



Via Zoom

**DISTRICT GOALS: Improve Student Achievement, K-3 Literacy, On-Time Graduation**

**MEETING AGENDA**

**1. WELCOME**

- A. Call to Order
- B. Flag Salute

**2. PUBLIC COMMENTS<sup>1</sup>**

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

**3. COMMUNITY ENGAGEMENT, pg. 3**

**Action: Informational**

**4. COMMUNITY USE OF DISTRICT FACILITIES - FINANCIALS, pg. 8**

**Action: Informational**

**5. CONSENT AGENDA**

**Action: Approval Requested**

- A. July 11, 2024 Board Meeting Minutes, pg. 10
- B. Policy Updates – First, pg. 16 and Second Readings, pg. 27

CODE	TITLE
<b>FIRST READING</b>	<b>HIGHLY RECOMMENDED</b>
JEA	Compulsory Attendance**
JEA-AR	Compulsory Attendance Notices**

CODE	TITLE
<b>SECOND READING</b>	<b>HIGHLY RECOMMENDED</b>
BCBA	Student Representative(s) on the Board
	<b>DELETE</b>
JHCCF	Pediculosis (Head Lice) (Version 1)
	<b>OPTIONAL</b>
JHCCF (New)	Pediculosis (Head Lice)

C. Hiring

NAME	POSITION	FTE	START DATE	END DATE
<b>NEW HIRES 2024-25</b>				
Amanda Barr	4 <sup>th</sup> Grade Teacher – Riverview School	1.0	8/26/2024	

Kaitlynn Dixon	Mathematics Teacher – Lebanon High School	1.0	8/26/2024	
Michael Gerszewski	7 <sup>th</sup> and 8 <sup>th</sup> Grade Mathematics Teacher – Seven Oak Middle School	1.0	8/26/2024	
Meghan Keaney	1 <sup>st</sup> Grade Teacher – Pioneer School	1.0	8/26/2024	
Ryan Patrick	Physical Education Teacher – Seven Oak Middle School	1.0	8/26/2024	
Michael Swindle	Science & Engineering Elective Teacher – Seven Oak Middle School	1.0	8/26/2024	
<b>TEMPORARY 2024-25</b>				
Holly Walker	1 <sup>st</sup> Grade Teacher – Cascades School	1.0	8/26/2024	11/29/2024

**6. DEPARTMENT REPORTS**

**Action: Informational**

- A. Operations
  - 1. Operations Report
- B. Human Resources
- C. Finance

**7. COMMUNICATION**

**Action: Informational**

- A. Board
- B. Superintendent

**8. PUBLIC COMMENTS<sup>1</sup>**

**9. ADJOURNMENT**

Upcoming meeting dates:

- September 12, 2024
- October 10, 2024
- November 14, 2024

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<sup>1</sup> The Lebanon Community School District Board of Directors welcomes you to our regular meeting. It is the Board's goal to hold an effective and efficient meeting to conduct the business of the District. In keeping with this goal, the Board provides a place for Public Comments on each of its regular agendas. This is a time when you can provide statements or ask questions. The Board allows three minutes for each speaker. The language below discusses the Public Meetings Law and public participation in such meetings.

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

*"Other statutes, rules, charters, ordinances, and bylaws outside the Public Meetings Law may require governing bodies to hear public testimony or comment on certain matters. But in the absence of such a requirement, a governing body may conduct a meeting without any public participation. Governing bodies voluntarily may allow limited public participation at their meetings."*

**Oregon Attorney General's Administrative Law Manual and Uniform and Model Rules of Procedure under the Administrative Procedures Act. Hardy Myers, Attorney General, March 27, 2000**

# Agenda Item 3

Community Engagement

# LCSD Community Engagement Plan

## Superintendent and School Board

### Overview

To strengthen community relationships and foster a better understanding of the Focus Areas of the Lebanon Community School District, we propose a comprehensive community engagement plan. This plan includes presentations at key community organizations and events, active participation in community activities, and the deployment of a community survey. As it is a proposal plan, this document is intended to be expanded or pared down based on the Board's input.

The Superintendent will serve as the lead on engagement activities, and in particular, the presentations to school and community groups. Members of the School Board will be invited to all events to provide an elected representative for their constituents. This plan also includes information engagement opportunities for the Board members.

Below are some guidelines for community engagement:

1. **Ongoing:** Public engagement should be ongoing. One-time input fails to capture the pulse of the community, but provides a point-in-time reflection of its members. To have a complete picture, a comprehensive engagement plan has multiple components and entrance points to provide feedback and increase community knowledge.
2. **Diverse viewpoints:** Ensure that all voices, especially those traditionally underrepresented, are heard and valued. Create targeted outreach efforts, such as hosting affinity spaces, to engage with underrepresented groups. These groups include such as minority communities and non-English speakers.
3. **Creates knowledge:** True community engagement creates knowledge in the community and is not only a vehicle for sharing information. Involve community members in data collection efforts to ensure that their insights and experiences inform school policies and practices.

### Goals

1. **Enhance community awareness:** Increase understanding and support of the district's five focus areas. Also, increase community knowledge of district programs and how they are prioritized.
2. **Promote engagement:** Encourage active participation and feedback from community members. This engagement provides insight when the Board or administrators make critical decisions that affect the district.
3. **Build trust and transparency:** Showcase the district's commitment to academic achievement, effective facilities, safety and belonging, financial integrity, and community connections.

