

**LEBANON COMMUNITY SCHOOL DISTRICT
SCHOOL BOARD MEETING
AUGUST 8, 2019, 5:00 PM**

Santiam Travel Station

750 S. Third Street, Lebanon, OR 97355

AMENDED MEETING AGENDA

1. WELCOME

- A. Call to Order
- B. Flag Salute

2. BOARD REORGANIZATION

- A. Oaths of Office for Tammy Schilling and Richard Borden
- B. Election of Board Chair for 2019-20 **Action: Motion/Vote Required**
- C. Election of Board Vice-Chair for 2019-20 **Action: Motion/Vote Required**

3. AUDIENCE COMMENTS

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

4. RESOLUTION 1920-1

Action: Approval Requested

5. MEMORANDUM FOR SALE OF CONSTRUCTION HOUSE

Action: Approval Requested

6. CONSENT AGENDA

Action: Approval Requested

- A. June 13, 2019 Meeting Minutes
- B. June 26, 2019 Special Meeting Minutes
- C. Policies - Second Reading:

Code	Title
JEC	Admissions
JECB	Admission of Nonresident Students
JECF	Interdistrict Transfer of Resident Students
IKF	Graduation Requirements
LBE	Public Charter Schools
IGDJ	Interscholastic Activities

C. Hiring:

Name	Position	FTE	Start Date	End Date
William Bower	Counselor	1.0 FTE	8/27/19	6/12/20
Ashley Brand	Elementary Teacher	1.0 FTE	8/27/19	6/12/20
Kyle Calder	Business Teacher	1.0 FTE	8/27/19	6/12/20
Nicholas Chapman	STEAM Teacher	1.0 FTE	8/27/19	6/12/20
Sarah Donohue	Elementary Teacher	1.0 FTE	8/27/19	6/12/20
Andrew Evans	PE/Health Teacher	1.0 FTE	8/27/19	6/12/20
Erin Forrest	Elementary Teacher	1.0 FTE	8/27/19	6/12/20
Jeremy Gibson	Language Arts Teacher	1.0 FTE	8/27/19	6/12/20
Laura Hornstein	Counselor	1.0 FTE	8/27/19	6/12/20
Anne Kloos	Elementary Teacher	1.0 FTE	8/27/19	6/12/20
Joy Lin	Speech Language Pathologist	1.0 FTE	8/27/19	6/12/20
Tanya Maxwell	Counselor	1.0 FTE	8/27/19	6/12/20
Colin McHill	Special Education Teacher	1.0 FTE	8/27/19	6/12/20
Noah Miles	Alternative Education Teacher	1.0 FTE	8/27/19	6/12/20
Elisabeth Moore	Elementary Teacher	1.0 FTE	8/27/19	6/12/20
Kimberly Mynar	Elementary Teacher	1.0 FTE	8/27/19	6/12/20
Greg Nicosia	Special Education Teacher	1.0 FTE	8/27/19	6/12/20
Ethan Novak	Elementary Teacher	1.0 FTE	8/27/19	6/12/20
Tabitha Ramirez	Elementary Teacher	1.0 FTE	8/27/19	6/12/20
Ashton Rucinski	Elementary Teacher	1.0 FTE	8/27/19	6/12/20
Joan Swafford	Science Teacher	1.0 FTE	8/27/19	6/12/20
Madeline Tait	Elementary Teacher	1.0 FTE	8/27/19	6/12/20
Rachel Woods	Elementary Teacher	1.0 FTE	8/27/19	6/12/20
Craig Swanson	High School Principal	1.0 FTE	8/05/19	
Angela Landy	Associate Principal	1.0 FTE	8/08/19	

TEMPORARY 2019-2020				
Shayna Kennedy	Elementary Teacher	1.0 FTE	8/27/19	11/13/19
Adam Lenz	Science Teacher	1.0 FTE	8/27/19	6/12/20

7. SECLUSION AND RESTRAINT REPORT

Action: Informational

8. DEPARTMENT REPORTS

Action: Informational

- A. Operations
- B. Human Resource

9. COMMUNICATION

Action: Informational

- A. Board
- B. Superintendent

10. AUDIENCE COMMENTS

The Lebanon Community School District Board of Directors welcomes you to our regular meeting. It is the Board's goal to hold an effective and efficient meeting to conduct the business of the District. In keeping with this goal, the Board provides a place for 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 language below discusses the Public Meetings Law and public participation in such meetings.

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

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

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

11. ADJOURNMENT

Upcoming Board Meeting Dates:

September 12, 2019, 6:00 PM at Santiam Travel Station

October 10, 2019, 6:00 PM at Santiam Travel Station

November 14, 2019, 6:00 PM at Santiam Travel Station

December 12, 2019, 6:00 PM at Santiam Travel Station

Lebanon Community Schools

Code: **BBBB**
Adopted: 6/15/98
Readopted: 2/4/10
Orig. Code(s): BBBB

Board Member Oath of Office

Board members when elected or appointed must take the oath of office before assuming the duties of office. The oath of office must be taken again after each election or appointment of a Board member.

The oath of office will be in the following form:

I, **Richard Borden**, having been duly elected a member of the School Board of Lebanon Community School District, Linn County, Oregon, do solemnly swear/affirm that I will support the Constitution of the United States and of the State of Oregon, the laws thereof, and the policies of the Lebanon Community Schools District and that I will faithfully and objectively discharge the duties of a member of said school Board to the best of my ability (so help me God - optional).

Subscribed and sworn to before me this _____ day of August, 2019.

Signed: _____

District Board Member

END OF POLICY

Legal Reference(s):

[ORS 332.005](#)

Board Member Oath of Office - BBBB 1-1

Lebanon Community Schools

Code: **BBBB**
Adopted: 6/15/98
Readopted: 2/4/10
Orig. Code(s): BBBB

Board Member Oath of Office

Board members when elected or appointed must take the oath of office before assuming the duties of office. The oath of office must be taken again after each election or appointment of a Board member.

The oath of office will be in the following form:

I, **Tammy Schilling**, having been duly elected a member of the School Board of Lebanon Community School District, Linn County, Oregon, do solemnly swear/affirm that I will support the Constitution of the United States and of the State of Oregon, the laws thereof, and the policies of the Lebanon Community Schools District and that I will faithfully and objectively discharge the duties of a member of said school Board to the best of my ability (so help me God - optional).

Subscribed and sworn to before me this _____ day of August, 2019.

Signed: _____

District Board Member

END OF POLICY

Legal Reference(s):

[ORS 332.005](#)

Board Member Oath of Office - BBBB 1-1

County of Linn
Certificate Of Election
State of Oregon

I, **Stebe Druckenmiller**, the duly elected and qualified Clerk of Linn County, State of Oregon, to comply with the provisions of ORS 254.545 and the authority vested therein, do hereby certify that at the Special Election held in the County of Linn on the 21st Day of May 2019, **Tammy R. Schilling** was elected for a 4 year term to the Board of Directors of the Lebanon Community School District #9, Zone 1, for the County of Linn, State of Oregon, as shown by the Election Records in the Office of the Clerk.



Witness my hand and the official seal of Linn County
at Albany, Oregon this 17th day of June, 2019.


