

**LEBANON COMMUNITY SCHOOL DISTRICT
SCHOOL BOARD AGENDA
Lebanon School District Office
485 S. 5th St. Lebanon, OR 97355
August 20, 2015**

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. BOARD MEMBERS OATH OF OFFICE – Liz Alperin

1. Richard Borden
2. Russ McUne.

C. BOARD REORGANIZATION

1. **Action:** Election of Board Chair and Vice Chair for 2015-2016

B. AUDIENCE COMMENTS

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

C. GOOD NEWS

1. **Report:** Lebanon Foundation Mini Grant/ Lisa Richards

D. PURSUING EXCELLENCE

1. **Report:** Alternative Education Program/Mike Hillman (Enclosures D-1)
2. **Information:** 6th – 8th Grading Handbook/Dawn Baker (Enclosure D-2)

E. GENERAL BUSINESS

1. **Action:** Board Resolution – 1516-01 Representatives and Authorizations (Enclosure E-1)
2. **Action:** Appoint Board Members to Classified Negotiations Team
3. **Information:** SRP - Standard Response Protocol/Bo Yates (Enclosures E-3)
4. **Action:** Approve Board Policies on First Reading (Enclosures E-4)
 - AC - Nondiscrimination (Required)
 - GBK/JFCG/KGC - Prohibited Use, Possession, Distribution or Sale of Tobacco Products and Inhalant Delivery Systems
 - JECB - Admission of Nonresident Students
 - JEDA - Truancy
 - JG - Student Discipline
 - JGD – Suspension
 - JGE - Expulsion
 - JHCDA - Prescription Medication
 - KGB - Public Conduct on District Property
 - KGB/GBK/JFCG - Prohibited Use, Possession, Distribution or Sale of Tobacco Products and Inhalant Delivery Systems
 - KL - Public Complaints
5. **Information Only:** AR Policy Revisions (Enclosure E-5)

- AC-AR - Discrimination Complaint Procedure (Required)
- EEACC-AR – Discipline Procedures for District-Approved Student Transportation
- JEA-AR - Compulsory Attendance Notices and Citations
- JECB-AR(1) - Admission of Nonresident Students
- JHCD/JHCDA-AR Prescription/Nonprescription Medication
- KL-AR - Public Complaint Procedure
- LBE-AR - Public Charter Schools (Highly Recommended)

F. FINANCE

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

G. HUMAN RESOURCES

H. OPERATIONS

I. CONSENT AGENDA

1. **Action:** Approve June 11, 2015 Board Minutes (Enclosure I-1)
2. **Action:** Approve Hiring Jordon Ford, Assistant Principal, Seven Oak
3. **Action:** Approve Hiring Amelia White, Special Ed, Seven Oak, Temp 8/25/15 – 10/27/15
4. **Action:** Approve Hiring Rob Zornow, Student Support/Tutor, Seven
5. **Action:** Approve Hiring Jeremy Gibson, Social Studies, LHS, Temp 8/28/15 – 11/26/15
6. **Action:** Approve Hiring Catherine Broadhurst – Speech Therapist
7. **Action:** Approve Hiring Monique Coleman – Culinary Arts, LHS
8. **Action:** Approve Hiring Matt Larcombe – Secondary ELL, LHS
9. **Action:** Approve Hiring Sean Leingang – Language Arts, LHS
10. **Action:** Approve Hiring Donna Rose, Health Occupations, .50 FTE, LHS
11. **Action:** Approve Hiring Peter Kuhns – Social Studies, SOK
12. **Action:** Approve Hiring Laura Kingzett Biology, LHS
13. **Action:** Approve Hiring April Feldman, 2nd Grade, Temp 15-16, Riverview
14. **Action:** Approve Hiring Devina Sindhu, Language Arts, Seven Oak
15. **Action:** Approve Hiring Richard Vaughn, Special Education, LHS
16. **Action:** Approve Hiring Susan Kish, Special Education, LHS
17. **Action:** Approve Hiring Madeline Conway, Special Education, Cascade

J. BOARD OF EDUCATION TIME/DISCUSSION

K. BOARD COMMUNICATION

L. SUPERINTENDENT COMMUNICATION

1. **Report:** Summer Update

M. ADJOURN INTO 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.*

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.

Alternative Education

ENCLOSURE D-1



(Enclosure D-1)

Elem / Mid School Program

Our middle school program is a skill building program that focuses on essential skills, math, reading and language arts.

Students are prescribed a curriculum and the skill building lessons are based on their current academic level. In addition to the online component we have each middle school student complete a reading and writing prompt daily.

(Enclosure D-1)



Elem / Mid School Program

- * We averaged 11 middle school students enrolled at a time in a 12 hour weekly schedule.
- * Students came from multiple district schools
- * Students were met at their individual academic and behavioral levels and most were successfully transitioned back to their home school.

High School Program

- * Credit recovery classes
- * Classes for initial credit by proficiency
- * Classes for credit as prescribed by their building counselor
- * Skill building classes
- * Ged prep
- * Service learning opportunities
- * Work readiness program
- * NCRC certification

High School Program

- * Averaged 40 students in a 20 hour a week program
- * 57 students was our highest enrollment
- * All Alternative programs are comprehensive CCSS aligned courses.
- * In addition to prescribed course work each of our students participate in both reading and writing groups on a daily basis.



High School Program

- * All of our classes are on line based and custom built to each students strengths and areas of need.
- * Credit recovery
- * For credit
- * Skill Building
- * NCRC
- * GED Prep



(Enclosure D-1)

High School GED Program

* GED Data

2014/15 school year we had 14 students complete their GED

3 students with honors

Every student who started the GED process in the 14/15 year completed by the end of the school year

Our GED pass rate remains over 94%

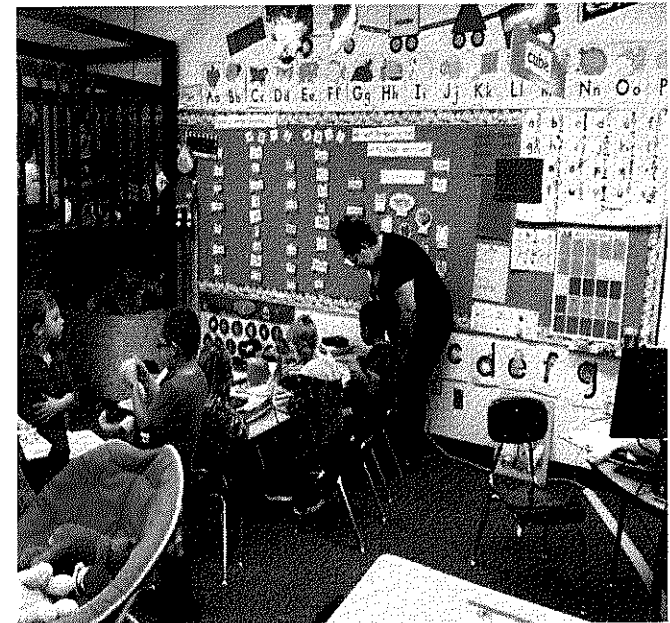


Oregon National Ranking as of October 2014 (Per GEDTS January 1, 2014-December 31, 2014)

- * The overall Oregon pass rate for the 2014 GED® test YTD is 74%, which is 27% higher than the national pass rate of 58%. Oregon is currently ranked 8th place in respect to GED® passers
- * In 2012 the statewide pass rate for Oregon was 84%.
- * Prior to the increased rigor of the tests our alternative programs GED pass rate was just under 97%

High School Work Readiness Program

- * 180 hours on the job
 - * 60 unpaid
 - * Up to 120 paid by stipend
- * Grant partnership with CSC & the BGC
- * Over 30 partnerships in the community
 - * Provide training
 - * Work related resources
 - * On the job experience
- * Our students earned over
\$2,500 in stipend money in 14/15



Maps Data

- * Total number of students MAPS Tested:

- * High school fall: Math 21 Reading 21 Language 21
- * High school winter: Math 24 Reading 26 Language 26
- * Middle School fall: Math 5 Reading 5 Language 5
- * Middle School winter: Math 5 Reading 4 Language 5

- * Fall / Winter Totals: Math 55 Reading 56 Language 56

Other Student Data

* GED's completed	14	
* GED practice modules completed	471	
* GED practice tests completed	188	
* CPR cards obtained	28	
* 1st Aid cards obtained	43	
* Food handler's cards obtained	33	
* High school credits earned	22	
* High School graduates	1	
* Students in work experience locations	23	
* Total number of hours worked	1540 +	
* Students transitioned back to LHS	6	
* Students transitioned back to MS	4	
* College campus visits	3	

Desired Outcomes

- * Exit with a diploma, GED, or some form of formal academic completion
- * Successful transition back into regular education program at their resident school building
- * Exit our program with the skills needed to gain and keep employment, or attend post secondary schooling or formal training.

(Enclosure D-1)



Alternative Education Cumulative Data

2012/13 School Year through the 2014/15 School Year

<u>ENROLLMENT DATA:</u>		<u>EXIT DATA:</u>		<u>ACADEMIC DATA:</u>	
<u>High School</u>	131	GED Completion	41	GED Completions	47
9th Grade	16	HS Graduation	2	GED Pass Percentage	94%
10th Grade	34	Transition Back	23		
11th Grade	43	Transfer to LBCC	4	Credits Earned / Recovered	36+
12th Grade	38	Withdrawn	5	Service Learning Hours Completed	44
<u>Elm / Md School</u>	42	Expelled	3	Smarter Balance Test Completion	14
1st Grade	1	Behavior / Attendance	6	Maps Tests Taken	168
2nd Grade	4	Got a Job	2		
5th Grade	3	Home School	5		
6th Grade	9	Medical reasons	1		
7th Grade	9	Moved	9		
8th Grade	16	Incarceration	3	OAKS Test Taken	125
Job Core			1	1st Aid CPR Certifications	43
Medical			3	Food Handlers Certifications	35
Transfer			5	Enrolled Work Experience Program	39
GED	74			Total Work Experience Hours	>2500
				Incentive Based Stipend Pay	>\$2900
				NCRC Certifications	43 in progress
Alt. Program / Curriculum					
GED	79				
Credit Recovery	48				
Skill Building	9				
Other	1				
Tutoring	30				
IEP / 504	44				

Thank you for what you do for our
kids.

Mike Hillman

Alternative Education

541-258-2613

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Lebanon Community School District

6th-8th
GRADING HANDBOOK

2015-2016 Edition

(Enclosure D-2)

CONTENTS

Purpose for Grading	2
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Purpose for Grading Philosophy and Rationale

Lebanon Community School District believes that grades serve a valuable instructional purpose by helping students and parents/guardians identify the student's areas of strength and areas needing improvement. Parents/guardians and students have the right to receive course grades that represent an accurate evaluation of the individual student's achievement of academic standards.

Grades should be based on impartial, consistent observation of the quality of student work and student mastery of course content and academic standards. **Students shall have multiple opportunities to demonstrate this mastery through a variety of channels** such as assessments, class activities, quizzes, essays, labs, projects, and portfolios. Behavior, effort, homework completion and attendance are evaluated and reported separately from the student's academic grade.

The district's grading handbook shall be administered in a uniform manner based on standards that apply to all students in that course and grade level. Principals and teachers shall ensure that students' grades conform to this system. Teachers shall inform students and parents/guardians in advance how student achievement will be evaluated in the classroom. The grade assigned by the teacher shall not be changed without the consent of the teacher unless criteria for the grade is not consistent with building policy or is not consistent with Oregon Administrative Rules, state and/or federal law, including IDEA or Section 504.

This policy was created in response to our need to align curriculum, assessment and reporting across the district. Lebanon Community Schools will work to provide equal access to a standards-based curriculum, quality instruction, and academic support. This policy was developed by a committee that included all middle level administrators and reviewed by middle level teachers.

Grading Guidelines

Grades for Achievement

1. Grades will reflect student achievement toward mastery of course content standards.
2. Grades should reflect a student's progress toward objectives and outcomes as defined by the district content area curriculum maps.
3. Grades assigned shall follow the grading rubric in order to be consistent and fair across the district. Meeting the standard is 80% or above or scoring 3 (Proficient) or above.
4. Grades shall be reported each marking period as described in the 6th-8th Grading Handbook.
5. Teachers are expected to provide supporting data for grades assigned. Grade records shall reflect an adequate sampling of work in a given area to justify the assigned grade.
6. Content area teams will have agreed upon like weighting and like categories for determining student grades within the following guidelines. A minimum of 70% of a student's grade will be based on summative standards based assessments; a maximum of 30% will be based on formative standards based assignments.
7. Clear learning objectives and grading criteria shall be explicitly communicated to students and parents at the beginning of the course. Course-alike teachers will have similar syllabus expectations.
8. In order to ensure equity, content area teams will establish standards based common criteria for student work and assessments.
9. Students with a current Individual Education Plan (IEP) may be given differential standards in grading if written in their IEP. Appropriate resource personnel should be consulted in giving these grades.
10. Grades shall be available and kept current (minimum weekly) for parent and student monitoring through the district approved electronic grading system.
11. Buildings will set the deadlines for when final grades are posted to the gradebook.
12. Teachers shall allow students to retake assessments within two weeks of when grades are posted. End of course assessments are not included in this, since they coincide with the end of the grading period.
13. Teachers will give students opportunities to correct assignments prior to the summative assessment. The logistics of how this will be provided is a building decision.
14. Pass/fail courses will provide written objective criteria for granting of a passing grade. Criteria will be clearly communicated by the teacher to students at the beginning of the course. Pass/fail grades are not calculated into student's grade point average.

15. Extra credit may only be offered under the guidelines established by the content area teams, and may only be given for the completion of standards based work.
16. Assignments in which instruction has been provided and class time has been given yet require additional time at home may be included in the category of Formative Measure. All other homework completion will be part of the students' work habits grade.

≥ 70% Summative Measures Checking for Mastery	≤ 30% Formative Measures Checking for Understanding
<p>Examples include but are not limited to:</p> <ul style="list-style-type: none"> ● Common Assessments, Unit Tests Standards Based Summative Tests ● Large Projects (Summative) ● Final Draft Essays and On Demand Writing Lab Reports ● Summative Presentations ● Portfolios ● Demonstration of Proficiency (PE) 	<p>Examples include but are not limited to:</p> <ul style="list-style-type: none"> ● Short Standards Based Informal Quizzes (Entrance Ticket, Exit Ticket) ● Practice Tests ● Small Projects (Formative) Draft Re-writes, Re-do assignments ● Practice Classwork ● Class Activities Warm-Ups

Formative and Summative Measures

Formative Assessments and/or Assignments

Formative Assessment is part of the instructional process. When incorporated into classroom practice, it provides the information needed to adjust teaching and learning while they are happening, at a point when timely adjustments can be made. Formative assessment is student practice and teachers providing descriptive feedback. Research shows student involvement and ownership of their work increases students' motivation to learn. In addition, descriptive feedback can be the most significant instructional strategy to move students forward in their learning. Descriptive feedback provides students with an understanding of what they are doing well, links to classroom learning, and gives specific input on how to reach the next step in the learning progression.

Some examples of formative assessments are but not limited to: observations, questioning, discussion, entrance/exit tickets, warm-ups, drafts, learning/response logs, peer/self-assessments, practice presentations, kinesthetic assessments, individual whiteboards, and constructive quizzes.

Summative Assessments and/or Assignments

Summative Assessments are given periodically to determine at a particular point in time what students know and do not know, help evaluate the effectiveness of programs, school improvement goals, alignment of curriculum, or student placement in specific programs. Summative assessment at the district/classroom level is an accountability measure that is generally used as part of the grading process. The key is to think of summative assessment as

a means to gauge, at a particular point in time, student learning relative to content standards. **Some examples of summative assessments are but not limited to:** state assessments, district benchmark or site-based common assessments, end-of-unit or chapter tests, end-of-term or semester exams, scores that are used for school accountability, and student grades.

Grading Rubric

Teachers shall allow students to retake assessments within two weeks of when grades are posted. End of course assessments are not included in this, since they coincide with the end of the grading period. Teachers will give students opportunities to correct assignments prior to the summative assessment.

Letter Grade	Min %	Descriptor	Performance Band	Rubric Score
A	90-100%	An "A" means mastery through extensive evidence, the student consistently surpasses the proficient level and demonstrates an in-depth understanding of the standard.	Exceeds (E)	4
B	80-89%	A "B" means proficient. The student regularly meets the standard and demonstrates a working knowledge of essential skills. While there are still some weaknesses, the strengths are dominant.	Meet (M)	3
C	65-79%	A "C" means approaching proficiency. Though student is sometimes demonstrates a working knowledge of the essential skills that encompass the standard, there are still inconsistencies.	Nearly Meet (NM)	2
F	26-64%	A "F" means showing partial understanding and some skill demonstrated with significant omission or errors evident.	Not Meet (N)	1
NE	0-25%	A "NE" means No understanding or skill demonstrated yet. or Student produces no information and makes no attempt even with prompting.	Far Below Meeting or No Evidence (NE)	0

Make-up Work, Late Work, Missing Assignments, and Zeros

Make-up Work

Students who miss school work because of unexcused absences shall be given the opportunity to make up missed work. Teachers shall assign such makeup work as necessary to ensure academic progress, not as a punitive measure.

