

Lacomb School Student/Parent Handbook 2018-2019



Pursuing excellence for every student every day!

**34110 East Lacomb Road
Lebanon, Oregon 97355
541-451-8565**

**Whitney Connolly
Principal**

**Gayle Bishop
Office Manager**

**Lori George
Secretary**

PREFACE

The Lebanon Community School District is dedicated to developing responsible and caring citizens. To develop responsible and caring citizens, the District believes in the right of the students' to receive the best education that our resources can provide.

The right to an education is based on the concept of individual human dignity, which includes individual choice and the responsibility of accepting the consequences of that choice. The orderly operation of schools requires the respectful cooperation of students, parents, community, staff, and the School Board.

Lebanon Community School District does not discriminate on the basis of race, religion, color, national origin, disability, marital status, sex, sexual orientation or age in providing education or access to benefits of education services, activities and programs in accordance with Title VI, Title VII, Title IX and other civil rights or discrimination issues; Section 504 of the Rehabilitation Act of 1973, as amended; and the Americans with Disabilities Act; and the Americans with Disabilities Act Amendments Act of 2008.

The material covered within this *Lacomb School Student and Parent Handbook* is intended as an opportunity to communicate to students and parents regarding general school information, expectations and procedures. Any information contained in this handbook is subject to unilateral revision or elimination from time to time without notice. This handbook is not intended to either enlarge or diminish any Board policy, administrative regulation or negotiated agreement. Material contained herein may therefore be superseded by such Board policy, administrative regulation or negotiated agreement.

Lacomb School - Important Information

Principal: Whitney Connolly whitney.connolly@lebanon.k12.or.us

Office Hours: 7:30 - 4:00

Student Hours: Breakfast - 7:50-8:10
School Begins - 8:10 (tardy bell is at 8:10)
Dismissal - 2:55 (12:45 on early release Wednesdays)

Lacomb School - Staff Directory

Office Staff

Gayle Bishop, Office Manager
Lori George, Secretary

Counseling

Sarah Alexander, School Counselor

Special Services

Mercedes Miller, Special Education Teacher
Tami Ainsworth, Instructional Assistant
Kim Beggs, Instructional Assistant
Amanda Gaskey, Behavior Support
Megan Hardy, Behavior Support
Lynette Lown, Personal Care Assistant
LaLona McCready, Instructional Assistant
Colette Smith, Media Assistant

Playground/Supervision

Julie Giddens
Amber LeBard
Sasha O'Brien
Grasie Sandoval-Lemus

Classroom Teachers

Summer Crawford, Kindergarten
Susan Craig, Kindergarten/1st Grade
Della Long, 1st Grade
Carmen Robinson, 2nd Grade
Sage Randklev, 3rd Grade
Sam Burian, 4th Grade
Rachel Jetton, 5th Grade
Kim Coleman, 6th Grade
Ryan McGovern, 7th Grade
Brandon Weist, 8th Grade
Kevin Burt, PE
Shannon Webb, Music

Facilities

Chad Hacker, Custodian and Facilities Operator
Ken Hite, Facilities Operator

Kitchen

Karen Hepler
Becky Hubbert

Lacomb School Student/Parent Handbook

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Visiting and Volunteering at Lacomb School

Welcome! We are glad you are here. The following procedures are designed to make your visit pleasant and rewarding while maintaining a productive and safe learning environment for students.



Any volunteers (including parents) who meet the following criteria must complete the **background check process** and may not volunteer until the background check clears:

- The volunteer will have contact with students;
- The volunteer has a regular and ongoing assignment at the school;
- The volunteer will be off campus on field trips with students; or
- Any frequent visitor.

Background Check Process

As a visitor/volunteer, please:

1. Submit the Criminal Background Check (every 3 years), found online at: <https://www.helpcounterweb.com/welcome/apply.php?district=lebanon>
2. Fill out the Volunteer Opportunity Application form is available at the School Office (submitted annually).

Visitor/Volunteer Expectations

1. **All parents and visitors are required to sign in at the office** and will be given a visitor's badge to wear. For safety reasons we ask that all parents and visitors **enter and exit the building through the front doors**. All other doors will be locked. Please sign out when you leave.
2. **Arrange your visit ahead of time** so that the teacher can have a place for you and your belongings.
3. We are unable to provide supervision for additional children. **Because of liability issues, lack of space, and the extra burden put on the teacher, we do not allow student visitors to attend class**. Students from other K-12 schools or younger siblings are not allowed to visit during the school day, including lunch time, unless approved in advance by the administrator.
4. You may notice that visits may excite or distract some students during instructional time. Typically a smile or nod and then going about one's business encourages those students to get back on task.
5. When volunteering in classrooms, avoid interrupting a teacher during instructional time. If you have questions or concerns they will be happy to discuss them with you at an agreed upon time.
6. If you observe something that concerns you, please inform the teacher. Also, be aware that discussing a child with someone other than the teacher can violate the child or family's privacy rights.
7. Remain in the cafeteria if you eat lunch with your child. Due to liability and safety reasons, we do not allow parents on the playground during any recesses.
8. Parents may not escort students to class or pick students up from class.
9. If you are thinking of bringing an animal to campus, please contact the office beforehand for a copy of the district policy regarding animals in school buildings. (Board Policy ING)

Again, thank you for coming to Lacomb School!



BEHAVIOR EXPECTATIONS

At Lebanon Community School District, we believe in a positive and restorative approach to behavior and discipline. Realizing that, we have three Community Expectations for each and every student and staff member to live by:

Be Safe

Be Respectful

Be Responsible

If you make it a habit to act according to our “Community Expectations” at all times, you will be successful.

Four Step System for Helping Students Manage Their Own Behavior

Step 1: Teach & Reteach

When staff notices that student behavior is inappropriate, they ask students questions regarding the school rules to be sure that the student understands the expectations. If the student does not respond correctly, staff states the rule in a way that can be understood and in a positive manner.

Step 2: Classroom/School-wide Intervention (Document Behaviors - minor/major)

If expectations are still not being followed after it is clear the student understands the rule, a series of classroom/school-wide interventions are used. These interventions are designed to provide immediate feedback to the student about their behavior that is logical to the offense and provides an opportunity for the student to learn how to behave appropriately in the future. The consequence is decided by the adult in charge and is carried out immediately. Classroom/school-wide interventions include but are not limited to: offering help, changing activities, acknowledging someone who is behaving appropriately, providing choice, buddy classrooms, having a private conversation with the students, preferential seating, removal from the activity, using proximity, and a host of other problem-solving activities. Parents are notified of all minor/notice of concern behaviors and interventions by email or phone call.

Step 3: Parental Intervention

If classroom/school-wide interventions do not change behavior, parents will be contacted to enlist additional support. Often, involving parents through phone calls, email, ClassDojo message, and meetings produces the desired result much more effectively than what can be accomplished just as a school. If parents have concerns and would like to request additional supports, please contact the office to request a team meeting.

