A.   CALL TO ORDER/WELCOME/FLAG SALUTE– *6:00 p.m. District Office Board Room*
Liz Alperin
Richard Borden
Jerry Williams
Michael Martin
Russ McUne

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

C.   GOOD NEWS
  1.   **Report:**   Pioneer School -Tonya Cairo

D.   PURSUING EXCELLENCE
  1.   **Report:**   Pioneer School Report-Tonya Cairo (Enclosure D-1)

E.   GENERAL BUSINESS
  1.   **Action:**   Approve K-5 Language Arts Adoption (Enclosure E-1)
  2.   **Action:**   Approve on 2nd Reading (Enclosure E-2)
                             -        DJ – District Purchasing
  3.   **Action:**   Approve Lebanon Education Day Resolution 1415-05 (Enclosure E-3)
  4.   **Information:**   Community Eligibility Provision (CEP)
  5.   **Discussion:**   Student Drug Testing (Enclosure E-5)

F.   FINANCE

G.   HUMAN RESOURCES

H.   OPERATIONS

I.   CONSENT AGENDA
  1.   **Action:**   Approve April 9, 2015 Board Minutes (Enclosure I-1)
  2.   **Action:**   Approve April 9, 2015 Special Board/Budget Committee Meeting Minutes (Enclosure I-2)
  3.   **Action:**   Approve Hiring Miranda Fish – Elementary Riverview
  4.   **Action:**   Approve Hiring Sara Hammerquist – Elementary Green Acres
  5.   **Action:**   Approve Hiring Leanne Jackson – Elementary Pioneer
  6.   **Action:**   Approve Hiring Bradley Kidd – Secondary Lebanon High School
  7.   **Action:**   Approve Hiring Tyler Lawrence – Elementary Riverview
  8.   **Action:**   Approve Hiring Elizabeth Lord – Elementary Counselor Riverview
  9.   **Action:**   Approve Hiring Courtney Madsen – Elementary Counselor Green Acres
  10.   **Action:**   Approve Hiring Elizabeth Pflugi – Elementary Counselor Cascades
  11.   **Action:**   Approve Hiring Grant Sherer – Secondary Lebanon High School

12.	**Action:**	Approve Hiring Melissa Thiel-Stinson – Elementary Green Acres
13.	**Action:**	Approve Hiring Kelli Ulibarri – Elementary Green Acres
14.	**Action:**	Approve Hiring Stephanie Waters – Elementary Pioneer
15.	**Action:**	Approve Hiring Chelsey Wimmer – Elementary Riverview
16.	**Action:**	Approve Hiring Sarah Young – Elementary Green Acres

J.   BOARD OF EDUCATION TIME/DISCUSSION

May 28, 2015	6:00 p.m./District Office Board Room	Regular Board Meeting
May 28, 2015	7:00 p.m./District Office Board Room	Budget Committee Meeting #3
June 11, 2015	6:00 p.m./District Office Board Room	Public Hearing and Special Board Meeting

K.   BOARD COMMUNICATION

L.   SUPERINTENDENT COMMUNICATION
1.   **Report:**   China Trip

M.   ADJOURN

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

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

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

Pioneer School Report

May 14, 2015

(Enclosure C-1 & D-1)

SCHOOL IMPROVEMENT BEHAVIOR GOAL
Pioneer 2014-15

	Attendance G = > 90% Y = 85-90% R = < 85%	Behavior G = 0-1 Y = 2-5 R = > 6		Attendance Target G = > 90% Y = 85-90% R = < 85%	Behavior Target G = < 1 Y = 2-5 R = > 6
Green Zone	73%	76%		80%	80%
Yellow Zone	8%	14%		15%	14%
Red Zone	19%	10%		5%	6%

	Attendance			Referrals			Suspensions			Plans		Gender		Age	
	G	Y	R	G	Y	R	In	Out	Exp	CICO	Formal	Boys	Girls	K-5	6-8
Sept	85%	7%	8%	95%	4%	1%	0	5.5	0	11	8	83%	17%	52%	48%
Oct	84%	8%	8%	90%	8%	2%	1.5	9.5	0	23	13	78%	22%	60%	40%
Nov	78%	8%	14%	92%	6%	2%	2.5	5.5	0	26	17	76%	24%	60%	40%
Dec	67%	14%	19%	93%	6%	1%	6.5	10.5	0	28	16	74%	26%	74%	26%
Jan	65%	11%	24%	91%	7%	2%	4	.5	0	28	15	74%	26%	60%	40%
Feb	68%	11%	21%	92%	7%	1%	0	4.5	0	28	16	77%	23%	50%	50%
March	67%	16%	19%	92%	7%	1%	1.5	10	0	32	17	80%	20%	54%	46%
Apr	79%	11%	10%	93%	6%	1%	3	12	0	36	17	77%	23%	52%	48%
May															
June															
YTD Jan	79%	9%	12%	80%	11%	9%	15.5	31.5	0			72%	28%	65%	35%
YTD Feb	74%	10%	16%	77%	12%	11%	15 5	36	0			72%	28%	64%	36%
YTD March	73%	11%	16%	77%	13%	10%	17	46	0			72%	28%	64%	36%

YTD April	74%	11%	15%	73%	12%	15%	20	58				71%	29%	62%	38%
YTD May															
YTD June															

Strategies	Timeline	Staff Responsible	Resources		Results	Next Steps
Action 1: PBiS data analyzed and shared monthly with all staff.	Tuesday 2:45-3:30 and Friday 8:15am	Principal & PBiS Leader & all staff	SWiS data		PBiS data analyzed and shared monthly with all staff. Shared briefly whole staff on a monthly basis.	**Take time (last 30 min.) on the 2nd early release Wed. of the month to discuss PBIS issues and review data as whole staff to create depth of conversations.**
Action 2: PBiS Team members implement identified actions to improve outcomes.	Monthly	Staff volunteers	PBiS resources as needed		• put students on CICO • Retaught 2nd grade how to formally collect data • Made student placement changes • revised and created electronic version of behavior toolkit	Continue with successful working plan.
Action 3: Teachers collect and analyze classroom behavior data and determine students in need of additional support and discuss with grade level team. (Lv 1)	Weekly Tuesday 2:45-3:30	Teachers	School-wide behavior system for all students (clip chart/Live School)		• meet monthly as benchmark teams, weekly as grade level teams	Continue with successful working plan.
Action 4: Teachers bring identified student data to monthly RTI meeting and determines students in need of Yellow Zone interventions (CICO) and reviews data monthly. (Lv 2)	1 Tuesday a month 2:45-3:30	Teachers & RTI Leader	RTI paperwork and behavior data (clip chart/Live School)		• monthly RTI meetings with grade level • refer students to Level 3 and counseling as needed	**provide additional training and support to upload to google**
Action 5: Behavior Team meets weekly to review SWiS data for strategic	Weekly Friday 8:15am	Principal, counselor,	SWIS, CICO, attendance, FBAs, and Behavior Plans		• weekly on Fridays • met with Trillium and Linn County mental	Continue with successful working plan.

and intensive students (yellow/red zone) to monitor and adjust plans and communicate with students and families		behavior specialists			health • sharing FBA process with the rest of the district • Jennifer will be focused on group and individual assigned student counseling for red zone students • Page (Trillium) here on Fridays • Rebecca is here on Tuesdays	
Action 6: Behavior Team determines students in need for Intensive support (FBAs, Behavior Plans, Support plans).	As needed	Principal, counselor, behavior specialists	SWIS, CICO, attendance, FBAs, and Behavior Plans		• tutoring set up for identified red zone elementary students • alt ed procedures in place for BM 3	Continue with successful working plan.
Action 7: Staff determines regular incentive activities for all students.	Quarterly	All staff	Incentive funds and staff support		• rewards for Live School points • Scholar dollars • BINGO • dance, movie night, scholar dollar store • Student of the month • Virtue winners of the week • Pioneer prides (announced daily) • tokens	**First, implement communication plan from each BM team.** **Second, support BM needs for incentives.**
Action 8: Staff will celebrate student growth and success concerning behavior	.Monthly	All staff	Staff and student certificates, pride slips, student of the month, Holy Cow,		• Individual daily celebrations with scholar dollars, pioneer pride. • Group daily and weekly celebrations with tokens. • Individual weekly Virtue Award. • Individual student of the month recognition	Continue with successful working plan.

					for academics and behavior. ● Class award recognition during monthly assemblies. ● Daily Class 100% Attendance recognition - Tokens.	