Late Work and Missing Assignments

Students will be allowed to turn in late work (minimum of two weeks). Each building will determine reasonable timeframes and penalties deemed appropriate for assignments turned in past the due date. Students who habitually do not turn in work should be referred to possible interventions, including tutoring, support classes, Level 2 Team, etc. as guided by content area teams and site procedures. Teachers should continue to do all in their power to ensure students are completing the work. Students and parents are integral members of the education team, and need to continue to ensure that students are completing the required assignments. When students are struggling to complete the assignments, they or their parents need to contact the teacher for additional support.

Work Habits and Behavior

1. Work habits and behavior are reported separately from academic grades.
2. Work habits are based on a student's responsibility for completing assigned work, including completing work that is missed due to absences or suspensions.
3. Behavior is based on compliance with site and district expectations for student behavior.

Grade	Work Habits Punctuality Neatness Make up Work On Time Has Materials	Citizenship (Behavior) Works well with others On Task Follows Rules
E Consistently Exceeds Expectations	Always	
S Meets Expectations	Mostly	
N Inconsistently Meets Expectations	Sometimes	
U Does Not Meet Expectations	Rarely	

Special Education Students

Grading for special education students is determined by the student's performance in the core curriculum. Grades are driven by the students' level of proficiency for each subject based on the academic standards and the district adopted curriculum. Grades need to take into account accommodations and modifications as they relate to the components of the grading policies. Each student's accommodations and modifications are listed in the student's IEP.

Special Education students who are in general education classes will be graded using the adopted district grading policy weights and percent with appropriate accommodations and modifications per their IEP.

At the same time the site report cards are distributed, the special education teachers are required to send a parent progress report or annotated goals based on the student's IEP

Regarding Adaptations per the Student's IEP

Special education teachers use a variety of adaptations when planning instruction for special education students, especially instruction that is based on general education standards and curriculum. An adaptation may function as an accommodation or a modification depending on the situation in which it is used. An accommodation is a change in the course, standard, test preparation, location, timing, scheduling, student response and/or other attribute which provides access for a student with a disability to participate in the course, standard, or test, which **does not fundamentally alter or lower** the standard or expectation of the course, standard, or test. A modification is a change in the course, standard, or test preparation, location, timing, scheduling, expectations, student response, and/or attribute which provides access for a student with a disability to participate in a course, standard, or test, **which does fundamentally alter or lower** the standard or expectation of the course, standard, or test.

Adaptations **MUST** be given to those students who have it identified in their IEP. A teacher would be out of compliance if they gave a failing grade to any special education student who has not been provided all of their legal accommodations and/or modifications as spelled out in their IEP. Adaptations may include but are not limited to: modified rubrics, reading of tests and questions, fewer choices on a multiple choice test (3 instead of 4), multiplication charts, calculator, special seating, word-processors, spell checkers, reduced work load, modified assignments, use of notes or books during tests, and/or testing in the case manager's room.

Science Content Grading Practices Appendix

1. **Weighting:** We agree to keep our 10%-20%-70% weighting. 10% will be graded practice, 20% will be formative and 70% will be summative.
2. **Common Assessments:** As a team, we agree to continue assessing students using the same learning targets, which are part of our curriculum. We also agree to continue giving the same work samples, and we are aware that a new state scoring rubric may be coming out in the summ. We will be assembling "a diversity of assessments" for each unit over the next few years, so that teachers can choose from assessments made by their colleagues and/or modify them to suit the needs of their classes of students.
3. **Homework:** We agree that the purpose of homework is to reinforce things that students have already learned in class. Homework would be equitable, not requiring resources such as computers that some students may not have. We also agree that work that is not completed in class can be assigned to be completed as unofficial homework, and parents should be made aware of this policy.
4. **Curriculum Map:** We will continue working on refining our Key Experiences, and the other element of our curriculum. We have each tried out the units for this year and feel we have made significant progress this year.
5. **Extra Credit Guidelines:** We as a team do not recognize the value of extra credit. We do, however, want to emphasize that we will work with students to match assessments to learning styles and/or give students alternative assignments with which to show proficiency in the NGSS standards.
6. **Syllabus:** We agree to share syllabus resources with each other for language and checklist of ideas.

	Practice	Formative	Summative
Weighting	10%	20%	70%
Content Learned over the Time Span of...	Day	Week	Month (~Unit)
Sample Assignments	HW, Classwork completed individually, exit tickets	Short labs, quizzes over 1-2 learning targets	Written exams, unit summary projects, unit summary portfolios

Math Content Grading Practices Appendix

1. **Weighting** - 90% summative measures, 10% formative measures. Summative and formative measure as defined in the district 6-8 handbook.
2. **Common Assessments** – As a team we will continue to use the same common core standards to assess student learning. We will work toward giving common performance tasks and making these available to all district math teachers. We will also work toward creating a “diversity of assessments” resource for each common core standard over the next few years. This will allow teachers to choose from assessment items made by their colleagues and/or modify them to suit the needs of their students.
3. **Homework** – We agree that the purpose of homework is to reinforce learning and is an extension of the classroom experience.
4. **Extra Credit** – We agree not to use extra credit.
5. **Syllabus** – We agree to share syllabus resources to increase horizontal alignment.

	Formative	Summative
Weighting	10%	90%
Sample Assignments	HW, classwork, practice quizzes, exit tickets	Written exams, standard-based projects

**Lebanon Community Schools
Board Resolution 1516-1**

The Lebanon Community Schools Board of Directors resolves the following for the 2015-2016 School Year:

- A. Bonding of the Board Chairman, Superintendent/Clerk, Deputy Clerk BE IT RESOLVED that the Lebanon School Board of Directors designates Property and Casualty coverage for education (PACE) to provide a Public Employee Dishonesty Coverage in a minimum amount of \$100,000 (fidelity bond) in accordance with ORS 332.525 and ORS 328.441.
- B. Chief Administrative Officer: BE IT RESOLVED that the Lebanon School Board of Directors hereby designates Robert Hess as Chief Administrative Officer for the 2015-2016 fiscal year.
- C. Deputy Clerk: BE IT RESOLVED that the Lebanon School Board of Directors hereby designates Linda Darling as Deputy Clerk for the 2015-2016 fiscal year.
- D. Custodian of Funds: BE IT RESOLVED that the Lebanon School Board of Directors hereby designates Robert Hess, and Linda Darling to be the custodian of funds and further authorize facsimile signature under ORS 328.441, ORS 328.445.
- E. Authorization to Sign Payroll and Monthly Disbursements: BE IT RESOLVED that the Lebanon School Board of Directors hereby designates, Robert Hess and/or Linda Darling to sign monthly disbursements and payroll.
- F. Authorization to approve and pay all accounts payable: BE IT RESOLVED that the Lebanon School Board of Directors hereby designates Robert Hess and/or Linda Darling to approve and pay all accounts payable within the limits of the adopted budget document. Licensed administrators may approve up to \$250 purchase orders unless revoked by the Superintendent.
- G. Budget Officer: BE IT RESOLVED that the Lebanon School Board of Directors hereby designates Robert Hess as budget officer for the 2015-2016 fiscal year.
- H. Official Auditors: BE IT RESOLVED that the Lebanon School Board of Directors hereby designates Accuity, LLC as the official auditor for the 2015-2016 fiscal year district books.
- I. Newspaper-of-Record: BE IT RESOLVED that the Lebanon School Board of Directors hereby designates the Albany Democrat Herald and the Lebanon Express as the district newspaper-of-record for the 2015-2016 fiscal year.

(Enclosure K-1)

- J. Insurance Agent-of-Record: BE IT RESOLVED that the Lebanon School Board of Directors hereby designates Rhodes Warden Insurance as the district insurance agent-of-record for the 2015-2016 fiscal year.
- K. Attorney-of-Record: BE IT RESOLVED that the Lebanon School Board of Directors hereby designates Hungerford Law Firm as attorneys-of-record for all general education related legal services and the Oregon School Boards Association for collective bargaining services the 2015-2016fiscal year.
- L. Hearing Officer: BE IT RESOLVED that the Lebanon School Board of Directors hereby designates Robert Hess to serve as the hearing officer in all matters pertaining to the operation of the school district and/or matters on personnel and, further designates Robert Hess or his designee to serve as the hearing officer on student records including expulsion hearings.
- M. Authorization to Participate in Federal and State Programs: BE IT RESOLVED that Superintendent Robert Hess is hereby authorized as the official district representative for IDEA, Title IA, Title IIA, Title III, Title IV, and Title V, Title VI, EBISS, Carl Perkins Grant, other various grants through local, Linn/Benton ESD, Misc. State Grants and Misc. Federal Grants.
- N. Regular Monthly Meetings: BE IT RESOLVED that the following meeting dates and time for the 2015-2016 fiscal year:

August 20, 2015	Reorganizational Meeting	District Office – Board Room
September 10, 2015	Regular Meeting	District Office – Board Room
October 8, 2015	Regular Meeting	District Office – Board Room
November 12, 2015	Regular Meeting	District Office – Board Room
December 10, 2015	Regular Meeting	District Office – Board Room
January 14, 2016	Regular Meeting	District Office – Board Room
February 11, 2016	Regular Meeting	District Office – Board Room
March 10, 2016	Regular Meeting	District Office – Board Room
April 14, 2016	Regular Meeting	District Office – Board Room
April 28, 2016	Regular Meeting	District Office – Board Room
May 12, 2016	Regular Meeting	District Office – Board Room
June 9, 2016	Regular Meeting	District Office – Board Room

** Regular Board Meetings begin at 6:00 p.m.*

- O. Depository-of-Funds: BE IT RESOLVED that the Lebanon School Board of Directors hereby designate all FDIC Wells Fargo, Oregon State Treasury and Local Government Investment Pool.
- P. Establish the Borrowing Limit for the Custodian of Funds: BE IT RESOLVED that the Lebanon School Board of Directors hereby allows the Custodian of Funds to borrow up to \$5,000,000. Notice is to be given to the Board
- Q. Approves short term loans between funds: BE IT RESOLVED that Linda Darling, Deputy Clerk/Director of Business Services is authorized to do short term loans between funds in order to pay district obligations.
- R. Identify Confidential Employees: BE IT RESOLVED that the Lebanon School Board of Directors hereby designates Kathy Schurr, Susie Otta and as confidential employees and all directors and administrators, as individuals that are excluded from the bargaining units.
- S. Reaffirm Lebanon School District as its own Local Contract Review Board (LCRB)
- T. Alternative Education Programs: BE IT RESOLVED that the Lebanon School Board of Directors hereby designates Lebanon High School Alternative Programs, LBCC Alternative Program, Community Services Consortium (CSC) and the Oregon I School school as alternative education programs.
- U. The following designation of the 2014-2015 ending fund balances and revenues for specific uses in 2015-2016:
 - a. Committed Fund Balances –
 - i. The ending balance of each of the following funds is “Committed” in accordance with the purposes stated for each fund or program in the FY 2015-2016 adopted budget.
 - b. Restricted Fund Balances –
 - i. The ending balance of all grant related special revenue funds (including food service) shall be designated as restricted for the sole uses intended by the granting authorities.
 - ii. Ending fund balances in Student Activities Funds are restricted for the benefit and intent associated with each of the student body groups.
 - iii. Unemployment Insurance Fund is restricted for expenditures of unemployment claims paid by the State for former District employees.

(Enclosure E-1)

c. Debt Service Funds -

- i. Funds are "Restricted" for the accumulation of resources and payment of principal and interest related to associated debt offerings.

Passed this 20th Day of August 2015.

Board Chair

Rob Hess, Superintendent

BOARD POLICY UPDATES
FIRST READING 8/20/15

Policy AC & AC-AR

The recommended changes are a result of combining the procedural steps in the sample administrative regulation, in addition to identifying to whom complaints may be filed, and to better clarify the roles of parties in the complaint process.

EEACC-AR

Changes to reflect our current practices.

GBK/JFCG/KGC, KGC/GBK/JFCG & KGB

House Bill (HB) 2546 (2015) adds and defines “inhalant delivery system.” It amends laws concerning the sale of tobacco products to minors, and use, distribution or possession of tobacco products by minors, so those laws equally apply to inhalant delivery systems. It continues the requirement that school and working environments be free of tobacco products and now inhalant delivery systems, and continues to prohibit smoking and now aerosolizing and vaporizing on any school property, including parking lots, by any student, staff member or visiting public.

The Act becomes operative on January 1, 2016.

JECB & JECB-AR(1)

Senate Bill (SB) 709 (2015) is a cleanup bill to address issues from the previous legislation, and addresses only interdistrict transfers – there are no changes to open enrollment.

This bill addresses the following issues for accepting nonresident students into the district:

- The district may ask if there are preferred schools in the district;
- The district may ask whether the student may be given a priority, e.g., siblings, change of legal residence, completion of a public charter school within the district;
- The district **may** establish attendance and/or behavior minimum standards once the student has received consent to attend and may revoke consent for failure to comply;
- The district **may not** set minimum standards for academics and may not revoke consent for failure to meet other standards for academics;
- The student does not need to get a new transfer to keep attending the same district at which they received consent, if their family makes subsequent moves;
- If a student’s consent is revoked for failure to meet attendance or behavior standards, the student cannot apply back to the same district the following school year;
- It provides the district the option of allowing the hardship of a student, (as determined by rules adopted by the State Board) without impacting the interdistrict transfer numbers.

The bill also outlines district and public charter school limitations on advertising openings for nonresident students using State School Fund monies. *See* ORS 339.127(9).

JEA-AR, JEDA, JG, JGD, JGE

Senate Bill (SB) 553, passed in the 2015 Legislative session, added an age restriction and other conditions to when a district can impose an out-of-school suspension on a student, and further added that a district must “...take steps to prevent the recurrence of the behavior that led to the out-of-school suspension...”. A second piece of legislation, SB 556 (2015), added that truancy may not be used as a reason to impose expulsion on a student.

Further, House Bill 2597 (2015) added that the notices required for noncompulsory

attendance to the “parent, guardian or other person in a parental relationship,” must include a notice that the parent may request an evaluation of their student’s current individualized education program (IEP), or an evaluation to determine if their student needs an IEP.

JHCDA & JHCD/JHCDA-AR

Questions came from the field about policy language that noted “required current first-aid and CPR cards” for staff designated to deliver medications. A review of the Oregon Health Authority’s revised training protocols now suggests the additional training is “strongly encouraged.” Additionally, the new House Bill (HB) 3149 (2015) allows a registered nurse who is employed by a public or private school to accept an order from a physician licensed to practice medicine or osteopathy in another state or territory of the U.S., if the order is related to the care or treatment of a student who has been enrolled at the school for not more than 90 days.

KL & KL-AR

There have been some questions from the field that prompted OSBA to issue some further updates and clarifying changes in our related sample policies and administrative regulation for Public Complaints. Oregon Administrative Rule (OAR) 581-022-1941 says “...the district must establish a process for the prompt resolution of a complaint...” A complaint process must be established and be available in writing to a complainant, but is not required to be in policy. Therefore, OSBA designates the administrative regulation (KL-AR) as optional and the policy (KL) is highly recommended. When the district establishes a multiple step complaint process, it must include time periods and a designated person to receive the complaint for each step of the complaint process, and must include when a final decision will be reached.

Lebanon Community Schools

Code: AC
Adopted: 6/16/09
Readopted: 2/4/10
Orig. Code(s): AC

Nondiscrimination

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

In keeping with requirements of federal and state law, the district strives to remove any vestige of prohibits discrimination and harassment, including but not limited to, in employment, assignment and promotion of personnel; in educational opportunities and services offered students; in student assignment to schools and classes; in student discipline; in location and use of facilities; in educational offerings and materials; and in accommodating the public at public meetings.

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

The superintendent shall appoint and make known the individuals to contact on issues concerning the Americans with Disabilities Act of 1990 and Americans with Disabilities Act Amendments Act of 2008 (ADA), Section 504 of the Rehabilitation Act of 1973, Title VI, Title VII, Title IX and other civil rights or discrimination issues². The district will publish grievance/complaint procedures providing for prompt and equitable resolution of complaints from students, and employees and the public-complaints.

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

END OF POLICY

Legal Reference(s):

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

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

ORS 174.100
ORS 192.630
ORS 326.051(1)(e)
ORS 342.934(3)
ORS 659.805
ORS 659.815
ORS 659.850 to -860
ORS 659.865
ORS 659.870
ORS 659A.003
ORS 659A.006

ORS 659A.009
ORS 659A.029
ORS 659A.030
ORS 659A.04340
ORS 659A.103100 to -145
ORS 659A.109
ORS 659A.112 to -659A.139
ORS 659A.142
ORS 659A.145
ORS 659A.233
ORS 659A.236

ORS 659A.309
ORS 659A.321
ORS 659A.409

OAR 581-015-0054
OAR 581-021-0045
OAR 581-021-0046
OAR 581-021-0049
OAR 581-022-1140
OAR 839-003-0000

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

~~Tobacco-Free Environment~~
**Prohibited Use, Possession, Distribution or Sale of Tobacco Products and
Inhalant Delivery Systems (Version 2)**

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

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

For the purpose of this policy, "tobacco products" is defined to include, but not limited to, any lighted or unlighted cigarette, cigar, pipe, bidi, clove cigarette, and any other smoking product, spit tobacco, also known as smokeless, dip, chew, or snuff; in any form; ~~nicotine or nicotine delivering devices, chemicals or devices that produce the physical effect of nicotine substances or any other tobacco substitute (e.g., e-cigarettes).~~

For the purpose of this policy "inhalant delivery system" means a device that can be used to deliver nicotine or cannabinoids in the form of a vapor or aerosol to a person inhaling from the device or a component of a device; or a substance in any form sold for the purpose of being vaporized or aerosolized by a device whether the component or substance is sold or not sold separately. This does not include USFDA-approved nicotine replacement tobacco products or other therapy products used marked and sold solely for the approved purpose of cessation.