Step 4: School Team Intervention

Whereas classroom and school-wide interventions are immediate and made by individuals, team interventions take time and are made by more than one staff member. These interventions include developing a positive behavior intervention plan, documenting interventions (e.g., CICO, 3 point data), brainstorming solutions, and sharing information. It can also lead to a more formal plan, starting with a parent meeting to start the process of completing an in depth functional behavior assessment, developing a positive behavior support plan, documenting interventions, brainstorming solutions, and sharing information.

Student Expectations Interventions and Responses

School Expectations

Expectations, rules, and policies help us create a safe and orderly environment. If a need arises to create new school rules during the year, we will let you know through the Rebel Yell newsletter or other notices home, via the Tuesday folder, which goes home every Tuesday. Students are responsible to know and follow all school expectations and district policies as presented in the district student/parent handbook.

If you have any questions about any school or district rule, please don't hesitate to ask. Please remember that school expectations apply on the school grounds, in school, at the bus stop, on the bus, at all school sponsored events, and on the way to and from school.

Please see the Lebanon Community Schools Student / Parent Handbook 2018-2019 for a complete description of the district's policy and further explanation of student rights and responsibilities.

Minor Inappropriate or Disruptive Behaviors

Expectations apply to all students while at school, at all school-sponsored activities, and while traveling to and from school. Minor misbehavior is not considered to be serious in nature, unless it becomes a sustained behavior. Strategies are used to teach more appropriate behavior so students know what is expected of them. Logical and related consequences for misbehaviors are applied and the supervising adult determines the consequence. When students choose not to follow the student expectations they will be corrected in **one or more** of the following ways.

Definitions of Minor Inappropriate or Disruptive Behaviors

Defiance/Disrespect: Student engages in brief or low-intensity failure to follow directions or talks back; student delivers low-intensity, socially rude, or dismissive messages to adults or students.

Disruption: Student engages in low-intensity, inappropriate language.

Dress Code Violation: Students wears clothing that is near, but not within, the dress code guidelines defined by the school/district.

Physical Contact: Student engages in non-serious, inappropriate physical contact.

Property Damage/Misuse: Student engages in low-intensity misuse of property.

Technology Violation: Student engages in non-serious, inappropriate use of technology, which may include the use of cell phone or other personal electronic devices (PEDs).

Other Minor Inappropriate or Disruptive: Student engages in any other minor misbehavior that does not fall within the above categories.

Consequences for Minor Inappropriate or Disruptive Behaviors Violations May Include:

- Verbal reminder and discussion about **appropriate** behavior, use of a problem solving form, or apology form
- Time out in classroom to re-focus, followed with problem solving or apology (form or conversation)
- Use of a Buddy Classroom
- Loss of privileges (i.e. recess, free time)
- Community service in the school or classroom
- Contact / conference with school counselor
- Parent contact
- A Notice of Concern - Minor Referral is completed and parents are notified
- Other appropriate strategies / interventions developed by school staff

Major Serious or Unsafe, Inappropriate, or Disruptive Behaviors

Serious behavior is misbehavior that is unsafe, disrupts an orderly environment, is serious in nature, and

requires administrator/designee to be involved. Such behavior violates the rights of others, puts self or others at risk of harm, or is chronic.

Definitions of Major Inappropriate or Disruptive Behaviors

Alcohol Possession/Use: Student is in possession of or under the influence of alcohol or alcohol related objects.

Bullying: One-sided sustained or intense events where student is intentionally hurtful and doesn't stop when asked; causing harm and/or distress to another.

Cheating: Student acts dishonestly or unfairly in order to gain an advantage.

Major Defiance: Student engages in refusal to follow directions or talks back.

Major Disrespect: Student delivers socially rude or dismissive messages to adults or students.

Major Disruption: Student engages in behavior causing an interruption in a class or activity. Disruption includes sustained loud talk, yelling, or screaming; noise with materials; horseplay or roughhousing; and/or sustained out-of-seat behavior.

Drug Possession/Use: Student is in possession or under the influence of drugs/substances, imitations, or related objects.

Fighting: Student is involved in mutual participation in an incident involving physical violence.

Forgery: Student has signed a person's name without that person's permission, or claims someone else's work as their own.

Inappropriate Language: Student delivers verbal messages that include swearing, name calling, or use of words in an inappropriate way.

Physical Aggression/Assault: Student engages in actions involving serious physical contact where injury may occur (e.g. hitting, punching, hitting with an object, kicking, hair pulling, scratching, etc.)

Major Property Damage: Student participates in an activity that results in destruction or disfigurement of property.

Major Technology Violation: Student engages in inappropriate use of technology, which may include the use of cell phone or other personal electronic devices (PEDs).

Theft: Student is involved in being in possession of, having passed on, or being responsible for removing someone's property

Threats: Student displays words and/or actions with intent to harm and/or endanger others or property.

Tobacco Possession/Use: Student is in possession or using tobacco or nicotine delivery products (ie. vape pens, e-cig, Juul).

Vandalism: Student participates in activity that results in destruction or disfigurement of property.

Weapons: Student is in possession of knives, guns, or other items readily capable of causing bodily harm or intended to be used to hurt, harass, or threaten others. Toy replicas of weapons are also prohibited.

Other Major Serious or Unsafe Misbehaviors: Serious behaviors not listed that affect the safety of others and disrupt the school's learning environment such as fire setting or false fire alarms.

Consequences for Serious and/or Unsafe Behavior Violations May Include:

When students engage in serious and/or unsafe behavior, a Major Referral will be completed by a staff member and communicated to the behavior support personnel. Upon receipt of the Major Referral, the behavior support personnel will investigate the incident, provide an opportunity for the student and others involved to be heard, consult with administrator or designee to determine most appropriate action and disciplinary action to be taken. The student's parents or guardian will be contacted by the classroom teacher, principal or designee depending on behaviors involved. Information regarding the incident will be documented. Referral data will be placed in the student's file, along with any supporting documentation. Any required school district reports will be compiled and sent to the District Office.

To determine consequences for misbehavior, the seriousness of the infraction, the age of the student, any history of prior misbehavior and/or office referrals, and any other pertinent information will be used. The administrator/designee will set forth consequences, and because student behavior programs may vary in degree, corrective action to be taken must be determined by the professional judgment of the administrator. Consequences may include a combination of the following actions:

- Conference with student / teacher / parent / staff
- Loss of privilege or time out
- Detention / Alternate Recess
- Apology and/or Problem Solving Sheet
- Community service
- Behavior contract
- Referral to Response to Intervention (RtI) Team
- In-school, out-of-school, or reverse suspension
- Recommendation for expulsion

Additional Behavior Expectations and Supports

Student Acknowledgement/Incentives

Our staff work together to encourage positive student behavior through the following participatory activities:

- | | |
|--|--|
| <ul style="list-style-type: none"> ● Schoolwide and classroom recognition activities ● Character Trait Recognition ● Bulletin board recognition of individual student accomplishments ● Student School leaders ● Strong Attendance recognition and awards | <ul style="list-style-type: none"> ● Individual Student Rewards/Incentives ● AVID Scholar of the Month Awards ● Class Awards (Library, cafeteria, PE, playground, music) ● Morning meetings with student helpers ● Read-at-home |
|--|--|

Bus Behavior

Students riding the bus are expected to obey the bus driver’s directions and follow all bus expectations. Citations are given to students when they are having behavior problems on the bus and refuse, after verbal warnings, to comply with the driver’s directions. Citations will not be issued unless students clearly fail to comply with the expectations. Continued problem behavior may result in suspension of bus riding privileges. Parents will be notified of infractions and consequences. For the safety of everyone involved, proper behavior must be adhered to at the bus stop and during the bus ride. Your help in encouraging safe bus behavior is appreciated. (Board Policy EEACC)

Character Traits

We promote responsible citizenship by teaching and following character traits:

Respect	Friendliness	Reliability
Integrity	Self-Discipline	Kindness
Orderliness	Perseverance	Excellence

Displays of Affection

Students hugging, holding hands, walking arm-in-arm, and other public displays of affection are not appropriate at school. Students are not to engage in physical displays of affection while at school.