Pioneer Class schedule

Week/date	Activity
1 – September 12	• Introduce ourselves • Explain class and expectations • Handout September's syllabus • Students introduce themselves saying what they hope to gain from class • **Name tag game** • Explain weekly current event and why should they be aware of the world • **Start Personality test**
2 – September 19	• Personality test

3 – September 26	• Research jobs
	  o Identify one job fitting your personality test
	  o Identify one job you are interested in
	    ▪ Identify – locations areas, education level, skills, job tasks, why you would or wouldn't want the job

4 – October 3	• Write Resume
5 – October 17	• **Marshmallow Challenge**

6 – October 24	• Budgeting
	  o Creating a budget
	    ▪ Collecting receipts
	  o Types of budget styles
	  o **Bean Game**

7 – November 7	• Cash Flow
	  o What is a grace period
	  o Identify who and how much you owe
	  o Prioritizing
	  o **Cash Flow Activity**

8 – November 14	• Savings
	  o How to save
	  o Needs and Wants
	  o Choices for savings
	  o **Savings Game**

9 – November 21	• Credit
	  o Types of credit available
	  o How do you qualify
	  o **Credit Score Game**

10 – December 5	• Credit
	  o What types of credit are available
	  o How do you get credit
	  o Where can you get credit
	  o Terms and conditions
	  o **Review credit card statement**

11 – December 12	• Checkbooks
	  o Financial institutions
	  o Services and products offered
	  o What is best for you
	  o Protecting your assets
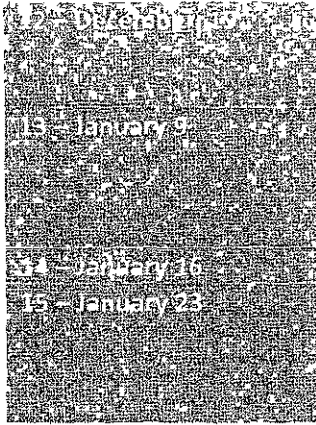
- Checkbooks
  - *Write checks, complete deposit slips*
  - *Reconcile account*
- ID Theft
  - How it is done
  - *How to protect yourself*
- What to do if you are a victim
  - **Financial Football Game**
- Discussion – GED *versus High School Diploma*
  - Career decisions
  - Educational opportunities
  - Financial issues

Pioneer Leadership Groups

The first Wednesday of the month from 12:45-1:45 Pioneer team time. 1:45-2:20 will be BM team time. Each team will assign a note taker that posts notes into a team folder on Google drive for all staff. Agendas for next meeting will be made prior to meeting ending. Teams will report out to all staff from 2:20-3:20 during staff meeting.

The second and fourth early release will be PLC grade level team work time from 12:45-2:20. Please use the PLC template to share and record your conversation. Upload to team folders in Google drive by the end of the meeting. PD or staff meeting (as needed) will follow in the library from 2:20-3:20pm.

One Wednesday early release will be a district early release for all certified. This is generally the third Wednesday of the month.

Team	Members	Meeting Time
Literacy	**Jenna*, Christine, Angie, Maureen, Grace, Nathan, Abbey** • Review data, look for trends, suggest interventions and PD • School-wide data mtg 3x a year- analyze and present • Preparing for SMARTER test	First Wednesday of the month from 12:45-1:45
Math	**Lisa R*, Claren, Colleen, Lindsey, Lauren, Rose, Reed** • Review data, look for trends, suggest interventions and PD • School-wide data mtg 3x a year- analyze and present • Preparing for SMARTER test	First Wednesday of the month from 12:45-1:45
PBiS	**Kelli S*, Helen*, Jennifer,** • Review data monthly, determine activities and assign to benchmark teams • School-wide data mtg 3x a year- analyze and present	First Wednesday of the month from 12:45-1:45
No Excuses / Family Involvement	**Cathy O*, Kathy C.,Trudy, Tracy T., Verna, Dee** • Collaborate with PTC/Title for monthly events • Encourage/promote family involvement, volunteers, student leadership • Support attendance team • Membership application	First Wednesday of the month from 12:45-1:45

Technology	Toby*, Shelly B. Tracy C. • Staff technology support • Generate testing schedule • Discuss student leadership technology opportunities • Preparing for SMARTER test	First Wednesday of the month from 12:45-1:45
Social	Pat*, Shelly G., Char, Sandie, Linda V., Terrisa C. • Plan celebrations / potlucks and report to staff	First Wednesday of the month from 12 45-1:45
Assembly	Anna*, Dannie, Emily • Organize monthly assemblies and report to staff	First Wednesday of the month from 12:45-1·45
Level II	Kathy C*, Pat, Jenna, All Staff • Support new staff in training RTI protocol, document process,	Tuesdays 2:45-3:20
TAG	Jenna*,Tracy C. • Manage TAG paperwork, assist staff with ideas to support TAG students, communicate with district on TAG opportunities	As Needed
PTA	Trudy*, Tonya, Rotation of staff on volunteer basis • Partner with Title and NEU to enhance family involvement, communicate school needs, report to staff	2nd Thursday 5:30pm
Safety	Shelly B*, Tonya, Helen, • Ensure safety procedures are being documented and met, complete paperwork as needed	3rd Monday 9:30 Tonya District Safety Mtg. 3rd Thursday 9:30am
Site Council	Cathy O*, Tonya • Share with community the vision, needs, and results of various teams. • Follow site council requirements	2nd Thursday 4:30-5:30pm
Attendance	Jennifer S*, Shelly B., Helen, Tonya • Analyze monthly attendance data, plan activities to improve attendance, report to staff	Every other Friday 8:30

* Denotes facilitator (leader) of the group

SCHOOL IMPROVEMENT LITERACY GOAL
Pioneer 2014-15

2013-14 OAKS Performance	Level	Percent or Percentile	Growth Target	2014-15 SMARTER Target	Level	Percent or Percentile	Growth Target
Academic Achievement	3	68.3%	N/A	Academic Achievement	4	70%	N/A
Academic Growth	4	48.0%ile	27.5%ile	Academic Growth	4	58%ile	%ile
Subgroup Growth Econ Disadvantage SPED Hispanic/Latino	3 3 3	43%ile 47%ile 39%ile	32%ile 56 5%ile 33.5%ile	Subgroup Growth Econ Disadvantage SPED Hispanic/Latino	4 3 4	55%ile 52%ile 45%ile	%ile %ile %ile

Grad	% by:	% BM			% Strat.			% Int.			Target % BM		Target % Strat		Target % Int	
		Fall	Win	Spr	Fall	Win	Spr	Fall	Win	Spr	Win	Spr	Win	Spr	Win	Spr
K	Risk	19	43		33	27		48	30		40	75	30	15	30	10
1	Risk	38	46		49	27		13	27		45	70	30	15	25	15
2	Risk	20	35		40	30		40	35		40	60	30	20	30	20
3	Risk	45	48		32	43		23	9		50	70	30	25	10	5
4	Risk	56	56		23	31		21	13		60	70	30	20	10	10
5	Risk	51	52		31	33		18	15		60	70	30	20	10	10
6	Risk	33	54		48	29		19	17		55	65	30	20	15	15
7	Risk	30	39		35	39		35	22		45	60	30	25	25	15
8	Risk	61	52		23	39		16	9		65	70	25	25	10	5

Desired percentages: Benchmark – 80%, Strategic – 15%, Intensive – 5%

SMART Goal: Pioneer Literacy data will increase from 69% to 73% students meeting or exceeding the Smarter Balance Reading assessment by Spring of 2015 (taking into consideration the Smarter Balance drop).