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

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

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

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

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

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

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

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

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

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

The superintendent shall consult with local officials to promote enforcement of law that prohibits the use or possession of tobacco products or inhalant delivery systems by minors on or off district grounds.

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

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

END OF POLICY

Legal Reference(s):

ORS 167.400
ORS 332.107
ORS 336.222
ORS 336.227
ORS 339.240
ORS 339.250
ORS 339.883

ORS 431.840
ORS 433.835 to -433.990

OAR 581-021-0050 to -0075
OAR 581-021-0110
OAR 581-022-0413
OAR 581-053-0015

OAR 581-053-0230(9)(s)
OAR 581-053-0330(1)(m)
OAR 581-053-0430(12)
OAR 581-053-0531(11)
OAR 581-053-0630

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

R2/24/116/25/15 | RSPH

Admission of Nonresident Students

The district may enroll nonresident students as follows:

1. **Interdistrict Transfer Agreement.** By written consent of the affected school boards. The student becomes a "resident pupil" of the attending district thereby allowing the attending district to receive State School Fund moneys;
2. **Open Enrollment.** By written consent from the school board with which the student has made application for admission. The student becomes a "resident pupil" of the attending district thereby allowing the attending district to receive State School Fund moneys;
3. **Tuition Paying Student.** By admitting nonresident student with tuition, whereby neither affected districts are eligible for State School Fund moneys;
4. **Court placement.** If a juvenile court determines it is in the student's best interest, a student placed in a substitute care program outside the district will continue to be considered a resident student and allowed to attend the school the student attended prior to placement. The public agency placing the student in a substitute care program will be responsible for the transportation of the student, if public agency funds are available.

The Board shall deny regular school admission to nonresident students who are under expulsion from another district for a weapons policy violation. The Board will, deny admission to nonresident students who are under expulsion from another district for reasons other than a weapons policy violation.

Consent for Admission of a Nonresident Student by Interdistrict Transfer or Consent for Admission of a Tuition Paying Student

The Board reserves the right to accept/reject nonresident students based upon the availability of space and resources. The Board may not consider nor ask for any information from the student about race, religion, sex, sexual orientation, ethnicity, national origins, disability, health, whether a student has an individualized education program (IEP) or the terms of that IEP, identified as talented and gifted, income level, residence, proficiency in English, athletic ability or academic records. The Board may not request or require the student to participate in an interview, tour any of the schools or facilities, or otherwise meet with any representatives of the school or district prior to the district deciding whether to give consent.

The Board may ask for the student's name, contact information, date of birth, grade level, whether the student may be given priority on consent for admission (e.g., sibling in the district; change in legal residence; completion of public charter school in the district), information about which schools the student prefers to attend and whether the student is currently expelled.

If the number of students seeking consent exceeds the number of spaces, the Board will use an equitable lottery selection process. The process may give priority to students who have siblings currently enrolled in the district; to students who previously received consent for admission and because of a change in legal residence; or to students who attended a public charter school located in the same district in which the student seeks to attend, for three consecutive years, completed the highest grade offered by the public charter school and did not enroll and attend school in another district following completion of that highest grade in the public charter school. ~~[For the 2014-2015 school year only, this process may also give priority to nonresident students who received consent from the Board for the 2013-2014 school year.]~~

The Board may revise the maximum number of students to whom consent will be given at a time other than the annual date established by the Board if there are no pending applications for consent.

If the Board decides not to give consent to a student the Board must provide a written explanation to the student.

The district may require minimum standards of behavior and/or attendance once the student has been accepted. The minimum standards must be the same for all students that are given consent. The district is not allowed to establish minimum standards for academics as a criteria for the student to remain in the district. Students whose consent is revoked for violation of set attendance and/or behavior standards will not be allowed to apply for consent to return to this district in the same or the following school year.

The Board may determine the length of time the consent is given. Any limitations in length of time must be applied consistently among all students to whom consent is given.

The district is not required to provide transportation outside the boundaries of the district. The student will be allowed to use existing bus routes and transportation services of the district. Transportation will be provided if required by federal law.

The attending district is responsible for a free appropriate public education for those students on an IEP.

Consent by the Nonresident District Board for which the Student has applied for Admission (Open Enrollment)

Annually, by March 1, the Board shall establish the number of students to whom consent will be given for the upcoming school year. The Board may choose to limit consent based on school, grade or the combination of both. The Board may decide not to give consent to any person under this process.

Applications for consent shall be submitted to the district no later than April 1, for the following school year.

The Board may not deny consent, give priority nor request student information related to race, religion, sex, sexual orientation, ethnicity, national origin, disability, health, whether a student has an individual education program (IEP) or the terms of that IEP, income level, residence, proficiency in the English language, athletic ability, academic records or eligibility or participation in talented and gifted programs.

If the number of students seeking consent exceeds the number of students the Board has determined will be given consent, consent will be based on an equitable lottery selection process.

The district is not required to provide transportation outside the boundaries of the district. The student will be allowed to use existing bus routes and transportation services of the district. Transportation will be provided if required by federal law.

By May 1, the district shall provide written notification of admission of a nonresident student into the district, to the district of the student's legal residence.

END OF POLICY

Legal Reference(s):

ORS 109.056

ORS 327.006

ORS 329.485

ORS 335.090

ORS 339.115 to -339.133

ORS 339.141

ORS 339.250

ORS 343.221

ORS 433.267

Letter Opinions, Office of the OR Attorney General (March 15, April 18, June 30 1988).
OR. DEP'T OF EDUC., ODE EXECUTIVE MEMORANDA 23-1988-89, 42-1994-95.

Lebanon Community Schools

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

Truancy (Version 2)

Truancy is defined as absence from school without permission.

The district believes irregular attendance is one of the factors associated with student failure and frustration with the school experience. A fundamental purpose for insisting on punctual, regular school attendance is to help each student develop habits of responsibility.

With these beliefs in mind, the district will develop procedures that foster a partnership with parents in the early detection of truancy, related counseling and appropriate consequences¹.

END OF POLICY

Legal Reference(s):

ORS 339.040 to -339.090

ORS 339.240

ORS 339.250

OAR 581-021-0050 to -0075

R3/07/026/25/15 | MWPH

¹Expulsion may not be used to address truancy. (ORS 339.250(2)(b)(B))

Student Discipline**

Discipline in the district is based upon a philosophy designed to produce behavioral changes that will enable students to develop the self-discipline necessary to remain in school and to function successfully in their educational and social environments.

The major objectives of the district discipline program are to teach the following fundamental concepts for living:

1. Understanding and respect for individual rights, dignity and safety;
2. Understanding and respect for the law, Board policies, administrative regulations and school rules;
3. Understanding of and respect for public and private property rights.

The Board seeks to ensure a school climate which is appropriate for learning and which assures the safety and welfare of personnel and students. The superintendent will develop administrative regulations whereby those students who disrupt the educational setting or who endanger the safety of others, will be offered corrective counseling and be subject to disciplinary sanctions that are age appropriate, and to the extent practicable, that uses approaches that are shown through research to be effective.

The district shall enforce consistently, fairly and without bias all student conduct policies, administrative regulations and school rules.

A student whose conduct or condition is seriously detrimental to the school's best interests may be suspended or expelled in accordance with Board policies and administrative regulations. Students may be expelled for any of the following circumstances: a) when a student's conduct poses a threat to the health or safety of students or employees; b) when other strategies to change the student's behavior have been ineffective, except that expulsion may not be used to address truancy; or c) when required by law. The district shall consider the age of the student and the student's past pattern of behavior prior to imposing the suspension or expulsion. ~~Such policies and regulations~~ The district will ensure careful consideration of the rights and needs of the individual concerned, as well as the best interests of other students and the school program as a whole.

The use of out-of-school suspension or expulsion for discipline of a student in the fifth grade or below, is limited to:

1. Nonaccidental conduct causing serious physical harm to a student or employee;
2. When a school administrator determines, based on the administrator's observation or upon a report from an employee, the student's conduct poses a threat to the health or safety of students or employees; or

3. When the suspension or expulsion is required by law.

When an out-of-school suspension is imposed on a student, the district shall take steps to prevent the recurrence of the behavior that led to the out-of-school suspension, and return the student to a classroom setting to minimize the disruption of the student's academic instruction.

Parents, students and employees shall be notified by handbook, code of conduct or other document of acceptable behavior, behavior subject to discipline and the procedures to address behavior and the consequences of that behavior. These procedures will include a system of consequences designed to correct student misconduct and promote acceptable behavior.

END OF POLICY

Legal Reference(s):

ORS 243.650
ORS 332.061
ORS 332.072

ORS 332.107
ORS 339.115
ORS 339.240 to -339.280

OAR 581-021-0045
OAR 581-021-0050 to -0075

Lebanon Community Schools

Code: JGD
Adopted: 6/15/98
Readopted: 1/20/11
Orig. Code: JGD

Suspension**

The Board authorizes student suspension for one or more of the following reasons:

1. Willful violation of Board policies, administrative regulations or school rules;
2. Willful conduct which materially and substantially disrupts the rights of others to an education;
3. Willful conduct which endangers the student, other students or staff members;
4. Willful conduct which endangers damages or injures district property.

Students and parents are given notice of possible discipline actions resulting from student misconduct that may result in suspension in the *Student/Parent Handbook* code of conduct made available by the district.

Each suspension will include a statement of the reasons for suspension, the length of the suspension, and a plan for readmission and may include a plan for the student to make up school work. No suspension shall extend beyond 10 school days. Every reasonable and prompt effort must be made to notify the parents of suspended students. The district may require a student to attend school during nonschool hours as an alternative to suspension.

In emergency situations that are a result of risk to health and safety, the district may postpone the suspension notice process above until the emergency condition has passed.

Students who are suspended may not attend after-school activities and athletic events, be present on district property without a parent or participate in activities directed or sponsored by the district.

Suspensions may be appealed to the Board.

END OF POLICY

Legal Reference(s):

ORS 339.240
ORS 339.250

OAR 581-021-0050 to -0075
OAR 581-021-0065

R4/04/036/25/15 | MWPH

Suspension** - JGD

1-1

(Enclosure E-4)

Expulsion**

A principal, after reviewing available information, may recommend to the superintendent that a student be expelled. Expulsion of a student shall not extend beyond one calendar year.

No student may be expelled without a hearing unless the student's parents, or the student if 18 years of age, waive the right to a hearing, either in writing or by failure to appear at a scheduled hearing. By waiving the right to a hearing, the student and parent agree to abide by the findings of a hearings officer.

When an expulsion hearing is not waived, the following procedure is required:

1. Notice will be given to the student and the parent by personal service¹ or by certified mail² at least [five] days prior to the scheduled hearing. Notice will shall include:
 - a. The specific charge or charges;
 - b. The conduct constituting the alleged violation, including the nature of the evidence of the violation and reason for expulsion;
 - c. A recommendation for expulsion;
 - d. The student's right to a hearing;
 - e. When and where the hearing will take place; and
 - f. The right to representation.
2. The Board may expel, or may delegate the authority to decide on an expulsion to the superintendent or superintendent's designee, will who may also act as the hearings officer. The district may contract with an individual who is not employed by the district to serve as the hearings officer. The hearings officer designated by the Board will conduct the hearing and will not be associated with the initial actions of the building administrators;
3. Expulsion hearings will be conducted in private and will not be open to the general public unless the student or the students' parents request an open session;
4. ~~3-~~In case the parent or student has difficulty understanding the English language or has other serious communication disabilities, the district will provide a translator;
5. ~~4-~~The student will shall be permitted to have a representativeion present at the hearing to advise and to present arguments. The representativeion may be an attorney and/or parent. The district's attorney may be present;

¹The person serving the notice shall file a return of service. (OAR 581-021-0070)

²When "certified mail is given to a parent of a suspended student, the notice shall be placed in the mail at least five days before the date of the hearing." (OAR 581-021-0070)

6. ~~5.~~ The student ~~will~~ shall be afforded the right to present his/her version of the charges events underlying the expulsion recommendation and to introduce evidence by testimony, writings or other exhibits;
7. ~~6.~~ The student ~~will~~ shall be permitted to be present and to hear the evidence presented by the district;
8. The hearings officer or the student may record the hearing;
9. Strict rules of evidence shall not apply to the proceedings. However, this shall not limit the hearings officer's control of the hearing;
10. ~~7.~~ If the Board is conducting the expulsion hearing, the Board may designate the Board chair or a third party as the hearings officer. The hearings officer will determine the facts of each case on the evidence presented at the hearing. Evidence may include the relevant past history and student education records. The hearings officer will provide to the Board, ~~F~~ findings of as to the facts, ~~as to~~ the recommended decision and whether or not the student has committed the alleged conduct ~~will be submitted to the Board, along with the~~. This will include the hearings officer's recommended decision on disciplinary action, if any, including the duration of any expulsion. This decision material will be available in identical form to the Board, the student if age 18 or over and the students' parents at the same time. Following the review by the Board of the hearings officer's recommendation, the Board will make the final decision regarding the expulsion;
8. ~~The hearings officer or the student may make a record of the hearing;~~
11. ~~9.~~ If the Board has delegated authority to the superintendent [or designee] to act as the hearings officer, the superintendent may designate him or herself, or a third party, as the hearings officer. The hearings officer's decision is final; ~~h~~ However, this a decision of the hearings officer may be appealed by the parent or the student if age 18 or over to the Board for review. If the decision of the hearings officer is appealed to the Board for review, the findings as to the facts and the hearings officer's decision will be submitted to the Board, and will be available in identical form to the Board, the student and the students' parents at the same time. At its next regular or special meeting the Board will review the hearings officer's decision and will affirm, modify or reverse the decision. ~~Parents of students who wish to appeal the hearings officer's decision will have the opportunity to be heard at the time the Board reviews the decision;~~
12. ~~10.~~ Expulsion hearings will be conducted in private and A Board review of the hearings officer's decision will be conducted in executive session unless the student or the student's parent requests a public hearing. If an executive session is held by the Board or a private hearing held by the hearings officer, the following will not be made public:
- a. The name of the minor student;
 - b. The issues involved, including a student's confidential medical record and that student's educational program;
 - c. The discussion;
 - d. The vote of Board members, which may be taken in executive session when considering an expulsion.

Prior to expulsion, the district must propose alternative programs of instruction or instruction combined with counseling to a student subject to expulsion for reasons other than a weapons policy violation. The district must document to the parent of the student that proposals of alternative education programs have been made.

END OF POLICY

Legal Reference(s):

ORS 192.660
ORS 332.061
ORS 336.615 to -336.665

ORS 339.115
ORS 339.240
ORS 339.250

OAR 581-021-0050 to -0075
OAR 581-021-0070
OAR 581-021-0071

Prescription Medication**/*

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

When directed by a physician or other licensed health care professional, students in grades K-12 will be allowed to self-administer prescription medication, including medication for asthma or severe allergy as defined by state law, and subject to age-appropriate guidelines.

A written treatment plan for a student who self administers medication will be developed and signed by a physician¹ or other Oregon licensed health care professional and kept on file. A written request and permission form signed by a parent or guardian is required and will be kept on file. If the student is deemed to have violated Board policy or medical protocol by the district, the district may revoke the permission given to a student to self-administer medication.

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

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

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

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

¹Added to Oregon Revised Statute 678.010 to -678.410: A registered nurse who is employed by a public or private school may accept an order from a physician licensed to practice medicine or osteopathy in another state or territory of the U.S. if the order is related to the care or treatment of a student who has been enrolled at the school for not more than 90 days (House Bill 3149 (2015)). (This is to allow time for new students to find an Oregon licensed physician.)

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

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

The superintendent will ensure student health management plans are developed as required by training protocols, maintained on file and pertinent health information is provided to district staff as appropriate.

Such plans will include provisions for administering medication and/or responding to emergency situations while the student is in school, at a school-sponsored activity, under the supervision of school personnel, in before- or after-school care programs on school-owned property and in transit to or from school or school-sponsored activities.

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

END OF POLICY

Legal Reference(s):

ORS 109.640
ORS 339.866 to -339.871
ORS 433.800 to -433.830
ORS 475.005 to -475.285

OAR 166-400-0010(17)
OAR 166-400-0060(29)
OAR 333-055-0000 to -0035
OAR 581-021-0037

OAR 581-022-0705
OAR 851-047-0030
OAR 851-047-0040

Lebanon Community Schools

Code: KGB
Adopted: 8/7/06
Readopted: 1/20/11
Orig. Code(s): KGB

Public Conduct on District Property (Version 1)

No person on district property or grounds, including parking lots, will:

1. Injure or threaten to injure another;
2. Damage the property of another or of the district;
3. Initiate or circulate a report, one knows to be false, concerning an alleged hazardous substance, impending fire, explosion, catastrophe or other emergency that will take place in or upon a school;
4. Violate parking regulations;
5. Drive a vehicle in an unsafe manner;
6. Impede, delay or otherwise interfere with the orderly conduct of the district's educational program or any other activity taking place on district property which has been authorized by the Board, superintendent, principal or other authorized administrator;
7. Enter any portion of district premises at any time for purposes other than those which are lawful and authorized by district officials;
8. Bring, possess[, conceal] or use a weapon as prohibited by Board policy JFCJ - Weapons in the Schools and state and federal law;
9. Possess, consume, sell, give or deliver unlawful drugs and/or alcoholic beverages. Possess, sell, give or deliver drug paraphernalia;
10. ~~Smoke or use~~ Use, distribute or sell tobacco products or inhalant delivery systems;
11. Wear, possess, use, distribute, display or sell any clothing, jewelry, emblem, badge, symbol, sign or other things which are evidence of membership or affiliation in any gang. Use speech or commit any act or omission in furtherance of the interests of any gang or gang activity. A "gang" is defined as a group that identifies itself through the use of a name, unique appearance or language including hand signs, claiming of geographical territory or the espousing of a distinctive belief system that frequently results in criminal activity;
12. Willfully violate Board policies, administrative regulations or school rules designed to maintain public order on district property.

