

**LEBANON COMMUNITY SCHOOL DISTRICT
SCHOOL BOARD MEETING
September 20, 2018, 6:00 PM**

Santiam Travel Station

750 S. Third Street, Lebanon, OR 97355

MEETING AGENDA

1. WELCOME

- A. Call to Order
- B. Flag Salute

2. 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.

3. POLICIES, FIRST READING (Page 4)

Action: Informational

Code	Title
ECACB	Unmanned Aircraft Systems a.k.a. Drone
IICC	Volunteers
GCDA/GDDA	Criminal Records Check and Fingerprinting

4. POLICIES, SECOND READING (Page 11)

Action: Approval Requested

Code	Title
GBN/JBA	Sexual Harassment
GCBDC/GDBDC	Domestic Violence, Harassment, Sexual Assault or Stalking Leave
IGBA	Students with Disabilities – Child Identification Procedures
IGBAH	Special Education Evaluation Procedures
IGBAJ	Special Education Free Appropriate Public Education (FAPE)
IGBHE	Expanded Options Program
IKF	Graduation Requirements, V2
JBA/GBN	Sexual Harassment
JECA	Admission of Resident Students
JHFF	Reporting Requirements Regarding Sexual Conduct with Students
KI	Public Solicitation in District Facilities
KI/KJ	Commercial Advertising

5. CONSENT AGENDA

Action: Approval Requested

A. Hiring

Burien, Samantha	Elementary Teacher	
Martin, Laura	Counselor	
May, Breanne	Physical Education/Health	
Schmidt McNeil, Jennifer	Secondary Teacher	
Miller, Mercedes	Special Education Teacher	
Vore, Daniel	Secondary Teacher	
Cannon, Rachel	Director of Alternative Education	

Barker, Sherry	Nurse	Temporary, through December 25, 2018
Larson, Adrianna	Elementary Teacher	Temporary, through June 10, 2019
Dankers, Maarten	Elementary Teacher	Temporary, through June 10, 2019
McCaffrey, James	Elementary Teacher	Temporary, through June 10, 2019
Ramirez, Tabitha	Elementary Teacher	Temporary, through November 26, 2018
Zeller, Crystal	Elementary Teacher	Temporary, 10/1/18 through 1/23/19

B. August 7, 2018 Meeting Minutes

Action: Approval Requested

C. Instrument Rental Fee

Action: Approval Requested

6. DEPARTMENT REPORTS

Action: Informational

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

7. COMMUNICATION

Action: Informational

- A. Board
- B. Superintendent

8. REPORTING REQUIREMENTS FOR THE USE OF PHYSICAL RESTRAINT AND SECLUSION (OAR 581-021-0559)

Action: Informational

9. MEASURE 98 BUDGET REPORT

Action: Informational

10. ALTERNATIVE EDUCATION PROGRAM UPDATE

Action: Informational

11. SUPERINTENDENT SEARCH UPDATE

Action: Informational

12. 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.

13. ADJOURNMENT

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.

OSBA Model Sample Policy

Code: ECACB
Adopted:

Unmanned Aircraft System (UAS) a.k.a. Drone

Any employee or representative of the district operating a district unmanned aircraft system shall do so in accordance with this policy and all applicable Federal Aviation Administration (FAA) regulations.

An “unmanned aircraft system” (UAS) means an unmanned flying machine, commonly known as a drone, and its associated elements, including communication links and the components that control the machine.

The district recognizes the academic value of student operation of a UAS as one component of curricula pertaining to principles of flight, aerodynamics and airplane design and construction, which can also serve as an academic tool in other areas such as television, film production or the arts in general. Therefore, in compliance with the Federal Aviation Administration Modernization and Reform Act of 2012, Section 336, students may operate a UAS as part of a course requirement, as long as that student does not receive compensation directly or incidentally from such operation. District staff teaching a class that allows use of a UAS may assist a student in their operation of the UAS, provided the assistance is needed as part of the curriculum and assistance is to a student enrolled in the course. The staff member’s participation must be limited to the student’s operation of the UAS.