County Clerk

County of Linn
Certificate Of Election
State of Oregon

I, *Steve Druckenmiller*, the duly elected and qualified Clerk of Linn County, State of Oregon, to comply with the provisions of ORS 254.545 and the authority vested therein, do hereby certify that at the Special Election held in the County of Linn on the 21st Day of May 2019, *Richard B. Borden* was elected for a 4 year term to the Board of Directors of the Lebanon Community School District #9, Zone 4, for the County of Linn, State of Oregon, as shown by the Election Records in the Office of the Clerk.

Witness my hand and the official seal of Linn County
at Albany, Oregon this 17th day of June, 2019.

Richard B. Borden, County Clerk



**FINAL & OFFICIAL
WRITE-IN TALLY
FOR THE
MAY 21, 2019
SPECIAL ELECTION
LINN COUNTY, OREGON**

GREATER ALBANY PUBLIC SCHOOL DISTRICT 8J – DIRECTOR, ZONE 3

OTHER 29

GREATER ALBANY PUBLIC SCHOOL DISTRICT 8J – DIRECTOR, AT-LARGE #1

OTHER 20

HARRISBURG SCHOOL DISTRICT #7 – DIRECTOR, POSITION 2

OTHER 7

HARRISBURG SCHOOL DISTRICT #7 – DIRECTOR, POSITION 3

OTHER 11

JEFFERSON SCHOOL DISTRICT 14J – DIRECTOR, POSITION 1

NO WRITE-INS 0

JEFFERSON SCHOOL DISTRICT 14J – DIRECTOR, POSITION 3

NO WRITE-INS 0

LEBANON COMMUNITY SCHOOL DISTRICT #9 – DIRECTOR, ZONE 1

OTHER 21

LEBANON COMMUNITY SCHOOL DISTRICT #9 – DIRECTOR, ZONE 4

OTHER 26

MARCOLA SCHOOL DISTRICT #79J – DIRECTOR, POSITION 1

NO WRITE-INS 0

MARCOLA SCHOOL DISTRICT #79J – DIRECTOR, POSITION 2

NO WRITE-INS 0

MARCOLA SCHOOL DISTRICT #79J – DIRECTOR, POSITION 5

NO WRITE-INS 0

NORTH SANTIAM SCHOOL DISTRICT 29J – DIRECTOR, POSITION 2, ZONE 2

OTHER 2

NORTH SANTIAM SCHOOL DISTRICT 29J – DIRECTOR, POSITION 4, ZONE 3

OTHER 3


NORTH SANTIAM SCHOOL DISTRICT 29J – DIRECTOR, POSITION 5, AT LARGE #1

OTHER 2

*Positions elected by write-in.

I hereby certify this copy to be a true, full and correct copy of the original now on record in my office.

STEVE DRUCKENMILLER

 June 6, 2019
County Clerk
Deputy

Special Election, May 21, 2019
All Precincts, All Districts, All ScanStations, All Contexts, All Boxes
Final and Official
Total Ballots Cast: 10776
90 precincts reported out of 90 total

Lebanon Community School District #9, Director, Zone 1 (Vote for 1)

Precinct	Total Votes	Tammy R Schilling	Write-in	Over Votes	Under Votes
Precinct 021	27	27 100.00%	0 0.00%	0	8
Precinct 022	2	2 100.00%	0 0.00%	0	0
Precinct 023	78	76 97.44%	2 2.56%	0	21
Precinct 035	141	139 98.58%	2 1.42%	0	25
Precinct 036	130	129 99.23%	1 0.77%	0	21
Precinct 037	83	82 98.80%	1 1.20%	0	29
Precinct 038	86	84 97.67%	2 2.33%	0	16
Precinct 039	72	71 98.61%	1 1.39%	0	12
Precinct 041	61	61 100.00%	0 0.00%	0	14
Precinct 045	89	89 100.00%	0 0.00%	0	19
Precinct 050	39	39 100.00%	0 0.00%	0	28
Precinct 051	16	15 93.75%	1 6.25%	0	24
Precinct 057	5	5 100.00%	0 0.00%	0	3
Precinct 066	24	24 100.00%	0 0.00%	0	12
Precinct 068	8	8 100.00%	0 0.00%	0	2
Precinct 070	66	66 100.00%	0 0.00%	0	19
Precinct 071	9	9 100.00%	0 0.00%	0	7
Precinct 074	106	106 100.00%	0 0.00%	0	17
Precinct 078	89	89 100.00%	0 0.00%	0	14
Precinct 079	172	170 98.84%	2 1.16%	1	28
Precinct 086	116	116 100.00%	0 0.00%	0	22
Precinct 088	95	91 95.79%	4 4.21%	0	15
Precinct 104	40	39 97.50%	1 2.50%	0	7
Precinct 108	242	238 98.35%	4 1.65%	0	30
Total	1796	1775 98.83%	21 1.17%	1	393

PRINTED IN U.S.A.




Special Election, May 21, 2019
All Precincts, All Districts, All ScanStations, All Contests, All Boxes
Final and Official
Total Ballots Cast: 10776
90 precincts reported out of 90 total

Lebanon Community School District #9, Director, Zone 4 (Vote for 1)

Precinct	Total Votes	Richard B Borden	Write-in	Over Votes	Under Votes
Precinct 021	25	25 100.00%	0 0.00%	0	10
Precinct 022	2	2 100.00%	0 0.00%	0	0
Precinct 023	78	76 97.44%	2 2.56%	0	21
Precinct 035	138	136 98.55%	2 1.45%	0	28
Precinct 036	127	124 97.64%	3 2.36%	0	24
Precinct 037	82	80 97.56%	2 2.44%	0	30
Precinct 038	88	86 97.73%	2 2.27%	0	14
Precinct 039	70	67 95.71%	3 4.29%	0	14
Precinct 041	61	61 100.00%	0 0.00%	0	14
Precinct 045	84	84 100.00%	0 0.00%	0	24
Precinct 050	41	41 100.00%	0 0.00%	0	26
Precinct 051	21	20 95.24%	1 4.76%	0	19
Precinct 057	4	4 100.00%	0 0.00%	0	4
Precinct 066	24	23 95.83%	1 4.17%	0	12
Precinct 068	7	7 100.00%	0 0.00%	0	3
Precinct 070	69	69 100.00%	0 0.00%	0	16
Precinct 071	8	8 100.00%	0 0.00%	0	8
Precinct 074	106	106 100.00%	0 0.00%	0	17
Precinct 078	87	87 100.00%	0 0.00%	0	16
Precinct 079	163	160 98.16%	3 1.84%	0	38
Precinct 086	114	114 100.00%	0 0.00%	0	24
Precinct 088	69	68 98.55%	1 1.45%	0	21
Precinct 104	35	33 94.29%	2 5.71%	0	12
Precinct 108	236	232 98.31%	4 1.69%	0	36
Total	1759	1733 98.52%	26 1.48%	0	431

I hereby certify this copy to be a true,
full and correct copy of the original now
on record in my office.
STEVE DRUCKENMILLER

 County Clerk
JUNE 6, 2019
Deputy

PRINTED IN U.S.A.