## Focus Areas

The district has established five focus areas to ensure a comprehensive and balanced approach to education and community engagement. These focus areas serve as pillars that guide LCSD's strategic planning and decision-making processes, ensuring staff address the diverse needs of the students, staff, and community.

1. **Academic Achievement:** Focusing on academic achievement ensures LCSD provides high-quality education and fosters intellectual growth, preparing students for future success in a competitive world. The primary measurements for this category are high school graduation rate, and academic growth for reading and math (grades 2-8).
2. **Effective Facilities:** Maintaining and enhancing our facilities is crucial for creating safe, comfortable, and modern learning environments that support student learning and staff productivity.
3. **Safety and Belonging:** Prioritizing safety and a sense of belonging helps LCSD create a supportive and inclusive atmosphere where all students and staff feel valued and secure, which is essential for effective learning and personal development. In this focus area, the district will emphasize policies, programs, and practices that ensure a safe and inclusive environment.
4. **Financial Integrity:** Demonstrating fiscal responsibility, budget transparency, and financial planning helps the district manage limited resources responsibly.
5. **Community Connections:** Building strong community connections ensures the district engages with the local community, fostering partnerships that enhance educational opportunities, and community involvement and support for schools.

## Focus Area Presentations

### School Site Presentations

Five presentations are planned for each of the focus areas and will take place between September 2024 and June 2025. These presentations may be led by the Superintendent and are intended to be interactive for those attending. Presentations will span about an hour and be held at different schools and at varying times across the district to give all members of the community an ideal opportunity to attend a presentation that best fits their schedule.

### Community Presentations

1. **Chamber of Commerce**
  - a. **Content:** Updates on all five focus areas with emphasis on community connections and economic impacts.
2. **Cascade Gateway Leadership**
  - a. **Content:** Update on all five focus areas with a focus on academic achievement and community involvement.

### **3. Western University of Health Sciences**

- a. **Content:** Detail current opportunities in academic programs and health-related initiatives. Leave time for discussion on potential health-related student opportunities.

### **4. Linn-Benton Community College**

- a. **Content:** Collaboration opportunities in academic programs, such as health occupations and advanced auto technology, which are two of their facilities located in Lebanon. Presentation audience is up for discussion, but ideas include either the college's Board of Education, administration, or staff in Lebanon.

### **5. Rotary Club**

- a. **Content:** Updates on all five focus areas with emphasis on community connections and economic impacts.

### **6. Optimists Club**

- a. **Content:** Updates on all five focus areas with emphasis on community connections and economic impacts.

### **7. PTA/PTO meetings**

- a. **Content:** All five focus areas with an emphasis on academic achievement. Information from school sites may be included in the presentation.

## **Board Listening Sessions**

These scheduled, one-hour listening sessions allow the public to meet with the Superintendent and no more than two members of the School Board to gather information and feedback on the five focus areas. The first 15 minutes will provide attendees an overview of current district initiatives. After, a sign-up sheet will be utilized to provide each person with no more than 5 minutes to address the Superintendent and Board members with their concerns.

## **Event Attendance**

In addition to presentations to the community, it is important to offer informal opportunities for the community to engage with the Superintendent and individual Board members. Being visible and approachable at community events helps build trust. When Board members are seen actively participating in community life, it demonstrates they are dedicated to the well-being of the community and are transparent in their actions. This visibility helps hold the Board accountable to the community and shows that they are willing to listen to their constituents. Additionally, active participation in community events can enhance the reputation of the Board and district. When Board members engage with the community, it encourages others to become more involved in the school system. This increased engagement can lead to more volunteerism,

higher attendance at school functions, and a greater sense of community ownership over the schools.

### 1. Chamber events

- a. **Chamber luncheons:** Attend informative monthly luncheons with the Lebanon Area Chamber of Commerce. The cost to attend is approximately \$20.
  - b. **Chamber Greeters:** This group meets most Fridays at a business location in the Lebanon area. It is free to attend.
  - c. **Business After Hours:** Held monthly at various locations in the Lebanon area. Cost is free to attend.
  - d. **Distinguished Service Awards banquet:** This annual banquet, typically held in March, celebrates local volunteers and businesses who have made a difference in the community.
2. **Lebanon Optimist Club:** The Lebanon Optimist Club meets every Thursday at noon at James Gang Pizza. (Attendance should be prearranged.)
  3. **Lebanon Rotary Club:** Rotarians meet every Wednesday at noon at Ma's Restaurant. (Attendance should be prearranged.)

## Community Survey

Conducting a community survey is crucial for LCSD to gauge the community's understanding of the district's focus areas. A survey will help identify strengths, weaknesses, and highlight any misconceptions where the community may need more information on a topic. Additionally, a survey will give the district and Board a more complete picture of community priorities, ensuring decisions continue to be data-driven. The district will research vendors who are skilled in collecting feedback related to education and work with the Board to gather input for a survey.

### Distribution:

- **Online platforms:** School district website, social media channels, and Chamber newsletter.
- **Physical distribution:** At school events and available at the District Office and schools.

### Analysis and reporting:

- Compile survey results and share key findings with the community.
- Use feedback to adjust and improve district policies and initiatives.

## Conclusion

This community engagement plan aims to build strong relationships between the Lebanon Community School District, the Lebanon School Board, and its stakeholders. Through regular presentations, active participation in community events, and soliciting feedback via surveys, the district can ensure that it remains transparent, accountable, and responsive to the needs of the community.