District employees shall work with administrators to ensure that proper insurance, registration and authorization are in place prior to adoption of curriculum that allows operation of a UAS as part of the curriculum.

A UAS shall be operated in accordance with the policies of the Oregon School Activities Association (OSAA)¹ at OSAA sanctioned events. Use of a UAS at other district-sponsored athletics or activities is prohibited.

A student in violation of this policy may be subject to disciplinary action, up to and including suspension and/or expulsion.

A staff member in violation of this policy may be subject to disciplinary action, up to and including dismissal.

All data gathered by the district as part of a UAS operation will belong to the district. The data gathering by the district will follow appropriate state and federal laws. Retention of such data will follow state and federal laws.

The superintendent shall develop procedures for the implementation of this policy.

The district shall post a copy of this policy, associated procedures and a copy of Oregon Revised Statute (ORS) 192.~~501~~345 on the district’s website.

¹ [#85](http://www.osaa.org/governance/handbooks/osaa)

[Third Party Use

Third party use of a UAS on district property or at district-sponsored events for any purpose is prohibited, unless granted permission from the superintendent.

If permission is granted by the superintendent, the third party operating a UAS will comply with all FAA regulations and shall provide the following to the district:

1. Proof of insurance that meets the liability limits established by the district;
2. Appropriate registration and authorization issued by the FAA and the Oregon Department of Aviation when required; and
3. A signed agreement holding the district harmless from any claims of harm to individuals or damage to property.]

END OF POLICY

Legal Reference(s):

[ORS 164.885](#)

[ORS 837.300 - 837.390](#)

[OAR 738-080-0015 - 0045](#)

[ORS 174.109](#)

[ORS 837.995](#)

[ORS 192.501-345](#)

Federal Aviation Administration Modernization and Reform Act of 2012, P.L. 112-95 § 336 (2012).

Federal Aviation Administration, Educational Use of Unmanned Aircraft Systems (UAS) Memorandum, May 4, 2016.

Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g (2012).

OREGON SCHOOL ACTIVITIES ASSOCIATION HANDBOOK #85-(2015-2016).

OSBA Model Sample Policy

Code: IICC

Adopted:

Volunteers *

Community patrons who voluntarily contribute their time and talents to the improvement and enrichment of the public schools' instructional and other programs are valuable assets. The Board encourages constructive participation of groups and individuals in the school to perform appropriate tasks during and after school hours under the direction and supervision of professional personnel.

¹[Any person authorized by the district for volunteer service into a position that ~~will have~~ allows direct, unsupervised contact with students shall be required to undergo an Oregon criminal records check.] [Any volunteer allowed to have direct, unsupervised contact with students, in a position identified by the district as requiring fingerprinting, shall be required to undergo a nationwide criminal records check and fingerprinting. [(See Board policy GCDA/GDDA – Criminal Records Checks and Fingerprinting and its accompanying administrative regulation.)]] [Any person authorized by the district for volunteer service that will not likely have direct, unsupervised contact with students [will] [will not] be required to undergo an Oregon criminal records check.]

[Any volunteer who knowingly makes a false statement, as determined by the district, on a district volunteer application form [will] [may] be denied the ability to volunteer in the district.]

[Nonexempt employees² may be permitted to volunteer to perform services for the district provided the volunteer activities do not involve the same or similar type of services³ as the employee's regularly assigned duties. In the event a nonexempt employee volunteers to perform services for the district that are the same or similar as the employee's regularly assigned duties, the Board recognizes that under the Fair Labor Standards Act (FLSA), overtime or compensatory time must be provided.⁴]

The administration is responsible for the recruitment, use, coordination and training of volunteers. These assignments will be carried out as directed or delegated by the superintendent. Every effort should be made to use volunteer resources in a manner which will ensure maximum contribution to the welfare and educational growth of students.

END OF POLICY

¹ [The district must make a determination on whether volunteers' positions will or will not ~~have~~ be allowed direct, unsupervised contact with students, and also decide if any of these volunteer positions will be identified by the district to require a nationwide criminal records check through fingerprinting. If the district allows volunteers direct, unsupervised contact with students, this language is required. Choose the appropriate bracketed options and align with bracketed language selections made in GCDA/GDDA and GCDA/GDDA-AR.]