RECYCLABLE

Lebanon Community School District #9

Resolution 1920-1 Representations and Authorizations

The Lebanon Community School District Board of Directors resolves the following for Fiscal Year 2019/20:

- A. **Bonding of the Board Chairman, Superintendent/Clerk, Deputy Clerk.** BE IT RESOLVED that the Lebanon School Board of Directors designates Property and Casualty coverage for education (PACE) to provide a Public Employee Dishonesty Coverage in a minimum amount of \$100,000 (fidelity bond) in accordance with ORS 332.525 and ORS 328.441.
- B. **Chief Administrative Officer.** BE IT RESOLVED that the Lebanon School Board of Directors hereby designates Bo Yates as Chief Administrative Officer.
- C. **Deputy Clerk.** BE IT RESOLVED that the Lebanon School Board of Directors hereby designates William Lewis as Deputy Clerk.
- D. **Custodian of Funds.** BE IT RESOLVED that the Lebanon School Board of Directors hereby designates Bo Yates and William Lewis to be the custodian of funds and further authorizes facsimile signature under ORS 328.441, ORS 328.445.
- E. **Authorization to Sign Payroll and Monthly Disbursements.** BE IT RESOLVED that the Lebanon School Board of Directors hereby designates Bo Yates and/or William Lewis to sign monthly disbursements and payroll.
- F. **Authorization to Approve and Pay Accounts Payable.** BE IT RESOLVED that the Lebanon School Board of Directors hereby designates Bo Yates and/or William Lewis to approve and pay all accounts payable and balances on district-issued credit/purchase cards within the limits of the adopted budget document. Licensed administrators may approve purchase orders in amounts of \$250 or less unless revoked by the Superintendent.
- G. **Budget Officer.** BE IT RESOLVED that the Lebanon School Board of Directors hereby designates Bo Yates as the budget officer.
- H. **Official Auditors.** BE IT RESOLVED that the Lebanon School Board of Directors hereby designates Accuity, LLC as the official auditor for the district's Fiscal Year 2019/20 books.
- I. **Newspapers-of-Record.** BE IT RESOLVED that the Lebanon School Board of Directors hereby designates the Albany Democrat Herald, Lebanon Local News, and the Lebanon Express as the district newspapers-of-record.

- J. **Insurance Agent-of-Record.** BE IT RESOLVED that the Lebanon School Board of Directors hereby designates Rhodes Warden Insurance as the district insurance agent-of-record.
- K. **Attorney-of-Record.** BE IT RESOLVED that the Lebanon School Board of Directors hereby designates Garrett Hemann Robertson, PC as the attorney-of-record for all general education related legal services and for collective bargaining services.
- L. **Hearing Officer.** BE IT RESOLVED that the Lebanon School Board of Directors hereby designates Bo Yates to serve as the hearing officer in all matters pertaining to the operation of the school district and/or matters on personnel and further designates Bo Yates or his designee to serve as the hearing officer on student records, including expulsion hearings.
- M. **Authorization to Participate in Federal and State Programs.** BE IT RESOLVED that Superintendent Bo Yates is hereby authorized as the official district representative for IDEA, Title IA, Title IIA, Title III, Title IV, and Title V, Title VI, EBISS, Carl Perkins Grant, other various local grants, Linn/Benton Education Service District, miscellaneous state grants, and miscellaneous federal grants.
- N. **School Board Meetings.** BE IT RESOLVED that the following are the School Board meeting dates for Fiscal Year 2019/20. Regular meetings will begin at 6:00 PM.

Date	Meeting Type	Scheduled Location
August, 8, 2019	Reorganization Meeting	Santiam Travel Station
September 12, 2019	Regular Meeting	Santiam Travel Station
October 10, 2019	Regular Meeting	Santiam Travel Station
November 14, 2019	Regular Meeting	Santiam Travel Station
December 12, 2019	Regular Meeting	Santiam Travel Station
January 9, 2020	Regular Meeting and Budget Committee Workshop	Santiam Travel Station
February 13, 2020	Regular Meeting	Santiam Travel Station
March 12, 2020	Regular Meeting and Budget Committee Workshop	Santiam Travel Station
April 9, 2020	Regular Meeting	Santiam Travel Station
May 14, 2020	Regular Meeting	Santiam Travel Station
June 11, 2020	Regular Meeting, Budget Hearing	Santiam Travel Station

- O. **Depository-of-Funds.** BE IT RESOLVED that the Lebanon School Board of Directors hereby designates FDIC Wells Fargo, Umpqua Bank, U.S. Bank, Oregon State Treasury and Local Government Investment Pool as the Depositories of Funds.
- P. **Borrowing Limit for the Custodian of Funds.** BE IT RESOLVED that the Lebanon School Board of Directors hereby allows the Custodian of Funds to borrow up to \$5,000,000. Notice is to be given to the Board prior to the loan.
- Q. **Short-term loans between funds.** BE IT RESOLVED that William Lewis, Deputy Clerk/Director of Business Services, is authorized to make short-term loans between funds in order to pay district obligations.
- R. **Employees Excluded from Bargaining Units.** BE IT RESOLVED that the Lebanon School Board of Directors hereby affirms that confidential employees and all directors and administrators are excluded from the bargaining units.
- S. **Local Contract Review Board.** BE IT RESOLVED that the Lebanon School Board of Directors hereby reaffirms the Lebanon Community School District as its own Local Contract Review Board.
- T. **Alternative Education Programs.** BE IT RESOLVED that the Lebanon School Board of Directors hereby designates Lebanon High School Alternative Programs, Linn Benton Community College Alternative Program, and Community Services Consortium as alternative education programs.
- U. The following designation of the Fiscal Year 2018/19 ending fund balances and revenues for specific uses in Fiscal Year 2019/20:
 - 1. Committed Fund Balances
 - a. The ending balance of each of the following funds is "Committed" in accordance with the purposes stated for each fund or program in the FY 2019/20 adopted budget.
 - 2. Restricted Fund Balances
 - a. The ending balance of all grant related special revenue funds (including food service) shall be designated as restricted for the sole uses intended by the granting authorities.
 - b. Ending fund balances in Student Activities Funds are restricted for the benefit and intent associated with each of the student body groups.
 - c. Unemployment Insurance Fund is restricted for expenditures of unemployment claims paid by the State for former District employees.

3. Debt Service Funds

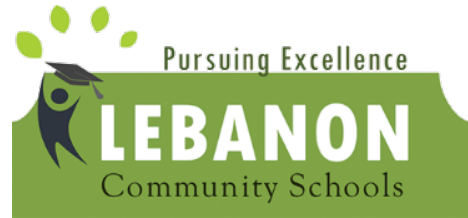
- a. Funds are "Restricted" for the accumulation of resources and payment of principal and interest related to associated debt offerings.

PASSED AND ADOPTED this 8th day of August, 2019.

Tom Oliver, Board Chair

Bo Yates, Superintendent

BOARD MEMORANDUM



To: Board of Directors

From: Bo Yates, Superintendent

Date: August 6, 2019

Meeting Date: August 8, 2019

Re: Sale of LHS Construction House

The Lebanon High School construction class has completed the construction of the project house located at 901 W. Vine Street in Lebanon. The district has agreed to sell the home for the sale price of \$262,500. The Business Director, William Lewis, is authorized to sign closing papers with the title company on behalf of the Lebanon Community School District.

