804</b>
 Rebate Amount	 \$8,812	 \$11,915	 \$17,697	 \$18,006	 \$56,430
Increase over previous year		\$3,103	\$5,782	\$309	



Board policy FF.

I would like to clarify my request to the board regarding naming rights for our track and turf. I am requesting that the facility be named "Warrior Memorial Track and Field". The name would be put on the side facing Airport Road. I propose that the facility be used to recognize community members who have passed that made contributions to the development of the facility and or our schools and Kids. The process would continue to follow board policy FF. Anyone wishing to have someone recognized need submit the request to the board for discussion and determination. I would suggest the board consider proposals once a year. When a person has been approved by the board, there name will be placed on the sign and they will be recognized at half time of the first home football game.

In compliance with the preceding policy I will be submitting two names at the April school board meeting for initial consideration.

**(Enclosure H-1)**

**LEBANON COMMUNITY SCHOOLS**  
**Lebanon, Linn County, Oregon**  
**February 11, 2016**

A Regular Meeting of the Board of Directors was held in the District Office Board Room on February 11, 2016. Chairman Richard Borden called the meeting to order at 6:01 p.m. Those present included:

Richard Borden	Director	Bo Yates	Assistant Superintendent
Jerry Williams	Director	Jennifer Meckley	HR Director
Mike Martin	Director	Linda Darling	Business Director
Russ McUne	Director		
Liz Alperin	Director		

Superintendent Rob Hess was absent from this meeting

**AUDIENCE COMMENTS**

Teacher and Parent Ann Williams shared her concern with the proposed boundary changes. She expressed concern for her child and neighbor's children. She asked that the Board look at the whole student and the security that the home school offers them.

Theresa Peltier shared her support for the reconfiguration of schools, but asked that the Board consider allowing children to be grandfathered into their current schools that they are attending. She shared her frustration of people speaking about "their school", but all the schools make up one District. Theresa also pointed out that as a parent she thinks that Dr. Hess does a wonderful job.

Seven Oak Principal Wayne Reposa pointed out that Seven Oak staff is excited about the reconstruction proposal as it would allow Seven Oak to add electives. He asked the Board to be sensitive to the stress and anxiety of the change on the community and take timelines into consideration.

Parent Jessica Goodwill Strom expressed her concern for children that lack home stability and how the changes to boundary and reconstructing of schools will impact them. She has questions such as; 1) How will adding a pre-school help with class sizes? 2) Who will be in charge of the pre-school? 3) How will parents with children in multiple age groups deal with transportation? 4) How will the bus system work?

Parent Patty Allydice stated that she is aware of the growth issue, but is concerned about the sister school idea and students stability. She pointed out that there are currently five preschools in town. She has questions; 1) Who will be in charge of preschool? 2) The timeline is too quick. 3) Are there other districts that have changed to the sister school and then back again? 4) If so why?

Richard Borden pointed out that the School Board has a Work Session scheduled on February 25 to discuss the proposed boundary changes and school reconfiguration.

**PURSUING EXCELLENCE**

**1. Report: Lebanon High School Improvement Plan/Brad Shreve (Enclosure D-1)**

Lebanon High School Principal Brad Shreve shared Power Point presentation regarding the Lebanon High School Improvement Plan. He spoke to the following points:

- 1) Empowering students to maximize their potential
- 2) Volleyball Girls
  - a) State performance
  - b) Fundraising
- 3) LHS School Improvement overview
  - a) Theory of improvement: Increasing rigor, relationships and relevance.
- 4) Results
- 5) Math Plan
- 6) Literacy
- 7) Attendance and Behavior
- 8) Graduation Rate
- 9) Student Leadership /two students
- 10) Create a path for every student at LHS to graduate College and Career Ready

Assistant Principal Ed Sansom spoke to the Literacy piece.

Dean of Students Kraig Hoene spoke to Attendance and Behavior.

Leadership students Marcus Corbett and Jack Haley spoke regarding Student Leadership. They explained that in coming up with an acronym to stand for core values for EBIS the student leadership came up with two: RISE and TRIBE. It went to a vote of the student body and TRIBE won overwhelmingly. Jack said that he understands that there is sensitivity to using TRIBE.

Russ McUne asked if contacting parents by phone helped with student attendance.

Kraig Hoene explained that in some cases it does and in some cases it does not.

Jerry Williams asked if there were more students than resources on the RTI team.

Brad Shreve said that yes, there were more students than resources.

Liz Alperin said that she appreciated the students sensitivity to using TRIBE acronym for their Leadership.