Strategies	Timeline	Staff Responsible	Resources		Results	Next Steps
Action 1: All teachers will use the core Literacy curriculum (Harcourt) for a minimum of 90 minutes for Core instruction on a daily basis.	Daily	Teachers	Harcourt Curriculum		Inconsistent	Teachers will begin implementing core with greater fidelity.
Action 2: Teachers will utilize 6-Minute Solutions fluency program on a daily basis at all grade levels.	Daily	Teachers	6 Minute Solutions Program		Inconsistent	Continue to remind staff about implementing school wide 6-minute Solution. San Diego Quick with the 7th graders to get them at levels for fluency. Set up individual levels with 8th grade reading booster.
Action 3: Staff will become knowledgeable about the CCSS shifts, learn and apply standards to their curriculum and instruction. "I Can" statements will be posted and referred to for each lesson.	On going	Principal, Teacher(s),	Common Core State Standards documents Website resources, District grade level trainings			Continue to use PLC time
Action 4: Teachers will create ambitious grade level goals (SMART Goals) and review at All School Data Mtg. three times a year.	Oct. Jan. March	Grade level teams	OAKS data, easyCBM data, MAP data		School wide data review Februrary 4, 2015.	Team will analyze data and suggest changes to instruction.
Action 5: Grade level teams meet together as a PLC to plan CCSS lessons, discuss strategies, and identify/create common assessments and rubrics to align grade level instruction	Weekly	PLC teams	Core literacy materials		Regularly implemented.	more time

Action	Timeline	Responsible	Evidence		Status	Notes
Action 6: The Building Literacy Team (BLT) will meet monthly to plan and guide the building's literacy work and review student achievement and team goals.	Nov. Dec. Jan. Feb. Apr. May	Principal, RTI Leader, Title Teacher, Sped Teacher	OAKS data, State Report Card, EasyCBM data,		Regularly implemented.	**KINDERGARTEN--** Focus: Phoneme segmenting/phonemic awareness **FIRST GRADE--** Focus: word reading/passage reading **SECOND GRADE--** Focus: fluency/comprehension **THIRD GRADE --** *lots of growth Focus: fluency **FOURTH GRADE--** Focus: passage reading fluency **FIFTH GRADE--** Focus: passage reading fluency **SIXTH GRADE--** Focus: comprehension **SEVENTH GRADE--** Focus: Passage reading fluency **EIGHTH GRADE--** Focus: comprehension Celebration: passage reading fluency=57% exceeds!
Action 7: The RTI team will meet monthly to analyze data using easyCBM	Tuesday 2:45-3:20	Principal, RTI Leader, Title, Sped, teachers	OAKs, Easy CBM, MAP data, RTI paperwork,		Regularly implemented.	Team will analyze data and suggest changes to instruction.

benchmarking, progress monitoring, screeners and diagnostic data to determine appropriate placement of students into small groups and intervention groups for reading instruction for students identified as strategic or intensive.						Dean of Students and Principal will support classrooms by teaching targeted small groups. Title readjusted schedule to provide more time to students in need for K-2.
Action 8: Teachers will support students in developing student goals, communicating those goals to families at conferences (or mailed with report cards) and reviewing/adjusting those goals before and after each assessment period.	Quarterly	Teachers	BIG 5 Posters, Student Goals record sheet		Inconsistency among staff.	Remind all staff of of developing, reviewing, and communicating student goals while monitoring progress and implementation. Continue to work on consistent student feedback and motivational strategies.
Action 9: Principal and counselor will attend No Excuses required annual NEU conference in October to share and implement strategies with all staff including staff compact and family support ideas for evening events.	Oct.	Principal, Counselor			Completed. Application was submitted January 2015.	
Action 10: Family Involvement Organize and carry out reading carnival as an incentive for students reading at home.	June	All staff	Bounce houses, dunk tank, laptops, karaoke machine,			

SPECIFIC   MEASUREABLE   ALIGNED   RESULTS DRIVEN   TIMELY

SCHOOL IMPROVEMENT MATH GOAL
Pioneer 2014-15
Updated February 2, 2015

2012-13 OAKS Performance	Level	Percent or Percentile	Growth Target		2013-14 Target	Level	Percent or Percentile	Growth Target
Academic Achievement	3	60%	N/A		Academic Achievement	4	70%	N/A
Academic Growth	4	46.0%ile	31.0%ile		Academic Growth	4	52%ile	%ile
Subgroup Growth Econ Disadvantage SPED Hispanic/Latino	4 2 1	47%ile 44%ile 38%ile	35%ile 57%ile 50%ile		Subgroup Growth Econ Disadvantage SPED Hispanic/Latino	3 3 2	53%ile 50%ile 43%ile	%ile %ile %ile

Grade	% by:	% BM			% Strat.			% Int.			Target % BM		Target % Strat		Target % Int	
		Fall	Win	Spr	Fall	Win	Spr	Fall	Win	Spr	Win	Spr	Win	Spr	Win	Spr
K	Risk	58	66		12	18		30	16		67	85	13	10	20	5
1	Risk	54	45		23	40		23	15		61	74	23	16	16	10
2	Risk	34	35		36	39		30	26		37	59	40	25	23	16
3	Risk	37	64		48	23		15	13		66	78	20	13	14	9
4	Risk	56	46		28	38		16	16		51	76	30	15	19	9
5	Risk	48	64		26	23		26	13		56	77	30	13	14	10
6	Risk	43	64		37	26		20	10		50	75	35	16	15	9
7	Risk	36	37		29	43		35	20		43	51	32	38	25	11
8	Risk	36	74		41	13		23	13		45	74	30	13	25	13

Desired percentages: Benchmark – 80%, Strategic – 15%, Intensive – 5%

SMART Goal

Strategies	Timeline	Staff Responsible	Resources Needed		Results	Next Steps
Action 1 All teachers will use the core Math curriculum (Engage NY for K-5 and Focus Oregon for 6-8) for a minimum of 75 minutes for Core instruction on a daily basis	Daily	Teachers	Core Math Curriculum			
Action 2: Teachers will utilize Kim Sutton, Digging into Math, and IXL as a supplement for math support and Adaptive Mind, Xtra Math	Daily	Teachers/Title staff and SPED staff	Kim Sutton, Digging into Math, IXL, Xtra Math		To enhance the core curriculum, teachers are using various supplements for math instruction	
Action 3· Staff will become knowledgeable about the CCSS shifts, learn and apply standards to their curriculum and instruction Learning targets will be posted and referred to for each lesson	On going	Principal, Teacher(s),	Common Core State Standards documents Website resources, District grade level trainings		ER district days are focused on professional development in the area of math	
Action 4: Teachers will create ambitious grade level goals for Winter and Spring in Math and review at All School Data Mtg three times a year	Oct Jan. March	Grade level teams/Title and RTI Coordinator	OAKS data, easyCBM data, MAP data		School wide data review Februrary 4, 2015	Team will decide analyze data and suggest changes to instruction
Action 5: Grade level teams meet together as a PLC to plan CCSS lessons, discuss strategies, and create common assessments and rubrics to align grade level instruction	Weekly	PLC teams	Core Math materials		Regularly implemented	
Action 7: The RTI team will meet monthly to analyze data using easyCBM benchmarking, progress monitoring, screeners and diagnostic data to determine appropriate placement of students into small groups and intervention groups for reading instruction for students identified as strategic or intensive	K-3 1st Tuesday of the Month 4-8 2nd Tuesday of the Month	Principal, RTI Leader, Title, Sped, teachers	OAKs, Easy CBM, MAP data, RTI paperwork,		Regularly implemented	Team will decide analyze data and suggest changes to instruction Dean of Students and Principal will support classrooms by teaching targeted small groups

Action 8: Teachers will support students in developing student goals, communicating those goals to families and reviewing/adjusting those goals before and after each assessment period	Quarterly	Teachers/Title	BIG 5 Posters, Student Goals record sheet		Inconsistency among staff.	Remind all staff of of developing, reviewing, and communicating student goals while monitoring progress and implementation.

Specific	Measurable	Aligned	Results Driven	Timely

Lunch Clubs

Lunch clubs provide students opportunities to seek healthy ways to spend time with friends in a learning environment. Students at Pioneer will have many options for lunch club activities including intramurals, technology club, independent study (office, library, classroom, cafeteria, recess assistants) OBOB teams, choir, recycling club, gardening club, chess club, and card club. Students will choose a club on a monthly basis but may choose to remain in their same club throughout the school year.

Academic Support - Student wanting academic support will have an opportunity to meet with a teacher to provide help during club time. Any student that has unexcused absences during the school week will be required to spend a lunch club period with this teacher completing assignments from the day missed. Any students with chronic missing work may be asked to attend this session as well.

Detention- Students struggling with behavior during the school day may be required to attend detention during lunch club time. This will be recorded using our referral process and a contact home will be made. Students will be asked to reflect on their behavior and possibly meet with our school counselor.

After School Clubs

TAG -Students identified TAG will be invited to a District TAG program one Wednesday afternoon a month following early release. Watch Tuesday folders for more information on the TAG program.

Drama Club– Students will learn basic acting skills while practicing for a December performance. See Mrs. Latimer for more information.

Science Club– Competition team made up of 6-8th graders who will compete in 3 to 5 events related to science and engineering. See Mrs. Latimer for more information.