BY/rh

**LEBANON COMMUNITY SCHOOL DISTRICT
SCHOOL BOARD MEETING
June 13, 2019, 6:00 PM**

Santiam Travel Station

750 S. Third Street, Lebanon, OR 97355

MEETING MINUTES

The following individuals were present:

Tom Oliver, Chair
Nick Brooks, Vice Chair
Richard Borden, Member
Mike Martin, Member

Bo Yates, Interim Superintendent
Jennifer Meckley, Director of Human Resources
and Community Relations
Kim Grousbeck, Director of Classified and
Employee Relations

Tammy Schilling, Board Member, was absent.

The meeting minutes were recorded by Interim Executive Secretary Ruth Hopkins.

1. WELCOME AND CALL TO ORDER

Chair Tom Oliver called the meeting to order at 6:02 PM.

2. AUDIENCE COMMENTS

David Butler addressed the Board. He shared information on the Out of the Darkness walk to fight suicide. He requested permission to put up signs at the district office regarding the walk information. He was given permission by Bo Yates and Tom Oliver.

Anne Williams addressed the Board. Mrs. Williams is a Language Arts teacher at the high school. She wanted to thank the Lebanon Foundation for the grant she received to purchase senior job fair clothes for the job fair at LBCC. She said sometimes the clothes are returned to the clothes closet, or sometimes they are kept for job interviews or worn at graduation.

She also thanked the school district for their support and shared that she will return to the high school in August cancer free. She especially thanked the Eilers and Stolsig families for all of their support this last year.

3. FISCAL YEAR 2019-20 BUDGET HEARING

William Lewis shared that the budget committee has approved the budget to be put forth to be adopted by the Board, as well as the proposed resolutions. There are no changes in the budget from the last budget meeting.

A. Audience Comments Regarding the Budget

There were no audience comments regarding the proposed Fiscal Year 2019-20 budget.

B. Approved May 23, 2019 Budget Meeting Minutes

Upon motion made by Brooks, duly seconded by Martin, the Board voted unanimously to approve the May 23, 2019 Budget Meeting Minutes as presented.

C. Resolution 1819-05 – Appropriations

Upon motion made by Brooks, duly seconded by Martin, the Board voted unanimously to approve Resolution 1819-05. Brooks read Resolution 1819-05 into the record. *(Page 15)*

D. Resolution 1819-06 – Imposing and Categorizing the Tax

Upon motion made by Martin, duly seconded by Borden, the Board voted unanimously to approve Resolution 1819-06. Martin read Resolution 1819-06 into the record. *(Page 16)*

4. RESOLUTION 1819-07 APPROPRIATION TRANSFER

Will Lewis shared that the resolution was to keep us in compliance with local budget law. If there is an overage in a fund of even a penny, the law requires us to transfer that amount to be in compliance, so that is what this resolution covers.

There were no questions regarding the transfer.

Upon motion made by Borden, duly seconded by Martin, the Board voted unanimously to approve Resolution 1819-07.

5. ASSISTANT SUPERINTENDENT CONTRACT

Staff has worked with legal counsel to draft a proposed contract. It is based on 90% of the superintendent's contract. There were no questions regarding the assistant superintendent's contract.

Upon motion made by Borden, duly seconded by Martin, the Board voted unanimously to approve the assistant superintendent contract as presented.

6. PROPOSED SOCIAL STUDIES CURRICULUM ADOPTION

Meckley shared that this year is an adoption year for social studies curriculum for next year. They went through the adoption process at the secondary and the elementary level. They would like to postpone the elementary adoption for one year. The reason is that there is only one state adopted curriculum that has been vetted and matches all the criteria. The committee did not feel like that curriculum would meet the needs of the district. In the meantime, they know they will use Scholastic News and Get "Oregonized". They will pilot this at the elementary level and see how it meets the standards for the K-5 level for this year, then will do a formal adoption next year if they feel it meets requirements.

Tami Volz worked with the secondary team. Volz shared that the high school team and the middle school team had spent the majority of the year looking at various curriculum, and that the list in the packet is what they have agreed to. They are ready to order the curriculum and get them ready for the fall.

Mike Martin asked if the K-5 curriculum aligned with McGraw Hill and National Geographic. Volz stated that the crosswalk has not been done to see if they are vertically aligned with secondary curriculum and that will be done this next school year.

Meckley added that for K-12, financial literacy was a standard that had been added. There is not a lot of curriculum available at this time with that standard, so that was part of the decision to wait and make sure that what they purchased would include that.

Upon motion made by Borden, duly seconded by Brooks, the Board vote passed by a majority to approve the proposed social studies curriculum as presented. Martin abstained from voting as his daughter works with Ag in the Classroom and she has worked on the alignment of state standards.

7. CONSENT AGENDA

A. May 9, 2019 Meeting Minutes

Upon motion made by Brooks, and duly seconded by Martin, the Board voted unanimously to approve the May 9, 2019 meeting minutes as presented.

B. Policies: First Reading

Meckley stated that the policies presented for first reading were revisions that were made due to updates in legislation or to clean up the language.

Oliver asked about the Hazing/Harassment/Intimidation/Menacing/Bullying Policy and asked if they were in alignment with the complaint policy as it is today. He wondered if the same process and timelines were followed as with complaints.

Meckley said the only thing that changed on the policies was the gender neutral language. She said she would look at the policies to make sure the timelines were in alignment.

Oliver asked that we pull JFCF, JFCF-AR and GBNA, GBNA-AR to make sure the timeline and process were in alignment with our complaint timelines and procedures.

C. Policies: Second Reading

Upon motion made by Martin, duly seconded by Borden, the Board voted unanimously to adopt policies BBAA, ECACB, GBEB, GBH/JECAC, GCBDC/GDBDC, and JECAC/GBH upon second reading as presented.

8. SCHOOL BOARD 2019-20 MEETING SCHEDULE

A discussion was held around different personal schedules. It was decided that there would not be a July board meeting and the August 8th time would be changed to 5:00 PM.

Upon motion made by Martin, seconded by Borden, the Board voted unanimously to approve the 2019-20 School Board Meeting Schedule as amended, with the cancellation of the July meeting and the time change for the August 8 meeting.

9. ALTERNATIVE EDUCATION PROGRAM UPDATE

Rachel Cannon provided an update for the alternative education program. She explained that at the beginning of the year, the team had set a goal for credits earned for the year at 120 credits, and the students earned 194.25 credits. There were nine students who earned their GED and nine students who earned their diplomas and walked this year. There were 77 GED tests passed. Last year there were 43 students that dropped out while in alt ed, 28 of which were from tutoring at the district office. This year there were only 6 from tutoring who dropped out and overall they were at 24. So the numbers are down a lot. Nine students did not start back up this year, so those nine were drop outs.

She shared about the summer school program. The high school is five weeks and the elementary is six weeks. There are approximately 40 students at each site, Monday through Thursday. The focus is on yellow zone kids. Kim Fandino is in charge of the high school program, which is completely credit recovery.