Dress

Students at Lebanon Community School District are expected to wear clothing that does not interfere with focusing attention on learning, does not disrupt school activities, or which does not threaten the safety of others. These guidelines are based on district policy. At Lebanon Community School District we believe that structure is important and helps students learn and we believe that families are able to make positive choices about their student's clothing. A good rule to live by when getting dressed for school: If you think the clothing you want to wear is questionable, DO NOT wear it. It is better to play it safe than be forced to go home or change after you are at school. Some examples of clothing that may not be appropriate are clothes that reveal personal or private areas, or clothes that depict weapons, drugs/alcohol, or inappropriate language. (Board Policy JFCA) Students are expected to dress in a manner that does not disrupt the educational process. Students are not allowed to wear hats or hoods in the building.

Students have recess regardless of weather conditions. It is advisable to wear warm, water-resistant clothing during the long rainy season. Hats or hooded jackets are also helpful.

Field Trips

Field trips are an important educational opportunity and are connected to learning in the classroom. Parents will be notified with a permission slip if their child is invited to participate in a school related field trip. As a representative of Lacombe School, we expect our students to have positive behavior when out in the community. Students who demonstrate the ability to manage their own behavior will have the privilege of going on field trips. When behavior warrants concern at school, students may be excluded from excursions or a parent may be asked to accompany the child, at the discretion of the teacher and principal. In such cases, parents will be notified in advance. We do not allow siblings or student visitors to attend field trips. Parents wishing to chaperone on field trips are subject to the same policies and application process as school volunteers.

Fighting

ANY physical contact, including fighting or "play-fighting", is not allowed at school and may result in in-school or out-of-school suspension.

Food, Drink, and Gum

Food and drink provided by a teacher may be consumed under teacher supervision in classroom. **Soda and energy drinks are not to be packed for student snacks or lunches.** For your safety, there will be **NO** sharing of food or drinks. Students are not allowed to chew gum or eat candy.

Harassment and Bullying

It is never, ever, okay to pick on other students or staff, call names, or purposely make other students feel bad. Harassment of any nature may result in a referral. Examples of harassment include: name-calling; physical contact like pushing, poking, or tripping; glaring and mean looks; making threatening gestures or statements; taking or destroying someone's property; spreading rumors or lies; lying to an adult about something someone did to get them in trouble; saying nasty, obscene, or mean things; making unkind remarks about a person's parents; calling someone fat, short, gay, stupid, etc.; or referring to a race or other things in a mean way to hurt others.

Being a good citizen means standing up to what is wrong. If we do that, harassment will end. Tell an adult if you know or have heard of a dangerous situation. It might be tempting to be mean right back. Getting even with someone for their bad behavior does not help, is not allowed, and you will get in trouble, too! Follow this plan instead:

1. First, ask the student to stop and tell them that you do not like what they did.

2. If it happens again, ask the student to stop and state that you do not like what they did. Warn them you will tell an adult.
3. If the problem still does not go away, write down your concern and seek help from an adult.

Remember, bullies pick on others because they can get away with it. As soon as they are discovered and found out, they will stop. Take a stand against harassment by not harassing anyone yourself and speaking up for yourself or your friends to be harassed.

At Lebanon Community School District, students learn that there is a difference between rude, mean, and bullying:

- **Rude:** when someone is unintentionally hurtful one time
- **Mean:** when someone is intentionally hurtful one time
- **Bullying:** when someone is intentionally hurtful over and over or don't stop when asked to

When someone is rude, students are expected to work it out themselves. When someone is mean, the student is expected to decide if it is a big deal or a little deal. If it is a big deal, they should tell a staff member. When someone is bullying, students are expected to immediately get an adult involved.

Students need to tell a school staff member as soon as possible if an incident that involves harm happens, or if they believe bullying is happening to them or someone they know. We can only act when we have information.

If you believe your child is being bullied:

1. Find out which staff member your student has talked to. Gather all information that your student has told you about the bullying.
2. Contact the teacher, counselor, or behavior specialist and let them know what you and your student believe is happening.
3. Give us time to investigate. While we cannot update you with the exact consequences a student receives, we can talk your student through the process. We take bullying behavior very seriously and want to make sure we have all information before taking action.
4. We will contact you and give your student a plan outlining exactly what to do if something else happens.
5. If you believe that the bullying is still continuing after steps 1-4, set up an appointment with the school. Please bring all documentation related to the bullying.

Throughout the year, our staff teach lessons to all students on a variety of social/emotional growth topics, including bullying and harassment, through the Second Step curriculum. These lessons are delivered by teachers or counselors and are supported throughout the school environment.

We appreciate when parents advocate for their students. However, we cannot do anything about specific bullying incidents if we don't know about it. If your student hasn't told us about it yet, please be patient as we work through the information you give us and we do everything we can to keep your student safe. (Board Policy JFCF)

Language

Using any swear words in school is not allowed. If you are upset with someone, abusive or profane expressions are not acceptable. Cool down first and work on expressing yourself in an appropriate way.

Passing Time Expectations

All teachers escort and supervise their class in the hallways, staying with them in a continuous line of sight until they have reached their destination. The students will walk in a single file line, with a voice level of 0, out of respect for our quiet learning environment, pausing at the designated stopping points. Teachers will teach and reteach the expectations regularly throughout the year to ensure respectful hallway behavior. All staff will monitor student behavior with friendly and firm supervision.

Personal Property

We ask that students bring only school related materials to school each day. All other items are to be left at home to minimize school distractions. Acceptable electronic devices/items will be determined by the classroom teacher. Those devices/items, however, are not permitted around the school, outside of assigned times/spaces. Students unable to maintain respectful and appropriate care of any allowed item will be supported by an adult to find a safe space for the item; the space could be, but is not limited to, the student's backpack, the teacher's desk, or the main office. The school cannot be held responsible for lost, stolen, or damaged items. The school will investigate the incident within reason, but ultimately, students will be responsible for all personal items. (Board Policy JFCEB)

Any item brought to school without teacher permission, or one that causes a disturbance, will be taken from the student. This includes, but is not limited to, games, toys, trading cards, or any other personal items. The following protocols for handling confiscated items will be:

First Offense – Electronic device/item is placed in the office or classroom to be picked up by the student at the end of the day.

Second Offense – Electronic device/item is placed in the office or classroom and the parent contacted to pick up the electronic device/item at the end of the day.