² [There are three types of FLSA exemptions: those for executive, administrative and professional employees. Generally, employees who are exempt under the executive, administrative or professional exceptions must primarily perform executive, administrative or professional duties at least 50 percent of the employee's time.]

³ [Instructional assistant duties are generally viewed to be the same type of service, supervising and instructing students, as coaching.]

⁴ [Districts should review ~~with legal counsel~~ the use of non-exempt employees in extracurricular activity positions such as coaching, ~~and as advisers for~~ cheerleading advisors and other district-sponsored activities ~~with legal counsel~~ for FLSA district impact.]

Legal Reference(s):

[ORS Chapter 243](#)
[ORS 326.607](#)
[ORS 332.107](#)

[OAR 839-020-0005](#)
~~HB 2992 (2017)~~

[OAR 581-021-0502](#)

Fair Labor Standards Act of 1938, 29 U.S.C. §§ 206-207 (2012).

OSBA Model Sample Policy

Code: GBN/JBA

Adopted:

Sexual Harassment

The Board is committed to the elimination of sexual harassment in district schools and activities. Sexual harassment is strictly prohibited and shall not be tolerated. This includes sexual harassment of students, staff members, or third parties who are on or immediately adjacent to school grounds, at any district-sponsored activity, on any district-provided transportation or at any official district bus stop, by other students, staff members, Board members or third parties. "Third parties" include, but are not limited to, school volunteers, parents, school visitors, service contractors or others engaged in district business, such as employees of businesses or organizations participating in cooperative work programs with the district and others not directly subject to district control at interdistrict and intradistrict athletic competitions or other school events. "District" includes: district facilities; district premises and nondistrict property if the student or ~~employee~~ staff member is at any district-sponsored, district-approved or district-related activity or function, such as field trips or athletic events, where students are under the ~~control~~ jurisdiction of the district; or where the ~~employee~~ staff member is engaged in district business. The prohibition also includes off duty conduct which is incompatible with district job responsibilities.

Sexual harassment of students, staff members or third parties shall include, but is not limited to, unwelcome sexual advances, requests for sexual favors and other verbal, nonverbal or physical conduct of a sexual nature when:

1. The conduct or communication has the purpose or effect of demanding sexual favors in exchange for benefits;
2. Submission to or rejection of the conduct or communication is used as the basis for educational decisions affecting a student or employment or assignment of staff members;
3. The conduct or communication is so severe, persistent or pervasive that it has the purpose or effect of unreasonably interfering with a student's educational performance or with an ~~employee~~ staff member's ability to perform his/her job responsibilities; or creates an intimidating, offensive or hostile educational or working environment. Relevant factors to be considered will include, but not be limited to, did the individual view the environment as hostile; was it reasonable to view the environment as hostile; the nature of the conduct; how often the conduct occurred and how long it continued; age and sex of the complainant; whether the alleged harasser was in a position of power over the student or staff member subjected to the harassment; number of individuals involved; age of the alleged harasser; where the harassment occurred; and other incidents of sexual harassment at the school involving the same or other students, ~~or~~ staff members or third parties.

Examples of sexual harassment may include, but not be limited to, physical touching or graffiti of a sexual nature; displaying or distributing of sexually explicit drawings; pictures and written materials; sexual gestures or obscene jokes; touching oneself sexually or talking about one's sexuality in front of others; or spreading rumors about or rating other students or others as to appearance, sexual activity or performance.

All complaints about behavior that may violate this policy shall be promptly investigated. Any students, ~~employee~~ staff members or third parties who has knowledge of conduct in violation of this policy or feels

~~he/she is~~ they are a victim of sexual harassment must immediately report ~~his/her~~ their concerns to the principal, compliance officer or superintendent, who has overall responsibility for all investigations. ~~A~~ ~~s~~Students may also report concerns to a teacher, counselor or school nurse, who will promptly notify the appropriate district official.