10. CURRICULUM ASSESSMENT UPDATE

Tami Volz shared about curriculum instruction assessment (CIA) and the continuous improvement plan that has been taken to the high school and elementary schools.

Teachers from each grade level met throughout the year to work on language arts standards and how they align with the Journeys curriculum. The final product will be posted on the website.

All K-8 students have taken the spring STAR assessment and she provided the spring STAR summary growth report of students in the enrichment program.

There was a discussion around the STAR performance data and benchmarks for graduation readiness.

Brooks mentioned adding in the benchmark number for each school and grade level into the data. He felt we should set goals and expectations. Yates mentioned it was hard to determine a benchmark because the ODE measured goals differently at each grade level and subject.

More discussion was held on the support to students and what is lost and what is needed and the issue of getting growth in students, as well as curriculum alignment and teachers teaching the same standards district wide.

For professional development, the Curriculum Academy will be August 19th-23rd. Barbara Steinburg is the trainer for Reading Foundation. She also has a dyslexia background, and the district just purchased dyslexia kits for all of the schools. There also will be a trainer from Great Minds. For 6-12 teachers, there will be Springboard training and College Prep Math (CPM). Currently there are 93 teachers and IAs signed up. There is also a district-wide PD plan, which

looks at the whole year and is organized to align with our goals and aligns with the areas that teachers are identifying as needing support.

Oliver asked how the professional development worked in each building. Volz said it was twofold. There are district wide professional developments, and then principals determine PD in their buildings to compliment the district PD.

Volz shared that summer school will start on June 17th. There are currently 252 students enrolled in K-5. The middle school has over 100 students. The high school has 112 confirmed students as of June 7, but they are expecting 200. There should be a STAR summary growth report for our summer school program this fall.

11. DEPARTMENT REPORTS

A. Operations

Yates shared that the district had a full offer on the construction house. The land lab project continues and is going well. The nutrition department is feeding about 100 kids a day in the summer meal program.

B. Human Resources

Meckley shared that a couple of HR's summer projects were to see how the department could support the district goals of increased student achievement and all of the other goals in the continuous improvement plan. They are looking to improve and change the teacher mentoring program. They continually look for ways to make that better. They are looking at having instructional and building mentors. They are also looking at professional growth and accountability with administrators to make sure instructional programs are aligned and to make sure the administration is aligned in how they give feedback to teachers and support teachers who are struggling.

C. Finance

Will Lewis explained that the finance report was the last one they would see until August. There are five big projects that the business department is working on right now, one of which is the accounting codes. They will be taking that information and then educating the organization and providing backup support.

12. COMMUNICATION

A. Board

Oliver shared that he and Yates had met with a firm that provides communication services to start to have some conversation around a plan for communication services for the district. They are looking at a menu of services that the firm provides to reach out to the community and provide transparency and accountability to parents.

B. Superintendent

Yates said he would try to have a facility overview at the next meeting. He needed to meet with the committee to look at it and make sure we are on time for a state matching grant for facilities. The plan needs to be submitted to the state by July 1. No board approval is required for the plan to be submitted.

Martin requested a brief AVID update for the August board meeting.

13. AUDIENCE COMMENTS

No members of the audience requested the opportunity to address the Board.

14. ADJOURNMENT

There being no further business before the Board, the meeting was adjourned at 7:24 PM

Upcoming Board Meeting Dates:

August 8, 2019, at 5:00 PM, Santiam Travel Station

September 12, 2019, at 6:00 PM, Santiam Travel Station

Tom Oliver, Board Chair

Bo Yates, Superintendent

**LEBANON COMMUNITY SCHOOL DISTRICT
SPECIAL SCHOOL BOARD MEETING
JUNE 26, 2019, 3:30 PM**

District Office Legacy Room

485 5th Street, Lebanon, OR 97355

MEETING MINUTES

The following individuals were present:

Tom Oliver, Chair
Richard Borden, Member
Mike Martin, Member
Tammy Schilling, Member

Jennifer Meckley, Director of Human Resources
and Community Relations

Nick Brooks, Vice Chair, was absent.

The meeting minutes were recorded by Interim Executive Secretary Ruth Hopkins.

1. WELCOME AND CALL TO ORDER

Chair Tom Oliver called the meeting to order at 3:34 PM.

2. AUDIENCE COMMENTS

No members of the audience requested the opportunity to address the Board.

3. RESOLUTION 1819-8 – APPROPRIATION TRANSFER

Action: Approval Requested

Will Lewis clarified that this meeting was not an emergency meeting. He said that the transfer of funds is needed because as more things are reconciled for the end of the year, such as PCards, salaries and 1000s expenditure codes.

Oliver clarified that there was not a change in the bottom line of the budget, it was just to balance the current one.

Lewis said that he was aggressive in the transfer amount, to make sure that there was enough. Oliver added that it was not unanticipated and that we are in a better position to anticipate for next year.

The total amount of the transfer is \$450,000. Lewis gave an example of PCard reconciliation and explained how that can come up as an unknown expense.

Schilling asked about last year. Lewis said that we did not have as many stipends and leave payout last year. There were more this year and that is why it was not caught. As well as the summer school program, which the stipends are paid for in June, but actually cover July and August.

Upon motion made by Martin, and duly seconded by Schilling, the Board voted unanimously to approve Resolution 1819-8 Appropriation Transfer as presented.

4. ADJOURNMENT

There being no further business before the Board, the meeting was adjourned at 3:43 PM.

Upcoming Board Meeting Dates:

August 8, 2019 at 5:00 PM, Santiam Travel Station

Tom Oliver, Board Chair

Jennifer Meckley, Director of Human Resources

OSBA Model Sample Policy

Code: JEC

Adopted:

Admissions**

The Board is committed to providing an educational program for all students living in the district. The Board believes all students living in the district who have not completed 12 years of education should regularly attend a public full-time school and be included in the available educational programs.

A child is considered to be six years of age if the sixth birthday of the child occurred on or before September 1 immediately preceding the beginning of the current school term.

All new students must register in the office. Students enrolled in the district shall comply with Oregon laws related to age, residence, health, attendance, and immunization.

Students located in the district shall not be excluded from admission solely because the student does not have a fixed, regular and adequate nighttime residence or solely because the student is not under the supervision of a parent.

Students located in the district shall not be excluded from admission where they are otherwise eligible, not receiving special education, and they have not yet attained the age of 19 prior to the beginning of the current school year.

The district may admit an otherwise eligible person who is not receiving special education and who has not yet attained 21 years of age prior to the beginning of the current school year if the person is shown to be in need of additional education ~~in order~~ to receive a high school diploma or a modified diploma.

Students who attend a district school on an interdistrict transfer or ~~open enrollment~~ were admitted prior to 2019 through open enrollment are considered residents of the district.

Students living in the district who have attained the age of majority are considered residents of the district unless the student has transferred to another district via interdistrict transfer or open enrollment.

Minor students living with a parent or guardian who resides in the district are considered residents of the district unless the student has transferred to another district via interdistrict transfer or open enrollment.

Students who are ~~wards of the court~~ in foster care and who are placed in the district are residents of the district of origin, unless the court determines that attending in the district of residence is in the best interest of the student.