Third Offense – Electronic device/item is placed in the office and the parent contacted by Administrator to pick up the electronic device/item after a meeting with the parent and student.

Fourth Offense – Student is no longer allowed to possess the electronic device/item on school property. Alternative arrangements may be made at the discretion of the teacher and principal.

Possession or Use of Tobacco, Alcohol, Drugs, or Weapons

Tobacco, inhalant delivery systems such as vape pens, alcohol, or illegal substances are not allowed on campus at any time. (Board Policy JFCG)

Firearms and other weapons, including replicas of weapons, are forbidden on school district property, property under the jurisdiction of the district, or at activities under the jurisdiction of the district. Disciplinary action will be taken against students who possess weapons and those students who assist with the possession of a dangerous weapon. Students face disciplinary action up to and including suspension and expulsion. Law enforcement officials will be contacted. Weapons include, but are not limited to, guns, chains, metal knuckles, knives, straight razors, and poisons. (Board Policy JFCJ)

Technology/Computer Use

Students may use the school computers, provided they have parent permission. Misuse of any computer will result in the student losing some or all computer privileges for a time period and having to pay for the cost of any damages done to the computer software or hardware. (Board Policy IIBGA)

Threats

When the administrator receives a report of a threat, he/she may:

1. Immediately remove the student from any class.

2. Place the student in a setting where the student will receive immediate attention from appropriate school or law enforcement personnel.
3. Require the student to be evaluated by an appropriately qualified professional, such as the school counselor, before returning to class.

Within 12 hours of discovery of a targeted list or learning of a threat, the administrator or designee will notify by phone personally:

1. The parent of any student violating this policy and the discipline imposed; parents of a student when the student’s name appears on a targeted list that threatens harm or violence to the students on the list; when threats are made by another student; or any school employee whose name appears on a targeted list threatening violence or harm to the district employee.
2. Written follow up notification will be sent within 24 hours after the discovery of a threat or targeted list.
3. The administrator will also notify the district office upon learning of a threat.

Students who have information or knowledge about a threat should inform a teacher, the counselor, or principal immediately. Parents and other adults are also encouraged to report threats or threatening behavior to the office. All reports will be promptly investigated. Students who violate this policy are subject to discipline up to and including expulsion from school. A referral to law enforcement may also be made. (Board Policy JFCM)

Voice Level Expectations	
<p>0 = No Sound/No Talking Examples: Taking a test, listening to a concert</p>	<p>3 = Classroom Participation Voice Example: Reading aloud to the whole class or answering questions so the classroom can hear you.</p>
<p>1 = Whisper (No vocal cords) Example: Asking another student a question during an independent work time where conversation is allowed.</p>	<p>4 = Shouting Example: School spirit voice</p>
<p>2 = Quiet Conversational Voice (Only people near you can hear) Example: Four students working together in a group.</p>	

School-Wide Expectations Matrix

LOCATION	WE ARE SAFE	WE ARE RESPECTFUL	WE ARE RESPONSIBLE
ALL AREAS; SCHOOLWIDE; CLASSROOM	<ul style="list-style-type: none"> ● Get adult help when needed ● Walk facing forward ● Hands and feet to self ● Use all equipment and materials appropriately 	<ul style="list-style-type: none"> ● Follow directions ● Wait your turn ● Use appropriate voice ● Give personal space ● Help others ● Be friendly - use kind words 	<ul style="list-style-type: none"> ● Take proper care of all belongings and school equipment ● Be honest ● Be self-directed ● Ask permission
ARRIVAL - DISMISSAL	<ul style="list-style-type: none"> ● Keep backpack on ● Walk on the sidewalks and crosswalks ● Wait calmly in designated areas ● Walk your bike, carry scooters and skateboards 	<ul style="list-style-type: none"> ● Keep personal space ● Follow directions 	<ul style="list-style-type: none"> ● Arrive and leave on time ● Go straight to school/home
ASSEMBLIES	<ul style="list-style-type: none"> ● Keep personal space ● Sit on bottoms ● Walk 	<ul style="list-style-type: none"> ● Listen to the speaker ● Face forward ● Be a polite audience 	<ul style="list-style-type: none"> ● Focus on presentation ● Enter and exit quietly ● Sit in designated area
BUS	<ul style="list-style-type: none"> ● Keep feet on the floor ● Hands and feet to self ● Wait calmly at bus stops ● Walk (refrain from running to or after bus) 	<ul style="list-style-type: none"> ● Follow directions ● Calm talking voice ● Be friendly and use kind words ● Raise hand when you need help 	<ul style="list-style-type: none"> ● Take all personal items home ● Go straight home ● Keep area clean
CAFETERIA	<ul style="list-style-type: none"> ● Walk ● Stay seated ● Wait for adult dismissal ● Hands and feet to self 	<ul style="list-style-type: none"> ● Calm talking voice ● Kind words ● Raise hand when you need help 	<ul style="list-style-type: none"> ● Eat your own food ● Hold tray upright and use utensils appropriately ● Clean up your area ● Return your tray
COMPUTER LAB - TECHNOLOGY USE	<ul style="list-style-type: none"> ● Gentle with equipment ● Sit with back in chair facing computer 	<ul style="list-style-type: none"> ● Listen with eyes on speaker and voice off ● Whisper voice 	<ul style="list-style-type: none"> ● Follow technology expectations ● Be appropriate with websites and email ● Use only approved websites ● Log out when asked
HALLWAY/ WALKING IN LINE	<ul style="list-style-type: none"> ● Walk at all times ● Stay on right side ● In single file line; face forward ● Hands and feet to self 	<ul style="list-style-type: none"> ● Whisper voice ● Follow directions ● Respect property of self and others 	<ul style="list-style-type: none"> ● Store items neatly ● Take all personal items home each day
LIBRARY	<ul style="list-style-type: none"> ● Walk ● Ask for help to reach high items ● Use furniture and equipment appropriately 	<ul style="list-style-type: none"> ● Listen with eyes on speaker and voice off ● Follow directions ● Whisper voice 	<ul style="list-style-type: none"> ● Use placeholder to keep place for book ● Clean up your area ● Books/items returned promptly and in good condition
OFFICE / HEALTH ROOM	<ul style="list-style-type: none"> ● Hands and feet to self ● Walk 	<ul style="list-style-type: none"> ● Voice off ● Wait quietly for adult assistance ● Follow adult directions 	<ul style="list-style-type: none"> ● Have a pass ● Come to the front desk ● Phone calls are for emergencies only
RECESS	<ul style="list-style-type: none"> ● Use equipment appropriately ● Stay in boundary areas ● Safe hands and feet ● Rocks, dirt, and sticks stay on ground ● Line up safely 	<ul style="list-style-type: none"> ● Whisper voice in line ● Share and take turns - include others ● Follow directions 	<ul style="list-style-type: none"> ● Put away equipment ● Follow whistle cues ● Check out with adult before leaving area
RESTROOM	<ul style="list-style-type: none"> ● Wait for your turn ● Wash hands 	<ul style="list-style-type: none"> ● Whisper voice ● Give others privacy 	<ul style="list-style-type: none"> ● Flush ● 1-2 squirts of soap

	<ul style="list-style-type: none"> • Keep feet on the floor • Hands and feet to self 		<ul style="list-style-type: none"> • 1-2 paper towels, put in trash • Turn off water • Return to class promptly
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ATTENDANCE

Absences

Student attendance is an important issue for schools and is regulated by Oregon Law and School Board Policy. We expect our students to attend school (and be on time) every day that school is in session, unless excused by the administration of the school.