Yoga Club-Thursday after school 3:00-3.45. For more information email Kathryn.clunes@lebanon.k12.or.us
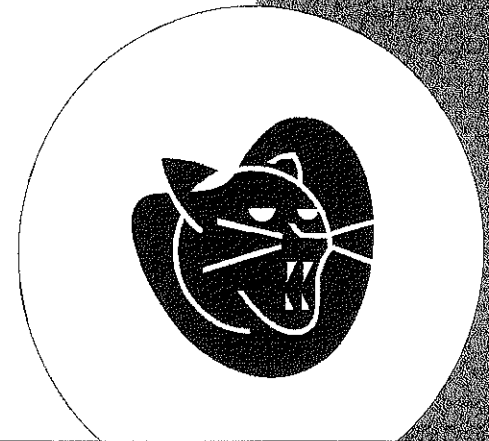
Dream, Explore, Discover

Second Step Curriculum

This newly purchased curriculum teaches empathy and communication, emotion-management and coping skills, and decision making. These skills help students stay engaged in school, make good choices, set goals, and avoid peer pressure, substance abuse, bullying, and cyber bullying. All students K-8 will be receiving Second Step Curriculum throughout their week. If you would like more information see http://www.cfchildren.org/second-step/middle-school.aspx

Assemblies

Pioneer middle school assemblies will be independent from K-5 and will be prep rally style with leadership opportunities for students to share successes on the last Thursday of the month from 1:45pm-2:20pm.

Pioneer Middle School

Dream, Explore, Discover

Tonya Cairo, Principal

541.451.8487 ext. 1232

Tonya.Cairo@lebanon.k12.or us

As we head into this 2014-15 year, Pioneer School is excited to offer many strong leadership opportunities for our 7th and 8th grade students. Please review the list with your child and feel free to ask teachers more specific questions about each offering. Pioneer School is committed to building leaders and preparing kids for college.

7th / 8th Grade Schedule

7:50-7:55 Morning Mtg.

7:55-8:55 Period 1

8:55-9:50 Period 2

9:50-10:05 Break

10:05-11:00 Period 3

11:00-12:00 Period 4

12:00-12:40 Lunch Clubs

12:40-1:00 Lunch

1:00-1:45 Period 5 Elective

1:45-2:30 Period 6 Elective

2:35 End of School Day
*Early release Wednesdays dismissal is 12:35

Electives for 2014-15

Engineering- Designing, building, and testing designs that solve real world problems with Mrs. Latimer

P.E.- Physical education with Mr. Harmon

Video Production- Create movies using technology with Mr. Winningham

Beginning Spanish- Prepare for H.S. Spanish by learning basic grammar, vocabulary, and conversation with Miss Mortenson

Adventures in News- Explore what is awesome, funny, and weird about the world we live in through class discussion and debate with Mrs. Shedden *Financial Literacy*-Gain knowledge of budgeting, credit, saving and spending money, with Anissa Arthenayake from OSU Federal (Taught on Friday's only and must be signed up for Mrs. Shedden's Adventures in News to participate.)

Leadership-Learn to be a leader and put your skills to the test by planning activities and getting involved in your school and community with Mr. Dickey

Guitar- Learn the fundamentals of guitar from strumming to chords and playing songs with Mrs. Parker

Technology & Art- Explore art, technology, and leadership with Mrs. Gregory

Math Enrichment- Gain additional practice and skill in learning grade level math concepts with small group support. This is a teacher assigned class for any students needing additional support and led by math teacher Miss Mortenson.

Reading Enrichment- Gain additional practice and skill in learning grade level reading concepts with small group support. This is a teacher assigned class for any students needing additional support and led by language arts teacher Mr. Dickey.

The Big 5-Goals for Future Success

1. Attendance (90% +)

2. GPA (3.0+) College Ready

3. Behavior (2 or less Referrals)

4. Test Scores: Smarter Balance

5. Passing All Classes

2014 NEU Re-Application to Remain a Member
Due January 16, 2015

Basic Information

Pioneer School

First earned membership in NEU Network: 2011

Address: 500 N. Fifth Street

Lebanon, Oregon 97355

school: 541-451-8487

Principal Tonya Cairo cell (541) 905-4783

tonya.cairo@lebanon.k12.or.us

K-8

Website: http://www.lebanon.k12.or.us/schools/pioneer/

Enrollment 440

Total staff members 44

Average Class Size: 27

Meet AYP 2013-2014 YES

Current Title I Status: Schoolwide

Free reduced: 67%

% students proficient in ELA 2013-14: 68.3% OAKS, EasyCBM

% students proficient in Math 2013-14: 61% OAKS, EasyCBM

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1. What has being an NEU School done to **enhance a Culture of Universal Achievement** on your campus? *

Every member of the staff believes that each child is capable of meeting academic standards in reading, language arts, and math, AND that the school has the power to make that opportunity a reality. We believe that college is an option for all our students. At Pioneer we demonstrate this by proactively teaching social skill curriculum, committing to be a PBiS school, hosting family evening events, modeling college language and chants, and using powerful symbolism to share this message of college readiness and academic achievement.

Incentives are incorporated on an individual and group basis for students and staff in recognition of both academic and social achievements.

2. What has being an NEU School done to **enhance the collaboration** that takes place on your campus? *

Pioneer believes in strong collaborative systems that build academic achievement and college readiness. There is shared leadership among our staff to promote

sustainability and a collegial approach to learning. Collaboration at Pioneer is demonstrated through weekly PLC grade level and benchmark meetings, building leadership teams, our PBiS and RTI team processes. This is evident in our documentation, templates, and notes from meetings.

3. What has being an NEU School done to **enhance your school's process of standards alignment?** *

Pioneer staff understand they are accountable for students being proficient in all academic areas. They have embraced the changes brought about by the CCSS and work diligently as teams to align content standards both horizontally and vertically. Teachers demonstrate this process in their PLC teams as they communicate weekly standards, align these standards with content and common assessments, plan interventions, and reflect this alignment through their grading system in Pinnacle.

4. What has being an NEU School done to **enhance your school's process of planning and administering assessments?** *

Pioneer staff understand the importance of both formative and summative assessment. As grade level teams, they take responsibility for gathering or creating formative assessments that make sense to them. Pioneer staff understands the importance of tracking students who are not making adequate academic progress towards proficiency, and then identify specific content areas that require intervention. Our strong RTI system is a solid representation of the important use of both formative and summative assessments.

5. What has being an NEU School done to **enhance your school's management of your data?** *

Pioneer staff are committed to collecting, disaggregating, and reporting data in a timely and user-friendly manner. They understand that this data must be easily accessible, openly shared, and deliberately arranged. They recognize the support that Title and Sped staff can offer working to collaborate and communicate. Pioneer staff demonstrate their commitment through sharing their data at grade level, benchmark, and whole school data meetings generating both staff and student goals from their data and reviewing these goals on a quarterly basis.
With the implementation of the LiveSchool incentive tool, we are able to also track students attendance, behavior, and offer rewards for showing responsibility in these areas. All teachers have the ability to give any student in the school a LiveSchool point and offer comments for the classroom teacher and parent to read about all behaviors and attendance occurring in the school environment.

6. What has being an NEU School done to **enhance the social and academic interventions you plan and implement** at your school? *

Pioneer staff understand that when students are taught what they need to learn and assessed for their levels of proficiency; there needs to be appropriate, data-driven

academic interventions to help students who are not on track to be proficient by the end of the year. Staff also understand there need to be similar social interventions, because children who are emotionally well adjusted are much more likely to be academically successful. Pioneer staff demonstrate this understanding by meeting weekly for RTI level meetings, hold weekly behavior meetings to review yellow and red zone behavior, team with Title and Sped to provide intensive small group academic.instruction, maximize learning opportunities through lunch clubs and strong academic electives, participate in AVID based strategies for organization support, and intentionally schedule K-8 remedial support for struggling learners.

7. Tell us about some **challenges** you confronted this year, and share the **plans you will implement in 2015** that will help your school achieve future success despite those challenges. *

The following are solutions implemented to increase the overall Pioneer experience:

- Playground behavior was identified consistently through behavior data analysis (SWIS) as an area of concern. Our PBIS behavior team met and decided to add additional SAs to playground. Our principal identified a leading supervisor to provide training and consistency when needing to re-teach appropriate behaviors. We created both electronic and paper communication tools of recess areas routines and expectations.

- Parent pick up was another area of concern. To ensure the safety of our students and to create an effective system, color coded square areas were painted for each grade level to help give students an area to wait, be safe, and more observant when it is their turn to get in a car. This increased student safety and increased the efficiency of our wait time in the pick up line.