# Agenda Item 4

Community Use of District  
Facilities - Financials



# BOARD MEMORANDUM



**To:** The Honorable Chair and Members  
Lebanon Community School District Board of Directors

**From:** William H. Lewis III, Chief Operation Officer

**Date:** August 02, 2024                      **Meeting Date:** August 8, 2024

**Re:** Anticipated Impact of Policy Updates

**Fiscal Impact of Updated KG, KG-AR (1), and KG-AR (2)**-LCSD is in the process of reviewing policy KG, KG-AR (1), and KG-AR (2), and I have been asked to provide information regarding the fiscal impact of any changes. One of the reasons for reviewing these policies is that LCSD does not have accurate information on its facility's usage. The main issues are multiple points of usage, antiquated tracking software, and the need for more controls. LCSD is updating its facility usage system controls and has purchased a modern facilities management software platform to fix current challenges independent of our policy review.

LCSD has no additional custodial services capacity, and we usually have between two to five custodians down in attendance daily district-wide. The \$40 per hour custodial rate in KG-AR (2) considers the average custodial pay rate, adding benefits and overtime. Most of our multi-day events at LHS will require custodial coverage to ensure our facilities are ready for students upon returning to classes.

An extremely rough estimate (due to lack of quality data) would suggest approximately \$50,000 in additional revenue from the requested policy changes. When the proper controls are in place, I believe this number will be low.

# Agenda Item 5

Consent Agenda

A. July 11, 2024 Board Meeting  
Minutes



Santiam Travel Station

750 S. Third Street, Lebanon, OR 97355

## **MEETING MINUTES**

<p><b><u>BOARD MEMBERS PRESENT:</u></b>  Tom Oliver, Chair, via Zoom  Aubree Molina, Member  Clyde Rood, Member  Melissa Baurer, Member  Nichole Piland, Vice Chair</p>	<p><b><u>EXECUTIVE STAFF PRESENT:</u></b>  Jennifer Meckley, Superintendent  Steven Prosocki, Business Director  William Lewis, Chief Operations Officer</p>
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The meeting minutes were recorded by Executive Secretary Jessica Woody.

### **1. WELCOME AND CALL TO ORDER**

Board Chair Tom Oliver called the meeting to order at 6:00 PM.

### **2. BOARD REORGANIZATION**

Melissa nominates Tom Oliver as LCSD Board Chair, dually seconded by Clyde. All approved with a unanimous vote, Tom Oliver remains School Board Chair for the 2024-25 school year.

Melissa nominates Nichole Piland for LCSD Vice Chair, dually seconded by Clyde. All approved with a unanimous vote, Nichole Piland remains School Board Vice Chair for the 2024-25 school year.

### **3. PUBLIC COMMENTS**

No public comments were made.

### **4. 2024-25 LCSD BOARD MEETING SCHEDULE**

No schedule conflicts or concerns were presented.

Nichole motions to approve, and Melissa seconds the motion. All approved with a unanimous vote, the 2024-25 LCSD Board Meeting Schedule is approved.

### **5. RESOLUTION #24-0711 REPRESENTATIONS AND AUTHORIZATIONS**

No questions or concerns were presented.

Nichole motions to approve, and Clyde seconds the motion. All approved with a unanimous vote, Resolution #24-0711 Representations and Authorizations is approved in its entirety.

## 6. FOCUS AREA REPORT

Jennifer references her slides in the packet, which review some successes of the district, and she notes that everything that is done behind the scenes, also impacts academic achievement. She refers to the district's leadership team's motto, "Win City", started by Business Director, Steven Proski.

Jennifer highlights many areas in her slides—for example, 3<sup>rd</sup> grade reading improvement, 8<sup>th</sup> grade on track, high school grad rate, star testing growth, zero cancelled bus routes for the 23-24 SY (*thank you to Transportation Director, Administration and Secretarial staff, and the Mechanics for stepping up when drivers were needed*), a large number of students supported by the welcome center, new warehouse being built by district staff, a shift to district employees taking on grounds maintenance, new technology ticketing system, a balanced budget with minimal impacts on students and staff, a technology department made up of 3 staff members who successfully handle a large number of tech related issues and tasks, and successful parent square data.

Clyde inquires if the 6<sup>th</sup> grade group has shown any improvements, and Jennifer adds that yes – they have, and Seven Oak Administration has implemented some improvements to their processes.

Tom would like to see Seven Oak return to provide an update to the Board in the next year.

Jennifer thanks the Board for supporting the district.

## 7. OSBA BOARD SELF EVALUATION

After careful review and discussion, the Board, through analyzing cost and effectiveness, decides not to move forward with the OSBA facilitated self-evaluation. In leu of this process, the Board would like to consider a community survey, to provide a baseline and understand the concerns and/or feedback of those in the community.

Jennifer agrees and believes that this ties into the district's goals, which are also to improve community engagement. As a side note, Jennifer shares that new Communications Director, Michelle Steinhebel is working on a weekly newsletter to all staff which will share what is going on in the district.

Tom states that he would like to see some very specific goals surrounding community engagement.

Though the Board decided not to move ahead with the OSBA facilitated self-evaluation, Melissa thanks the group for their consideration and for reviewing and considering the process.