Persons having no legitimate purpose or business on district property or violating or threatening to violate the above rules may be ejected from the premises and/or referred to law enforcement officials.

END OF POLICY

Legal Reference(s):

ORS 161.015
ORS 164.245
ORS 164.255
ORS 166.025
ORS 166.155 to -166.165

ORS 166.210 to -166.370
ORS 336.109
ORS 339.883
ORS 431.840
ORS 433.835 to -433.990

ORS 806.060 to -806.080
OAR 333-015-0025 to -0090
OAR 581-021-0110
OAR 584-020-0040(4)(e),(g)

Gun-Free Schools Act, 20 U.S.C. 7151 (2006).
Pro-Children Act of 1994, 20 U.S.C. §§ 6081-6084 (2006).
Gun-Free School Zones Act of 1990, 18 U.S.C. §§ 921(a)(25)-(26), 922(q) (2006).

~~Tobacco-Free Environment~~
**Prohibited Use, Possession, Distribution or Sale of Tobacco Products and
Inhalant Delivery Systems (Version 2)**

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

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

For the purpose of this policy, "tobacco products" is defined to include, but not limited to, any lighted or unlighted cigarette, cigar, pipe, bidi, clove cigarette, and any other smoking product, spit tobacco, also known as smokeless, dip, chew, or snuff, in any form, ~~nicotine or nicotine delivering devices, chemicals or devices that produce the physical effect of nicotine substances or any other tobacco substitute (e.g., e-cigarettes).~~

For the purpose of this policy "inhalant delivery system" means a device that can be used to deliver nicotine or cannabinoids in the form of a vapor or aerosol to a person inhaling from the device or a component of a device; or a substance in any form sold for the purpose of being vaporized or aerosolized by a device whether the component or substance is sold or not sold separately. This does not include USFDA-approved nicotine replacement tobacco products or other therapy products used marked and sold solely for the approved purpose of cessation.

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

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

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

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

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

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

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

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

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

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

The superintendent shall consult with local officials to promote enforcement of law that prohibits the use or possession of tobacco products or inhalant delivery systems by minors on or off district grounds.

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

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

END OF POLICY

Legal Reference(s):

ORS 167.400
ORS 332.107
ORS 336.222
ORS 336.227
ORS 339.240
ORS 339.250
ORS 339.883

ORS 431.840
ORS 433.835 to -433.990

OAR 581-021-0050 to -0075
OAR 581-021-0110
OAR 581-022-0413
OAR 581-053-0015

OAR 581-053-0230(9)(s)
OAR 581-053-0330(1)(m)
OAR 581-053-0430(12)
OAR 581-053-0531(11)
OAR 581-053-0630

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

R2/24/116/25/15 | RSPH

Lebanon Community Schools

Code: KL
Adopted: 3/17/11

Public Complaints* (Version 1)

~~Complaints are handled and resolved as close to their origin as possible.~~

Although no 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 for ~~solution~~ resolution before investigation or action by the Board. Exceptions are complaints that concern superintendent or Board ~~actions~~ or Board operations.

The Board advises the public that the proper channeling of complaints ~~involving~~ including but not limited to, instruction, discipline or learning materials, ~~is as follows:~~ should be handled in the following order unless otherwise identified (See administrative regulation KL-AR - Public Complaint Procedure for specific procedures and timelines):

1. Teacher/Employee;
2. Principal;
3. Superintendent;
4. 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 session 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. 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. Complaints against the Board chair may be made directly to the Board vice chair.

~~The Board will not hear charges against employees in open session unless an employee requests an open session.~~

If a complaint alleges a violation of state standards and is not resolved at the local level, then the district will supply the complainant with appropriate information in order to file a direct appeal to the State Superintendent of Public Instruction as outlined in Oregon Administrative Rules (OAR) 581-022-1940.

END OF POLICY

Legal Reference(s):

ORS 192.610 to -192.690
ORS 332.107

OAR 581-022-1940
OAR 581-022-1941

Anderson v. Central Point Sch. Dist., 746 F.2d 505 (9th Cir. 1984).
Connick v. Myers, 461 U.S. 138 (1983).

Discrimination Complaint/Grievance Procedure

Complaints regarding the interpretation or application of the district's nondiscrimination policy or harassment, on any basis protected by law, shall be processed in accordance with the following procedures:

Informal Procedure

~~Any person who feels that he/she has been discriminated against should discuss the matter with the principal, who shall in turn investigate the complaint and respond to the complainant within [five] school days. If this response is not acceptable to the complainant, he/she may initiate formal procedures.~~

~~If the principal is the subject of the complaint, the individual may file a complaint directly with the superintendent. If the superintendent is the subject of the complaint, the complaint may be filed with the Board chair.~~

Formal Procedure

Step 1: ~~A written~~ Complaints may be oral or in writing and must be filed with the administrator within [five] school days of receipt of the response to the informal complaint. The administrator shall further investigate, decide the merits of the complaint and determine the action to be taken, if any, and reply, in writing, to the complainant within school days of receipt of the complaint.

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

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

Step 3: If the complainant is not satisfied with the decision of the superintendent or designee, a written appeal may be filed with the Board within five school days of receipt of the superintendent's or designee's response to Step 2. The Board may decide to hear or deny the request for appeal. ~~In an attempt to resolve the complaint, the Board shall~~ may meet with the concerned parties and their representative at the next regular or special Board meeting. The Board's decision will be final and will include the legal basis for the decision, findings of fact and conclusions

of law. A copy of the Board's final decision shall be sent to the complainant in writing within 10 days of this meeting.

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

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

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

If the complainant is not satisfied after exhausting local complaint procedures, or 90 days, whichever occurs first, he/she may appeal in writing to the Superintendent of Public Instruction under Oregon Administrative Rule (OAR) 581-022-1940.

DISCRIMINATION COMPLAINT FORM

Name of Person Filing Complaint Date School or Activity

Student/Parent Employee Nonemployee (Job applicant) Other _____

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

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

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

Remedy requested Suggested solution/resolution/outcome: _____

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

Lebanon Community Schools

Code: EEACC-AR
Revised/Reviewed: 3/3/08; 5/6/10
Orig. Code(s): EEACC-AR

Discipline Procedures for District-Approved Student Transportation

All students eligible for district-approved student transportation shall receive safety instruction and a code of conduct.

Violation of the code of conduct or conduct which jeopardizes the health/safety of self and/or others may result in the loss of district-approved transportation services.

The following procedures address:

1. Safety instructions;	6. Right of appeal;
2. Code of conduct;	7. Reinstatement;
3. Violations;	8. Education;
4. Suspension;	9. Special education students.
5. Expulsion;	

1. Safety Instructions

- a. Each September and January the transportation supervisor or designee will direct all bus drivers to conduct a safety review with all students who are regularly transported by the district.
 - (1) Safe school bus riding procedures, including but not limited to loading, unloading, crossing etc;
 - (2) Use of emergency exits; and
 - (3) Planned and orderly evacuation of the school bus in case of emergency, including participation in actual evacuation drills.
- b. Each October and February the transportation supervisor or designee will direct all bus drivers to conduct a safety review with all other students.
 - (1) The drivers shall review safe bus riding procedures.
 - (2) The drivers shall review use of emergency exits.
- c. The transportation supervisor or designee will record dates and content of safety instructions by each driver. Such information shall be kept as a part of the district's records.

2. Code of Conduct

- a. Each year the district will include the following transportation rules in the student/parent handbook.

The district will provide interpretation to those students/parents whose primary language is not English.

While riding a school bus, students will:

1. Obey the driver at all times;
 2. Not throw objects;
 - *3. Not have in their possession any weapon as defined by Board policy JFCJ - Weapons in the Schools;
 - *4. Not fight, wrestle or scuffle;
 - *5. Not stand up and/or move from seats while the bus is in motion;
 - *6. Not extend hands, head, feet or objects from windows or doors;
 - *7. Not possess matches or other incendiaries and concussion devices;
 - *8. Use emergency exits only as directed by the driver;
 - *9. Not damage school property or the personal property of others;
 - *10. Not threaten or physically harm the driver or other riders;
 - *11. Not do any disruptive activity which might cause the driver to stop in order to reestablish order;
 - *12. Not make disrespectful or obscene statements;
 - *13. Not possess and/or use tobacco, alcohol or illegal drugs;
 14. Not eat or chew gum;
 15. Not carry glass containers or other glass objects;
 16. Not take onto the bus skateboards, musical instruments or other large objects which might pose safety risks or barriers to safe entry and exit from the bus;
 17. Accept assigned seats;
 18. Stay away from the bus when it is moving;
 19. Be at the bus stop five minutes before the scheduled pick up time;
 - **20. Answer to coaches, teachers and chaperons who are responsible for maintaining order on trips.
- * These regulations, if broken, are SEVERE violations with severe consequences because of the threat to the safety of others.
- ** Coaches, teachers and chaperons: (1) must have a copy of the bus regulations and know them before going on a trip; and (2) must position themselves on the bus as to be in control of discipline at all times.

I have read the above rules and have discussed them with my student. We understand the importance of this code of conduct.

3. Violations

Each year the district will include the following procedures for violations in the student/parent handbook.

The district will provide interpretation to those students/parents whose primary language is not English.

DISCIPLINARY PROCEDURES FOR VIOLATIONS

1. First Citation - Warning*: The driver verbally restates behavior expectations and issues a warning citation*. The driver may assign the student to a particular seat.
2. Second Citation*: The student is suspended one day from bus riding privileges
3. Third Citation* of the year: The student receives a 3-5 day suspension from the bus.
4. Fourth Citation* Parent conference and a 5-10 day suspension from the bus and will not be able to ride the bus until a conference has been held with the student, the parent and the transportation supervisor. Further violations of bus regulations will be considered a severe violation.
5. Severe Violations or Fifth Citation*: Any severe violation may result in the immediate suspension of the student for a minimum of 10 days, and up to a 1-year expulsion. There will be a hearing at this time, arranged by the transportation supervisor, involving the student, the bus driver, Assistant Superintendent, the parent and the principal.
5. In all instances, the appeal process may be used if the student and/or parent desires.

* All citations must be mailed to the parents, and contact of the parent by phone.

Definitions:

“Suspension” means any disciplinary removal, other than expulsion, for up to 10 school days.

“Expulsion” means any disciplinary removal beyond 10 school days up to one calendar year.

APPEAL PROCEDURE

If a student or parent wishes to appeal the application of the discipline policy, the steps outlined below should be used.

- STEP 1: The student or his/her representative will discuss the issue with the transportation supervisor and principal.
- STEP 2: If the student is not satisfied with the outcome of the discussion, he/she may file a written statement with the principal and transportation supervisor. This is to be done within 10 school days of the act or condition which is the basis of the complaint. The administration will, within three school days, arrange a student, parent, transportation supervisor, principal conference with the goal of resolving the issue.
- STEP 3: Within five school days, the principal is to communicate, in writing, the decision to the student and the student's parents.
- STEP 4: If, after five school days from receipt of the administrator's reply, the issue still remains unresolved, the student may submit the matter in writing to the superintendent. The superintendent will meet with the student within three school days and will respond to the issue, in writing, within five school days after the appeal.
- STEP 5: If the issue is still unresolved, the student may appeal to the Board. The Board will notify persons involved that a hearing will be held within 14 days of receipt of the appeal. The Board shall review correspondence, hear relevant facts and respond to the student within three school days following the hearing.

4. Suspension Procedures

~~Normally the suspension process shall be in accordance with the following procedures:~~ Due process procedures used by the district governing student behavior shall be applied.

- ~~a. Suspension hearings shall be conducted in private, and will be more informal than is the case of an expulsion hearing. The hearing will be conducted by the superintendent or designated representative. The procedure should be more of a conversation between the two parties than a formal hearing;~~
- b. The student will be informed of the violation(s) and given the opportunity to be heard and present his/her view of the occurrence;
- c. The suspension is to follow, the student will be given the reason(s) for the action, the duration of the suspension ~~and the tentative procedures for reinstatement;~~
- d. If possible, parents will be notified immediately by telephone of the suspension and given reasons for the action. ~~The parents will be encouraged to conference with the building administrator.~~ Arrangement should be made for the student's transportation to and from school and to other school activities;
- e. A written communication will be mailed to the student and parents within one workday restating the reasons for the action(s), the duration of the suspension ~~and procedure for arranging a mutually satisfactory time for a conference for possible readmittance;~~
- f. ~~The written communication shall state that the parent may appeal the reason for suspension and the duration of suspension to the appropriate administrator;~~
- ~~g. In special or emergency circumstances, a suspension may be continued until some specific pending action occurs, such as a physical or mental examination, incarceration by court action or if there is a serious risk that substantial harm will occur if the suspension is terminated pending an intended expulsion.~~

5. Expulsion Procedures

- a. Students will not be expelled from the bus without a hearing unless the student's parents waive the right to a hearing, either in writing or by failure to appear at a scheduled hearing. By waiving the right to a hearing, the student and parent agree to abide by the findings of a hearings officer.

When an expulsion hearing is not waived, the following procedure is required:

- (1) Notice will be given to the student and the parent by personal service or by certified mail at least five school days prior to the scheduled hearing. Notice will include:
 - (a) The specific charge or charges;
 - (b) The conduct constituting the alleged violation, including the nature of the evidence of the violation;
 - (c) A recommendation for expulsion;
 - (d) The student's right to a hearing;
 - (e) When and where the hearing will take place; and
 - (f) The right to representation.

- (2) The superintendent or designee will act as hearings officer. The district may contract with an individual who is not employed by the district to serve as the hearings officer. The hearings officer will conduct the hearing and will not be associated with the initial actions of the building administrators;
- (3) In case the parent or student has difficulty understanding the English language or has other serious communication disabilities, the district will provide a translator;
- (4) The student will be permitted to have a representative present at the hearing to advise and to present arguments. The representative may be an attorney and/or parent. The school district's attorney may be present;
- (5) The student will be afforded the right to present his/her version of the charge(s) and to introduce evidence by testimony, writings or other exhibits;
- (6) The student will be permitted to be present and to hear the evidence presented by the district;
- (7) The hearings officer will determine the facts of each case on the evidence presented at the hearing. Evidence may include the relevant past history and student education records. Findings of fact as to whether the student has committed the alleged conduct will be submitted to the Board, along with the officer's decision on disciplinary action, if any, including the duration of any expulsion. This decision will be available in identical form to the Board, the student and the student's parents at the same time;
- (8) The hearings officer or the student may make a record of the hearing;
- (9) The hearings officer's decision is final. However, this decision may be appealed to the Board. At its next regular meeting, the Board will review the hearings officer's decision and will affirm, modify or reverse the decision. Parents or students who wish to appeal the hearings officer's decision will have the opportunity to be heard at the time the Board reviews the decision;
- (10) Expulsion hearings will be conducted in private and Board review of the hearings officer's decision will be conducted in executive session unless the student or the student's parent requests a public hearing. If an executive session is held by the Board or a private hearing by the hearings officer, the following will not be made public:
 - (a) The name of the minor student;
 - (b) The issues involved;
 - (c) The discussion;
 - (d) The vote of Board members, which may be taken in executive session.

6. Right of Appeal

- a. At each step of the discipline procedures used in district-approved transportation services, parents, students and/or a representative have a right to appeal.
- b. All appeals must be in writing.
- c. Appeals are to be made to the responsible person at the level of appeal.
- d. Final appeal may be made to the Board.
- e. Board decisions are final.

7. Reinstatement

A conference to discuss reinstatement shall be conducted under the following guidelines:

- a. When deemed necessary, parent(s) and student shall be present at the conference;
- b. The principal/transportation supervisor shall fully explain matters and permit the parties involved to fully explain their positions;
- c. The principal/transportation supervisor shall make a decision which provides guidelines for the student to follow when transportation services are reinstated.

8. Education

- a. Disciplinary action for violating the transportation code of conduct and/or transportation health and safety requirements shall be confined to district-approved transportation services.

Therefore, students who have lost district-approved transportation services through a disciplinary action shall be expected to continue with the district's educational requirements.

- b. Students' academic grades will reflect academic achievement. Therefore, misconduct or absenteeism shall not be a sole criterion for grade reduction. Students will be expected to continue to meet the district's attendance and educational requirements.
- c. Makeup work may be provided:

If makeup work is needed, the district's policy and procedures will be followed.

- d. Alternative education may be provided:

Alternative education is needed, the district's policy and procedures will be followed.