- Based on our school wide behavior analysis, middle school recess was another area of concern. Through collaborative discussions, middle school recess time was changed to include a variety of student choice clubs. Among the choices are classroom teacher's assistant, middle school choir, technology club, recycling club, intramurals, office assistants, cafeteria monitors, chess club, and card club.

- We separated K-5 and 6-8 into separate monthly assemblies to cut down on time and provide more opportunities for age appropriate activities. This has increased student engagement while increasing instructional minutes.

- Pioneer wanted to create more of a middle school environment and provide more electives for students to choose from. Pioneer has enhanced middle school electives by adding additional and more rigorous courses (Engineering, Spanish, Leadership, Guitar, Current Events, and Video Production).

- To meet the needs of our students based on collaborative discussions and

analysis of academic progress monitoring, we added middle school remedial math and reading courses for our lowest 20%.

- We also started a monthly TAG program to challenge our Talented and Gifted Students.

- In order to create a consistent positive system of expectations and universal terminology, we adopted and implemented a Bullying Prevention Program called Second Steps. Weekly real life situations revolving around problems and solutions are discussed throughout the school.

- We hired a Dean of Students to support student behavior through the development of Check in Check Out systems, Behavior Intervention Plans, Functional Behavior Assessments, and Individual 504s to empower students to make positive choices that enable students' success both academically and socially. The Dean of Students also helps promote a positive cultural environment to promote and increase consistent student attendance (truancy). Through teacher collaboration and mentoring, the Dean of Students helps increase student engagement and classroom management strategies that directly impact student behavior and learning. We created both electronic and paper communication tools of all PBiS elements to increase dissemination of information.

- Counseling for students through LCMH, Trillium services, and a bi-weekly school counselor were created and established. Collaboration and analysis of student data and educator referrals based on students needs and behavior determine which students receive services and which type of service to provide. We are determined to ensure we reach and meet the needs of the whole child from an early age.

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8. What is **unique** about the **culture of college readiness** you are developing at your school?

No Excuses does not mean no compassion. It simply means problem solving to find a way or make one.

- College and Career Fair - February of 2015: Preparing to invite community members to share their college path and what steps they needed to take to be in their career.

- Community Partnership with OSU Credit Union, American Legion, Comp NW Medical College build a community bridge to real world careers.

- Medical College Students mentor our middle school students throughout the year with conversations around actions steps to attain real life goals.

- We have financial literacy classes through partnerships. Currently we are offering a financial literacy class as an middle school elective on Fridays.

- Junior achievement day is embedded with quality interactive activities to train and teach K-8 students financial literacy skills.

- We have a thriving partnership with the Veterans Home and American Legion. We have a Veteran's event where students interview and honor local veterans.

9. Please provide your suggestions and ideas that will help us improve the resources and services we provide: *

We do not have any suggestions or ideas at this time. Thank you for creating diverse ways in which information is communicated.

Elementary English Language Arts (ELA) Adoption Update:

The elementary team of teachers from all six elementaries, Title I and specialist teachers have met for three days over the last couple months. We reviewed four curricula from the state adoption list, surveyed staff and parents and had interested teachers view the four choices at the February In-Service. Our priorities based on this information was to have one adoption for all six schools, be rigorous and aligned to the Common Core State Standards, have a systematic phonics/phonemic awareness component and support a love of reading. With all this information, we recommend the district adopt Journeys from Houghton Mifflin Harcourt as the elementary ELA adoption. We hope to begin professional development on our May Wednesday Early Release and support on-going professional development once a month also on Wednesday Early Release days.

Board Policy Update

5/14/15

Policy DJ - Added language of procurement card and utilities to address practice.

(Enclosure E-2)

District Purchasing

The function of district purchasing is to serve the educational program by providing the necessary supplies, equipment and services. Items commonly used in the various schools and their subdivisions will be standardized whenever consistent with educational goals and in the interest of efficiency or economy.

The director of business is appointed by the Board to serve as purchasing agent. He/She will be responsible for developing and administering the district's purchasing program.

No obligation may be incurred by any officer or employee of the Board unless that expenditure has been authorized in the budget or by Board action and/or Board policy. In all cases calling for the expenditure of district money, except payrolls, a requisition and purchase order system must be used.

No purchase, with the exception of a petty cash purchase, procurement card, and utilities will be authorized unless covered by an approved purchase order. No bills will be approved for payment unless purchases were made on approved orders.

The superintendent or designee is authorized to enter into and approve payment on contracts obligating district funds for products, materials, supplies, capital outlay and services that are within current budget appropriations. The Board shall approve all contracts that are collective bargaining agreements or service contracts that include the provision of labor performed by district employees, such as custodial, food service and transportation services.

The director of business will review bills due and payable for the purchase of supplies and services to determine if they are within budget amounts. After appropriate administrative review, the director of business will direct payment of the just claims against the district. The superintendent director of business are responsible for the accuracy of all bills and vouchers.

No Board member, officer, employee or agent of this district shall use or attempt to use his/her official position to obtain financial gain or for avoidance of financial detriment for himself/herself, a relative or for any business with which the Board member or a relative is associated. Acceptance of any gratuities, financial or otherwise, from any supplier of materials or services to the district by any Board member, officer or employee of the district is prohibited.

END OF POLICY

Legal Reference(s):

ORS 244.040
ORS Chapters 279, 279A, 279B 279C

ORS 294.311
ORS 328.441 - 328.470

ORS 332.075

OAR 125-025-0040

Lebanon Education Day
May 26, 2015
RESOLUTION 1415-05

WHEREAS, We believe there is interdependence between our schools and our community, where the schools belong to the community and the community belongs to the schools; and

WHEREAS, Community partners have helped achieve great things for our children by providing monetary, volunteer, mentor and in-kind support; and

WHEREAS, Community involvement is important to instilling positive values and encouraging students to be life-long learners -- a critical aspect of a healthy community.

WHEREAS, Recognition of our supporters is essential to building ongoing partnerships; and

WHEREAS, Student success through literacy is a community-wide effort and goal; so

WHEREAS, We celebrate Lebanon's Gift of Literacy, in accordance with the Lebanon Education Day, designed to inspire young readers through partnership.

THEREFORE, We, the elected board members of Lebanon Community Schools of Lebanon, Oregon, declare May 26, 2015 to be Lebanon Education Day, a day devoted to promoting literacy and a love of learning, encouraging partnerships, and celebrating thriving community involvement.

Dated this _____ day of _____ 2015

_____
Richard Borden, Board Chair

_____
Rob Hess, Superintendent

_____
Liz Alperin, Board Vice Chair

_____
Mike Martin, Board Member

_____
Russ McUne, Board Member

_____
Jerry Williams, Board Member

Student Drug Testing

CO-CURRICULAR POLICY AND DRUG TESTING PROGRAM
REGARDING TOBACCO, ALCOHOL & ILLEGAL DRUGS

The use of tobacco/alcohol/non-prescribed or illegal drugs is prohibited. No student involved in a co-curricular activities shall knowingly possess, use, sell, supply or be under the influence of alcohol, a tobacco product, performance enhancing drug, inhalants, or controlled substance of any kind. This policy shall be in effect 24 hours a day, from the first day of practice through the end-of-season awards dessert.

Students choosing to participate in co-curricular activities are prohibited from knowingly attending or remaining at events where individuals are engaged in breaking the law by possessing, using, delivering, and/or selling alcohol, marijuana, and/or other illegal substances. These events include, but are not limited to parties and group gatherings. It is the student's responsibility to immediately remove himself/herself from the party or group gathering as soon as the student becomes aware alcohol, marijuana, and/or illegal substances are being possessed, used, delivered, or sold in violation of the laws of the State of Oregon. The North Bend School District recognizes a student cannot be responsible for the misbehavior of other individuals; however, it is the student's responsibility to avoid associating with individuals engaging in illegal activities. Students found guilty of being in violation of this policy by knowingly attending or remaining at such an event will be treated as a first, second, or third offense depending on them having any previous violations of the athletic policy.

A student will not be held accountable for attending a gathering or party in the actual presence of their parent or other legal guardian under the following circumstances:

1. If the complaint is the minor used alcohol, the student can show that their parent or guardian consented to the consumption, consistent with the provisions of ORS 471.430(1).
2. If the complaint is that the minor was around other individuals that broke the law by consuming alcohol, the student can show that their parent or guardian consented to the student's attendance at the gathering and was physically present at the event.