One of the Leadership students pointed out that although he was sensitive to the use of the acronym TRIBE, the entire student body wanted to use that acronym and it has already been announced.

Russ McUne said that he feels that if the students voted on TRIBE then they have buy in. He did caution the Student Leadership to be sensitive to the imagery.

Liz Alperin pointed out that the increase in the graduation rate is great and wondered if it were for regular

diplomas. She also wondered how many students were passing AP classes.

Brad Shreve said that it was for regular diplomas and he is not sure on the number passing AP classes.

Mike Martin questioned the way the attendance rate was reported. He wondered if the graduation rate included Beyond LHS students.

Russ McUne asked that the Leadership students come up with a proposal to participate in the Board meetings. He explained that they would be non-voting participants.

The Students said that they would take it back to their Leadership class for consideration.

**2. Report: College and Career Readiness/Laura Foley (Enclosures D-2)**

Director of College & Career Readiness Laura Foley shared a video regarding the AVID program.

Two high school juniors and two Seven Oak eighth graders spoke about their experiences and successes in the AVID program.

The Board appreciated and commended the students for coming to speak.

AVID Coordinator Ty Tomlin spoke about the AVID program.

Laura Foley pointed out that AVID is a system and teachers are building the pieces for AVID. Students work very hard for AVID and attendance for AVID is at 90%. AVID is inclusive and the District is moving toward implementing it at all schools. AVID will begin at two more schools next year. Laura said that the District is in the process of educating the parents and teachers so they know what is expected. AVID prepares every student with the skills they need for career or college. The next step is that the District will need to look at our CTE programs and build them up again. The District is sending more teachers for training this summer.

Liz Alperin wondered if AVID is able to provide the mentor feeling, that seems so important to students, as it expands school wide.

Laura Foley pointed out that AVID will create relationships in the elementary level. In high school, students will stay with their same AVID teacher for all four years. Laura Foley invited the board members to the AVID Institute February 18. AVID Institute is a night for parents and their students, with the teachers teaching the parents.

**GENERAL BUSINESS**

**1. Report: Audit Presentation (Enclosure E-1)**

Kori Sarrett from Accuity, LLC shared with the Board the Audit Opinion. She pointed out that for the first time in 3 years there are no public contract finding and no audit adjustments. She explained the pensions and how they are accounted for on the books, showing as a liability due to GASB Statement # 68. She said that although



it is not a liability they have to report it that way. It does not affect the budgetary numbers and moving forward the pension numbers should be leveling out. She reported that controls are in place and are catching items that need to be fixed.

**2. Report: Superintendent Evaluation Summary (Enclosure E-2)**

Richard Borden shared the Superintendent Evaluation summary pointing out that the overall score for the Superintendent was 3.83 out of 4.

**3. Action:**

- Approve 1<sup>st</sup> Reading on Policies: (Enclosures E-3)
  - BBFA – Board members Ethics and Conflicts of Interest
  - BBFB – Board Member Ethics and Nepotism
  - DJFA – Credit/Purchase Cards
  - GBC – Staff Ethics
  - GCDA/GDDA – Criminal Records Checks/Fingerprinting
  - IGBAF-AR – Special Education-Individualized Education Program
  - IKF – Graduation Requirements
  - JEA – Compulsory Attendance
  - JEBA – Early Entrance
  - JEC – Admissions
  - KL – Public Complaints

Russ McUne made a motion to approve the 1<sup>st</sup> reading of the Board policies as read. Mike Martin seconded.

Liz Alperin would like to make world language a two year requirement in policy IKF as it is a requirement for four year colleges.

Mike Martin said that he would like to discuss it at a work session.

Jerry Williams questioned policy “JEA Compulsory Attendance” wondering if we are going to hold people accountable and if so how. He wondered if the District should have some interventions as part of the accountability.

Bo Yates said that he thinks it would be great to budget money toward attendance interventions. Chronic absences are a real concern across all grades. The statistics are so damning for those students who are chronically absent.

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

4. **Information:** AR Policy Revisions: (Enclosure E-4)
- IKF-AR – Graduation Requirements
  - KL-AR – Public Complaints Procedures
  - LBE-AR – Public Charter Schools

Russ McUne questioned policy “KL-AR Public Complaints Procedures”. He doesn’t think an AR should be directing the Board on what to do with a Public Complaint. He asked that Jennifer Meckley check into the policy with OSBA.

Russ McUne wondered on policy “IKF-AR – Graduation Requirements” if there should be a list of the essential skills for those who want to opt out of Smarter Balance testing.