## 8. COMMUNITY USE OF DISTRICT FACILITIES

Tom introduces this topic, sharing that the policy being presented is not changing a lot, however the policy has not been enforced, historically. Tom would like to know what the district is looking to accomplish with the proposed changes, and notes that when discussing the public facilities, public access has to be weighed in. Tom also believes that the language that the board will review the policy annually, should remain.

Jennifer shares the history behind this policy and where systems and processes have become messy with facility scheduling, fees, etc. She clarifies that this change is not suggesting that the public should and could not use the facilities, but consistency is needed.

Nichole asks why the policy was not followed in the past, and William shares that he believes it was due to the philosophical viewpoint of past leadership. He also notes that the fees that have been charged to use the facilities in the past is no where near what is needed to maintain and upkeep the facilities.

Discussion takes place regarding the cost analysis, and as an example William shares that it costs approximately \$5-6,000 to wax any given gym floor, and with a full sanding, closer to \$20,000, and many gyms do need this full sanding or wax. He adds that last year the district brought in about \$500 for facility usage. He also adds that neighboring districts are generally not allowing free facility usage, which has made LCSD a more popular choice for facility usage by the neighboring districts, and communities. It is also noted that there seems to be a correlation proving that those who pay a fee for usage, tend to take better care of the facilities, including cleaning.

Discussion takes place between the Board members who agree that the facilities should be available for community use, but the district should not necessarily be accountable for the cost of cleaning the facility after, for example. There is also discussion regarding situations where a fee may not be charged, and why and whom that could be for—for example the Boys and Girls Club (non-profit), someone accessing a gym who is a volunteer to help facilitate an open gym, or someone who may provide donations in lieu of fees.

Tom asks that the district bring back a financial analysis of how much is anticipated to be brought in, and what the cost is to manage it. He also suggests striking out only the word "annually" in the language about Board review of the policy.

Jennifer also adds the concerns surrounding liability insurance.

William notes that he will bring back financials.

There is no further discussion.

## **9. CONSENT AGENDA**

The new version of policy JHCCF is pulled from the consent agenda due to board member request. Aubree, shares concerns regarding students being in school with lice. Tom clarifies that the district is currently out of state compliance, and are mandated to approve as presented. Jennifer adds that the student can still be treated, and the district does follow a process for that, and staff will call parents/guardians, but cannot legally exclude them from school due to lice. Further discussion takes place regarding the language updates. It is noted to consider adding back in language in the policy regarding treatment.

Policy JEA is pulled from the consent agenda as well, due to board member request. Clyde would like to clarify what "send" to school entails and the reason for the language change. The district will review this change and report back to the board.

Nichole motions to approve the remaining consent agenda and Clyde seconds the motion. All in favor with a unanimous vote, the consent agenda made up of June 6, 2024 Board Meeting Minutes, First Reading Policy Updates BCBA, CC-AR, and KBA-AR, and Second Reading Policy Updates GCDA/GDDA (new), BBF, CB, EBC (new), EBCB, EBC/EBCA, GCDA/GDDA (old), and CBC, and new hires Zoya Altuhova, Elizabeth Atkins, Kara Enright, Martin Coatney, Jessica Gadue, Cheyenne Hamilton, Natalie Kelley, Amber LeBard, Kristy Lindner, Jalen Lomax, Kelly McAllister, Whitney McGilvray, Serene Mellenthin, Kenzie Parsons, Heather Peckfelder, Maya Scott, Brittany Shamek, Jazia Simpson-Berry, Lindsey Smith, Gretchen Wurgler, and Cassidy Shryock is approved in its entirety. Policies JHCCF (old and new) and JEA are excluded from the motion.

## **10. DEPARTMENT REPORTS**

### **A. Operations**

William shares an update on the Seven Oak building, showing the purposeful design of the second floor, where HVAC can be easily accessed for needed maintenance, etc. He also provides an update on the Lacombe Roof project, sharing photos which show the old and new boards, acknowledging the high quality of the new roof. Tom confirms with William, that the repairs needed on the roof are within the budget. William also notes that the asbestos testing has come back clean. He explains that projects like these are very complex, and there are always challenges. William also shares photos of the LHS cafeteria project.

### **B. Human Resources**

Nothing to report.

### **C. Finance**

Steven shares that the finance team is currently working in both fiscal years as they close out 23-24, and he shares that the ending fund balance should come out close to what was budgeted. He also notes that the audit team will be the same as last year, with an interim prep next week, and final audit will be September 16<sup>th</sup>.

## **11. COMMUNICATION**

### **A. Board**

Melissa gives a kudos to the basketball camps at Seven Oak, specifically a kudos to coach Evans.

In regards to the lice policy conversation, Aubree clarifies that students at Riverview are not sharing cubbies for their coats, but there are two backpacks on each side of a cubbie.

Discussion takes place regarding the student board member's timeline, and that they will begin attending in September.

Tom reminds the group that the August meeting will be virtual, and September will be back in person.

### **B. Superintendent**

Jennifer notes that there will soon be a signed Sand Ridge Charter contract agreement, since as of this morning Sand Ridge has agreed to the terms. There will be no further action required by the board.

Jennifer also invites the Board members to the all staff welcome back event, on August 26<sup>th</sup>, where all staff come together at the LHS auditorium.

**12. PUBLIC COMMENTS**

No public comments were made.

**13. ADJOURNMENT**

There being no further business before the Board, the meeting was adjourned at 7:19 PM.