North Bend High School believes that student safety is paramount in building a positive co-curricular program. Because of this belief, all students involved in co-curricular activities that are not a part of a graded class will be tested for illegal substances. This includes all students involved in OSAA competitions, school plays, the Mr. Bulldog pageant, student council, and other possible activities.

Students who participate in co-curricular activities will be tested at the start of the season, (Fall, Winter, and Spring) and may be tested one or more times during the season. These tests will be urine analysis' that will be given by administrators and/or their designee. Failure to comply with taking a UA at the assigned time will result in the student forfeiting the right to participate in practice or games/events during that season. Actual tests will be administered in the respective locker rooms. Sample containers will be labeled before a participant takes possession of it. After completion, each participant will bring the container to the test administrator who will take it and place the container on a table and keep it private from other participants. Parents will always be contacted if their child has a positive result on any test.

First Offense:
   a.) **Two calendar week suspension from participation in all athletic games, activities and competitions (must attend all practice sessions). Suspensions will begin on the first official contest day.**
   b.) **Student will complete a minimum of 15 hours of community service, which will be set within reason by the coach, before participation in future activities/events.**
   c.) *Mandatory meetings of the student and parent with the school counselor initiated by the parents and a willingness to follow his/her recommendation.* **Failure to comply with the recommendation after the first offense shall be punished as if the student committed a second offense.**
   d.) **Submit to drug testing at any time during the remainder of the season.**

Second Offense:
- a.) Full suspension from all activities for the remainder of the season or 45 days, whichever is longer.
- b.) Student will complete a minimum of 25 hours of community service, which will be set within reason by the coach, before participation in future activities/events
- c.) Mandatory follow-up sessions of the student and parent with the school counselor initiated by the parents. Reinstatement of the student into the activity is contingent upon the student complying with recommendations made by the counselor or other appropriate professional person and his/her approval for reinstatement. Failure to comply with the recommendation after the second offense shall be punished as if the student committed a second offense.
- d.) Submit to drug testing at any time during the remainder of the season.

Third Offense:
- a.) Full suspension from all co-curricular programs for the remainder of the school year and the following year. Students may participate in following years with the approval of the Principal, Athletic Director, and the students Counselor.

Violations occurring during the summer will have the following consequences: The athlete must complete the consequences during the season of the sport they were involved in when the offense occurred. A minimum of 30 hours of community service must be completed before participation in contest.

This policy shall be in effect from the start of the school year until the end of the school year and/or at any school sponsored activity outside the school year (i.e. summer camps).

Student Signature: _____ _____ Date: _____

Parent Signature: _____ Date: _____

Student Drug Testing**

As part of the district's substance abuse prevention efforts, mandatory drug testing will be required of all student athletes and participants in competitive extracurricular activities, in all grade levels where substance abuse is perceived to be a problem, in order to:

1. Provide for the health and safety of student athletes' and participants in competitive extracurricular activities;

2. Undermine the effects of peer pressure; and

3. Encourage participation in treatment programs, at parent expense, for student athletes with substance abuse problems.

Competitive extracurricular activities are defined as district-sponsored athletics and other interscholastic activities which are sanctioned by the Oregon School Activities Association (OSAA) (e.g., dance, drill, music solo/band/choir/orchestra, cheerleader and speech) and other district-sponsored activities (e.g. Forestry, FFA, and Drivers Education).

No student athlete or participant in competitive extracurricular activities shall be penalized academically for testing positive for illegal or performance-enhancing drugs. Test results will not be documented in any student's education records. Information regarding the results of drug tests will not be disclosed to criminal or juvenile authorities absent a valid and binding subpoena or other legal process, which the district shall not solicit.

In the event of a subpoena or other legal process, the district will notify the student's parents at least 72 hours prior to releasing information.

Student athletes and participants in competitive extracurricular activities will submit to random testing that will be conducted periodically by a method determined by the district to assure the integrity, confidentiality and random nature of the selection process.

No district employee shall knowingly sell, market or distribute steroid or performance enhancing substances to kindergarten through twelfth grade students with whom the employee has contact as part of the employee's district duties, or knowingly endorse or suggest the use of such drugs.

The superintendent will develop administrative regulations to implement the drug-testing program in accordance with the provisions of law.

END OF POLICY

Legal Reference(s):

ORS 329 095	ORS 339 240	ORS 342 726
ORS 332 107	ORS 339 250	ORS Chapter 475
ORS 336 222	ORS 342 721	OAR 581-021-0050 to -0075
ORS 336 227	ORS 342 723	OAR 581-022 0413
		OAR 581-022 0416

Vernoma Sch Dist 47J v Acton, 515 U S 646 (1995)
Bd of Educ of Indep Sch Dist No 92 of Pottawatomie County v Earls, 536 U S 822 (2002)
Weber v Oakridge Sch Dist 76, 184 Or App 415 (2002)

Student Drug Testing**

Definitions

1. "Illegal drug" is any drug which an individual may not sell, possess, use, distribute or purchase under state law, or as defined in schedules I through V of the Controlled Substances Act (21 U.S.C. § 812) including, but not limited to, marijuana, cocaine, opiates, amphetamines and phencyclidine (PCP). As used in this policy, "illegal drug" also means possession, use, sale or supply of prescription and nonprescription medication - in violation of Board policy JHCD - Administering Noninjectable Medicines to Students and accompanying administrative regulation "Illegal drug" shall also include alcohol.

2. "Performance-enhancing drug" includes anabolic steroids and any other natural or synthetic substance used to increase muscle mass, strength, endurance, speed or other athletic ability. The term "performance-enhancing drug" does not include dietary or nutritional supplements such as vitamins, minerals and proteins which can be lawfully purchased in over-the-counter transactions.

3. "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 does not include dietary food supplements.

4. "Nonprescription medication" means only commercially prepared, non-alcohol-based medication to be taken at school that is necessary for the student to remain in school. This shall be limited to eyes, 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.

Consent

Each student wishing to participate in athletics and/or extracurricular activities and the student's parent(s) shall consent in writing to drug testing. Written consent shall be in the form attached to this administrative regulation. No student shall be allowed to participate in athletics and/or extracurricular activities without such consent.

Selection

All student athletes and extracurricular activity participants may be tested at the beginning of the athletic season or extracurricular activity in which they participate. In addition, selection for random testing will be by lottery from a pool of all students participating in athletic and/or extracurricular activity programs in the district at the time of the drawing.

The superintendent shall take reasonable steps to assure the integrity, confidentiality and random nature of the selection process including, but not limited to, assuring that:

1. The names of all participating students are in the pool;

2. The person drawing names has no way of knowingly choosing or failing to choose particular students for testing;

3. The identity of students drawn for testing is not known to those involved in the selection process;

4. The selection process is observed by at least two adults.

Testing

Testing will be conducted by a laboratory selected by the district. Chain of custody procedures, as recommended by the laboratory, will be followed.

Samples will be collected at a mutually convenient time on the same day the student is selected for testing or, if the student is absent on that day, on the day of the student's return to school. If a student is unable to produce a sample at any particular time, the student will be allowed to return later that same day to provide the sample. All students selected for testing will be given the option of providing samples in private. Students who refuse to provide a sample will be considered to have tested positive and will be subject to the procedures listed below.

The testing laboratory will test for one or more illegal or performance-enhancing drugs. The superintendent shall decide prior to selection of students which illegal or performance-enhancing drugs shall be screened. Samples will not be screened for the presence of any substance other than an illegal or performance enhancing drug or for the existence of any physical condition other than drug intoxication.

Samples will be split at the time of testing. The duplicate samples will be sealed and maintained by the laboratory in the event a second test is requested.

The testing laboratory will report results only to the superintendent or his/her designee.

Positive Test Results

If the student's test results indicate the presence of illegal or performance-enhancing drugs, the following will occur:

1. The student or parent may request within 72 hours of a positive test notification that the second specimen sample be tested. The student may voluntarily disclose use of prescription medication which may have affected the outcome of the test;

2. If the second sample tests negative, the student and parent will be notified and no further action will be taken. If the second sample tests positive, notification will be made and a meeting will be scheduled with the student, the parent(s) and the administration.

Discipline

Due process procedures will be followed for all discipline arising from violation of the district's policy.