Oregon Law (ORS 339.065) defines regular attendance as “*not including more than eight unexcused half-day absences or the equivalent (4 whole days) in any four week period that school is in session*”. If your child has irregular attendance the school will notify you by letter. If he/she continues to show irregular attendance the Linn-Benton Attendance Officer will be notified, which may result in legal proceedings being implemented. We may also refer a student who has had excessive excused absences.

Excused Absences

In accordance with Lebanon School Board Policy, JED: “*The principal will be responsible for assessing and acting upon parental requests for students to be excused.*”

Oregon Law (ORS 339.065) states “*an absence **may** be excused by a principal...if the absence is caused...by the pupil’s sickness, the sickness of some member of the pupil’s family, or by an emergency*”. Absences may be excused on a case-by-case basis for the following reasons:

- medical appointments/procedure
- illness (require doctor note if absent after three consecutive days or chronic attendance concern)
- death in the family
- family emergency
- lice (two days)

Pre-Arranged Absences

Please note that vacations and trips out of town may not be excused. Students and families must make prior arrangements. Criteria for pre-arranged absences include the following:

1. History of regular attendance (90% or more).
2. Up to three days unless authorized by administrator.
3. All trips are to be arranged one week in advance.
4. Request **all work** for the time student will be gone.
5. After teacher and parent have signed, please return form to the office for approval.
6. **1st day back, student turns in work to teacher.** Teacher reviews and informs administrator of completion.

Please see the front office for a copy of the Pre-Arranged Absence Form.

We require: a phone call, email or note from a parent/guardian informing us of the date of the absence and the reason for the absence within 48 hours (two days) of the student returning to school. Your assistance is an important ingredient in home/school communication.

Illness

Every day of school is important to the education of your child, but a child should not be sent to school if they show signs of illness. If your child has had an elevated temperature, please wait until it has been normal for 24 hours before sending them back to school. All students well enough to come to school will be considered well enough to go outside for recess. Please call or send a note with your child when they

return to school, stating the nature of the illness and the date/dates that your child missed school. **A doctor's note will be required for an extended absence due to illness.**

Leaving School Early

Lacomb School is a closed campus and students may NOT leave the school grounds at any time during the school day without permission from the office and parent/guardian. If a student must go to an appointment during the school day, they can bring a note from their parent to the office when they first arrive at school in the morning. When the parent arrives, the student will be called to the office while the parent signs the student out. If they return to school that day, please sign them back in at the office.

For safety reasons, students needing to leave during the school day for appointments, etc., must be checked out by an authorized adult through the office and not from the classroom.

Unless notified in writing by a parent/guardian, school personnel may **ONLY RELEASE STUDENTS TO PEOPLE WHOSE NAMES ARE LISTED ON THE ENROLLMENT CARD.** Any student that needs to go home with a person not listed on their enrollment card must have a note signed by a parent/guardian. Please keep us informed of any changes in regards to who may, or may not, pick up your child so that we can keep current information on file. You may add or delete persons on the enrollment card by coming into the office or by sending a note.

Moving or Transferring

Please notify the office of any change of address or telephone number. If you live in an area outside of the Lacomb School attendance area, you must request a transfer from the school's main office.

Make-up Work

Make-up work is the responsibility of the student who is absent. If absent, the student will need to talk to the teacher and make arrangements. Please be aware that on many occasions work collected to be sent home will be different than the work done at school. This is because much of the work done at school is lab-based, activity-based, and team-based learning. That kind of work cannot be duplicated at home. Please refer to your student's classroom teacher for their policy on makeup or missing work.

Tardiness

Students are considered tardy if they are not with their class when the bell rings. Tardy students must check in at the office after the 2nd bell to receive an admittance slip before going to class. Please be conscientious about on-time arrival so that students begin their day with the rest of their class.

ARRIVAL/ DISMISSAL

Before School Supervision/Closed Campus

Lacomb School is a closed campus. That means students cannot leave campus once they arrive. Supervision is available from 7:30 AM until 2:55 PM. Students should not be on campus before or after those times unless they are involved in a supervised after-school or before-school program of some kind. If they arrive before 7:30 and the school doors are locked, please have students line up at the door and wait patiently.

Traffic Flow Procedure

Traffic congestion occurs at Lacomb School before and after school. School buses are arriving and departing, parents are arriving for meetings with teachers and many vehicles are arriving to drop children off at school, or to pick them up. A traffic management plan has been designed to expedite traffic flow and reduce the risk of accidents. We need your patience and cooperation! Please work with us in trying to ensure the safety of everyone.

Parent Drop-Off

- Parents need to enter the parking lot, forming a line along the bus lane, pulling up as far as possible to create access for other cars.
- Please do not block the buses from entering or exiting and refrain from parking in front of them. Do not park in the bus lane.
- If students arrive after 8:10, they need to enter through the front doors and check-in at the office.
- Parents who want to accompany their child into the building must park in the parking lot's designated areas.

Parent Pick-Up

In order to increase supervision and minimize congestion at the front of the building during dismissal, we are asking parents to wait in the gym to pick up their students at the end of the day. There will be staff available to help monitor students during this time. This should allow for parents to more easily connect with their children and better allow the classes walking to the bus lines to do so in a safe and orderly fashion.

After School Plans

Please make arrangements with your child before they leave home in the morning regarding where they go after school. A note is required if there is any deviation from your student's normal after school routine (i.e., changes in busing, rides home, or persons picking up student). **A student will not be released to anyone who is not on their enrollment card without the written permission of a parent/guardian.**

If your child wishes to go home with another student, the school must have a note from you indicating your permission, including your child's name and who your child is going home with. Arrangements for these activities **MUST** be made at home. Phone calls for this will not be allowed at school. For safety reasons, unless otherwise notified by a parent/guardian, students will be sent home by their usual mode of transportation. We cannot let students go home a different way on the word of the student alone.

Bicycles, Skateboards, Scooters and Skates

Bicycles, skateboards, scooters and inline skates are personal property. All bicycles, skateboards and scooters must be kept in the bike rack outside and are brought to school at the sole risk of the owner. Students need to remove skates when they reach the bike racks. **Students who ride their**

skateboards/rollerblades/scooters on campus in violation will have them confiscated for parents/guardians to retrieve. Bicycles need to be locked when at school. The school is not responsible for lost or stolen bicycles.

School Bicycle Regulations:

1. It is Oregon law that children 16 and under wear helmets when riding bicycles. If you need assistance in getting a helmet for your child please contact the Lebanon Police Department.
***Students without helmets will not be permitted to ride their bicycles home.** In this case, a parent will be notified.
2. Only one child rides on a bicycle.
3. The child will obey regular traffic regulations:
 - a. Stop at STOP SIGNS
 - b. Ride on the RIGHT-HAND SIDE of the road
 - c. Ride in SINGLE FILE
 - d. Use HAND SIGNALS
4. All bicycles must be licensed. These are available at the Lebanon Police Department.
5. Bicycles are to be walked (not ridden) on school grounds and when crossing streets.
6. Students are not to borrow other students' bicycles.