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Tom Oliver, Board Chair

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Jennifer Meckley, Superintendent

# Agenda Item 5

Consent Agenda

B. First Reading Policy Updates



**August 2024 POLICY UPDATES – REVIEW AND RECOMMENDATIONS**

<b>Code</b>	<b>Title</b>	<b>OSBA Recommendation</b>	<b>DO Staff Lead(s)</b>	<b>Changes/DO Staff Comments</b>	<b>Recommended Adoption? (Yes/No)</b>
JEA	Compulsory Attendance	Highly Recommended	Jen	Updated to align with current law. We do not issue citations for violation of compulsory attendance. It is no longer a Class C Violation. However, failure to supervise a child is still a Class A violation.	Yes
JEA-AR	Compulsory Attendance	Highly Recommended	Jen	Updated to align with current law. We do not issue citations for violation of compulsory attendance. It is no longer a Class C Violation. However, failure to supervise a child is still a Class A violation.	Yes
BCBA	Student Representative(s) on the Board	N/A	N/A	Updated language to reflect the correct number of student representatives.	Yes
JHCCF (Delete)	Pediculosis (Head Lice)	Delete	Jen	OAR 333-019-0010 was repealed which allowed schools to exclude students for head lice.	Yes
JHCCF (New)	Pediculosis (Head Lice)	Optional	Jen	OAR 333-019-0010 was repealed which allowed schools to exclude students for head lice.	Yes

## Compulsory Attendance\*\*

Except when exempt by Oregon law, all students between ages 6 and 18 who have not completed the 12th grade are required to regularly attend a public, full-time school during the entire school term. Persons having **legal** control of a child between ages 6 and 18, who has not completed the 12th grade, are required to **have send** the child **attend to school** and maintain the child in regular attendance during the entire school term.

All students five years of age who have been enrolled in a public school are required to attend regularly while enrolled in the public school. Persons having **legal** control of a child, who is five years of age and **has who have** enrolled the child in a public school, are required to **have send** the child **attend to school** and maintain the child in regular attendance during the school term.

Attendance supervisors shall monitor and report any violation of the compulsory attendance law to the superintendent or designee.

~~The district will develop procedures for issuing a citation.~~

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

### Exemptions from Compulsory School Attendance

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

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

- a. When a student is taught or is withdrawn from a public school to be taught by a parent, **legal guardian**, or private teacher, the parent, **legal guardian**, or **private** teacher must notify the Linn-Benton-Lincoln Education Service District (ESD) in writing within 10 days of such occurrence. In addition, when **such a home-schooled** student moves to a new ESD, the parent shall notify the new ESD in writing, within 10 days, of the intent to continue home schooling. The ESD shall acknowledge receipt of any notification in writing within 90 days of receipt of the notification. The ESD is to notify, at least annually, **the school districts of home-schooled** students who **are registered with the ESD and** reside in their district;
  - b. Each student being taught **by a parent or private teacher as described above** shall be examined no later than August 15, following grades 3, 5, 8 and 10:
    - (1) If the student was withdrawn from public school, the first examination shall be administered at least 18 months after the date the student withdrew **from public school**;
    - (2) If the student never attended public or private school, the first examination shall be administered prior to the end of grade 3;
  - c. Procedures for home-schooled students with disabilities are set out in Oregon Administrative Rule (OAR) 581-021-0029.
  - d. Examinations **testing each student** shall be from the list of approved examinations from the State Board of Education;
  - e. The examination must be administered by a neutral individual qualified to administer tests on the approved list provided by the Oregon Department of Education;
  - f. The person administering the examination shall score the examination and report the results to the parent **or guardian**. Upon request of the ESD superintendent, the parent **or guardian** shall submit the results of the examination to the ESD;
  - g. All costs for the test instrument, administration and scoring are the responsibility of the parent **or guardian**;
  - h. In the event the ESD superintendent finds that the student is not showing satisfactory educational progress, the ESD superintendent shall follow the guidelines in Oregon Revised Statutes and Oregon Administrative Rules.
6. Children whose sixth birthday occurred on or before September 1 immediately preceding the beginning of the current school year, if the parent or guardian notified the child's resident district in writing that the parent or guardian is delaying the enrollment of their child for one school year to better meet the child's needs for cognitive, social or physical development, as determined by the parent or guardian.
  7. Children who are present in the United States on a nonimmigrant visa and who are attending a private, accredited English language learner program in preparation for attending a private high school or college.
  8. Students excluded from attendance as provided by law.

9. Students who are eligible military children<sup>1</sup> are exempt up to 10 days after the date of military transfer or pending transfer indicated in the official military order.
10. An exemption may be granted to the parent or guardian of any student 16 or 17 years of age who is lawfully employed full-time, or who is lawfully employed part-time and enrolled in school, a community college or an alternative education program as defined in ORS 336.615.
11. An exemption may be granted to any child who is an emancipated minor or who has initiated the procedure for emancipation under ORS 419B.550 to 419B.558.

END OF POLICY

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**Legal Reference(s):**

[ORS 153.018](#)

[ORS 163.577](#)

[ORS 336.615 to -336.665](#)

[ORS 339.010 to -339.090](#)

[ORS 339.095](#)

[ORS 339.257](#)

[ORS 419B.550 – 419B.558](#)

[ORS 339.990](#)

[ORS 807.065](#)

[ORS 807.066](#)

[OAR 581-021-0026](#)

[OAR 581-021-0029](#)

[OAR 581-021-0071](#)

[OAR 581-021-0077](#)

[Senate Bill 802 \(2019\)](#)

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<sup>1</sup> “Military child” means a child who is in a military family covered by the Interstate Compact on Educational Opportunity for Military Children, as determined under rules adopted by the State Board of Education.