First Positive Result

1.   Notify student and parent(s);

2.   Meeting scheduled by the administration, with the parent(s) and student;

3.   The student will be given the option of:

    a.   Voluntary participation and successful completion of a drug assistance program with submission to follow-up drug testing as may be required, at parent expense; OR

    b.   Suspension from participation in athletics and other interscholastic activities which are sanctioned by the Oregon School Activities Association (OSAA) for the 21 consecutive calendar days starting with the day of suspension and suspension from extracurricular activities for the remainder of the suspension.

10.   During the suspension the student will not participate in any activities, practices, meetings, and/or school sponsored events (which also include dances and non academic field trips).

Second Positive Result (high school career)

1.   Notify student and parent(s);

2   Meeting scheduled by the administration, with the parent(s) and student;

3.   The student will be suspended from participating in athletics or other interscholastic activities which are sanctioned by OSAA for the remainder of the current season and the next athletic season for which the student is eligible and suspension from extracurricular activities for the remainder of the suspension.

4.   During the suspension the student will not participate in any activities, practices, meetings, and/or school sponsored events (which also include dances and non academic field trips).

Third Positive Result (high school career)

1.   Notify student and parent(s);

2.   Meeting scheduled by the administration, with the parent(s) and student;

3.   The student will be suspended from participating in athletics and other interscholastic activities which are sanctioned by the OSAA for the remainder of the current season and the next two athletic seasons for which the student is eligible and suspension from extracurricular activities for the remainder of the suspension.

4   During the suspension the student will not participate in any activities, practices, meetings, and/or school sponsored events (which also include dances and non academic field trips).

Appeal Process

A student who has been determined to be in violation of the district's drug testing policy shall have the right to appeal the decision to the superintendent or his/her designee. The appeal must be submitted to the superintendent, in writing, within five calendar days following the meeting with the principal. The student will remain ineligible to participate in athletics and/or extracurricular activities pending the appeal.

The superintendent or his/her designee will determine whether the original finding was justified.

If dissatisfied with the superintendent's decision, the student may appeal to the Board by providing notice within five calendar days of the superintendent's decision.

Relationship to Student Discipline Policies

Normal disciplinary measures which may affect eligibility are still applicable for violations which do not arise from these testing procedures

STUDENT DRUG-TESTING AUTHORIZATION FORM

I understand that my performance as an athlete and/or participant in extracurricular activities and the reputation of my school are dependent, in part, on my conduct as an individual. I hereby agree to accept and abide by the Board policies, administrative regulations and rules of the Myrtle Point School District.

I also authorize Myrtle Point School District to conduct a test for drug use on a urine specimen which I provide. I also authorize the release of information concerning the results of such a test to the district and to my parent(s)

This shall be deemed a consent pursuant to the Family Educational Rights and Privacy Act for the release of the above information to the parties named above.

I have received a copy of this release. I have read and understand the district policy and administrative regulation.

_____   _____
Student Signature   Date

_____   _____
Parent Signature   Date

Student Drug Testing**

Definitions

1. "Illegal drug" is any drug which an individual may not sell, possess, use, distribute or purchase under state law, or as defined in schedules I through V of the Controlled Substances Act (21 U.S.C. § 812) including, but not limited to, marijuana, cocaine, opiates, amphetamines and phencyclidine (PCP). As used in this policy, "illegal drug" also means possession, use, sale or supply of prescription and nonprescription medication - in violation of Board policy JHCD - Administering *Noninjectable Medicines to Students and accompanying administrative regulation* and JHCDA - Administering Injectable Medicines to Students. "Illegal drug" shall also include alcohol.

2. "Performance-enhancing drug" includes anabolic steroids and any other natural or synthetic substance used to increase muscle mass, strength, endurance, speed or other athletic ability. The term "performance-enhancing drug" does not include dietary or nutritional supplements such as vitamins, minerals and proteins which can be lawfully purchased in over-the-counter transactions.

3. "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 does not include dietary food supplements.

4. "Nonprescription medication" means only commercially prepared, non-alcohol-based medication to be taken at school that is necessary for the student to remain in school. This shall be limited to eyes, 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.

Philosophy

South Lane School District believes 1) that athletics and co-curricular activities advance student learning and positive engagement, 2) that such participation is both a choice and a privilege, and 3) that the value to the participant includes the pursuit of common goals and peers who hold each other accountable.

Consent

Each student wishing to participate in athletics and/or extracurricular activities and the student's parent(s) shall consent in writing to drug testing. Written consent shall be in the form attached to this administrative regulation. No student shall be allowed to participate in athletics and/or extracurricular activities without such consent.

Selection

All student athletes and extracurricular activity participants may be tested at the beginning of the athletic season or extracurricular activity in which they participate. In addition, selection for random testing will be by lottery from a pool of all students participating in athletic and/or extracurricular activity programs in the district at the time of the drawing.

The superintendent shall take reasonable steps to assure the integrity, confidentiality and random nature of the selection process including, but not limited to, assuring that:

1.   The names of all participating students are in the pool;

2.   The person drawing names has no way of knowingly choosing or failing to choose particular students for testing;

3.   The identity of students drawn for testing is not known to those involved in the selection process;

4.   The selection process is observed by at least two adults.

Testing

Testing will be conducted by a laboratory selected by the district. Chain of custody procedures, as recommended by the laboratory, will be followed.

Samples will be collected at a mutually convenient time on the same day the student is selected for testing or, if the student is absent on that day, on the day of the student's return to school. If a student is unable to produce a sample at any particular time, the student will be allowed to return later that same day to provide the sample. All students selected for testing will be given the option of providing samples in private. Students who refuse to provide a sample will be considered to have tested positive and will be subject to the procedures listed below.

The testing laboratory will test for one or more illegal or performance-enhancing drugs. The superintendent shall decide prior to selection of students which illegal or performance-enhancing drugs shall be screened. Samples will not be screened for the presence of any substance other than an illegal or performance enhancing drug or for the existence of any physical condition other than drug intoxication.

Samples will be split at the time of testing. The duplicate samples will be sealed and maintained by the laboratory in the event a second test is requested.

The testing laboratory will report results only to the superintendent or his/her designee.

Positive Test Results

If the student's test results indicate the presence of illegal or performance-enhancing drugs, the following will occur:

1.   The student or parent may request within 48 hours of a positive test notification that the second specimen sample be tested. The student may voluntarily disclose use of

prescription medication which may have affected the outcome of the test;

2. If the second sample tests negative, the student and parent will be notified and no further action will be taken. If the second sample tests positive, notification will be made and a meeting will be scheduled with the student, the parent(s) and the principal.

Discipline

Due process procedures will be followed for all discipline arising from violation of the district's policy.

First Positive Result

1. Notify student and parent(s);

2. Meeting scheduled by the district's designee, with the parent(s) and student;

3. The student and parent will agree to:

    a. Voluntary participation and successful completion of a drug assistance program with submission to follow-up drug testing as may be required, at parent expense; AND

    b. Suspension from participation in athletics and/or extracurricular activities for the equivalent of 25% of the athletic competition and/or extracurricular activities scheduled for the season.

4. Second Positive Result

    a. Notify student and parent(s);

    b. Meeting scheduled by the district's designee with the parent(s) and student;

    c. The student will be suspended from participating in athletics and/or extra-curricular activities for one calendar year. This consequence may be reduced to two sports seasons/activity seasons if the athlete/participant (at the parents expense) agrees to a treatment program and random drug testing for the remainder of their athletic and/or extracurricular activity participation at CGHS. The assessment/recommendation protocol identified in the first offense shall apply as well.

5. Third Positive Result

    a. Notify student and parent(s);

    b. Meeting scheduled by the district's designee, with the parent(s) and student;

    c. The student will be suspended from participating in athletics and/or extracurricular activities for the remainder of the student's high school career.

Appeal Process

A student who has been determined to be in violation of the district's drug testing policy shall have the right to appeal the decision to the superintendent or his/her designee. The appeal must be submitted to the superintendent, in writing, within five calendar days following the meeting with the district's designee. The student will remain ineligible to participate in athletics and/or extracurricular activities pending the appeal.

The superintendent or his/her designee will determine whether the original finding was justified.

The superintendent's decision shall be final.

Relationship to Student Discipline Policies

Normal disciplinary measures which may affect eligibility are still applicable for violations which do not arise from these testing procedures.

STUDENT DRUG-TESTING AUTHORIZATION FORM

I understand that my performance as an athlete and/or participant in extracurricular activities and the reputation of my school are dependent, in part, on my conduct as an individual. I hereby agree to accept and abide by the Board policies, administrative regulations and rules of the South Lane 45J3 School District.