GENERAL INFORMATION

Communication

Effective communication between school and home contributes to quality education. We encourage you to contact the school by phone, email, or note should a concern arise. Please keep in mind, however, the importance of helping your child become an independent problem solver. Please also consider teachers' needs to balance communication and problem solving with their need to spend time planning and preparing for effective daily lessons. Every effort is made to keep parents well informed about school procedures, policies, events, and special issues regarding individual students.

If you call the school to speak with a teacher during class time, you will be asked to leave a message or be directed to that teacher's voicemail. Instruction time is valuable and we make every effort not to interrupt classes while in session. Any message that you leave will be promptly delivered to the teacher at his/her next break. If you call after office hours, the automated attendant will direct you to leave a message in the general school voice mailbox or in a specific teacher's voice mailbox.

Holiday/Classroom Celebrations

We feel there is educational value in children learning to arrange and plan for classroom parties. These events typically happen during the last 30 minutes of the day. If you do not want your child to participate, please contact their teacher; your child will be excused for that time. Food to be served **MUST BE COMMERCIALY MADE AND IN THE ORIGINAL CONTAINER**. Board policy does not allow homemade goodies at school.

BIRTHDAY PARTY INVITATIONS ARE NOT TO BE DISTRIBUTED AT SCHOOL UNLESS ALL STUDENTS IN THE CLASSROOM ARE TO RECEIVE ONE.

Homework

Homework is assigned to provide opportunities to practice independently what has been presented in class, to improve the learning process, to aid in the mastery of skills, and to create and stimulate interest. Whatever the task, the experience is intended to be complementary to the classroom process. Grade level expectations and policies regarding homework are available from the classroom teachers.

Lost and Found

A lost and found area will be maintained at school. It is located by the front office. Valuables and small items such as jewelry, glasses, etc. are kept in the office. The school is not responsible for lost or stolen items or valuables. Students should not bring valuable items or large amounts of cash to school. Labeling all clothing and personal items is helpful. Lost and found items are kept until the end of each quarter. Unclaimed items will be donated to a local charity. Please encourage your child to look for misplaced items as soon as possible. We also encourage you to stop and take a look at any time during office hours.

Meals

Lacomb School is happy to be part of the National school lunch and breakfast program called the Community Eligibility Provision (CEP). These meals provide balanced, nutritious foods that are convenient and healthy. **Breakfast is served to all students at NO CHARGE.**

Every effort is made by our staff during lunch to encourage good table manners and good eating habits. Students are expected to behave appropriately in the cafeteria. Students needing substitute foods because of allergies must have a STATEMENT SIGNED BY A PHYSICIAN.

Monthly Rebel Yell Newsletter

A school newsletter is sent home each month in the Tuesday Folder. This is our primary vehicle for communicating to parents. It is an excellent source of school, PTC, and community news. We encourage you to take time to read it and call if you have any questions. Please remember to look for and save your copy of the newsletter. Often there are important deadlines and events to consider, and a calendar of events is included in each issue. We hope you find the newsletters informative and helpful.

PTC

Lacomb School has an active and involved Parent Teacher Club (PTC). Many enriching activities are provided using parent volunteers. In addition, resources are made available to teachers through PTC funds and programs. We encourage your involvement and attendance at any and all monthly PTC meetings. The PTC meets on the first Monday of each month in the school library.

Report Cards

Report cards will be mailed home at the end of each semester. Progress reports will be sent home at the end of the first and third quarter in Tuesday folders. We encourage you to contact the teacher if you have a concern about your child's progress.

Student Photos

Lacomb School publishes class photos and yearbooks each year containing the photos and names of students attending Lacomb School. These are made available to students, parents/guardians and staff. **If you do not want to have your student's photo included in a class picture, yearbook or posted on the website/Facebook, you must notify the school office.**

Telephone Messages/Student Phone Usage

Our telephone lines are quite busy, and though we hope you feel free to call at any time, we encourage written communication whenever possible. Please avoid calling school with messages for your child and make arrangements at home prior to school whenever possible. This will limit classroom disruptions and lighten the load of our office personnel. If you need to call the office with a change in your child's "going home" plans, please call by **2:15pm. We cannot assure messages received after 2:15 pm will be delivered to classrooms. We must limit student use of the office telephones to emergency situations only.**

Website/Facebook

Lacomb School has a website located at <http://lacomb.lebanon.k12.or.us/>. This is a great way to check important dates and access many useful tools and information about Lacomb School. We also have a Facebook page where we will announce important information as it happens. Please consider accessing these resources when you have any questions about upcoming events or pertinent information.

Weekly Communication

A "Tuesday Folder" is sent home with your child each Tuesday. You will find communication regarding all-school activities and information, community events and information from your child's teacher that may be specific to the classroom. You may also send information to your child's teacher through the Tuesday Folder. **It is very important that you take time each week to look through your child's Tuesday Folder, as this is the main form of communication from school to home.**

HEALTH PROGRAM

Health Room

The school district employs two registered nurses who serve all of the schools in the district. They are available by page for emergencies and consultation. Our health room is staffed by trained personnel whose duties are diverse, from administering first aid and necessary medication, to monitoring the general health and well-being of our students. Our health room is used for emergency care and for ill students waiting to be picked up. Space and personnel are not available to accommodate extended care or supervision.

Accidents

If a child is injured at school, emergency first aid will be provided by a staff member trained in first aid. In the event of a serious injury, parents/guardians will be called immediately. If a parent/guardian cannot be reached, we will begin calling the people listed as emergency contacts for your child. Your assistance in providing complete and up-to-date information for our records is imperative, especially current home and work phone numbers and emergency contact phone numbers. We keep records on any child who has serious health concerns that may require immediate attention or medication. Please keep us informed of your child's health status so we can help when necessary.

Immunizations

For the protection of your child, the Oregon School Immunization Law requires that your child be properly immunized. We must have proof of immunization in your child's education record before he/she can begin school. Immunization requirements vary from state to state. If you have questions regarding Oregon immunization requirements you may call the school office.

Medications

Students may be permitted to take prescription or nonprescription medications at school when the following requirements are met:

- Requests to administer medication must be made in writing by the parent. **Lebanon Community School District (LCSD) medication forms are available at the school office.**
- Written instructions of the physician are required for all requests to administer prescription medication. Such instructions must include the following information: student name, name of the medication, dosage, route, frequency of administration, and any special instructions. A prescription label meets these requirements.
- Prescription medication must be in an appropriately labeled prescription container that includes the name of the student, the name of the medication, dosage, route, frequency of administration, and the name of the prescribing physician. Nonprescription medication must be in the original container and must have dosage instructions that are appropriate for the age or weight of the student requiring medication.
- All medication to be administered by the school must be personally delivered to school by a parent/guardian. **Students are not allowed to transport medication to and from school.** Medication not picked up by the parent/guardian within five days of the end of the medication period or at the end of the school year, whichever comes first, will be disposed of by the school.
- Only a trained, authorized staff member may be allowed to administer medications. This policy is derived from state law and includes cough drops, throat lozenges and all over-the-counter medications as well as prescriptions.