## 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:~~

Appropriate notices on student absences or irregular attendance may be issued by the district in accordance with law.

### 1. Attendance Supervisor

The attendance supervisor shall:

- a. Determine ~~that the whether~~ a parent or guardian has either failed to enroll his/her student or to maintain the student in regular attendance **at a public school**. Regular attendance shall mean attendance which does not include more than eight unexcused one-half day absences, or the equivalent ~~thereof~~, 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~~ notification of the violation **from the proper authority**. If the student is ~~a youth offender an adjudicated youth~~ 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 **student's** absence;
- d. Serve the notification personally or by certified mail. The notification will be written in the ~~native home~~ language of the parent or guardian **of the student**;
- e. Ensure that notification includes a statement requiring the student to appear **at the public school** on the next school day following receipt of the notice and to maintain regular attendance for the remainder of the school year;
- f. Ensure that the notification states that the parent or guardian has the right to request an evaluation to determine if the child should have an individualized education program (IEP) or Section 504 plan ("504 plan"), or right to request a review of their child's current IEP or 504 plan;
- g. 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;
- h. ~~Notify the superintendent within three days of knowledge that the parent or guardian receiving the notification has not complied with the notice.~~ The attendance supervisor, within three days of knowledge of noncompliance by the parent or guardian, shall notify the superintendent or designee.

### ~~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 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~~ **may** 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~~ **may**:

- 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, if applicable.~~

### ~~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. 5<sup>th</sup> 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 Section 504 plan ("504 plan"), 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. 5<sup>th</sup> 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 at a public school 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 thereof 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~~ Please 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 child should have an individualized education program (IEP) or Section 504 plan ("504 plan"), or request a review of your child's current IEP or 504 plan. If you request an evaluation for, or a review of a current IEP or 504 plan, a conference will be held after such evaluation or review has been completed.

~~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 your child is taught by a parent, guardian or private teacher, you must notify your local education service district and comply with ORS 339.035. Your local ESD is: Linn Benton Lincoln, 541-812-2751.

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

Sincerely,

[Attendance Supervisor] [Principal]

[cc: Principal/Superintendent]

Lebanon Community Schools  
485 S. 5<sup>th</sup> 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~~ [is ~~failed~~ not yet ~~to~~ enrolled in school] [~~failed to~~ is not maintaining regular school attendance] [is not enrolled with the local education service district] 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 to maintain regular attendance for the remainder of the school year. District records indicate your student continues to be absent from a public 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~~ may request an evaluation of your student's individualized education program (IEP) or Section 504 plan or a review of ~~your student's current IEP same.~~] [requested an evaluation to determine if your student should have an individualized education program (IEP) or Section 504 plan.] [ [requested a review of an existing IEP or Section 504 plan for your student] and the requested evaluation or review was completed on [date].]

~~In accordance with law, you~~ You and your student are ~~required~~ requested 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~~ district programs and resources to help your child attend regularly.

~~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 your child is taught by a parent, guardian or private teacher, you must notify your local education service district and comply with ORS 339.035. Your local ESD is: Linn Benton Lincoln, 541-812-2751.

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

Sincerely,  
[Superintendent/Designee]

Compulsory Attendance Notices and Citations\*\* - JEA-AR

6-6

# Agenda Item 5

Consent Agenda

B. Second Reading Policy  
Updates

### Student Representative(s) on the Board

The Board establishes ~~two~~ up to three positions of student representative on the Board. A student representative shall not be a voting member of the Board.

A student representative shall be installed on the Board with the following Oath of Office:

“I \_\_\_\_\_, will support the Constitution and the laws of the United States, the state of Oregon and the laws thereof, and the policies of the Lebanon Community School District, and will discharge the duties of Student Representative on the Lebanon Community School Board to the best of my ability.”

The superintendent will develop administrative regulations to include application and selection processes, roles and responsibilities of a student representative, communication expectations, procedures and regulations for student representative. The information will be published in appropriate school communications and on the district website.

The district will ensure the process and management of student representative application materials, communications and the interview process (if applicable) will comply with the requirements of law related to student records.

A student representative shall not be liable for any acts of the Board.

END OF POLICY

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#### Legal Reference(s):

[ORS 332.107](#)

Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2018); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (2023).

**Pediculosis (Head Lice)** (Version 1)

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

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

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

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

END OF POLICY

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**Legal Reference(s):**

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

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

1/31/17 | PH

# OSBA Model Sample Policy

Code: JHCCF  
Adopted:

## Pediculosis (Head Lice)

(Version 3)

~~(A student with nits and/or infested with live lice will be allowed to remain in school.)~~  
{Optional policy.}

A student with a suspected case of head lice may be referred to designated trained staff for a screening. The screening will be done in a confidential manner by trained personnel.

School personnel will notify the parent or guardian of a student found with head lice and may provide information on treatment. The student will be allowed to remain in school.