END OF POLICY

Legal Reference(s):

[ORS 327.006](#)
[ORS 336.092](#)
[ORS 339.010](#)
[ORS 339.115](#)

[ORS 339.125](#)
[ORS 339.133](#)
[ORS 339.134](#)

[ORS 433.267](#)
[OAR 581-022-2220](#)

Illegal Immigration and Immigration Reform Act of 1996, 8 U.S.C. §§ 1101, 1221, 1252, 1324, 1363, 1367 (2012).
McKinney-Vento Homeless Assistance Act, Subtitle VII-B, reauthorized by Title IX-A of the Every Student Succeeds Act (ESSA), 42 U.S.C. §§ 11431, 11434a (2012).

OSBA Model Sample Policy

Code: JECB
Adopted:

Admission of Nonresident Students

The district may enroll nonresident students as follows:

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

The Board shall deny regular school admission to nonresident students who are under expulsion from another district for a weapons policy violation. The Board [will] [will not] [may, based on district criteria,] deny [regular school] [alternative education program] admission to nonresident students who are under expulsion from another district for reasons other than a weapons policy violation.

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

Annually, by [insert date to be set by the Board¹], the Board shall establish the number of student transfer requests into the district, and out of the district, to which consent will be given for the upcoming school year.

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

¹ [The district must annually make this determination by a date set by the Board. Insert the date set by the Board.]

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

END OF POLICY

Legal Reference(s):

~~[ORS 109.056](#)
[ORS 327.006](#)
[ORS 329.485](#)
[ORS 335.090](#)~~

[ORS 339.115 - 339.133](#)
[ORS 339.141](#)
[ORS 339.250](#)
[ORS 343.221](#)

[ORS 433.267](#)
[OAR 581-021-0019](#)

OSBA Model Sample Policy

Code: JECF

Adopted:

Interdistrict Transfer of Resident Students**

Interdistrict Transfer

~~The district offers a variety of programs and services designed to meet the individual needs of its students. Nevertheless,~~ The Board recognizes there may be circumstances that arise in which a resident student may benefit from attendance in another public school in the state. Consequently, a student who resides within district boundaries may be released to attend school in another district that agrees to accept the student. The agreement will be by written consent of the affected school boards or designees whereby the student becomes a “resident student” of the attending district, allowing the attending district to receive State School Fund moneys. Any additional fees or tuition costs are the responsibility of the parent.

When the resident district approves the release of a resident student to another school district, the student or ~~his/her~~ their parent(s) will be solely responsible for transportation unless federal or state law requires transportation to be provided by the district. When a resident student, who is on an individualized education plan (IEP) is accepted to another district by an interdistrict transfer, the attending district becomes responsible for a free appropriate public education (FAPE).

Additionally, an interdistrict transfer of a resident student will be permitted, as appropriate, to meet the requirements to provide a safe public school choice in the Every Student Succeeds Act (ESSA).

The resident district may not impose any limitations on the length of time for which consent is given to the student requesting release to another district.

The resident district shall not require a student to receive consent more than one time when the student requests admission to the same receiving district, regardless of any time limitations imposed by the receiving district.

The district shall allow the student whose legal residence changes to a different district during the school year ~~or summer between school years~~, to complete the school year in the district if the student chooses to do so.

Open Enrollment

~~A student who resides within district boundaries may make a request to attend school in another district that agrees to accept the student. The agreement will be by written consent of the attending district only whereby the student becomes a “resident student” of the attending district, allowing the attending district to receive State School Funding. When the attending district approves the admission of the student, the attending district shall notify the district in which the student resides no later than May 1. The student or his/her parent(s) will be solely responsible for transportation to the attending/receiving district unless federal or state law requires transportation to be provided by the attending/receiving district. Students under the Individuals with Disabilities Education Act (IDEA) will become the primary responsibility of the attending district.~~

Safe Public School Choice Transfer Requests

An interdistrict transfer¹ may be permitted in the event a student has been a victim of a violent criminal offense occurring in or on the grounds of a school the student attends, or the student attends a school identified as persistently dangerous and all other district schools the student may transfer to are also identified as persistently dangerous or there is no other district school to which the student may transfer. The transfer must be to a safe school.

Homeless Student

A homeless student residing in the district and the student's parent, or in the case of an unaccompanied student, the district's liaison for homeless students, may request that the student attend ~~his/her~~ their school of origin² located out-of-district. The request will be considered based on the best interest of the student. The student may continue in ~~his/her~~ their school of origin for the duration of the student's homelessness. Transportation will³ be provided in accordance with law.

The superintendent is directed to establish procedures for the review of any student request to attend school in another district.

END OF POLICY

Legal Reference(s):

[ORS 109.056](#)
[ORS 327.006](#)
[ORS 329.485](#)
[ORS 332.107](#)
[ORS 335.090](#)

[ORS 339.115 - 339.133](#)
[ORS 339.141](#)
[ORS 339.147](#)
[ORS 339.155](#)
[ORS 339.250](#)

[ORS 343.221](#)
[ORS 433.267](#)
[OAR 581-021-0019](#)
[OAR 581-022-2220](#)

Illegal Immigration and Immigration Reform Act of 1996, 8 U.S.C. §§ 1101, 1221, 1252, 1324, 1363, 1367 (2012).
McKinney-Vento Homeless Assistance Act, Subtitle VII-B, reauthorized by Title IX-A of the Every Student Succeeds Act, 42 U.S.C. §§ 11431-11435 (2012).
Every Student Succeeds Act, 20 U.S.C. § 7912 (2012).

¹ Districts are encouraged, but not required, to explore other appropriate options such as an agreement with a neighboring district to accept transfer students if there is not another school in the district in which the student legally resides for the transferring student.

² "School of origin" means the school that a student attended when permanently housed or the school in which the student was last enrolled. When the student has completed the final grade served by the school of origin, the term "school of origin" shall include the designated receiving school at the next grade level for all feeder schools.

³ McKinney-Vento Homeless Assistance Act (see 42 U.S.C. 11432(g)(1)(J)(iii)).

OSBA Model Sample Policy

Code: IKF

Adopted:

Graduation Requirements**

(This policy requires an administrative regulation, see IKF-AR.)

(Version 2)

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

If the district requires diploma requirements beyond the state requirements, the district shall grant a waiver for those requirements to any student who, at any time from grade 9 to 12, was:

1. A foster child¹;
2. Homeless;
3. A runaway;
4. A child in a military family covered by the Interstate Compact on Educational Opportunity for Military Children;
5. A child of a migrant worker; or
6. Enrolled in the Youth Corrections Education Program or the Juvenile Detention Education Program.

For any student identified above, the district shall accept any credits earned by the student in another district or public charter school, applying those credits toward the state requirements for a diploma if the credits satisfied those requirements in that other district or public charter school².

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

Essential Skills

The district [will] [will not] allow English Language Learner (ELL) students to demonstrate proficiency in the Essential Skills of Apply Mathematics in a variety of settings, in the student's language of origin for those ELL students who by the end of high school:

¹ As defined in ORS 30.297.