Bo Yates said that the High School can write those out.

5. **Information:** February 25<sup>th</sup> Board Work Session to Discuss School Reconfiguration, Boundary Proposals, Open Enrollment & Survey Feedback

Bo Yates reported that the District is talking to and gathering survey information from the staff and community regarding the boundary changes and school reconfiguration proposals.

Mike Martin expressed his concern, regarding e-mails that he received from patrons, that schools are hearing different things. He said that he was not aware of the sister school plan until he received an e-mail. He thinks that the ideas should have come to the Board first before going to staff and parents. He feels frustrated as he does not know what the target is as it seems to keep moving. Is it moving 7<sup>th</sup> and 8<sup>th</sup> grade? Is it K-3?

Richard Borden and Jerry Williams attended some of the school discussions and therefore did have some knowledge of sister schools proposal.

Liz Alperin said that the discussion with schools and community is something that should come from the Board. It gives the community the impression that the Board has knowledge of the proposals when they do not.

Jerry Williams said that the sister school concept was something that Rob Hess looked at after talking to staff.

Richard Borden pointed out that is why we are going to slow down and let the Board look at the data and facts and get on the same page before moving forward. The Board has set the Board Work Session to discuss the issues for February 25, 2016 at 6:00 p.m.

Russ McUne explained that before any boundary changes or school reconfigurations are done it has to come to the Board for a decision.

Bo Yates said that in talking about boundary changes he was the one who suggested looking at sister schools. Teachers seemed to like the idea, so they were invited to come have a conversation about it. The problem was that once we looked at moving 7<sup>th</sup> and 8<sup>th</sup> to the middle school and making the other schools a K-6 and ran the numbers it was a mess. The data drove the idea. The proposals rely on the Board to make the decision.

Liz Alperin questioned the enrollment growth over the next 5-10 years.

Bo Yates said that he has been talking with the city and Lebanon is seeing about 1% growth a year.

## **FINANCE**

### **1. Report: Financial Update (Enclosure F-1)**

Linda Darling explained that this financial report reflects all of the actual revenue and expenditures for the 2014-2015 and 2015-2016 school years along with the budgeted, spent and or encumbered and projected amounts for 2015-2016.

### **2. Information: Audit RFP (Enclosure F-2)**

Linda Darling shared that a timeline for going out for an RFP for audit services is included in the Board Packets. The District has one more year on the current contract. The District would like to go out on a joint request with 12 other districts for the professional audit services. Linda would like a Board member to join her on the team. Linda Darling explained that although the District is happy with Accuity we are required to do an RFP.

Russ McUne volunteered to join Linda Darling on the RFP process. The RFP will come to the whole Board for approval.

### **3. Action: Appoint One Budget Committee Member (Enclosure F-3)**

Linda Darling explained that a Budget Committee resignation was received from David Champion. In order to fill the Budget Committee position before the beginning of the budget process the District posted the position immediately. Dr. Bill Barish applied and was present at this meeting.

Russ McUne made a motion to appoint Dr. Bill Barish to the Budget Committee open position. Mike Martin seconded. The motion carried unanimously.

### **4. Action: Intent to Award Network Upgrade (Enclosure F-4)**

Linda Darling explained that in the Board packet was information on the three qualified responding companies to the District RFP for the Network upgrade. The District is recommending that Ednetics be awarded the contract.

Russ McUne made a motion to award the Network Upgrade contract to Ednetics. Mike Martin seconded. The motion carried unanimously.

## **OPERATIONS**

### **1. Discussion: Request to Name Football Field (Enclosure H-1)**

Bo Yates brought forward the revised request from last month to rename the track and field the "Warrior Track and Field". He pointed out that this request would allow the District to honor people in the community that give

generously to the District by placing their name on the signage. The details for figuring out who would have a memorial plaque could be worked out at a later date.

Russ McUne pointed out that the request needs to be brought to the Board for two board meetings to allow for public comment.

### **CONSENT AGENDA**

1.    **Action:**            Approve January 14, 2016 Board Minutes (Enclosure I-1)
2.    **Action:**            Approve Hiring Marla Gessford, Middle School Teacher, .90 FTE, Seven Oak,   TEMP,  
                                  1/25/16 – 6/10/16
3.    **Action:**            Approve Reclassification of Paula Shoulders, Secretary to Administrative Assistant,  
                                  Transportation
4.    **Action:**            Approve Hiring Kelly McAllister, Special Education Teacher, Lebanon High School,  
                                  Temporary 2/10/16 – 6/10/16

Russ McUne made a motion to approve the Consent Agenda. Jerry Williams seconded. The motion carried by majority.