Health Screening

Health screenings are given each fall to all students. At this time students' vision, hearing, and dental are checked. Height and weight are taken and students are checked for head lice. You will be notified only if your child shows the need for further evaluation by a health care provider.

STUDENT PROGRAMS

Assemblies

Assemblies are scheduled throughout the year to provide opportunities for cultural enrichment and opportunities for student recognition and performances. Recognition and award assemblies are scheduled for the end of each month, where we will recognize individual students based on a variety of virtues and classroom winners of various school-wide awards. Please check the school calendar for the dates.

Field Trips

Field trips are an important educational opportunity and are connected to learning in the classroom. Parents will be notified with a permission slip if their child is invited to participate in a school related field trip. As a representative of Lacombe School, we expect our students to have positive behavior when out in the community. Students who demonstrate the ability to manage their own behavior will have the privilege of going on field trips. When behavior warrants concern at school, students may be excluded from excursions or a parent may be asked to accompany the child, at the discretion of the teacher and principal. In such cases, parents will be notified in advance. We do not allow siblings or student visitors to attend field trips. Parents wishing to chaperone on field trips are subject to the same policies and application process as school volunteers.

Physical Education

All students have physical education classes taught by a P.E. specialist. Students are expected to participate in P.E. activities. Since time with the P.E. specialist is limited, progress in this area can only be made through regular participation. If your child has a medical problem, please inform us of necessary modifications. A note from home is necessary to excuse a child from P.E. **Tennis shoes are necessary to participate in PE. Students in the 7th and 8th grades will be expected to dress down and wear uniforms provided by the school.**

Read-at-Home Program/Rebel Readers

The skill and love of reading are critical to the success of students and adults. One of the most powerful ways to encourage students to read is to have someone at home read to them or listen to them read. Rebel Readers used to help motivate students to read on a daily basis. Rebel Reader slips are sent home with students to help track their progress. These sheets are initialed by parents/guardians each time a student reads or is read to and are returned to school.

SMART Program

Start Making a Reader Today (SMART) is a book and reading program for children in kindergarten through second grade. Businesses, organizations, and local residents provide the volunteers and funds necessary to operate the program. **IF YOU ARE INTERESTED IN VOLUNTEERING FOR THIS PROGRAM, PLEASE CALL THE SCHOOL OFFICE. ALL VOLUNTEERS ARE GREATLY APPRECIATED!**

APPENDIX

Grading and Reporting (Grades 6-12)

Lebanon Community School District Board Policy IKA-AR

I. Grading Guidelines

- A. Grades will reflect student achievement toward mastery of course content standards, which shall be based on applicable state and national standards.
- B. Grades shall be reported each grading period.
- C. District/school content area/grade level teams will have agreed upon weighting and categories for determining student grades. Content areas will determine course-specific guidelines for weighting summative standards-based assessments and formative standards-based assignments.
- D. Clear learning objectives for each content unit and general grading criteria shall be explicitly communicated to students and parents at the beginning of the course. Course-alike teachers will have common syllabus expectations.
- E. To ensure consistency, content area teams will establish a common standards-based curriculum to include required common formative and summative assessments, as well as similar gradebook practices.
- F. Grades shall be available and kept current (every two weeks) for parent and student monitoring through the district-approved electronic grading system.
- G. Buildings will set the deadlines for when final grades are posted to the gradebook.
- H. Teachers will provide feedback to students prior to the summative assessment.

II. Types of Assessments

- A. Teachers shall classify all assignments that affect a student's course grade into one of two categories: 1) **summative assessments/assignments** or 2) **formative assessments/ assignments**. They should do so in accordance with district, building, and departmental guidelines.
 1. **Summative assessments/assignments** are those that reflect a student's completed learning toward a learning target or performance standard.
 - a. The frequency of summative assessments will depend on the nature of the curriculum that has been adopted by each content area professional learning community (PLC). Summative assessments are typically end-of-unit assessments.
 - b. Summative assignments should be individual in nature to discern what each student has achieved. If students have worked together on a project, the teacher shall have a method to fairly assign individual grades for each student's contribution.
 - c. Summative assessments are designed to assess a student's overall grasp of essential questions, learning targets, and standards. Summative assessments may include: state or district level assessments, comprehensive assessments (tests), written papers, performance-based work samples, projects, tests, or demonstrations of a student's overall knowledge/mastery of the learning target(s).
 2. **Formative assessments/assignments** are those that reflect a student's progress with respect to a learning target or performance standard.
 - a. Formative assessments should be administered at frequent intervals in a student's learning so the teacher, student, and parents have feedback about the student's progress in learning the standard(s).

- b. The number of formative assessment scores will depend on the class and teacher, but it should exceed the number of summative assessment scores.
 - c. Formative assessments may include both scores based on the accuracy of a student’s learning and participation scores. Participation scores include those based on a student’s demonstrated skills, such as homework completion, class discussions, note taking, goal setting, quizzes, and classwork that is assessed on completeness rather than accuracy, and periodic teacher assessments, such as exit or entrance slips. The teacher shall clearly define, in advance, academic criteria for scores based on accuracy and performance indicators for scores based on participation.
- B. The relative weight of summative assessment and formative assessment scores in the calculation of a student’s grade shall be decided by grade level or content area teams. This information shall be made publicly available and shall be provided to students and parents.

III. Definitions

- A. Based on school or department guidelines, the teacher will provide a summative grade upon the conclusion of the course. Definitions/descriptors of letter grades and level of performance are listed below.

1. Regular Grading Codes

Letter Grade	%	Descriptor
A	90-100	An “A” means mastery through extensive evidence. The student consistently surpasses the proficient level and demonstrates an in-depth understanding of the standard.
B	80-89	A “B” means proficient. The student regularly meets the standard and demonstrates a working knowledge of essential skills. While there are still some weaknesses or inconsistencies, the strengths are dominant.
C	70-79	A “C” means approaching proficiency. Though the student is sometimes demonstrating a working knowledge of the essential skills that encompass the standard, there are still inconsistencies.
D	60-69	A “D” means the student is showing partial understanding and some skill demonstrated with significant omissions or errors evident. A grade of D may not be sufficient for a pre-requisite course.
F	Below 60	An “F” means the student shows insufficient understanding or that insufficient skill has been demonstrated. No credit is earned for an F.

2. Special Grading Codes

Code	Descriptor
G	A "G" means "No Grade." This is assigned to a student when a student leaves a class so early or joins a class so late that no grade can be assigned. The grade does not count toward the grade point average (GPA).
P	A "P" means "Pass." A student is given a Passing grade when they complete the minimum expectations for a course. This grade counts for course credit but does not count toward the GPA.
N	An "N" means "No Pass." A student is given a No Pass grade when they do not complete the minimum expectation for a course. This grade does not count for course credit and does not count toward the GPA.
I	An "I" means "Incomplete." A student can be given an Incomplete grade when a teacher feels the student needs additional time to complete required coursework and administrative approval is granted. After two weeks, any unresolved Incomplete grades will revert to an F.