9. Special Education Students

Special education students will be disciplined in accordance with the following:

- a. Definition

The district applies the following definitions when considering disciplinary action:

- (1) "Behavioral intervention plan" means an individualized plan, including positive interventions, designed to assist a student to decrease inappropriate behavior and increase or teach an alternative appropriate behavior.
- (2) "Current educational placement" means the type of educational placement of the student as described in the student's "annual determination of placement" document at the time of the disciplinary removal. It does not mean the specific location or school but the types of placement on the continuum of placement options.
- (3) "Disciplinary removal" means suspension, expulsion or other removal from school for disciplinary reasons, including removals pending completion of a risk assessment. It does not include:
 - (a) Removals by other agencies;
 - (b) Removals for public health reasons (e.g. head lice, immunizations, communicable diseases, etc.);
 - (c) In-school suspensions if the student continues to have access to the general curriculum and to special education and related services as described in the

student's IEP, and continues to participate with nondisabled students to the extent they would in their current placement; or

- (d) Bus suspensions, unless the student's IEP includes transportation as a related service, the district makes no alternative transportation arrangements for the student, and the student does not attend school as a result of the bus suspension.

- (4) "Functional behavioral assessment" means an individualized assessment of the student that results in a team hypothesis about the function of a student's behavior and, as appropriate, recommendations for a behavior intervention plan.
- (5) "Suspension" means any disciplinary removal other than expulsion.

b. Disciplinary Change of Placement

- (1) Disciplinary removal of a student with a disability constitutes a change in the student's educational placement when:
 - (a) The removal is for more than 10 consecutive school days; or
 - (b) The removal is for more than 10 cumulative school days and constitutes a pattern of removals.
- (2) The district may consider any unique circumstances on a case-by-case basis when determining whether to order a disciplinary change in placement.

c. Manifestation Determination

- (1) Within 10 days of any decision to initiate a disciplinary change in placement of a student with a disability, the district convenes a manifestation determination meeting.
- (2) The district follows all required special education procedures for determining whether a student's conduct that led to a disciplinary removal from school was caused by, or had a substantial relationship to, the student's disability or was a direct result of the district's failure to implement the student's IEP.

d. Disciplinary Removals for up to 10 School Days

- (1) The district may remove students with disabilities from their current educational placement, to an appropriate interim alternative educational setting, another setting, or suspension, for up to 10 school days in a school year to the same extent, and with the same notice, for violation of a code of conduct as for students without disabilities. These removals are not considered a change in placement.
- (2) During disciplinary removals for up to 10 school days:
 - (a) The district is not required to provide access to special education and the general curriculum unless students without disabilities are provided access during this time.
 - (b) The district is not required to determine whether the student's behavior resulting in the disciplinary removal is a manifestation of the student's disability.
 - (c) The district counts days of suspension for the purposes of procedural safeguards as follows:

- (i) Suspensions of a half day or less will be counted as a half day; and
 - (ii) Suspensions of more than a half day will be counted as a whole day;
 - (iii) If a student moves from another district in Oregon, any days of suspension from the former district apply, unless the district does not have knowledge of previous suspensions.

- e. Disciplinary Removals of More than 10 Cumulative School Days and Pattern of Removal
 - (1) The district may remove students with disabilities from their current educational placement to an appropriate interim alternative educational setting, another setting or suspension for additional periods of up to 10 days in a school year to the same extent, and with the same notice as for students without disabilities, if the removals do not constitute a pattern. These removals do not constitute a change in placement.
 - (2) In determining whether removals of additional periods of up to 10 school days constitute a pattern or removals, school personnel will consider, on a case by case basis:
 - (a) Whether the behavior is substantially similar to the student's behavior in previous incidents that resulted in the series of removals; and
 - (b) Additional factors such as the length of each removal, the total number of days of removal, and the proximity of removals to one another.
 - (3) During removals of additional periods of up to 10 school days in a school year that do not constitute a pattern, the district will provide services that are necessary to enable the student to:
 - (a) Continue to participate in the general education curriculum;
 - (b) Progress toward achieving the goals in the student's IEP; and
 - (c) The services and location for delivery of services in this section will be determined by school personnel, in consultation with at least one of the student's teachers, or by the student's IEP team.
 - (4) The determination regarding whether a series of removal constitutes a pattern is subject to review in an expedited due process hearing.

- f. Removal to an Interim Alternative Educational Setting for Not More Than 45 Days by the District under Special Education Circumstances
 - (1) The district may remove a student with disabilities from the student's current educational placement to an appropriate interim alternative educational setting for the same amount of time that a student without a disability would be subject to discipline, but for not more than 45 school days in a school year for a drug or weapon violation, or for infliction of serious bodily injury, without regard to whether the behavior is manifestation of the student's disability. This removal is considered a change in placement. School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order such a removal.
 - (2) For the purpose of determining a drug or weapon violation or serious bodily injury, the district will apply the following definitions:

- (a) "Drug" means illegal drug or controlled substance but does not include a substance that is legally possessed or used under the supervision of a licensed health-care professional or otherwise legally possessed. It does not include alcohol or tobacco.
 - (b) "Drug violation" means the use, possession, sale or solicitation of drugs at school or a school function.
 - (c) "Infliction of serious bodily injury" means serious bodily injury caused by a student to another person while at school, on school premises or at a school function under the jurisdiction of ODE or a district.
 - (d) "Serious bodily injury" means bodily injury, which involves substantial risk of death, extreme physical pain, protracted and obvious disfigurement, or protracted loss or impairment of the function of a bodily member, organ or mental faculty.
 - (e) "Weapon" means a weapon, device, instrument, material or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, except that it does not include a pocket knife with a blade of less than 2 ½ inches in length.
 - (f) "Weapon violation" means carrying a weapon to school or to a school function or acquiring a weapon at school.
- (3) On the date that the district decides to remove a student to an interim alternative educational placement because of a drug or weapon violation or for serious bodily injury, the district notifies that parent(s) of the decision and gives the parent(s) a Procedural Safeguards Notice.
 - (4) Within 10 school days of any decision to remove the student to an interim alternative educational placement because of a drug or weapon violation or for serious bodily injury, the district:
 - (a) Convenes a meeting to determine whether the behavior is a manifestation of the student's disability; and
 - (b) Conducts, as appropriate, a functional behavior assessment, and develops a behavior intervention plan based on the functional behavior assessment that is designed to address the behavior so it does not recur.
- g. Removal to an Interim Alternative Educational Setting for Not More than 45 Days by Administrative Law Judge for Injurious Behavior:
- (1) The district may request an expedited due process hearing to obtain an administrative law judge's order to remove a student to an interim alternative educational setting for not more than 45 school days if the student is exhibiting injurious behavior. For the purpose of this request, "injurious behavior" is defined as behavior that is substantially likely to result in injury to the student or to others.
 - (2) The interim alternative educational setting must meet the requirements of the "Interim Alternative Educational Setting" section.
- h. Interim Alternative Educational Setting

When a student with a disability is placed in an interim alternative educational setting, the setting:

- (1) Is determined by the student's IEP; and
- (2) Enables the student to:
 - (a) Continue to participate in the general curriculum, although in another setting;
 - (b) Progress toward achieving the goals in the student's IEP; and
 - (c) Receive services and modifications designed to address the misconduct that led to placement in the interim alternative educational setting and to prevent the misconduct from recurring.

i. Placement Pending Appeal

If a parent disagrees with the manifestation determination or any decision about placement related to the disciplinary removal and requests a due process hearing, the student will remain in the interim alternative educational setting pending the decision of the administrative law judge, or until the end of the disciplinary removal, whichever is shorter, unless the parent and district agree to another placement pending the hearing.

j. Conduct and Outcome of a Manifestation Determination

- (1) Within 10 school days of any decision to change the placement of a student with a disability for disciplinary reasons, the district convenes a manifestation determination meeting.
- (2) The team that determines whether a student's behavior that led to a disciplinary removal from school was caused by, or had a substantial relationship to the student's disability or was a direct result of the district's failure to implement the student's IEP, includes the parent(s), district representatives and other relevant members of the IEP team, as determined by the parent and district.
 - (a) The team reviews all relevant student information, including the student's IEP, teacher observations and information provided by the parent.
 - (b) The team concludes that the conduct in question is a manifestation of the student's disability if it determines the behavior was caused by, or had a substantial relationship to, the child's disability, or if it was the direct result of the district's failure to implement the IEP.
- (3) If the team determines that the district did not implement the student's IEP or identifies other deficiencies in the student's IEP or placement, the district corrects the identified deficiencies immediately.
- (4) Regardless of whether the behavior was a manifestation of the student's disability, the district may remove the student to an interim alternative educational setting for weapons or drug violations or for infliction of serious bodily injury for up to 45 days.
- (5) When behavior is a manifestation of disability.

If the team concludes that the behavior was a manifestation of the student's disability:

 - (a) The district will not proceed with a disciplinary removal for more than 10 days.
 - (b) The district conducts a functional behavioral assessment and develops behavior plan to address the behavior that led to the disciplinary action. If the district has

already conducted a functional behavioral assessment or, if the student already has a behavior intervention plan regarding that behavior, the district reviews, modifies as necessary and implements the plan to address the behavior.

- (c) The district may review and revise the student's IEP and placement through normal IEP and placement processes.
 - (d) The district may enter into an agreement with the parent to change the student's placement as part of the modification of the behavioral intervention plan.
 - (e) If the district believes that maintaining the current placement of the child is substantially likely to result in injury to the student or to others, the district appeal the decision of the manifestation determination team by requesting an expedited due process hearing. An administrative law judge who concludes that maintaining the current educational placement is substantially likely to result in injury to the student or to others may order a change in placement to an interim alternative educational setting for no more than 45 days.
- (6) When behavior is not a manifestation of disability.

If the IEP team determines that the student's behavior is not a manifestation of the student's disability the district may proceed with disciplinary removals, in the same manner and for the same duration, as would be applied to students without disabilities. If the district takes such action, applicable to all students, the district:

- (a) Notifies the parent(s) of the decision to remove the student on the date that decision is made and gives the parents a Procedural Safeguards Notice;
- (b) Give the parent(s) prior written notice of any proposed change in placement;
- (c) Provides services to the student in an interim alternative educational setting that is determined by the IEP team; and
- (d) Provides, as appropriate, a functional behavioral assessment, develops appropriate behavioral interventions to address the behavior and implements those interventions.

k. Protections for Students not yet Eligible for Special Education

- (1) The district will follow all special education disciplinary procedures for a student who has not yet been identified as a student with a disability if the district had knowledge that the student had a disability and needed special education.
- (2) The district is presumed to have such knowledge if, before the behavior that precipitated the disciplinary action occurred:
 - (a) The student's parent(s) expressed a concern in writing to supervisory or administrative school personnel, or to a teacher of the student, that the student is in need of special education and related services;
 - (b) The student's parent(s) requested a special education evaluation of the student; or
 - (c) The student's teacher or other school personnel expressed specific concerns about a pattern of behavior demonstrated by the student directly to the district's special education director or other district supervisory personnel.
- (3) The district is not presumed to have knowledge of a disability if:

- (a) The parent has not allowed an evaluation of the student or has refused the initial provision of special education services to the student; or
 - (b) The student has been evaluated and found not eligible for special education services.
- (4) If the district did not have knowledge before taking disciplinary action against the student, the district may take the same disciplinary actions as applied to students without disabilities who engaged in comparable behaviors. However:
- (a) If a special education evaluation is requested, or if the district initiates a special education evaluation, the evaluation will be conducted in an expedited manner.
 - (b) Until the evaluation is completed, the student may remain in the educational placement determined by school personnel, which may include suspension, expulsion or placement in alternative education.
 - (c) Upon completion of the evaluation, if the student is determined to be a student with a disability, the district will conduct an IEP meeting to develop an IEP and determine placement and will provide special education and related services in accordance with the IEP.
 - (d) The district will apply the IDEA discipline protections beginning on the date of the eligibility determination.

Compulsory Attendance Notices and Citations**

Compulsory attendance citations may be issued by the superintendent or designee as a means to enforce the compulsory attendance law. All such citations shall be issued according to the following procedures:

1. Attendance Supervisor

The attendance supervisor shall:

- a. Determine that the parent or guardian has either failed to enroll his/her student or to maintain the student in regular attendance. Regular attendance shall mean attendance which does not include more than eight unexcused one-half day absences or the equivalent in any four-week period in which school is in session;
- b. Verify the compulsory attendance violation through such means as matching attendance supervisor records with classroom teacher records;
- c. Provide written compulsory attendance noncompliance notification to the parent or guardian within 24 hours of verification of the violation. If the student is a youth offender on parole or probation, at the same time notice is given to the parent or other person, the attendance supervisor shall notify the student's parole or probation officer of the absence;
- d. Serve the notification personally or by certified mail. The notification will be written in the native language of the parent or guardian;
- e. Ensure that notification includes a statement requiring the student to appear on the next school day following receipt of the notice and to maintain regular attendance for the remainder of the school year;
- f. Provide a copy of the notice and pertinent attendance records to the superintendent or designee at the time notice is given to the parent or guardian;
- g. Notify the superintendent within three days of knowledge that the parent or guardian receiving the notification has not complied with the notice.

2. Superintendent or Designee

The superintendent or designee will:

- a. Review the compulsory attendance noncompliance notice and pertinent student attendance records;
- b. If citation appears warranted, prior to issuing the citation, provide written notification to the parent or guardian. The notice will be written in the language of the parent or guardian. The notice will be delivered personally or by certified mail and will state that:
 - (1) The student is required to attend school regularly, a school full-time during the school year;

- (2) Failure to send the student to school and to maintain the student in regular attendance is a Class C violation;
- (3) A citation for violation of compulsory attendance laws may be issued by the superintendent or designee;
- (4) The parent has the right to request:
 - (a) An evaluation to determine if the student should have an individualized education program (IEP), if the student does not have one; or
 - (b) A review of the student's current IEP.
- (5) The parent or guardian and student are required to attend a conference with the superintendent or designee. The date, time and place of conference will be specified. This conference may not be scheduled until after an evaluation or review as described in item 4. above, if requested by the parent, has been completed;
- (6) Failure to attend the conference or failure to send the student to school following the conference may result in the issuance of a citation.

3. Conference

The superintendent or designee will conduct a conference with the parent or guardian and student. Auxiliary aids and services will be provided upon advance request. The superintendent or designee will:

- a. Review Oregon's compulsory attendance law and the student's attendance record;
- b. Determine the reasons for the noncompliance;
- c. Develop a plan for student attendance improvement (contract, etc.);
- d. Refer the parent or guardian and student to other agencies as necessary (i.e., Building Support Team; Youth Services Team; Oregon Department of Human Services, Community Human Services; Juvenile Department; etc.);
- e. Discuss the potential consequences for continued compulsory attendance noncompliance, including the potential for the issuance of a citation and the consequences for violation of the Board's student conduct and truancy policies.

4. Citation

Compulsory attendance noncompliance citations may be issued by the superintendent or designee. The superintendent or designee shall:

- a. Determine that the parent or guardian has continued to fail to enroll his/her student in school or maintain the student in regular attendance following a conference or has refused to attend the conference as required;
- b. Contact the clerk of the court for the county and determine which court will hear the case and when;
- c. Ensure official representing the district will be available to present evidence of the violation at the time and date specified;
- d. Determine whether the local court's interpretation of Oregon Revised Statute (ORS) 339.925 requires the student be named as defendant. Complete form accordingly;
- e. Complete Uniform Compulsory Attendance Citation and Complaint form as follows:

- (1) Specify appropriate court, district, circuit, municipal or justice;
 - (2) Specify when the court will hear the case, including date, time and location of the court appearance at the bottom of the form;
 - (3) Provide all pertinent defendant information, including the name and address of the parent or guardian. Only one adult should be named as the defendant;
 - (4) Provide all pertinent offense information, including the period of time during which the absences occurred;
 - (5) Ensure the minimum number of absences constituting irregular attendance as defined in law has in fact occurred. Excused absences should not be counted for purposes of this citation;
 - (6) Provide all pertinent student information including the grade, date of birth, length of time in the district and parent(s) name(s). The Oregon Department of Education will compile this information at the end of the calendar year to determine trends in excessive absenteeism;
 - (7) Provide date superintendent's or designee's prior notification of attendance requirements, consequences including possibility of citation and conference meeting date was sent;
 - (8) Ensure that the prior notice was served to the same parent or guardian who is named as the defendant in the citation;
 - (9) Provide district name, date, superintendent's name and signature. If the superintendent has designated another district official to issue citations, such delegation will be documented and the delegated official's name and signature will appear on the form;
 - (10) Personally serve (not mail) the citation;
 - (11) Complete time and date citation was issued, name, title and signature of district official serving the citation;
 - (12) Ensure the parent or guardian is served with the goldenrod (bottom) copy;
 - (13) Ensure the white and yellow copies are sent to the appropriate court, immediately after the citation is served;
 - (14) Ensure the pink copy is retained by the district. Additional information may be maintained on the back of the pink copy, including the dates the attendance supervisor's and the superintendent's or designee's notifications were sent, dates of contact with parents or guardians and names of school staff who have been involved with the issue;
 - (15) Consult with district's attorney to assist in these procedures, as necessary.
- f. Maintain student attendance records in accordance with applicable education records laws.

Lebanon Community School District
485 S. 5th St.
Lebanon, OR 97355-2602
Phone: (541-451-8511)

***** ATTENDANCE SUPERVISOR'S NONENROLLMENT NOTICE *****

Date _____
Parent(s)/Guardian _____
Address _____

Dear _____,
(Parent/Guardian)

A determination has been made that your student, _____ (Student's Name) _____, has not enrolled in school and has not been exempted from compulsory attendance in school, under provisions of ORS 339.030.

In accordance with Oregon law, you are hereby notified that you must enroll your student at [] School no later than the next school day following receipt of this notice and maintain your student in regular attendance for the remainder of the school year.