Upon receipt of a complaint by a student, student's parents, a staff member or a third party alleging behavior that may violate this policy, the district shall provide written notice as required by Oregon Revised Statute (ORS) 342.704(4) to the complainant.

The student and/or the student's parents, ~~or~~ the staff member or the third party who initiated the complaint shall be notified ~~of the findings of the investigation and, if appropriate, that remedial action has been taken~~ that the investigation has been concluded and as to whether a violation of this policy was found to have occurred to the extent allowable under state and federal confidentiality laws.

The initiation of a complaint in good faith about behavior that may violate this policy ~~shall~~ may not adversely affect the educational assignments or ~~study~~ educational environment of a student complainant, ~~or~~ any terms or conditions of employment or work environment of the staff member complainant or any terms or conditions of employment or of work or educational environment of a third-party complainant. There shall be no retaliation by the district against any person who, in good faith, reports, files a complaint or otherwise participates in an investigation or inquiry of sexual harassment.

It is the intent of the Board that appropriate corrective action will be taken by the district to stop the sexual harassment, prevent its recurrence and address negative consequences. Students in violation of this policy shall be subject to discipline up to and including expulsion and/or counseling or sexual harassment awareness training, as appropriate. The age and maturity of the student(s) involved and other relevant factors will be considered in determining appropriate action. ~~Employees~~ Staff members in violation of this policy shall be subject to discipline, up to and including dismissal and/or additional sexual harassment awareness training, as appropriate. Other individuals whose behavior is found to be in violation of this policy shall be subject to appropriate sanctions as determined and imposed by the superintendent or the Board.

Additionally, the district may report individuals in violation of this policy to law enforcement officials. Licensed staff, staff registered with the Teacher Standards and Practices Commission (TSPC) and those participating in practicum programs, as specified by Oregon Administrative Rules, shall be reported to TSPC.

The superintendent shall ensure appropriate periodic sexual harassment awareness training or information is provided to all supervisors, staff members and students and that annually, the name and position of district officials responsible for accepting and managing sexual harassment complaints, business phone numbers, addresses or other necessary contact information is readily available. This policy as well as the complaint procedure will be made available upon request to all students, parents of students, ~~and~~ staff members and third parties, posted on the district's website ~~and published in student/parent and staff handbooks~~. The district's policy shall be posted on a sign in ¹[all ~~grade 6 through 12~~ schools] [all schools]. ~~Such posting~~ Posted signs shall be ~~by a sign of~~ at least 8-1/2 inches by 11 inches in size.

¹ [Posting in "in grade 6 through 12 schools" is the minimum requirement per ORS 342.700.]

The superintendent will establish a process of reporting incidents of sexual harassment.

END OF POLICY

Legal Reference(s):

[ORS 243.706](#)
[ORS 342.700](#)
[ORS 342.704](#)
[ORS 342.708](#)
[ORS 342.850](#)

[ORS 342.865](#)
[ORS 659.850](#)
[ORS 659A.006](#)
[ORS 659A.029](#)
[ORS 659A.030](#)

[OAR 581-021-0038](#)
[OAR 584-020-0040](#)
[OAR 584-020-0041](#)
HB 4150 (2018)

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (2012).

Title VII of the Civil Rights Act of 1964, 42 U.S.C. § 2000e (2012).

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).

Bartsch v. Elkton School District, FDA-13-011 (March 27, 2014).

OSBA Model Sample Policy

Code: GCDA/GDDA

Adopted:

Criminal Records Checks and Fingerprinting *

In a continuing effort to ~~further~~ ensure the safety and welfare of students and staff, the district shall require all newly hired full-time and part-time employees not requiring licensure to undergo a criminal records check and/or fingerprinting. Other individuals, as determined by the district, that will have direct, unsupervised contact with students shall ~~have~~ ~~submit to~~ criminal records checks and/or fingerprinting as required by law.

“Direct, unsupervised contact with students” means contact with students that provides the person opportunity and probability for personal communication or touch when not under direct supervision.