### **BOARD OF EDUCATION TIME/DISCUSSION**

February 25, 2016	6:00 p.m./District Office Board Room	Board Work Session
March 10, 2016	7:00 p.m./District Office Board Room	Special Board/Budget Meeting
April 14, 2016	6:00 p.m./District Office Board Room	Regular Board Meeting
April 14, 2016	7:00 p.m./District Office Board Room	Budget Committee Meeting #1
April 28, 2016	6:00 p.m./District Office Board Room	Regular Board Meeting
April 28, 2016	7:00 p.m./District Office Board Room	Budget Committee Meeting #2
May 12, 2016	6:00 p.m./District Office Board Room	Regular Board Meeting
May 12, 2016	7:00 p.m./District Office Board Room	Budget Committee Meeting #3
May 26, 2016	7:00 p.m./District Office Board Room	Public Budget Hearing & Special Board Meeting
June 9, 2016	6:00 p.m./District Office Board Room	Regular Board Meeting

Richard Borden pointed out that there is a Board Work Session on February 25 beginning at 6:00 p.m.

### **BOARD COMMUNICATION**

Richard Borden shared that Master Gardener Susan Morton has given him flyers regarding the "Seed to Supper" event. Folks can register for a free gardening course. He has more information for anyone who wants it.

### **SUPERINTENDENT COMMUNICATION**

Bo Yates reported that Rob Hess has made it a priority to address chronic absences. He has instructed the Administrators to work on addressing the problem at their buildings.



***Board Meeting  
February 11, 2016,  
pg. 8***

**ADJOURN**

The meeting adjourned at 8:40 p.m.

(Recorded by Kathy Schurr)

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Richard Borden, Board Chair

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Bo Yates, Assistant Superintendent

**LEBANON COMMUNITY SCHOOLS**  
**Lebanon, Linn County, Oregon**  
**Special Board Meeting**  
**February 25, 2016**

The Special Board Meeting of the Board of Directors was held in the District Office Board Room on February 25, 2016. Chairman Richard Borden called the meeting to order at 5:48 p.m. Those present included:

Richard Borden	Director	Rob Hess	Superintendent
Jerry Williams	Director	Bo Yates	Assistant Superintendent
Mike Martin	Director	Jennifer Meckley	HR Director
Russ McUne	Director	Linda Darling	Business Director
Liz Alperin	Director		

**Audience Comments**

There were no Audience Comments

**HUMAN RESOURCES**

- 1) **Action:** Ratification of the 2015-2017 Certified Bargaining Agreement (Enclosure C-1)

LEA President Maureen Twomey reported that the 2015-2017 Certified Contract was voted on by the Association and was approved by a majority vote and was certified and approved by the LEA Executive Council.

Russ McUne made a motion to approve the ratification of the 2015-2017 Certified Bargaining Agreement as presented. Mike Martin seconded. The motion carried unanimously.

**ADJOURN**

The meeting adjourned at 5:52 p.m.

(Recorded by Kathy Schurr)

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Richard Borden, Board Chair

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Bo Yates, Assistant Superintendent

(Enclosure I-2)

**LEBANON COMMUNITY SCHOOLS**  
**Lebanon, Linn County, Oregon**  
**February 25, 2016**

The Work Session of the Board of Directors was held in the District Office Board Room on February 25, 2016. Chairman Richard Borden called the meeting to order at 6:00 p.m. Those present included:

Richard Borden	Director	Rob Hess	Superintendent
Jerry Williams	Director	Bo Yates	Assistant Superintendent
Mike Martin	Director	Jennifer Meckley	HR Director
Russ McUne	Director	Linda Darling	Business Director
Liz Alperin	Director		

**AUDIENCE COMMENTS**

Board Chairman Richard Borden explained that 15 minutes at the front and end of the meeting would be used for Audience Comments.

Fourth Grade Riverview Student Jack Williams asked that the Board to reconsider changing the boundaries. He expressed his desire to attend Seven Oak and not Hamilton Creek.

Patron Darrel Long expressed his concern that at the January parent meeting held at Hamilton Creek the plan to change boundaries and reconfiguration was presented as "not happening for a least a year and a half", but the parent survey put a possible timeline of six months. He pointed out that parents like choice for schools.

Parent Stephanie Herb shared that her family researched the schools and choose Hamilton Creek for her children to attend. They have strong ties to Hamilton Creek and value the small rural school. She asked that parents continue to be allowed to utilize open enrollment.