Please be advised that failure to comply with Oregon's compulsory attendance law is a Class C violation and may result in a compulsory attendance citation and complaint issued by the superintendent and a fine by a court.

You may request an evaluation to determine if your student should have an individualized education program (IEP), or request a review of your student's current IEP.

If you have questions, please contact [name] at [number].

Sincerely,

[Attendance Supervisor] [Principal]

[cc: Principal/Superintendent]

Lebanon Community School District
485 S. 5th St.
Lebanon, OR 97355-2602
Phone: (541-451-8511

***** ATTENDANCE SUPERVISOR'S IRREGULAR ATTENDANCE NOTICE *****

Date _____
Parent(s)/Guardian _____
Address _____

Dear _____,
(Parent/Guardian)

A determination has been made that your student, _____ (Student's Name) _____, is not maintaining regular attendance as required by ORS 339.065.

Regular attendance is defined by Oregon law as attendance which does not include more than eight unexcused one-half day absences or the equivalent in any four-week period school is in session.

According to school attendance records, your student has had unexcused absences from school [] days on the following dates: [].

You are hereby notified that you must send your student to school no later than the next school day following receipt of this notice and maintain your student in regular attendance for the remainder of the school year.

Please be advised that failure to comply with Oregon's compulsory attendance law is a Class C violation and may result in a compulsory attendance citation and complaint issued by the superintendent and a fine by a court.

You may request an evaluation to determine if your student should have an individualized education program (IEP), or request a review of your student's current IEP.

If you have questions, please contact [name] at [number].

Sincerely,

[Attendance Supervisor] [Principal]

[cc: Principal/Superintendent]

Lebanon Community Schools
485 S. 5th St.
Lebanon, OR 97355-2602
Phone: 541-451-8511

**** SUPERINTENDENT'S NOTICE OF COMPULSORY ATTENDANCE NONCOMPLIANCE ****

Date _____
Parent(s)/Guardian _____
Address _____

Dear _____,
(Parent/Guardian)

According to district records, you were notified by the district's attendance supervisor on [date] that your student, [name], has [failed to enroll in school] [failed to maintain regular school attendance] as required by Oregon compulsory attendance laws.

Your student was required to appear in school no later than the next school day following your receipt of that notice and maintain regular attendance for the remainder of the school year. District records indicate your student continues to be absent from school.

The superintendent or designee may issue a citation for your continued violation of Oregon's compulsory attendance law.

A student is required to regularly attend a full-time school. Failure to send the student to school and to maintain the student in regular attendance is a Class C violation. A citation for such compulsory attendance violations may result in a court fine.

You [did not request an evaluation of your student's individualized education program (IEP) or a review of your student's current IEP.] [requested an evaluation to determine if your student should have an individualized education program (IEP).] [[requested a review of an existing IEP for your student] and the requested evaluation or review was completed on [date].]

In accordance with law, you and your student are required to attend a conference with [designated school official] on [date] at [time] to discuss:

1. Oregon's compulsory attendance law and your student's attendance record;
2. The reasons for your noncompliance;
3. The development of a plan for improvement;
4. Resources available to help your student be successful in school, referrals to other agencies as may be needed and such alternative education information as may be required by law;
5. Any questions you may have concerning the potential consequences for continued noncompliance with Oregon's compulsory attendance law, as set forth above and as provided in Board student conduct and truancy policies.

Failure to attend this conference or failure to send your student to school and to maintain your student in regular school attendance following this conference will result in the issuance of a citation to you, as provided by law.

If you have questions, please contact [name] at [number].

Sincerely,

[Superintendent/Designee]
HR6/22/046/25/15 | MWPH

Admission of Nonresident Students

By January 15 of each year, the principals will establish an approximate number of nonresident students their respective buildings can accommodate for the following school year.

Nonresident students may be admitted with tuition, with the exception of students who become "resident pupils" by one of the following methods:

1. By written consent of affected school boards (interdistrict transfer);
2. By written consent of the district board with which the student has made application for admission (open enrollment);
3. A foreign exchange student attending a district school on a J-1 Visa; or
4. A court order.

The amount of tuition will be established by July 1 of each year. Each admitted tuition paying student will be charged the same amount of tuition.

The district is not required to provide transportation outside the boundaries of the district. The student will be allowed to use existing bus routes and transportation services of the district. Transportation will be provided if required by federal law.

Consent for Admission of a Nonresident Student by Interdistrict Transfer

5. The application for admission must go through the superintendent's office.
6. Admission must be approved by the superintendent.
7. Students receiving consent for admission may remain in the district [for the school year until graduation¹. The student will not need to seek permission more than once from the same district of origin, to transfer to this district.

¹The receiving district determines the length of time granted for a student of an interdistrict transfer by mutual agreement. The length of time determined by the receiving district must be applied the same for all students receiving consent by mutual agreement. The bracketed language represents only examples the district may consider. The district may insert whatever length of time they decide.

Consent for Admission of a Tuition Paying Student

1. The application for admission must go through the superintendent's office.
2. Admission and annual renewal must be approved by the superintendent.
3. Admission of students paying tuition will result in a mutual tuition agreement between the parties and will be filed with the business office for billing and payment control.
4. The business manager shall prepare semester bills for all tuition paying students, and any student whose tuition remains unpaid 15 days after presentation of bills shall be excluded; the superintendent may grant additional time for payment should circumstances warrant it.
5. Students receiving consent may remain in the district for the school year.

Consent by the Nonresident District Board for which the Student has applied for Admission (Open Enrollment)

6. By March 1, the Board shall establish the number of students, if any, that will be given admission for the following school year under this process. Resident students will have first opportunity to request an intradistrict transfer prior to the placement of a nonresident student.
7. Nonresident students must make application no later than April 1, for admission in the following school year to the district they desire to attend. Applications must be submitted to the district office.
8. If the number of applications exceeds the number of admissions to be given, an equitable lottery process will be used to determine admission. This lottery process may give priority to applicants who currently have siblings enrolled in the district. Priority cannot be given to a nonresident student over an intradistrict transfer request from a resident student. If the district determines that admission will not be given to any students under this process there is no district obligation to give admission to siblings.
9. Once the student has been given admission, the student is considered a resident for all educational programs and remains a resident of the district until the student:
 - a. Graduates from high school;
 - b. Is no longer required to be admitted to the school district under ORS 339.115; or
 - c. Enrolls in a school in a different district.
10. By May 1, the district shall provide written notification of admission of a nonresident student into the district, to the district of the student's legal residence.

10/23/146/25/15|PH

Prescription/Nonprescription Medication/***

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

1. Definitions

- a. "Prescription medication" means any noninjectable drug, chemical compound, suspension or preparation in suitable form for use as a curative or remedial substance taken either internally or externally by a student under the written direction of a physician. Prescription medication includes any prescription for bronchodilators or autoinjectable epinephrine prescribed by a student's Oregon licensed health care professional for asthma or severe allergies. Prescription medication does not include dietary food supplements. As per Oregon Administrative Rule (OAR) 851-047-0030 through 851-047-0040, a registered nurse may administer a subcutaneous injectable medication.
- b. "Nonprescription medication" means only commercially prepared, nonalcohol-based medication to be taken at school that is necessary for the student to remain in school. This shall be limited to eye, nose and cough drops, cough suppressants, analgesics, decongestants, antihistamines, topical antibiotics, anti-inflammatories and antacids that do not require written or oral instructions from a physician. Nonprescription medication does not include dietary food supplements.
- c. "Physician¹" means a doctor of medicine or osteopathy, a physician assistant licensed to practice by the Board of Medical Examiners for the state of Oregon, a nurse practitioner with prescriptive authority licensed by the Oregon State Board of Nursing, a dentist licensed by the Board of Dentistry for the state of Oregon, an optometrist licensed by the Board of Optometry for the state of Oregon or a naturopathic physician licensed by the Board of Naturopathy for the state of Oregon.
- d. "Student self-medication" means a student must be able to administer medication to himself/herself without requiring a trained staff member to assist in the administration of the medication.
- e. "Age-appropriate guidelines" means the student must be able to demonstrate the ability, developmentally and behaviorally, to self-medicate with permission from parent or guardian, administrator and in the case of a prescription medication, a physician.
- f. "Training" means yearly instruction, by a qualified trainer, to be provided to designated staff on the administration of prescription and nonprescription medication, based on requirements set out in guidelines approved by the Oregon Department of Education (ODE), including discussion of applicable district policies, procedures and materials.

¹Added to Oregon Revised Statute 678.010 to -678.410: A registered nurse who is employed by a public or private school may accept an order from a physician licensed to practice medicine or osteopathy in another state or territory of the U.S. if the order is related to the care or treatment of a student who has been enrolled at the school for not more than 90 days (House Bill 3149 (2015)). This is to allow time for new students to find an Oregon licensed physician.

- g. "Qualified trainer" means a person who is familiar with the delivery of health services in a school setting and who is a registered nurse licensed by the Oregon State Board of Nursing, a physician, or a pharmacist licensed by the State Board of Pharmacy for the state of Oregon.
- h. "Severe allergy" means a life-threatening hypersensitivity to a specific substance such as food, pollen or dust.
- i. "Asthma" means a chronic inflammatory disorder of the airways that requires ongoing medical intervention.
- j. "Designated staff" means the staff person who is designated by the building principal to administer prescription or nonprescription medication.

2. Designated Staff/Training

- a. The principal will designate trained staff authorized to administer prescription or nonprescription medication to students while the student is in school, at a school-sponsored activity, under the supervision of school personnel, in before- or after-school care programs on school-owned property and in transit to or from school or school-sponsored activities. The principal will supervise and ensure building and activity practices and procedures are consistent with the requirements of law, rules and this regulation.
- b. The principal will ensure the training required by law and Oregon Administrative Rules is provided. Training must be conducted by a qualified trainer.
- c. Training will provide an overview of applicable provisions of Oregon law, administrative rules, district policy and administrative regulations and include, but not be limited to, the following: safe storage, handling, monitoring medication supplies, disposing of medications, record keeping and reporting of medication administration and errors in administration, emergency medical response for life-threatening side effects and allergic reactions, and student confidentiality. Materials as recommended and/or approved by the ODE will be used.
- d. Training will be provided yearly to designated staff authorized to administer medication to students.
- e. A copy of the district's policy and administrative regulation will be provided to all staff authorized to administer medication to students and others, as appropriate.
- f. A statement that the designated staff member has received the required training will be signed by the staff member and filed in the district office.

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

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

4. Administering Medications to Students

- a. A request for designated staff to administer medication to a student may be approved by the district and subject to the following:
 - (1) A written request for the district designated staff to administer prescription medication to a student, if because of the prescribed frequency for the medication, the medication must be given while the student is in school, at a school-sponsored activity, while under the

supervision of school personnel, in before- or after-school care programs on school-owned property and in transit to or from school or school-sponsored activities, must be submitted to the school office and shall include:

- (a) The written signed permission of the parent or guardian;
- (b) The written instruction from the physician, physician assistant or nurse practitioner for the administration of the prescription medication to the student including:
 - (i) Name of the student;
 - (ii) Name of the medication;
 - (iii) Method of administration;
 - (iv) Dosage;
 - (v) Frequency of administration; and
 - (vi) Other special instruction, if any.

The prescription label will be considered to meet this requirement if it contains the information listed in (i.)-(v.i.) above.

- (2) A written request for the district to administer nonprescription medication must be submitted to the school office and shall include:

- (a) The written signed permission of the parent or guardian;
- (b) The written instruction from the parent or guardian for the administration of the nonprescription medication to the student including:
 - (i) Name of the student;
 - (ii) Name of the medication;
 - (iii) Method of administration;
 - (iv) Dosage;
 - (v) Frequency of administration;
 - (vi) Other special instruction, if any.

- b. Medication is to be submitted in its original container;
- c. Medication is to be brought to and returned from the school by the parent;
- d. It is the parent's responsibility to ensure that an adequate amount of medication is on hand at the school for the duration of the student's need to take medication;
- e. It is the parent's responsibility to ensure that the school is informed in writing of any changes in medication instructions;
- f. In the event a student refuses medication, the parent will be notified immediately. No attempt will be made to administer medication to a student who refuses district-administered medication;
- g. Any error in administration of medication will be reported to the parent immediately [and documentation made on the district's Accident/Incident Report form]. Errors include, but are not limited to, administering medication to the wrong student, administering the wrong medication, dose, frequency of administration, method of administration, etc.;
- h. Medication shall not be administered or self-medication allowed until the necessary permission form and written instructions have been submitted as required by the district.

5. Student Self-medication of a Prescription or Nonprescription Medication

- a. Student self-medication of prescription medication by K-12 students, including students with asthma or severe allergies, will be allowed subject to the following:
 - (1) A parent or guardian signed permission form and other documentation requested by the district must be submitted for self-medication of all prescription medications;
 - (2) A prescription written by an Oregon licensed health care professional that includes a written treatment plan for managing of the student's asthma, diabetes and/or severe allergy, and for use by the student while the student is in school, at a school-sponsored activity, while under the supervision of school personnel, in before- or after-school care programs on school-owned property and in transit to or from school or school-sponsored activities, and acknowledgment the student has been instructed in the correct and responsible use of the medication;
 - (3) Principal permission for all self-medication of prescription medicine requests is required.
- b. Student self-medication of nonprescription medication by K-12 students may be allowed subject to the following:
 - (1) A parent or guardian permission form and other documentation requested by the district must be submitted for self-medication of all nonprescription medications. The signed form from the parent or guardian will ensure the student has received proper instruction for use;
 - (2) Principal] permission for all self-medication of nonprescription medicine requests is required.
- c. Students who are developmentally and/or behaviorally unable to self-medicate will be provided assistance by designated school staff. A permission form and written instructions will be required as provided in Section 4.a. and b. above;
- d. All prescription and nonprescription medication must be kept in its appropriately labeled, original container, as follows:
 - (1) Prescription labels must specify the name of the student, name of the medication, dosage, method of administration and frequency or time of administration and any other special instruction including permission for the student to self-medicate;
 - (2) Nonprescription medication must have the student's name affixed to the original container.
- e. The student may have in his/her possession only the amount of medication needed for that school day, except for manufacture's packaging that contains multiple dosage, the student may carry one package, such as but not limited to, autoinjectable epinephrine or bronchodilators/inhalers;
- f. Sharing and/or borrowing of any medication with another student is strictly prohibited;
- g. Any medication required for use longer than 10 school days will be permitted only upon the written request of the parent;
- h. For students who have been prescribed bronchodilators or epinephrine, staff will request from the parent or guardian, that the parent or guardian provide backup medication for emergency use by that student. Backup medication, if provided by the parent or guardian, will be kept at

- the student's school in a location to which the student has immediate access in the event the student has an asthma and/or severe allergy emergency;
- i. Upon written parent request and with a physician's written statement that the lack of immediate access to a backup autoinjectable epinephrine may be life threatening to a student, and the location the school stores backup medication is not located in the student's classroom, a process shall be established to allow the backup autoinjectable epinephrine to be kept in a reasonably secure location in the student's classroom;
 - j. Permission to self-medicate may be revoked if the student violates the Board policy and/or these regulations. Additionally, students may be subject to discipline, up to and including expulsion, as appropriate.

6. Handling, Storage, Monitoring Medication Supplies

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

7. Emergency Response

- a. Designated staff will notify 911 or other appropriate emergency medical response systems and administer first aid, as necessary, in the event of life-threatening side effects that result from district-administered medication or from student self-medication or allergic reactions. The parent[, school nurse] and principal will be notified immediately.

- b. Minor adverse reactions that result from district-administered medication or from student self-medication will be reported to the parent immediately.

8. Disposal of Medications

- a. Medication not picked up by the parent at the end of the school year or within [five] school days of the end of the medication period, whichever is earlier, will be disposed of by designated staff in a nonrecoverable fashion as follows:
 - (1) Medication in capsule, tablet and liquid form will be removed from their original container (destroy any personal information). Crush solid medications, mix or dissolve in water (this applies to liquid as well) and mix with an undesirable substance such as coffee grounds, kitty litter, flour etc., and place it in impermeable non-descriptive containers such as empty cans or sealable bags, placing these containers in the trash. Flush prescriptions down the toilet **only** if the accompanying patient information specifically instructs it is safe to do so;
 - (2) Other medication will be disposed of in accordance with established training procedures including sharps and glass.
- b. All medication will be disposed of by designated staff in the presence of another school employee and documented as described in 9. a., below.

9. Documentation and Record Keeping

- a. A medication log will be maintained for each student administered medication by the district. The medication log will include, but not be limited to:
 - (1) The name, dose and route of medication administered, date, time of administration and name of the person administering the medication;
 - (2) Student refusals of medication;
 - (3) Errors in administration of medication²;
 - (4) Emergency and minor adverse reaction incidents¹;
 - (5) Discrepancies in medication supply;
 - (6) Disposal of medication including date, quantity, manner in which the medication was destroyed and the signature of the staff involved.
- b. All records relating to administration of medicines, including permission slips and written instructions, will be maintained in a separate medical file apart from the student's education records file unless otherwise related to the student's educational placement and/or individualized education program. Records will be retained in accordance with applicable provisions of OAR 166-400-0010(17) and OAR 166-400-0060(29).
- c. Student medical files will be kept confidential. Access shall be limited to those designated school staff authorized to administer medication to students, the student and his/her parents. Information may be shared with staff with a legitimate educational interest in the student or others as may be authorized by the parent in writing.

²Designated staff may note incident by symbol in medication log and attach detailed documentation as necessary.