As required by state law, a criminal records check and/or fingerprinting shall be required of the following ~~individual or~~ individuals¹ ~~(subject individuals and requirements are further outlined in GCDA/GDDA AR – Criminal Records Checks and Fingerprinting):~~

1. All district contractors ~~and/or~~ their employees, whether employed part-time or full-time, considered by the district to have ~~direct, unsupervised access to~~ contact with students;
2. All ~~district~~ contractors ~~and/or~~ their employees who provide early childhood special education or early intervention services in accordance with rules established by the Oregon Department of Education, Child Care Division;
3. Any community college faculty member providing instruction at the site of an early childhood education program, ~~or at a school site as part of an early childhood program; or at a grade K through 12 school site during the regular school day;~~
4. Any individual who is an employee of a public charter school and not requiring licensure~~;~~ and~~;~~
5. ~~[²]~~Any individual considered for volunteer service with the district who is ~~allowed~~ to have direct, unsupervised contact with students~~].~~

~~[The district shall require a nationwide criminal records check based on fingerprinting for a volunteer with direct, unsupervised contact with students in the following positions³:~~

¹ Subject individuals and requirements are further outlined in GCDA/GDDA-AR – Criminal Records Checks and Fingerprinting.

² [If the district allows volunteer service and the volunteers have direct, unsupervised contact with students, this policy language is required, and districts are required to conduct background checks on these volunteers.]

³ [If the district requires fingerprinting for certain volunteer positions, the district is required to list those volunteer positions in board policy. The bracketed language is only possible examples; modify to identify the needs of the district.]

1. [Head coach;]
2. [Assistant coach;]
3. [Overnight chaperone;]
4. [Volunteers transporting students, other than their own, in a private vehicle off district property for a district-sponsored activity] [;] [.]
5. [List of other positions subject to this fingerprinting, if any.]

The identity of a subject individual requiring fingerprinting will be provided by the district to the authorized fingerprinter for verification.

A subject individual shall be subject to fingerprinting only after acceptance of an offer of employment or contract.

The district [shall] [shall not] begin the employment of a subject individual or terms of a district contractor [on a probationary basis pending] [before] the return and disposition of the required criminal records checks ~~and/or fingerprinting~~.

A subject individual who has been convicted of any crimes prohibiting employment or contract will be terminated and/or will not be employed or contracted. A subject individual who ~~has failed~~ fails to disclose the presence of convictions that would not otherwise prohibit ~~his/her~~ employment or contract with the district as provided by law; [may] [will not] be employed or contracted with by the district. A subject individual who knowingly made a false statement as to the conviction of any crime [may] [will not] be employed or contracted with by the district.

The district's use of criminal history must be relevant to the specific requirements of the position, services or employment.

[The service of a volunteer ~~with~~ allowed to have direct, unsupervised ~~access to~~ contact with students [may] [will not] begin [on a probationary basis pending] [before] the return and disposition of a criminal records check.]

[The service of a volunteer in a position identified by the district as requiring a nationwide criminal records check including fingerprinting [may] [will not] begin [on a probationary basis pending] [before] the return and disposition of the nationwide criminal records check including fingerprinting.]

[A subject individual who knowingly made a false statement ~~as to the conviction of any crime on district volunteer forms, as determined by the district,~~ or has been convicted of a crime listed in ORS 342.143 [may] [will] result in immediate termination from the ability to volunteer in the district.]

Fees associated with a criminal records check and/or fingerprinting may be charged.

The superintendent shall develop administrative regulations as necessary to meet the requirements of law.

Appeals

An ~~subject~~ individual ~~eligible~~ may appeal a determination that prevents ~~his/her~~ employment or eligibility to contract with the district to the Superintendent of Public Instruction as a contested case and will be ~~so~~ notified ~~of such~~ in writing by ~~the~~ ODE.

A volunteer required to submit to a fingerprint-based criminal records check may appeal a determination that prevents the ability to volunteer with the district to the Superintendent of Public Instruction as a contested case, if the results of the background check were provided by ODE or ODE's vendor and will be notified of such in writing by ODE.