B. Reporting Modified Grades

Students pursuing a modified diploma may receive modified grades against identified learning targets for each unit of study. The district will develop an identified process for a student to pursue a modified diploma.

C. Special Education Students

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

Each student's accommodations and modifications are identified in the student's Individualized Education Program (IEP).

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

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

The IEP team for a student meets to determine accommodations that allow the student to access the content, curriculum, and the modifications needed to demonstrate their knowledge and skill at a level appropriate to their ability. An accommodation is a change in the course, standard, test preparation, location, timing, scheduling, student response and/or other attribute that provides access for a student with a disability to participate in the course, standard, or test, which **does not fundamentally alter or**

lower the standard or expectation of the course, standard, or test. A modification is a change in the course, standard, or test preparation, location, timing, scheduling, expectations, student response, and/or attribute that provides access for a student with a disability to participate in a course, standard, or test, **and which does fundamentally alter or lower** the standard or expectation of the course, standard, or test.

The accommodations/modifications outlined in a student's IEP must be provided in order to ensure appropriate access to the curriculum.

IV. Work Completion (Missing Work, Retakes, Makeup, and Extra Credit)

- A. End of course assessments are not included in retakes, since they coincide with the end of the grading period.
- B. Teachers may assign an Incomplete grade for students who are unable to complete end of grading term assignments or assessments. Teacher, student, and, if necessary, counselor will work together to develop a plan to complete end of term work within two weeks of the end of the grading period. Ultimately, the student is responsible for ensuring this gets completed. Unresolved Incomplete grades will revert to an F at the end of the two-week period.
- C. Content area teams will decide whether students will be allowed to retake assessments, and this expectation will be clear in course syllabi.
- D. Students with excused absences are given the same number of days as their absence and an additional day to make up their missing work without penalty.
- E. Teachers will assign makeup work as necessary to ensure academic progress.
- F. Students who habitually do not turn in work on time should be referred to possible interventions through the Response to Intervention (RTI) process.
- G. Extra credit may be awarded for students who go above and beyond expectations according to course standards and should be limited to no more than 3% of a student's grade.

V. Employability Score (Attendance, Behavior, Effort, and Cooperation)

An employability score is given on a scale of 1 to 5 once each semester to all students in grades 6 through 12. The employability score is based on a combination of a student's attendance, behavior, effort, and cooperation according to the percentages shown in the tables below.

Attendance, behavior, and timeliness account for 70% of the employability score and are all taken directly from the Student Information System. The balance of the score (30% for professional skills of **cooperation** and **work ethic**) is based on input from each of the student's teachers on a scale of 1 to 5. The professional skills rubrics are to be included in the student handbook.

Percentage of All School Days Attended (40% of total score)¹	Score	Days Absent Per Year
97% to 100% of all school days	5	5
93% to 96.99%	4	12
90% to 92.99%	3	17
85% to 89.99%	2	25
84.99% and below	1	26 or more

¹Includes all absences other than school-related events.

Timeliness (Tardies Per Semester) (20% of total score)	Score
0 to 4	5
5 to 8	4
9 to 12	3
13 to 16	2
17 or more	1

Behavior (Number of Major Referrals Per Semester) (10% of total score)	Score
0	5
1	4
2-3	3
4	2
5 or more	1

Though the employability score does not appear on a student's transcript, parents and students will receive an employability score report twice a year. Staff can use these scores as a tool in the RTI process to assist with providing interventions, goal setting, motivation, and helping prepare students for college and career. Major employers in our region are using these scores in their hiring process.

Lebanon Community School District Elementary Student Expectations, Procedures, and Discipline Handbook

Welcome to Lebanon Community School District! Our goal is to establish and maintain a positive, safe and productive learning environment where all students learn. The staff of our elementary schools are committed to encouraging and expecting safe, respectful behavior from all of our students. Furthermore, we believe that it is important to take a positive and restorative approach to teaching and learning responsible and respectful behavior. We want students and parents to be well informed about our expectations and procedures in the district. The following information communicates what is expected of our students, procedures used to promote positive behavior, and how misbehavior is handled at school.

The Lebanon Community School District Elementary Student Expectations, Procedures, and Discipline Handbook is a tool to help ensure consistent and clear behavioral expectations for our students and staff. This plan will be implemented throughout the school environment. We hope that this plan will help you to better understand the school and our behavioral expectations for the elementary students in the Lebanon Community School District.

In an effort to work together, we ask that you take a few moments to review the Lacombe School Parent/Student Handbook, including the Lebanon Community School District Elementary School-Wide Behavior Plan. You can request a written copy or visit the district's website at <http://lebanon.k12.or.us/> and select "Lacombe School."

Please review this plan and the student, parent, and teacher expectations on the back of this page. Please sign the front and back of this form and return to your child's school. If you have any questions or concerns, please feel free to contact your child's teacher or the school office.

Thank you!

Sincerely, Lebanon Community School District Elementary Staff

I have reviewed the Lacombe School Parent/Student Handbook, including the Lebanon Community School District Elementary School-Wide Behavior Plan, and agree to abide by the expectations. Please sign the front and back of this form and return to your child's school.

Parent Signature

Date

Student Name(s):

STUDENT/PARENT/TEACHER COMPACT

We are most successful when we include families as partners to ensure that students increase academic achievement and become responsible citizens. This Student/Parent/Teacher Compact signifies a commitment on the part of all participants to ensure that students work to their full potential.

Student Pledge:

I understand that my education is important. I will:

- ✓ Strive to have a positive attitude and a growth mindset.
- ✓ Be responsible for own behavior and own work. I will ask for clarification and support.
- ✓ Cooperate with others in order to learn and grow.
- ✓ Interact with teachers and peers in a positive way.
- ✓ Attend school regularly and arrive on time.
- ✓ Model and be respectful of all school expectations.
- ✓ Talk with friends and family about what I learn in school.

Student Signature

Date

Parent/Guardian Pledge:

I understand that my participation in my child's education will help him/her to develop the tools necessary to have success in school and in life. I will:

- ✓ Ensure that my child attends school regularly and arrives on time.
- ✓ Provide a place and time at home for my child to study and complete homework. I will monitor the completion and ensure its return to school.
- ✓ Work in partnership with my child's teacher by communicating regularly with the teacher(s), attending meetings, and by sharing concerns or questions about my child's progress, in order to promote school success.
- ✓ Read, sign, and return all school forms in my child's Tuesday folder.
- ✓ Talk, read, and/or write with my child every day.
- ✓ Ensure sleeping, eating, and grooming habits that help my child be ready to learn.
- ✓ Model and be respectful of all school expectations.

Parent/Guardian Signature

Date

Teacher Pledge

I understand the importance of the school experience to every student and my role as a teacher and model. To improve student achievement, I will:

- ✓ Motivate my students to learn by building relationships and developing a classroom community.
- ✓ Set and regularly communicate clear, high expectations for both academics and behaviors to help every child develop a love for learning.
- ✓ Communicate regularly with families about student progress.
- ✓ Provide a warm, safe, and caring learning environment.
- ✓ Facilitate interesting and challenging lessons and activities to promote student achievement.

Teacher Signature

Date