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

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

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

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

Public Complaint Procedure (Version 3)

Initiating a Complaint: Step One

Any member of the public who wishes to express a complaint should discuss the matter with the school employee involved. ~~It is the intent of the district to solve problems and address all complaints as close as possible to their origin.~~

The Administrator: Step Two

If the complainant is unable to resolve a problem or concern at step one, within [five] working days of the meeting with the employee, the complainant may file a written, signed complaint with the principal. The principal shall evaluate the evidence and render a decision within [five] working days after receiving the complaint.

The Superintendent: Step Three

If such a discussion with the principal does not resolve the complaint, within [10] working days of the meeting with the principal, the complainant, if he/she wishes to pursue the action, shall file a signed, written complaint with the superintendent clearly stating the nature of the complaint and a suggested remedy. (A form is available, but is not required.)

The superintendent shall investigate the complaint, confer with the complainant and the parties involved and prepare a written report of his/her findings and his/her conclusion and provide the written report to the complainant within 10 working days after receiving the written complaint.

The Board: Step Four

If the complainant is dissatisfied with the superintendent's findings and conclusion, the complainant may appeal the decision to the Board within [five] working days of receiving the superintendent's decision. The Board may hold a hearing to review the findings and conclusion of the superintendent, to hear the complainant and to take hear and evaluate such other evidence as it deems appropriate. Generally all parties involved, including the school administration, will be asked to attend such meeting for the purposes of presenting additional facts, making further explanations and clarifying the issues.

The Board may elect to hold the hearing in executive session if the subject matter qualifies under Oregon Revised Statutes.

The complainant shall be informed of the Board's decision within 20 working days from the hearing of the appeal by the Board. The Board's decision will be final.

The complaint procedure set out above will not be longer than 90 days from the filing date of the original complaint with the principal.

Complaints against the principal may be filed with the superintendent. Complaints against the superintendent should be referred to the Board chair. The Board may refer the investigation to a third party.

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

If a complaint alleges a violation of state standards and is not resolved at the Board level, then the district will supply the complainant with appropriate information in order to file a direct appeal to the State Superintendent of Public Instruction as outlined in Oregon Administrative Rule (OAR) 581-022-1940.

Lebanon Community School District

COMPLAINT FORM

TO: _____ Name of School _____

Person Making Complaint _____

Telephone Number _____ Date _____

Nature of Complaint _____

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

Suggested Correction-solution/resolution/outcome: _____

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

cc: District Office

10/23/146/25/15 | PH

Business Report

By: Linda Darling, Business Director
August 20, 2015

Financial Report: (enclosure F-1)

The 2015-2016 Financial Board report included in this Board packet reflects all of projected revenue and expenditures for 2014-2015 along with the budgeted and spent or encumbered amounts for 2015-2016. The projected Ending Fund Balance for 2014-2015 is \$3,892,060. This figure will continue to change until audit in October. The amounts in 2014-2015 salaries and benefits will continue to change as employees are hired and all employees select new benefit plans during August and September.

PERS Update:

The PERS Board lowered the "assumed rate" to 7.5% effective January 1, 2016. The current assumed rate is 7.75% and has been in effect since January 1, 2014. I have attached information provided by PERS concerning this change.

2015-2016 General Fund Summary Report

	11/12 Actual	12/13 Actual	13/14 Actual	14/15 Project 8/11/2015	15/16 Budget	8-11-15 YTD & Enc	8-11-15 Balance
General Fund - Revenue							
SSF Formula	28,932,900	30,017,096	33,010,958	34,874,670	35,975,000	4,527,715	31,447,285
SSF Adjustment	784,064	337,479	354,709	48,130	-	-	-
Federal Ed Jobs	11,974	-	-	-	-	-	-
School Year SubAccount	898,088	-	-	-	-	-	-
Loan Receipts	119,000	-	-	-	-	-	-
Interest	62,615	59,860	55,090	62,600	40,000	4,184	35,816
Third Party Billing	31,047	50,472	35,680	25,180	50,000	-	50,000
TMR	187,235	176,000	189,021	154,930	175,000	-	175,000
JROTC	61,985	62,358	44,877	64,220	62,000	10,860	51,140
Other	360,139	422,445	493,650	379,720	367,400	105	367,295
Interfund Transfer	20,123	60,000	680,000	60,000	60,000	-	60,000
BFB	3,062,267	2,596,141	1,065,336	3,162,460	3,500,000	-	3,500,000
Total	34,531,437	33,781,852	35,929,322	38,831,910	40,229,400	4,542,863	35,686,537
	=====	=====	=====	=====	=====	=====	=====
General Fund - Expenses							
Salaries	15,883,359	16,090,527	15,946,123	16,261,380	17,309,590	14,858,162	2,451,428
Benefits	9,459,887	9,467,455	9,750,259	10,023,150	11,260,053	314,933	10,945,120
P. Services	4,076,037	4,635,957	4,781,674	5,099,780	6,235,965	1,018,635	5,217,330
Supplies	1,376,729	1,165,368	1,123,636	1,479,760	1,696,562	546,639	1,149,923
Capital Outlay	16,030	23,301	-	6,780	30,000	-	30,000
Other Objects	260,076	240,048	262,806	309,000	337,230	231,094	106,136
Transfers	863,180	1,093,860	902,369	1,760,000	2,360,000	-	2,360,000
Contingency	-	-	-	-	1,000,000	-	1,000,000
Total	31,935,297	32,716,516	32,766,866	34,939,850	40,229,400	16,969,462	23,259,938
	=====	=====	=====	=====	=====	=====	=====
				3,892,060			

2015-2016 General Fund Revenue Report

	11/12 Actual	12/13 Actual	13/14 Actual	14/15 Project 8/11/2015	15/16 Budget	8-11-15 YTD	8-11-15 Balance
SSF Formula							
Taxes	7,533,685	7,841,946	7,903,432	8,183,270	8,170,000	-	8,170,000
Federal Forest Fees	233,611	226,617	270,219	264,680	-	-	-
Common School	325,406	348,692	390,784	410,000	405,000	-	405,000
County School	-	-	-	-	-	-	-
State Timber	27,968	53,044	210,996	405,150	100,000	-	100,000
School Support Fund	20,812,230	21,546,797	24,235,526	25,578,280	27,300,000	4,527,715	22,772,285
Adjustments to SSF Payments							
Adj for HC Disability Grant	10,520	8,476	44,585	33,290	-	-	-
Adj for 11/12 payment	-	329,004	-	-	-	-	-
Adj for 12/13 payment	-	-	310,123	-	-	-	-
Adj for 13/14 payment	-	-	-	48,130	-	-	-
Adj for 14/15 payment	-	-	-	-	-	-	-
State Fiscal Stabilization Fund	-	-	-	-	-	-	-
Federal Ed Jobs	11,974	-	-	-	-	-	-
School Year SubAccount	898,088	-	-	-	-	-	-
Total SSF Formula	30,627,026	30,354,576	33,365,667	34,922,800	35,975,000	4,527,715	31,447,285
Loan Receipts	119,000	-	-	-	-	-	-
Interest of Investments	62,615	59,860	55,090	62,600	40,000	4,184	35,816
Third Party billing - Medicaid	31,047	50,472	35,680	25,180	50,000	-	50,000
TMR	187,235	176,000	189,021	154,930	175,000	-	175,000
JROTC reimbursement	61,985	62,358	44,877	64,220	62,000	10,860	51,140
Other							
Outdoor School	2,641	-	-	-	-	-	-
Rental Fees	23,055	24,695	24,989	30,000	24,000	100	23,900
Fees Charged to Grants	36,491	53,440	-	-	50,000	-	50,000
Miscellaneous	243,065	278,595	396,771	281,000	233,400	5	233,395
E-Rate reimbursement	54,886	65,715	71,891	68,720	60,000	-	60,000
Interfund Transfer - Athletics	20,123	60,000	680,000	60,000	60,000	-	60,000
Beginning Fund Balance	3,062,267	2,596,141	1,065,336	3,162,460	3,500,000	-	3,500,000
Total	34,531,437	33,781,852	35,929,322	38,831,910	40,229,400	4,542,863	35,686,537
	=====	=====	=====	=====	=====	=====	=====

2015-2016 General Fund Expenditure Report

Obj	Description	8/11/2015					8-11-15 YTD	8-11-15 Encumb	8-11-15 Balance
		11/12 Actual	12/13 Actual	13/14 Actual	14/15 Project	15/16 Budget			
111	Certified salaries	9,660,974	9,691,110	9,312,212	9,311,150	9,848,605	16,682	8,673,553	1,158,370
112	Classified salaries	3,400,585	3,570,418	3,821,771	4,164,520	4,550,655	102,685	4,075,755	372,215
113	Administrative salaries	1,403,982	1,356,839	1,409,054	1,464,910	1,668,123	135,636	1,492,001	40,486
114	Managerial - classified	201,463	124,134	92,856	94,710	96,608	14,749	162,236	(80,377)
116	Retirement stipends	112,059	98,858	99,065	76,120	51,135	4,688	46,445	1
118	Retirement Support Program	158,650	159,600	159,600	-	-	-	-	-
119	Confidential salaries	144,538	146,195	125,872	125,780	132,974	6,045	66,500	60,429
121	Certified subs	314,409	337,851	364,590	371,980	381,400	-	-	381,400
122	Classified subs	100,730	109,047	147,575	148,820	127,625	-	-	127,625
123	Temp certified	71,639	51,529	61,461	62,030	53,500	-	-	53,500
124	Temp classified	-	-	3,775	980	500	-	-	500
127	Student helpers salaries	3,405	2,884	12,466	11,770	6,000	465	-	5,535
131	Overtime	15,248	-	-	-	-	-	-	-
132	Compensation time	14,077	12,822	19,026	23,860	20,500	-	-	20,500
133	Extra duty	113,359	174,502	149,434	253,720	207,565	39,062	17,042	151,461
134	Classified extra hrs	111,939	127,482	123,909	142,980	135,000	4,617	-	130,383
135	Vacation Payoff	18,341	31,234	17,384	4,380	24,000	-	-	24,000
136	Mentor teacher pay	3,456	2,438	1,568	990	-	-	-	-
137	Personal Leave Payout	26,297	25,750	22,057	80	-	-	-	-
138	Department Head Extra Duty	6,810	2,300	2,122	2,160	4,000	-	-	4,000
140	Salary Settlements	-	64,867	-	-	-	-	-	-
142	Taxable Meal Reimbursement	1,398	667	328	440	1,400	-	-	1,400
	Total Salaries	15,883,359	16,090,527	15,946,123	16,261,380	17,309,590	324,630	14,533,532	2,451,428
210	PERS	3,690,522	3,708,868	3,955,693	3,976,250	4,378,647	81,837	46,831	4,249,979
220	Social Security	1,162,516	1,173,990	1,183,575	1,207,380	1,303,449	24,400	14,827	1,264,222
231	Worker's Comp	115,962	130,637	119,163	139,620	183,311	5,622	1,291	176,398
241	Employee Ins - Admin	164,096	163,789	168,641	177,950	217,470	15,000	13,971	188,499
242	Employee Ins - Certified	2,043,638	2,038,405	2,146,033	2,307,420	2,601,416	2,359	2,758	2,596,300
243	Employee Ins - Classified	1,457,700	1,691,683	1,721,374	1,874,830	2,223,221	30,956	18,998	2,173,267
244	Employee Ins - Other	29,739	31,766	20,636	20,700	38,729	650	7,111	30,968
245	Employee Ins - Retired	623,207	472,809	389,149	276,090	270,000	46,274	-	223,726
246	Classified Insurance Pool	123,906	4,979	-	-	-	-	-	-
247	TSA	48,601	50,530	45,996	42,910	43,810	1,350	700	41,760
	Total Benefits	9,459,887	9,467,455	9,750,259	10,023,150	11,260,053	208,447	106,486	10,945,120

2015-2016 General Fund Expenditure Report

Obj	Description	8/11/2015							
		11/12 Actual	12/13 Actual	13/14 Actual	14/15 Project	15/16 Budget	8-11-15 YTD	8-11-15 Encumb	8-11-15 Balance
311	Instructional Services	466	300	69,272	152,860	260,800	-	-	260,800
312	Instr Prog Improve Service	329	8,800	18,733	43,470	32,000	-	-	32,000
319	Other Instr-Prof-Tech SVCS	4,498	20,884	14,977	21,870	15,000	-	-	15,000
322	Repairs & Maintenance	101,144	87,245	101,489	164,080	107,300	1,045	38,129	68,126
323	Radio Service	2,441	1,188	-	-	-	-	-	26,700
324	Rentals	94,807	137,321	121,204	135,310	144,350	5,808	111,842	437,498
325	Electricity	403,126	414,837	440,338	467,900	472,100	34,602	-	232,834
326	Fuel	198,605	159,642	187,486	177,760	236,000	3,166	-	145,900
327	Water & Sewer	101,759	130,496	112,986	139,260	145,900	-	-	87,142
328	Garbage	81,112	82,910	77,676	86,320	95,600	8,458	-	11,400
329	Other Property Services	4,124	675	420	13,000	11,400	-	-	8,800
330	Reimb. Student Transportation	-	-	4,204	6,950	8,800	-	-	#REF!
340	Travel	75,073	62,436	65,317	112,570	176,565	8,699	1,076	166,790
343	Travel - Student - Out of Dist.	-	191	1,665	-	2,700	-	-	2,700
346	Meals/Transportation	265	228	148	100	500	-	-	500
348	Staff Tuition	9,821	15,033	30,645	49,580	41,000	-	225	40,775
351	Telephone	54,376	66,659	67,513	81,480	71,300	3,683	-	67,617
353	Postage	20,143	17,610	25,894	23,610	29,250	232	-	29,018
354	Advertising	2,147	1,316	1,874	4,420	4,700	-	-	4,700
355	Printing & Binding	22,633	14,735	13,897	68,860	83,800	-	5,161	78,639
360	Charter School Payments	1,658,152	1,800,976	1,954,971	2,064,400	2,423,000	380,883	-	2,042,117
362	Insurance Reimbursement	366	643	-	-	-	-	-	-
371	Tuitions Payments to Other Dist.	-	32,878	37,250	40,570	175,000	-	-	175,000
373	Tuition Pay Private School	-	-	-	-	5,000	-	-	5,000
374	Other Tuition	471,836	906,502	782,257	595,600	811,000	-	-	811,000
381	Audit Services	25,800	21,950	27,150	27,650	30,000	-	-	30,000
382	Legal Services	6,265	6,776	9,011	2,030	25,000	-	531	24,469
384	Negotiation Services	2,444	5,449	14,344	5,930	10,000	-	-	10,000
385	Management Services	3,700	-	-	-	-	-	-	-
386	Data Processing SVCS	122,699	53,576	57,261	59,790	100,300	7,107	-	93,193
387	Statistical Services	6,300	1,000	-	-	-	-	-	-
388	Election Services	-	6,410	-	4,570	-	-	-	-
389	Other Non_instr Pro/Tech	571,302	543,914	510,398	515,890	675,200	6,151	389,849	279,200
391	Physical Exams - Drivers	2,530	2,540	2,175	2,380	3,700	-	2,500	1,200
392	Drug Tests Drivers	2,576	1,535	1,110	1,110	3,000	-	2,000	1,000
393	Child Care Services	18,900	22,000	22,000	22,000	25,000	-	-	25,000
394	Sub calling service	5,132	5,464	5,536	5,560	6,800	7,489	-	(689)
396	Criminal History checks	181	1,440	2,332	2,550	2,900	-	-	2,900
398	Fingerprinting	986	400	138	350	1,000	-	-	1,000
	Total P. Services	4,076,037	4,635,957	4,781,674	5,099,780	6,235,965	467,323	551,312	5,217,330