Parent Teresa Peltier said that she does not want to lose sight of the reason for the changes to boundaries and reconfiguration of schools. The schools are overcrowded and the district is trying to trouble-shoot the situation. She shared her view that the sister school configuration idea looked good on paper, but after talking to members of the community it might not be best for our community. She pointed out that most people want to keep their options open. The district is already giving the patrons what they are asking for.

Parent Samantha Miller shared that her family has made financial sacrifices in order for her child to have the option of going to the school of their choice. She expressed her concerns with the sister school idea. She pointed out the challenges for her daycare kids who attend Riverview and asked the Board to consider all the kids in daycare situations.

**Introduction to Boundary and School Configuration Discussion**

**1) Review of Communication**

Superintendent Rob Hess gave a brief overview of the history of how the district came to consider boundary changes and school reconfiguration. He shared a power point presentation speaking to the following points:

- 1) Quote from Seth Godin "Worth Thinking About"
- 2) Why are we exploring this topic
  - a) Equity
  - b) Efficiency
  - c) Excellence

(Enclosure I-3)

- 3) Increasing opportunities for all students
- 4) Electronic staff survey – 112 participants

Assistant Superintendent Bo Yates shared that the mobility rate in the district is 40%. He explained that he met with the City of Lebanon, and found that the population growth rate in Lebanon is approximately 1% a year.

Russ McUne pointed out that there are several plans being discussed by Samaritan Health for building additional medical schools which could possibly bring more growth to the community.

Jerry Williams said that he had heard that there was a possibility that additional companies could build around Lowes, which could bring growth as well.

### **REVIEW OF FEEDBACK**

Liz Alperin pointed out that the surveys did not ask the necessary question and feels that there should be separate sections on the survey to get the correct data.

Rob Hess pointed out that the surveys were developed in January and he wanted to keep one survey circulating. He pointed out that an electronic survey went out to staff and asked questions differently. He suggested sending an electronic survey out to parents also.

Mike Martin pointed out that of the surveys that were answered by K-8 parents, most were in favor of open enrollment. The staff surveys were all over the place for open enrollment. He feels that open enrollment is here to stay in some form.

Russ McUne questioned how many other schools in the state have open enrollment.

Rob Hess said that he does not know of any other school district that does open enrollment the way Lebanon does.

Russ McUne said he likes the idea of open enrollment, but would like to see some caps done to deal with school crowding.

Mike Martin pointed out that the surveys show that parents really want electives.

Richard Borden pointed out that the same questions need to be asked of staff, parents and community. The Board needs time to digest the surveys so they can all be on the same page. He feels that the district needs to find equity in education for all families in the district.

### **DISCUSSION**

Rob Hess shared that the Open Enrollment Policy does not need to be revised, but the Open Enrollment Policy ARs need to be changed by setting enrollment caps at each school. The practice of allowing open enrollment transfers after the June 1<sup>st</sup> open enrollment deadline might need to be changed as well.



Russ McUne pointed out that the district needs to do what is best for kids. The sister school could be a hardship on families because of the distance between school sites.

Mike Martin shared research from three research projects (see enclosure) showing that there is no consistent relationship between student achievement and grade configuration. The Hamilton Project looked at three factors: 1) configurations, 2) start times, and 3) teacher assignments. It found that three organizational reforms that have the potential to increase K-12 student outcomes at modest cost were: 1) starting school later in the day for middle and high school students, 2) shifting from the separate elementary-middle and high school configuration to K-8 and 9-12, and 3) manage teacher assignments with student achievement as goal. Mike pointed out that academic achievement is our goal, but the research does not show that school reconfiguration to a middle school is the outcome.

Rob Hess pointed out that preparing students for high school readiness is key for graduation. He said that the data that Bo Yates had previously gathered from the high school showed that K-8 students did not do as well at the high school.

Russ McUne said that if K-8 students are not doing as well at high school we need to find out why.

Liz Alperin would like to compare high school test scores, classes passed, and graduation rate of students coming from Seven Oak, Hamilton Creek, Lacomb, and Pioneer. She pointed out that if the district reconfigures students to Seven Oak then there needs to be money available for the elective classes. Liz pointed out that equity in class size was important to staff. She would like data for the following: 1) class size if the district did a K-6 & 7-8 configuration, 2) class size changes from present practice.

Rob said that class size is large because there are not enough teachers at each grade level.