~~The suggested school measures for head lice control, as provided in *Head Lice Guidance* published by the Oregon Department of Education and the Oregon Health Authority, Public Health Division,<sup>1</sup> shall be followed.~~

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

~~Suggested school measures for head lice provided in *Communicable Disease Guidance for Schools* issued by the Oregon Department of Education and Oregon Health Authority will be consulted.~~

END OF POLICY

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### Legal Reference(s):

[ORS 332.107](#)

~~NATIONAL ASSOCIATION OF SCHOOL NURSES, *Pediculosis Management in the School Setting*, (POSITION STATEMENT REVISED 2016).~~

~~THE AMERICAN ACADEMY OF PEDIATRICS, (MAY, 2015).~~

~~CENTERS FOR DISEASE CONTROL AND PREVENTION, (2015).~~

~~OREGON DEPARTMENT OF EDUCATION, *Head Lice Guidance*.~~

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<sup>1</sup>~~[http://www.oregon.gov/ode/students\\_and\\_family/healthsafety/Pages/Student\\_Health\\_Conditions.aspx](http://www.oregon.gov/ode/students_and_family/healthsafety/Pages/Student_Health_Conditions.aspx)~~

## HEAD LICE GUIDANCE

**Guidance provided by the School Health Specialist at the Oregon Department of Education (ODE) and the State School Nurse Consultant within the Public Health Division of the Oregon Health Authority.**

**Thank you to ODE’s School Nurse Advisory Group for their assistance creating a best-practice set of guidelines for school nurses and school districts in Oregon.**

### SUMMARY

The management of head lice in the school setting should not disrupt the educational process. Evidence-based strategies include:

- Abandoning “no-nit” school policies;
- Educating students on the avoidance of head-to-head contact and sharing of personal items;
- Allowing students to remain in class and participate in school-sponsored activities when live lice or nits (the eggs of head lice) are found on their heads;
- Notifying parents/caregivers at the end of the school day when findings indicate the presence of head lice; and
- Educating parents/caregivers about prevention methods, regular head-checks at home, evidence-based treatment options. (NASN, 2016)

### BACKGROUND

In the United States, head lice infestations are most common among preschool and elementary school-age children and their household members regardless of socioeconomic status and hygienic living conditions (Centers for Disease Control and Prevention [CDC], 2015a). “No-nit” policies that require a child to be free of nits before he or she can return to school lack evidence of being effective, result in unnecessary absenteeism, and may violate affected children’s civil liberties (Pontius, 2014; CDC, 2015a). Unnecessary absenteeism leads to missed learning opportunities for the student and potentially lost family wages due to loss of parent/guardian workdays (Pontius, 2014).

Head lice are not known to cause disease; however, secondary bacterial infection of the skin can occur from contaminated scratching and related lesions. Research has shown that the survival of head lice when not on the head is usually less than one day, and the eggs can only hatch when incubated by body heat found near the scalp (Devore et al., 2015; CDC, 2015b). Transmission occurs primarily through head-to-head contact and infrequently through indirect contact with shared personal belongings. By the time an infestation is discovered, the student may have already had head lice for a month or longer (Devore et al., 2015).

Even with this knowledge, the presence of head lice can negatively affect families and schools. For the student and family there can be significant social stigma and caregiver strain (Gordon, 2007). For the school, when evidence-based policies and intervention strategies are not in place, head lice can significantly disrupt the education process (CDC, 2015b; Pontius, 2014).

In the past, many schools with “no nit” policies expended innumerable hours and resources in attempts to eradicate head lice infestations. Studies have shown that control measures such as mass screenings for nits, have not been shown to have a significant effect on the incidence of head lice in a school community, nor have they shown to be cost-effective (Devore et al., 2015; Meinking & Taplin, 2011). Communication between school personnel and parents/caregivers highlighting cases of head lice (e.g., “head lice outbreak letters”) has been shown to increase community anxiety, increase social stigma causing embarrassment of affected infested students, and puts students’ rights to confidentiality at risk (Gordon, 2007; Pontius, 2014).

## **RATIONALE**

Evidence-based strategies for the management of head lice in the school setting can reduce the incidence of infestations, the social stigma and caregiver strain experienced by students and families, and the negative impact on students’ education. Best-practice head lice management includes:

- Educating the school community with a focus on dispelling common myths about head lice (e.g., incidence, life cycle of the head louse, mode of transmission, importance of regular surveillance at home, recommended evidence-based treatment options, care of the environment) (Pontius, 2014).
- Elimination of mass school/classroom screenings for head lice (Devore et al., 2015; CDC, 2015a).
- Family education about how to routinely assess their children for suspected head lice (Devore et al., 2015).
- Provide confidential screening by school staff who have been trained by a healthcare professional, when appropriate for suspected cases of head lice.
- Returning affected students to class or other school sponsored activities with instruction to avoid head-to-head contact and sharing of personal items (Pontius, 2014).
- Eliminating classroom-wide or school-wide head lice notifications (‘lice letters’).
- Notifying parents/caregivers at the end of the school day to teach about evidence-based treatment options.

## **CONCLUSION**

It is unlikely that all head lice infestations can be prevented. Parents/caregivers will benefit from receiving support from school staff about the importance of regular surveillance at home, choosing and adhering to the protocols of evidence-based treatment recommendations, and educating to dispel head lice myths. The education mission of schools will be supported by implementing evidence-based policies and strategies under the guidance of the school nurse. The burden of unnecessary absenteeism to the students, families, and communities far outweighs the perceived risks associated with head lice.