2015-2016 General Fund Expenditure Report

Obj	Description	8/11/2015				15/16 Budget	8-11-15 YTD	8-11-15 Encumb	8-11-15 Balance
		11/12 Actual	12/13 Actual	13/14 Actual	14/15 Project				
406	Gas Oil & Lubricants	196,328	202,584	189,904	152,810	231,000	2,308	180,222	48,469
410	Supplies & Materials	314,876	359,880	356,317	457,820	465,630	70,391	27,150	368,089
413	Vehicle repair parts	47,675	41,968	54,783	50,700	63,000	1,429	33,328	28,243
414	Transportation operations	5,025	4,379	5,262	5,670	5,300	367	3,752	1,181
420	Textbooks	240,848	120,737	173,653	240,680	261,500	2,990	48,972	209,538
430	Library Books	11,506	10,819	6,636	9,930	13,000	-	-	13,000
440	Periodicals	2,964	4,440	3,753	6,010	5,320	389	692	4,239
460	Equipment under 5K	167,151	141,047	122,132	127,110	221,880	5,930	8,824	207,125
470	Computer software	143,181	118,839	139,153	173,510	230,648	63,763	26,919	139,967
480	Computer hardware	247,175	160,675	72,041	255,520	199,284	58,005	11,207	130,072
	Total Supplies & Materials	1,376,729	1,165,368	1,123,636	1,479,760	1,696,562	205,573	341,066	1,149,923
540	Equipment	16,030	23,301	-	6,780	30,000	-	-	30,000
	Total Capital Outlay	16,030	23,301	-	6,780	30,000	-	-	30,000
621	Regular Interest	-	-	-	-	500	-	-	500
640	Dues & Fees	78,723	50,998	51,933	92,490	103,130	10,910	1,545	90,675
650	Insurance & Judgments	171,353	189,050	210,873	216,460	233,600	218,639	-	14,961
659	Settlements	10,000	-	-	-	-	-	-	-
670	Taxes & Licenses	-	-	-	50	-	-	-	-
	Total Other Objects	260,076	240,048	262,806	309,000	337,230	229,549	1,545	106,136
710	Transfer - Technology	50,000	50,000	50,000	175,000	200,000	-	-	200,000
711	Transfer - Classroom Furniture	-	-	-	50,000	50,000	-	-	50,000
712	Transfer - Textbook Adoption	128,000	200,000	50,000	350,000	350,000	-	-	350,000
713	Transfer - Capital Improvement	-	200,000	150,000	225,000	250,000	-	-	250,000
714	Transfer - Track and Turf Fund	100,000	100,000	100,000	110,000	110,000	-	-	110,000
715	Transfer - Athletic Fund	336,000	336,000	336,000	365,000	365,000	-	-	365,000
716	Transfer - Bus Replacement	156,000	150,000	150,000	250,000	250,000	-	-	250,000
717	Transfer - Unemploy Ins	20,000	-	50,000	25,000	50,000	-	-	50,000
	Transfer - OHC Fund	-	-	-	-	500,000	-	-	500,000
718	PERS Reserve	-	-	-	150,000	-	-	-	-
719	Transfer - Food Service	17,180	17,860	16,369	50,000	235,000	-	-	235,000
730	Transfer - Debt Service	56,000	30,000	-	-	-	-	-	-
731	Transfer - Academic Achievemer	-	10,000	-	10,000	-	-	-	-
	Total Transfers	863,180	1,093,860	902,369	1,760,000	2,360,000	-	-	2,360,000
810	Reserve/Contingency	-	-	-	-	1,000,000	-	-	1,000,000
	Grand Total	31,935,297	32,716,516	32,766,866	34,939,850	40,229,400	1,435,522	15,533,941	23,259,938
		=====	=====	=====	=====	=====	=====	=====	=====

2015-2016 All Fund Summary Report

All Funds

Fund	Description	11/12	12/13	13/14	14/15	8/11/2015	15/16	8-11-15	8-11-15	8-11-15
		Actual	Actual	Actual	Proj. Actual	14/15 Proj EFB	Adopted Budget	Y-T-D	Encumb	Balance
100	General Fund	31,935,297	32,716,516	32,766,866	34,905,450	3,892,060	40,229,400	1,435,522	15,533,941	23,259,938
200	Grant Funds	2,692,584	3,903,906	2,663,753	2,595,230	1,800	5,200,000	74,315	1,006,162	4,119,523
205	Senate Bill 1149	-	-	-	185,000	9,650	83,700	-	-	83,700
212	Academic Achievement	-	-	1,500	-	18,650	28,650	-	-	28,650
230	Bus Replacement	-	452,440	-	100,740	304,900	550,000	-	-	550,000
232	Classroom Furniture	-	-	-	48,950	-	53,000	-	-	53,000
240	Textbook Adoption	58,948	180,885	107,421	18,550	410,500	761,000	-	550,741	210,259
272	Capital Improvements	473,040	1,164,624	319,070	284,540	-	250,000	15,474	7,446	227,080
274	Technology	-	76,157	52,899	124,500	71,400	271,445	-	-	271,445
277	Track and Turf Replacement	564,979	-	100,000	100,000	56,500	200,000	-	-	200,000
279	Student Activity	503,023	550,340	593,221	588,750	468,000	1,120,000	19,424	22,207	1,078,369
286	High School Athletics	409,536	439,681	445,218	445,060	77,000	517,000	2,791	26,459	487,750
296	Nutrition Services	1,826,382	1,946,080	1,683,116	1,596,140	230,000	2,006,350	30,732	466,989	1,508,630
299	PERS Reserve	-	-	630,000	-	150,000	650,000	-	-	650,000
300	Debt Service	3,314,370	3,276,831	3,359,330	3,442,480	175,000	3,528,482	-	-	3,528,482
310	Debt Service / SB 1149	61,016	-	5,151	-	-	-	-	-	-
311	2011 Non-Bonded Debt	174,940	223,547	223,547	223,550	152,500	349,715	-	-	349,715
400	Capital Projects	-	-	-	-	-	-	-	-	-
601	Unemployment	36,285	47,106	37,166	37,540	91,200	100,000	350	-	99,650
	Grand Total	42,050,400	44,978,112	42,988,258	44,696,460	6,109,160	55,898,742	1,578,607	17,613,945	36,706,190
		=====	=====	=====	=====	=====	=====	=====	=====	=====

Assumed Rate Change

Board action

At its July 31, 2015 meeting, the PERS Board lowered the “assumed rate” to 7.5% effective January 1, 2016. A member would need to retire no later than December 1, 2015 to have the current assumed rate used at retirement.

The assumed rate is the rate of investment return (including inflation) that the PERS Fund’s regular account is expected to earn over the long term. Oregon Administrative Rule 459-007-0001(2) states that the assumed rate “means the actuarial assumed rate of return on investments as adopted by the Board for the most recent actuarial valuation.”

The PERS Board decides on the assumed rate based on:

- The long-term projection of investment returns based on the asset allocations of the Oregon Investment Council and the related capital market expectations, and
- Independent analysis by PERS’ actuary, Milliman, of the projected returns from that asset allocation, over a long-term investment horizon.

The current assumed rate is 7.75% and has been in effect since January 1, 2014. The assumed rate is reviewed and adopted by the PERS Board every two years as part of the system’s Experience Study.

How the assumed rate is used

The assumed rate is used when crediting Tier One regular accounts with annual earnings. Statute dictates that Tier One accounts must be credited with the assumed rate each year. However, the rate itself is subject to change every two years. Beginning in 2016, annual earnings will be credited based on the new rate of 7.5%.

The assumed rate is also used to credit pro-rated earnings to a Tier One member’s regular account upon retirement or a withdrawal, so those earnings will also be pro-rated at the new assumed rate.

When a Tier One or Tier Two member retires, his/her account is annuitized based on the assumed rate. The change in the assumed rate means using new actuarial factors (AEFs) to calculate a retirement benefit. This change will have the biggest effect on Money Match and Formula Plus Annuity benefit calculations. AEFs are based on two primary variables:

- 1) expected member longevity (how long members are expected to live) and
- 2) the assumed earnings rate (how much the member’s account balance will earn during retirement).

The basic Full Formula benefit is based on final average salary, years of service, and a statutory factor. None of those elements are affected by a change in the assumed rate. However, if the member elects a benefit option, AEFs are applied and a change to the assumed rate would affect those factors.

When either the mortality or earnings rate assumptions are changed by the Board, the AEFs must be updated. The recalculated AEFs are then used to calculate the benefits of future retirees. The actuary will report recommended changes to the AEFs to the Board in November 2015. Updated AEFs would become effective January 1, 2016, as required in statute.

NOTE: Updated AEFs will be available after December 1, 2015; online and written benefit estimates will not include updated AEFs until after this date.

Note that monthly benefit payment amounts for members who retired before the assumed rate changes (December 1, 2015 or earlier) will not be affected, as those benefits were set using the actuarial factors in place when they retired.

Effect on employer contribution rates

The assumed rate also is used to discount system liabilities when setting employer rates. With the earnings assumption being lowered, the amount that must be contributed by employers will increase to cover the reduced earnings projection. Employer contribution rates are based on the balance in the employer’s reserve earning the assumed rate in the future; because the assumed rate is changing, employer contribution rates will change to reflect the different future earnings assumption. The rate changes will become effective with the next rate setting valuation (e.g., the 2017-19 biennium).

Example of the change for a Tier One member

The example below shows how an assumed rate of 7.5% instead of the current 7.75%, would affect a future retiree under the Money Match formula.

Assumptions used in example:

- Tier One general service member
- Age 59 1/2
- \$135,000 accumulated Tier One member contribution account balance as of June 30, 2015.

Example: Assumed rate of 7.50% instead of 7.75%			
Retirement Date	December 1, 2015	January 1, 2016	March 1, 2016
Assumed Rate	7.75%	7.5%	7.5%
Starting Benefit	\$2,117	\$2,088	\$2,119

The example above shows that changing the assumed rate from 7.75% to 7.5% would require delaying retirement for about three months to reach the initial benefit level if the annuitization factors changed January 1, 2016.

LEBANON COMMUNITY SCHOOLS
Lebanon, Linn County, Oregon
June 11, 2015

A Regular Meeting of the Board of Directors was held in the District Office Board Room. 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	Ryan Noss	Assistant Superintendent
Mike Martin	Director	Bo Yates	Assistant Superintendent Operations
Russ McUne	Director	Linda Darling	Business Director

Liz Alperin was absent from this meeting.

BUDGET HEARING

1. Audience Comments on the Budget

There were no audience comments on the Budget.

2. Resolution 1415-07 Adopting the Budget

3. Resolution 1415-08 Making Appropriations

4. Resolution 1415-09 Imposing & Categorizing the Tax

Mike Martin made a motion to approve the three resolutions:

- 1) Resolution 1415-07 Adopting the Budget in the amount of \$55,898,742 ,
- 2) Resolution 1415-08 Making Appropriation for the 2015-2016 Budget, and
- 3) Resolution 1415-09 Imposing and Categorizing the Tax at the rate of \$4.9925 per \$1,000 of assessed value for operations; in the amount of \$3,505,406.

Russ McUne seconded. The motion carried by majority.

AUDIENCE COMMENTS

Seven Oak Teacher David Meek expressed his concern with the stall in licensed negotiations and the lack of a cost of living raise. He asked for fairness and equality.

Retired Teacher Pam Wimer expressed her concern with the loss of teachers due to low wages. She asked that the District give a competitive wage and benefit package, so that the District can keep teachers in Lebanon.

(Enclosure I-1)

PURSUING EXCELLENCE

1. Report: TAG-Marla Gessford

TAG Coordinator Marla Gessford shared a Power Point Presentation speaking on the following points:

- 1) High End Learners
- 2) Spelling Competition
- 3) Oregon Battle of the Books
- 4) Wednesday Enrichment

Ryan Noss pointed out that the Wednesday Enrichment program was a great opportunity to bring students across the District together. The District wants to move forward with the program next year.

2. Report: Curriculum Department Goals – Dawn Baker (Enclosure D-2)

Federal Programs Administrator Dawn Baker shared a Power Point Presentation speaking to the following points:

- 1) Right curriculum
- 2) Embedded Professional Development
- 3) Communication
- 4) By the numbers
- 5) SBAC Math
- 6) SBAC Reading

GENERAL BUSINESS

1. Information: Community Eligibility Provision (CEP) (Enclosure E-1)

Bo Yates reminded the Board of the information on the CEP program that was brought to them at past meetings. He reminded them that he is recommending doing a pilot program at Cascades and Green Acres next year. The revenue should be approximately \$26,000.

Angie Gorman pointed out that the CEP is part of the Hungry Kids Act.

The Board discussed their concerns about sustainability and the need for tracking.

The consensus of the Board was to move forward with the CEP program at Cascades and Green Acres for the 2015-2016 school year, tracking it for possible future implementation at other schools.

2. Discussion: Student Drug Testing (Enclosure E-2)

High School Associate Principal Kraig Hoene explained that he and the coaching staff at the high school are recommending athletic student drug testing since state law legalizes Marijuana July 1. They hope that student drug testing would be a deterrent for students taking drugs. Ten percent of the student athletes would be tested in

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June 11 2015

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OSAA sanctioned activities ten months of the year. Not all athletes would be tested due to costs. Other districts that have used it have had great success.

Richard Borden pointed out that he is not in favor of it. He feels that we are opening up "Pandora's Box. He would like public input on the issue before making a decision.

Mike Martin questioned how the policies around student drug testing would work with Board drug policies already in place.

Russ McUne pointed out that the test only shows if they are using or not. He said that his only concern with the testing is that the District would need to have a very valid way to retest to make sure that it is positive. He pointed out that there is a cost and some parents will not like it.

Kraig Hoene pointed out that parents have a right to ask for repeat testing within 72 hours. There is also an appeal process. He explained that a private company would be doing the testing.

Jerry Williams pointed out that it is a tool for students to counteract peer pressure.

Kraig Hoene and Mike Cox thanked the board and restated that they feel it would be a deterrent.

Rob Hess pointed out that the District is going to implement a diversion program next year.

The Board would like this agenda item to be put on the August Board Agenda as an "Action" item.

High School Principal Brad Shreve pointed out that there would be a need for a lot of communication regarding student drug testing for both parents and students. For this reason he recommends only beginning the program at the start of a school year and not mid-year.

3. Action: Meal Reimbursement Rates (Enclosure E-3)

Linda Darling explained that after reviewing surrounding district rates, the GSA rates and the recent training locations, she recommend making changes to the rates.

Russ McUne expressed his concern with prepayment.

Linda Darling explained that some employees do not have the funds to pay and then wait for reimbursement.

Russ McUne made a motion to approve the 2015-2016 Employee Reimbursement Rates as presented. Jerry Williams seconded. The motion carried by majority

4. Action: Approve Ground Maintenance Contract/Cornerstone (Enclosure E-4)

5. Action: Approve Custodial Services/WVRC (Enclosure E-5)

Mike Martin made a motion to approve both the Ground Maintenance Contract with Cornerstone and the Custodial Contract with WVRC as presented. Russ McUne seconded. The motion carried by majority.

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- 6. Information:** Changes to ARs of Board Policies: (Enclosure E-6)
- DLC-AR (1) – Employee Travel/Staff Expense Reimbursement
 - DLC-AR (2) – Travel/Conference Expenses Prior Approval Form

Linda Darling explained the changes to Board Policy DLC (1). She pointed out that there are significant changes to how the District will reimburse employees for travel that requires a two or more night stay. The changes to the AR reflect these changes. She pointed DLC (2) is being removed from policy.

- 7. Action:** Certify Board Elections

Jerry Williams made a motion to certify the 2015 Board Elections. Mike Martin seconded. The motion carried by majority.

- 8. Action:** Approve Springboard 6-12 Textbook Adoption - Laura Foley

High School Associate Principal Laura Foley shared the process that was followed prior to bringing forth the recommendation of the adoption of the Language Arts textbooks “Springboard for 6-12 Grades”.

Russ McUne questioned if the Springboard materials are available to students on-line.

Laura Foley explained that most of it is available on-line. Much of it is consumable so student won't have as much to physically carry around.

Russ McUne wondered how Springboard lines up with the K-5 grade language arts curriculum “Journeys”

Laura Foley pointed out that it does not line up, but is much more rigorous.

Russ McUne made a motion to approve the Springboard 6-12 textbook adoption. Jerry Williams seconded. The motion carried by majority.

HUMAN RESOURCES

- 1. Action:** Approve Administrator & Confidential Compensation and Working Conditions (Enclosure G-1)

Ryan Noss explained the new positions that were added to the Administrator & Confidential Compensation and Working Conditions.

Richard Borden felt that under Leave Of Absence “and designee” should follow “approval at the sole discretion of the Superintendent”. He felt that “with prior approval” needs to be added to the personal leave language.

Russ McUne wondered how the Bereavement Leave language fits with state law. He would like to have it written “as per licensed contract”.

Ryan Noss explained that they would still be covered by FMLA under bereavement leave.

Russ McUne made a motion to approve the Administrator & Confidential Compensation and Working Conditions 2015-2017 with the suggested changes to page two. Jerry Williams seconded. The motion carried by majority.

2. **Action:** Approve Hearing Patron Complaint

There was no motion made by the Board to hear the complaint.

CONSENT AGENDA

1. **Action:** Approve May 28, 2015 Board Minutes (Enclosure I-1)
2. **Action:** Approve Hiring Kelly Ulibarri, Elementary Teacher, Green Acres School
3. **Action:** Approve Hiring Stephanie Water, Elementary Teacher, Pioneer School
4. **Action:** Approve Hiring Sarah Young, Elementary Teacher, Green Acres School
5. **Action:** Approve Hiring Virginia "Blair" Lanzarone, Elementary Teacher, Cascades School
6. **Action:** Approve Hiring Amanda Saski-Skopp, Behavior Support Specialist, District-wide
7. **Action:** Approve Hiring Jennifer Scott, 6th Grade/Language Arts – Social Studies Teacher, Seven Oak Middle School
8. **Action:** Approve Hiring Chelsey Wimmer, Elementary Teacher, Riverview
9. **Action:** Approve Hiring Jennifer Meckley, Director of Human Resource and Community Relations
10. **Action:** Approve Hiring Kim Grousbeck, Director of Classified and Employee Relations
11. **Action:** Approve Hiring Wayne Reposa, Seven Oak Principal
12. **Action:** Approve Hiring Laura Foley, College & Career Readiness Director
13. **Action:** Approve Hiring Amanda Plummer Assistant Principal, Pioneer
14. **Action:** Approve Hiring Christina Shanks, Associate Principal, LHS

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

BOARD OF EDUCATION TIME/DISCUSSION

The consensus of the School Board's was to hold the Board Reorganizational meeting of the 2015-2016 school year August 20 at 6:00 p.m. The Board will then meet the 2nd Thursday of each month beginning in September.

BOARD COMMUNICATION

The Board thanked Ryan Noss for his service to the school district and wished him well in his future employment.

SUPERINTENDENT COMMUNICATION

Rob Hess thanked the Board for serving this school year.

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ADJOURN INTO EXECUTIVE SESSION

The meeting adjourned at 7:35 p.m. into 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.*

(Recorded by Kathy Schurr)

Richard Borden, Chair

Rob Hess, Superintendent