Richard Borden suggested that the hard data be gathered to look at getting academic achievement for every child. He pointed out that the Board does not need to make a decision right away regarding reconfiguration and boundary changes.

Rob Hess pointed out that Riverview, Pioneer and Cascades are struggling with enrollment numbers. These are not crisis level problems, but the district should start looking at them.

Richard Borden questioned if a school has turned away students who live in their boundary area due to enrollment; and what happens when a class is full and students want to open enroll into the school.

Rob Hess said that if a student lives in their boundary area they can always attend their boundary school. The district looks at class size and gives help through classroom aides.

Russ McUne said that he is not convinced that the middle school model is necessary for graduation rate increase. He does think that we need to address students that are struggling at the high school. He would like to leave the status quo for next year and revise the open enrollment policies to set caps at each school.

Liz Alperin is in favor of waiting to see if the positive things (i.e. AVID) that have been implemented will effect the graduation rate before the District starts moving boundaries and reconfiguration.

Mike Martin is in favor of tweaking open enrollment with a grandfather clause. It sounds like the capacity at the schools at the present time is not even close to their limits, so even with the 1% growth we are still in good shape for a while. He feels that the opportunity to access programs for all students (i.e. music) needs to be looked at by the district. Mike feels that the district should not move students if it is not going to show academic improvement.

Rob Hess would like to ask parents if bussing were provided would they send thier students to Seven Oak.

Liz Alperin reminded the Board that many people bought homes based on the present boundaries for schools.

Rob Hess shared the data from the electronic staff survey questions.

Bo Yates said that he will bring the numbers for building a master schedule with electives for sustainability.

The consensus is to have follow up discussion at the next Board meeting.

Richard Borden summarized the "bring backs" for the March 10 Regular Board meeting discussion: 1) data from the High School regarding test scores and passing classes per school, 2) survey results for bussing students to Seven Oak, and 3) other options for equity in class sizes.

#### **AUDIENCE COMMENTS**

Riverview Teacher Sarah Haley thanked the Board for having the Work Session and asked them to think about the children. She pointed out that relationship and longevity is huge for "at risk" students. She explained that mobility is a huge issue for students and our district.

Patron Julie Barnhart shared her experience of being overwhelmed going to high school from a K-8 school saying that she felt behind. She asked that the Board consider how each school is run and make it fairer with class size and student opportunities.

Patron Kate Frances shared her student's great experience going from Pioneer to Seven Oak. She likes having a choice of where to send her students with open enrollment. She also expressed her concern that preschool is being considered as part of the school reconfiguration.

Patron Teresa Peliter asked that when the survey is readdressed that the district define Open Enrollment and Transfers. She wondered if the Board is getting an accurate answer from parents if they do not know about grandfathering into the open enrolled schools. She feels that the district can afford students better opportunities at Seven Oak. She feels offended when people refer to "country schools" and "in-town schools", pointing out that we are all one school district.

Anne Williams thanked the Board for having the foresight to have public input at the beginning and end of this meeting. She pointed out that the boundary change letter that was sent in the Tuesday folders needed to be clear to what the boundary changes would be. There was nothing with the letter. There were folks in the community that had no idea that the Board was considering boundary changes.

Patron Natalie Ellis questioned why the district is trying to do changes to boundaries and reconfiguration when the data does not show a need. She agreed that parents do not know what the boundary changes are and did not know where to get the information. She asked that when looking at high school data comparisons that each school is looked at individually (i.e. Lacombe, Hamilton Creek).

Patron Darrel Long pointed out that parents play the biggest role in students' success and he thanked the parents for their involvement. He spoke in favor of letting parents have a choice of where to send their students to school.

Patron Stephanie Herb expressed her concern that changing the schools is going to hurt "at risk" students. She explained that "at risk" students thrive best at smaller schools due to relationships.

Hamilton Creek Teacher Julie Regan pointed out that changing boundaries is a big issue for our community. She appreciates the Board taking time to look at the data. She explained that the graduation rate has to do more with the makeup of our community because of homelessness, drugs, alcohol, divorce, etc., then with the configuration of our schools. Community makeup is a bigger issue and she asked the Board to keep that in mind. She thanked the Board for the community meeting and survey, but she asked that they keep the communication clear. People need to hear the same message.

Richard Borden thanked the parents and staff for being present and giving their input. He pointed out that the Board is their public servant.

#### **ADJOURN**

The meeting adjourned at 8:15 p.m.

(Recorded by Kathy Schurr)

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Richard Borden, Board Chair

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Bo Yates, Assistant Superintendent