I also authorize South Lane School District to conduct a test for drug use on a urine specimen which I provide. I also authorize the release of information concerning the results of such a test to the district and to my parent(s).

This shall be deemed a consent pursuant to the Family Educational Rights and Privacy Act for the release of the above information to the parties named above.

If you would like a copy of the district policy and/or your signed release, please contact your coach.

_____

Student Name (printed)

_____   _____

Student Signature   Date

_____   _____

Parent/Guardian Signature   Date

LEBANON COMMUNITY SCHOOLS
Lebanon, Linn County, Oregon
April 9, 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:

Russ McUne	Director	Rob Hess	Superintendent
Richard Borden	Director	Ryan Noss	Assistant Superintendent
Mike Martin	Director	Bo Yates	Assistant Superintendent Operations
Jerry Williams	Director	Linda Darling	Business Director

Board Member Liz Alperin was absent.

GOOD NEWS

1.   **Report:**   Lacomb School Report-Good News/Tim Geoghegan

Lacomb Principal Tim Geoghegan shared "Good News" regarding Lacomb School using a Power Point presentation speaking to the following points:

1) We value
2) Academics
3) Behavior and Attendance
4) Students
5) Community Support
6) PTC Support
7) What's next
8) Questions

Jerry Williams voiced his concern that Lacomb's state rating of "Not Meeting" seems to be steadily going up.

Tim Geoghegen shared that student attendance is a factor. He also pointed out that Lacomb is going to begin AVID which should help with stagnation and complacency.

Mike Martin questioned: 1) What model Lacomb is using for Science, 2) Is counseling full time, 3) Who runs the Homework club, 4) Who coordinates the community programs, and 5) What model does Lacomb use for Questions?

Tim Geoghegan explained: 1) The STEM model for Science, 2) The counselor works 12 hours a week, 3) Classified Staff run the Homework Club, 4) The Office Manager coordinates the community programs, and 5) We let students ask the questions.

Jerry Williams questioned if Lacomb has approach the City Library to see if they have a mobile library that could come to Lacomb.

Tim Geoghegan said that Lacomb is still researching what the after hour library will look like.

GENERAL BUSINESS

1. **Action:**   Adopt on 2nd Reading of Board Policies (Enclosure E-1)
   - DN – Disposal of District Property
   - EBCB – Emergency Drills
   - EBCD – Emergency Closures
   - GBDA – Mother Friendly Workplace
   - GBM – Staff Complaints
   - IKH – Credit for Proficiency
   - JFG – Student Searches
   - JHCD – Nonprescription Medication
   - JHCDA – Prescription Medication

Jerry Williams made a motion to adopt the policies on 2nd reading as presented. Russ McUne seconded.

Mike Martin questioned if the language in Policy JFG-Student Searches the second to last paragraph "District officials will attempt to notify the student's parent(s) in advance and will be present for all such searches, whenever possible" meant parents or district officials would be present during searches.

Ryan Noss said that it meant parents.

Richard Borden called for the vote. The motion carried by majority.

2. **Action:**   Approve on 1st Reading (Enclosure E-2)
   DJ – District Purchasing

Russ McUne made a motion to approve on 1st reading policy DJ as presented. Jerry Williams seconded. The motion carried by majority.

3. **Information Only**: Revised Board Policy AR's (Enclosure E-3)
   - DJFA-AR(1) – Business Expense (Bank Card) Claim

Linda Darling shared that DJFA-AR was no longer needed as the P-card system which does not use this form.

4. **Action:**   Adopt on 1st Reading 2015-2016 District Calendar (Enclosure E-4)

Jerry Williams made a motion to adopt on 1st reading the 2015-2016 District Calendars. Russ McUne seconded.

Mike Martin questioned if the calendar would be readjusted if necessary to comply with on-going certified negotiations.

Rob Hess explained that the calendar needs to be adopted by the end of April, but it can be revised later if necessary to comply with a settled contract.

Richard Borden called for the vote. The motion carried by majority.

FINANCE

1. Action: Approve Meal Reimbursement Process (Enclosure F-1)

Linda Darling explained that she is proposing to shift meal reimbursement to a daily per diem rate for travel 2 or more days. This will not require receipts and also allows for an employee to request prepayment. She will bring this back to the board in June with meal rates for approval, but would like to have the process in place for employee summer travel.

2. Action: Approve Resolution 1415-04 School Funding (Enclosure F-2)

Rob Hess explained the need for the resolution for school funding and the lack of commitment to funding education, but pointed out that the $7.235 billion has already passed the legislature. Rob pointed out that they are now working to get $7.5 billion.

The consensus of the Board was to sign the resolution and send to show support even though it is already a done deal.

CONSENT AGENDA

1.   Action: Approve March 12, 2015 Board Minutes (Enclosure I-1)

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

BOARD OF EDUCATION TIME/DISCUSSION

April 23, 2015	6:00 p.m./District Office Board Room	Regular Board Meeting
April 23, 2015	7:00 p.m./District Office Board Room	Budget Committee Meeting #1
May 14, 2015	6.00 p.m./District Office Board Room	Regular Board Meeting
May 14, 2015	7:00 p m /District Office Board Room	Budget Committee Meeting #2
May 28, 2015	6:00 p.m./District Office Board Room	Regular Board Meeting
May 28, 2015	7:00 p.m./District Office Board Room	Budget Committee Meeting #3
June 11, 2015	6·00 p.m./District Office Board Room	Public Hearing and Special Board Meeting

SUPERINTENDENT COMMUNICATION

Rob Hess shared information regarding his China Exchange program. He explained that it was a COSA sponsored trip. The goal is to establish educational relationships with China.

ADJOURN

The meeting adjourned at 7:03 p.m.

(Recorded by Kathy Schurr)

_____
Richard Borden, Board Chair

_____
Rob Hess, Superintendent

A Special Board/Budget Committee meeting was held in the Board Room at the District Office on April 9, 2015. Richard Borden, Board Chairperson, called the meeting to order at 7:08 p.m. Those present included:

Richard Borden	Board Member	David Champion	Budget Member
Mike Williams	Board Member	Macey France	Budget Member
Jerry Williams	Board Member	John Snyder	Budget Member
Russ McUne	Board Member	David Champion	Budget Member

Rob Hess	Superintendent		
Ryan Noss	Assistant Superintendent	Linda Darling	Business Director
Bo Yates	Assistant Superintendent		

Information:

a) Financial Update

Linda Darling shared that the legislature is proposing a 50/50 split for educational funding for the bienunnem. In the past it was 49/51 to take care of increase costs for the second year, therefore will need to be mindful as we go forward that we need to reserve money to see us through the second year. Linda said that the District is hoping to see a new estimate come out shortly to see more closely what that looks like. Linda reported that there are some bills coming from the legislature that need to be completed before we know all the pieces. It could be as late as July or August before we know what we are truly getting for funding. Two bills that are gaining some ground that could impact the District financially are: 1) unemployment bill and 2) minimum wage bill. The unemployment bill would allow all non-instructional employees to collect unemployment during the summer layoff. Linda shared that a bill is also being proposed that would direct timber payments back to the school districts.

b) Operational Components (Enclosure 2-b)

Bo Yates handed out information to the Committee on facility work that is planned for the summer at each of the buildings. The information included costs associated with the work. He pointed out that he is meeting with Principals to see if they have projects and if so then projects will be prioritized and done as funds allow.

Bo Yates shared a second handout with information regarding technology and needs at each building.

Bo Yates went on to share the budget narrative/request information.

c) Report on Requested Information (Enclosure 2-c)

Linda Darling pointed out that the Title IIA information requested by Liz Alperin was included in the Committee packets. Linda pointed out that a large chunk of the Title IIA funds were used to train staff in AVID.

1.   Public Comment

There were no public comments.

2.   Request for Information

There were no requests for information.

Budget Committee Meeting Dates

April 23, 2015	7:00 p.m./District Office Board Room	Budget Committee Meeting #1
May 14, 2015	7:00 p.m./District Office Board Room	Budget Committee Meeting #2
May 28, 2015	7:00 p.m./District Office Board Room	Budget Committee Meeting #3
June 11, 2015	6:00 p.m./District Office Board Room	Public Budget Hearing & Special Board Meeting

Linda Darling shared that a proposed budget will be presented at the 1st Official Budget Meeting on April 23rd.

Adjournment

The meeting adjourned at 8:00 p.m.

(Recorded by Kathy Schurr)

_____
Rob Hess, Superintendent

_____
Richard Borden, Board Chair