² ~~For a high school diploma awarded on or after January 1, 2018.~~

1. Are on track to meet all other graduation requirements; and
2. Are unable to demonstrate proficiency in the Essential Skills in English.

The district [will] [will not] allow ELL students to demonstrate proficiency in Essential Skills other than Apply Mathematics in a variety of settings, in the student’s language of origin for those ELL students who by the end of high school:

1. Are on track to meet all other graduation requirements;
2. Are unable to demonstrate proficiency in the Essential Skills in English;
3. Have been enrolled in a U.S. school for five years or less; and
4. Have demonstrated sufficient English language skills using the English Language Proficiency Assessment for the 21st Century (ELPA21)³.

[⁴The district will develop procedures to provide assessment options as described in the *Essential Skills and Local Performance Assessment Manual*, in the ELL student’s language of origin for those ELL students who meet the criteria above, and will develop procedures to ensure that locally scored assessment options administered in an ELL student’s language of origin are scored by a qualified rater.]

The district may not deny a student, ~~who has the documented history of an inability to maintain grade level achievement due to significant learning and instructional barriers, or of a medical condition that creates a barrier to achievements,~~ the opportunity to pursue a diploma with more stringent requirements than a modified diploma or an extended diploma for the sole reason the student has the documented history listed under the above modified diploma or extended diploma requirements.

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

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

A student may satisfy the requirements for a modified diploma, an extended diploma or an alternative certificate in less than four years but not less than three years. In order to satisfy the requirements for a modified diploma, an extended diploma or an alternative certificate in less than four years, the student’s parent or guardian or a student who is emancipated or has reached the age of 18 must provide written

³ This criteria does not apply to students seeking a diploma in 2017-2018 or 2018-2019.

⁴ [This paragraph is required if the district allows ELL students to demonstrate proficiency in Essential Skill of Apply Mathematics and other courses.]

consent which clearly states the parent, guardian or student is waiving the fourth year and/or years until the student reaches the age of 21. A copy of the consent will be forwarded to the district superintendent who will annually report to the Superintendent of Public Instruction the number of such consents.

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

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

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

~~A student who has received a modified diploma shall continue to have access to individually designed instructional hours, hours of transition services and hours of other services that are designed to meet the unique needs of the student.~~

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

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

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

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

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

The district will issue a high school diploma, ~~upon request and~~ pursuant to Oregon law (ORS 332.114), to a ~~person or a representative of a deceased person who served in the U.S. Armed Forces⁵ and the person was discharged or released under honorable conditions~~ veteran if the veteran resides within the boundaries of the district or is an Oregon resident and attended a high school of the district, or to a deceased veteran, upon request from a representative of the veteran, if the deceased veteran resided within the boundaries of the district at the time of death or was an Oregon resident at the time of death and attended a high school of the district.

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

END OF POLICY

Legal Reference(s):

ORS 329.045	ORS 343.295	OAR 581-022-2020
ORS 329.451		OAR 581-022-2025
ORS 329.479	OAR 581-022-1910	OAR 581-022-2030
ORS 332.107	OAR 581-021-0009	OAR 581-022-2115
ORS 332.114	OAR 581-022-2000	OAR 581-022-2120
ORS 339.115	OAR 581-022-2010	OAR 581-022-2505
ORS 339.505	OAR 581-022-2015	

Test Administration Manual, published by the OREGON DEPARTMENT OF EDUCATION (~~2017-18~~).

Essential Skills and Local Performance Assessment Manual, published by the OREGON DEPARTMENT OF EDUCATION (~~JANUARY 22, 2018~~).

OREGON DEPARTMENT OF EDUCATION Executive Numbered Memo 003-2015-16.

⁵The policy applies to any person who:

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

OSBA Model Sample Policy

Code: LBE

Adopted:

Public Charter Schools**

The district recognizes that public charter schools offer an opportunity to create new, innovative and more flexible ways of educating students in an atmosphere of learning experiences based on current research and development. Public charter schools shall demonstrate a commitment to the mission and diversity of public education while adhering to one or more of the following goals:

1. Increase student learning and achievement;
2. Increase choices of learning opportunities for students;
3. Better meet individual student academic needs and interests;
4. Build stronger working relationships among educators, parents and other community members;
5. Encourage the use of different and innovative learning methods;
6. Provide opportunities in small learning environments for flexibility and innovation;
7. Create new professional opportunities for teachers;
8. Establish additional forms of accountability for schools; and
9. Create innovative measurement tools.

Public charter schools may be established as a new public school, from an existing public school or a portion of the school or from an existing alternative education program. A public charter school may not convert an existing tuition-based private school into a charter school, affiliate itself with a **nonsectarian nonpublic sectarian** school or religious institution, or encompass all the schools in the district unless the district is composed of only one school.

The Board will not approve any public charter school proposal when it is deemed that its value is outweighed by any direct identifiable, significant and adverse impact on the quality of the public education of students residing in the district. To meet the eligibility criteria for Board approval, a public charter school proposal must meet the requirements of Oregon [Revised Statutes law](#), [Oregon Administrative Rules](#), Board policy, and regulation. Upon request of the Board, the public charter school applicant must furnish in a timely manner any other information the Board deems relevant and necessary to conduct a complete and good faith evaluation of the public charter school proposal.

The district will determine if it has any unused or underutilized buildings. Buildings may be made available for public charter school use, subject to Board approval. Approved use may be limited to instructional purposes only. Appropriate-use fees will be determined by the Board. Public charter school use outside the district's instructional day will be subject to Board policy KG - Community Use of District Facilities and accompanying administrative regulation.

[Public charter school students may, upon request, be allowed to participate in district programs such as physical education, instrumental and vocal music offerings, or other selected options if space and materials are available.¹ Students must adhere to state law, Board policies, regulations, and rules concerning conduct and discipline.] [Public charter school students shall not be permitted to participate in district curricular programs.²]

Public charter school students in grades K-8 may participate in their resident district's activities that are offered before or after regular school hours. Public charter school students in grades 9-12 may participate in their resident district's available activities that are sanctioned by the Oregon School Activities Association (OSAA) when the requirements found in Oregon law are met .

The district [will] [will not] provide instructional materials, lesson plans, or curriculum guides for use in a public charter school.

The public charter school employer will be determined with each proposal. If the ~~Board~~ district is the employer, the terms of the current collective bargaining agreement will be examined to determine which parts of the agreement apply. If the ~~Board~~ district is not the sponsor of the public charter school, ~~it~~ the district shall not be the employer and will not collectively bargain with public charter school employees.

The district will [annually [by October 1]] [semiannually [by October 1 and April 1]] [by [December 1]]³, calculate the number of students residing in the district who are enrolled in a virtual public charter school. When the percentage is more than three percent, the district may choose to not approve additional students for enrollment to any virtual public charter school, subject to the requirements in Oregon Administrative Rule (OAR) 581-026-0305(2).

The district is only required to use data that is reasonably available to the district including but not limited to the following for such calculation:

1. The number of students residing in the district enrolled in the schools within the district;
2. The number of students residing in the district enrolled in public charter schools located in the district;
3. The number of students residing in the district enrolled in virtual public charter schools;
4. The number of home-schooled students who reside in the district and who have registered with the educational service district; and
5. The number of students who reside in the district enrolled in private schools located within the school district.