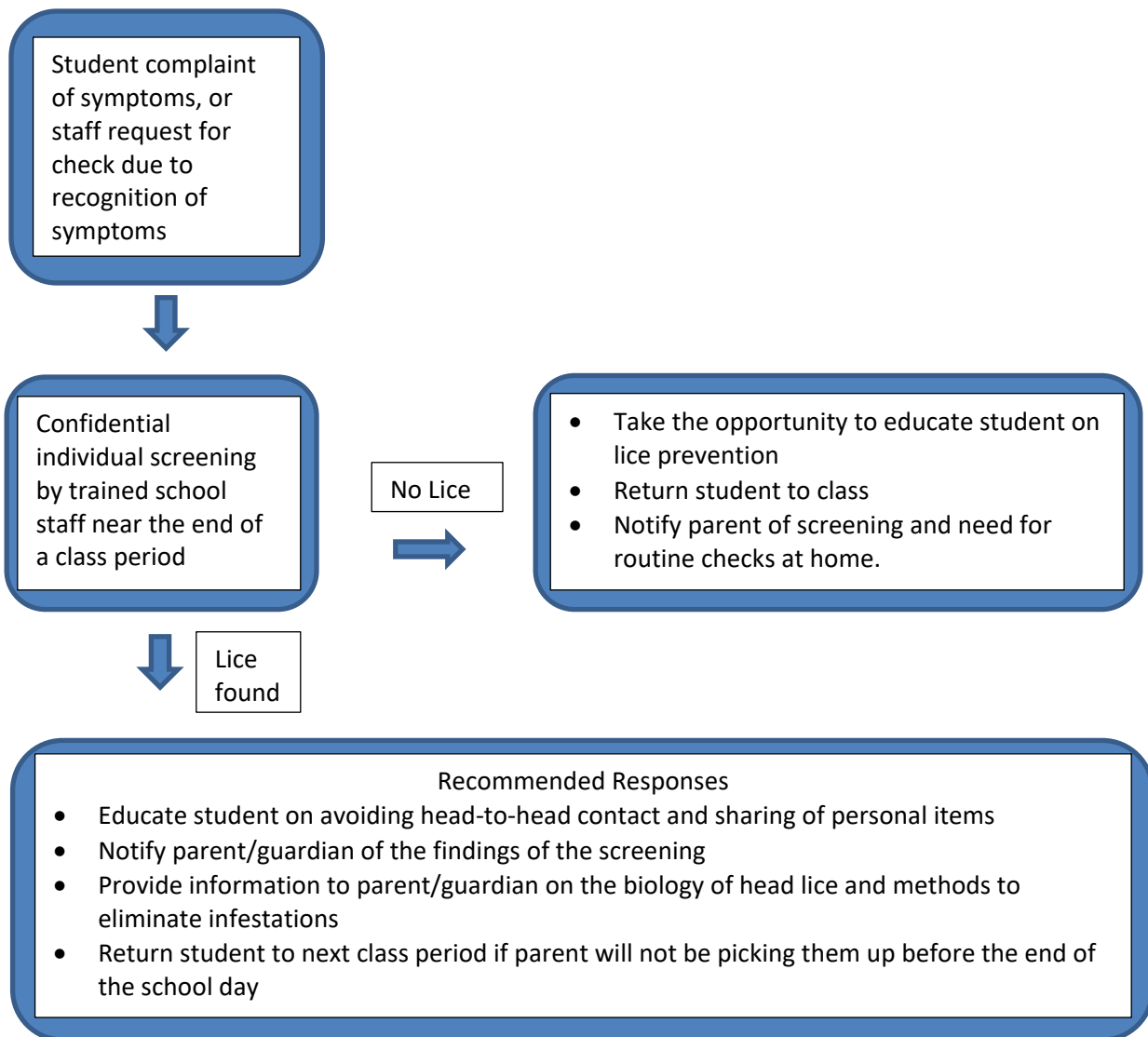
## **LEGAL REFERENCES**

There are no Oregon laws that address head lice in schools. Local school boards have the ability to formulate policy for their own district, but should note that head lice (pediculosis) is not a school-



restrictable disease according to Oregon law. School nurses are in a unique position within a school district to provide leadership, expertise, and education for families dealing with head lice and its associated effects.

## Managing Presumed Head Lice in Schools



#### Unjustified Responses

- Excluding or quarantining the student or his/her possessions
- Violating confidentiality of the affected student and his/her family
- Notifying other students and parents of minor health issues affecting classmates
- Mass screening of students for head lice and/or nits
- Applying insecticides to classrooms and buses
- Reporting cases of head lice to DHS
- Bagging of coats and clothes
- Restricting the use of headphones or helmets

#### **RECOMMENDED INDIVIDUAL STUDENT SCREENING PROCEDURE**

1. Establish a private location for the screening to occur (health room, office) with adequate lighting.
2. Schedule enough time to adequately assess the student and provide relevant assurance and education.
3. Call for student from class near the end of a class period.
4. Explain the procedure and rationale to the student.
5. Using gloves and a tool to help part the hair, work section by section, and assess for:
  - a. Live bugs
  - b. Viable nits
  - c. Artifact – old nits, dandruff, etc.
  - d. Side effects of infestation – scratches, sores
6. If a live louse is found, consider securing with a piece of tape for further identification and education for parent/guardian.
7. Share results with parent/guardian as indicated. Provide assistance/resources as needed.

## REFERENCES

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