A parent may appeal a decision of a school district to not approve a student for enrollment to a virtual public charter school to the State Board of Education.

¹ This does not apply to the Oregon law related to OSAA-sanctioned activity participation.

² Unless allowed by Oregon law related to OSAA-sanctioned activity participation.

³ [Per OAR 581-026-0305(7)(a) the district must choose annual, semi-annual, or other date used for calculation; dates are provided as a recommendation only.]

The superintendent will develop administrative regulations for public charter schools to include the proposal process, review, and appeal procedures, and charter agreement provisions.

END OF POLICY

Legal Reference(s):

[ORS 327.077](#)

[ORS 327.109](#)

[ORS 332.107](#)

[ORS Chapter 338](#)

[ORS 339.141](#)

[ORS 339.147](#)

[ORS 339.460](#)

[OAR 581-026-0005 - 0515](#)

[OAR 581-026-0700](#)

[OAR 581-026-0710](#)

Every Student Succeeds Act, 20 U.S.C. §§ 6311-6322 (2012).

OSBA Model Sample Policy

Code: IGDJ

Adopted:

Interscholastic Activities

The Board recognizes the integral role interscholastic activities play in the character development and general enhancement of the education of its students. Accordingly, administrators, coaches, student participants, and others associated with the district's high school activities programs and events¹ shall conduct themselves in a manner that is consistent with the letter and spirit of policies, rules, and regulations of the district and of the Oregon School Activities Association (OSAA) and the fundamental values of sportsmanship. Each will be held accountable for ~~its~~ their actions.

The district shall allow homeschooled students that reside in the district and students attending a public charter school that reside in the district to participate in available interscholastic activities ~~in compliance with state~~ when the requirements found in Oregon law are met.

Interscholastic activities when provided by ~~the district will~~ ~~provide interscholastic activities for students~~ ~~in compliance~~ comply with Title IX [and other nondiscrimination laws].

District employees, students, parents, alumni, and activity volunteers are prohibited from ~~making contact or otherwise causing contact to be made with a student for purposes of suggesting or encouraging the student and/or family to maintain or change residency for activities~~ inducing or attempting to induce a student to attend a district school for interscholastic activity eligibility or participation. The principal, activities director, and coaches are each responsible for ensuring student participants meet all district and OSAA eligibility requirements. The principal is responsible for ensuring accurate certification regarding the eligibility of participating students and for verifying that athletic directors, coaches of sports, and activity advisors have ~~been certified through the National Federation of High School Coaches Certification program~~ all required certifications prior to assuming ~~coaching~~ their duties. The principal shall ensure that a program is in place to effectively evaluate the performance of all coaches and activitiesy advisors under ~~his/her~~ their supervision.

Volunteers may be approved to assist with district activities with prior approval from the principal.

The principal shall investigate all allegations of district student ineligibility, staff recruitment violations or other student or staff conduct that may violate Board policies, administrative regulations, and/or OSAA rules and regulations. The principal shall notify the superintendent of conduct that violates the terms of this policy and report to the OSAA as required.

An employee determined to have violated rules and regulations of the OSAA [will] [may] be subject to discipline, up to and including, dismissal. A student in violation of the OSAA rules and regulations will be subject to discipline, up to and including, dismissal from ~~his/her~~ an interscholastic activity or program, suspension and/or expulsion from school. Volunteers in violation of the OSAA rules and regulations shall be subject to discipline, up to and including, removal from district programs and activities and such other sanctions as may be deemed appropriate by the district.

¹ This applies to only OSAA-sanctioned activities and events.

Employees, volunteers, or students in violation of OSAA rules and/or regulations [will] [may] be required to remunerate the district in the event of fines assessed by OSAA as a result of their actions.

The superintendent will develop procedures, as necessary, to implement this policy, including a process to ensure that all district rules governing the conduct of students, staff, and volunteers engaged in district activities are regularly reviewed and updated.

END OF POLICY

Legal Reference(s):

[ORS 326.051](#)

[ORS 332.075\(1\)\(e\)](#)

[ORS 339.450 - 339.460](#)

[OAR 581-015-2255](#)

[OAR 581-021-0045 - 0049](#)

[OAR 581-026-0005](#)

[OAR 581-026-0700](#)

[OAR 581-026-0705](#)

[OAR 581-026-0710](#)

Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683 (2012); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2017).

OREGON SCHOOL ACTIVITIES ASSOCIATION, OSAA HANDBOOK.

Montgomery v. Bd. of Educ., 188 Or. App. 63 (2003).



485 S. Fifth Street, Lebanon, Oregon 97355 • Phone: (541) 451-8511 • Fax: (541) 259-6857

August 2019

581-021-0559 Reporting Requirements for the Use of Physical Restraint & Seclusion

Each entity that has jurisdiction over a public education program must prepare an annual report detailing the use of physical restraint and seclusion for the preceding school year, including, at a minimum:

(a) The total number of incidents involving physical restraint;

In 2018 – 2019 Lebanon School District had 54 incidents of physical restraint, (Physical restraint means the restriction of a student’s movement by one or more persons holding the student or applying physical pressure upon the student.)

(b) The total number of incidents involving seclusion;

In 2018 – 2019 Lebanon School District had 0 incidents of seclusion, (Seclusion means the involuntary confinement of a student alone in a room from which the student is physically prevented from leaving.)

(c) The total number of seclusions in a locked room;

In 2018 – 2019 Lebanon School District had 0 incidents of seclusion in a locked room.

(d) The total number of students placed in physical restraint;

In 2018 – 2019 Lebanon School District had 15 students placed in physical restraint.

(e) The total number of students placed in seclusion;

In 2018 – 2019 Lebanon School District had 0 students placed in seclusion.

(f) The total number of incidents that resulted in injuries or death to students or personnel as a result of the use of physical restraint or seclusion;

In 2018 -2019 Lebanon School District had 0 incidents that resulted in injuries or death to students or personnel as a result of the use of physical restraint or seclusion.



485 S. Fifth Street, Lebanon, Oregon 97355 • Telephone: (541) 451-8511 • Fax: (541) 259-6857

(g) The number of students who were placed in physical restraint or seclusion more than 10 times in the course of a school year and an explanation of what steps have been taken by the public education program to decrease the use of physical restraint and seclusion for each student;

In 2018 -2019 Lebanon School District had 1 student who was placed in physical restraint or seclusion more than 10 times in the course of the school year.

(h) The number of incidents in which the personnel of the public education program administering physical restraint or seclusion were not trained;

In 2018 – 2019 Lebanon School District had 1 incident of a student who was placed in physical restraint by untrained personnel.

(i) The demographic characteristics of all students upon whom physical restraint or seclusion was imposed, including;

- a. Race – **12 White students, 2 Multiracial**
- b. Ethnicity – **1 Hispanic**
- c. Gender – **13 male students, 2 female students**
- d. Disability status – **12 students with disabilities**
- e. Migrant status – **0 migrant students**
- f. English proficiency – **0 English proficiency students**
- g. Status as economically disadvantaged – **14 economically disadvantaged students**