END OF POLICY

Legal Reference(s):

[ORS 181A.180](#)
[ORS 181A.230](#)
[ORS 326.603](#)
[ORS 326.607](#)
[ORS 332.107](#)

[ORS 336.631](#)
[ORS 342.143](#)
[ORS 342.223](#)
[OAR 414-061-0010 - 0030](#)
[OAR 581-021-0500](#)

[OAR 581-021-0502](#)
[OAR 581-022-2430](#)
[OAR 584-050-0012](#)

Title VII of the Civil Rights Act of 1964, as amended, 42 U.S.C. § 2000e, et. seq. (2012).

OSBA Model Sample Policy

Code: GCBDC/GDBDC
Adopted:

Domestic Violence, Harassment, Sexual Assault or Stalking Leave (For employers who employ six or more employees)

Definitions

1. “Covered employer” means an employer who employs six or more individuals in the state of Oregon for each working day through each of 20 or more calendar workweeks in the year in which the eligible employee takes leave to address domestic violence, harassment, sexual assault or stalking, or in the year immediately preceding the year in which an eligible employee takes leave for domestic violence, harassment, sexual assault or stalking.
2. “Eligible employee” means an employee who is a victim of domestic violence, harassment, sexual assault or stalking or is the parent or guardian of a minor child or dependent who is a victim of domestic violence, harassment, sexual assault or stalking.
3. “Protective order” means an order authorized by Oregon Revised Statute (ORS) 30.866, 107.095(1)(c), 107.700 - 107.735, 124.005 - 124.040 or 163.730 - 163.750 or any other order that restrains an individual from contact with an eligible employee ~~or~~ the employee’s minor child or dependent.
4. “Victim of domestic violence” means an individual who has been a victim of abuse as defined by ORS 107.705; or any other individual designated as a victim of domestic violence by rule adopted under ORS 659A.805.
5. “Victim of harassment” means an individual against whom harassment has been committed as described in ORS 166.~~805~~065 and any other individual designated as a victim of harassment by rule adopted under ORS 659A.805.
6. “Victim of sexual assault” means an individual against whom a sexual offense has been committed as described in ORS 163.467 or 163.525; or any other individual designated as a victim of sexual assault by rule adopted under ORS 659A.805.
7. “Victim of stalking” means an individual against whom stalking has been committed as described in ORS 163.732; or an individual designated as a victim of stalking by rule adopted under ORS 695A.805; or an individual who has obtained a court’s stalking protective order or a temporary court’s stalking protective order under ORS 30.866.
8. “Victim services provider” means a prosecutor-based victim assistance program or a nonprofit program offering safety planning, counseling, support or advocacy related to domestic violence, harassment, sexual assault or stalking.

A district (covered employer) shall allow an (eligible) employee to take reasonable leave for any of the following reasons:

1. To seek legal or law enforcement assistance or remedies to ensure the health and safety of the employee or the employee's minor child or dependent, including preparing for and participating in protective order proceedings or other civil or criminal legal proceedings related to domestic violence, harassment, sexual assault or stalking;
2. To seek medical treatment for or to recover from injuries caused by domestic violence or sexual assault to or harassment or stalking of the eligible employee or the employee's minor child or dependent;
3. To obtain or assist a minor child or dependent in obtaining counseling from a licensed mental health professional related to an experience of domestic violence, harassment, sexual assault or stalking;
4. To obtain services from a victims services providers for the eligible employee or the employee's minor child or dependent;
5. To relocate or take steps to secure an existing home to ensure health and safety of the eligible employee or the employee's minor child/dependent.

The district may limit the amount of leave, if the employee's leave creates an undue hardship on the district.

The district shall not deny leave to an employee or discharge, threaten to discharge, demote, suspend or in any manner discriminate or retaliate against an employee with regards to promotion, compensation or other terms, conditions or privileges of employment as a result of taking such leave.

The employee shall give the district reasonable advanced notice of ~~their~~ the employee's intent to take leave unless giving advance notice is not feasible.

The district may require the employee to provide certification that:

1. The employee or minor child/dependent is a victim of domestic violence, harassment, sexual assault or stalking; and
2. The leave is taken for one of the identified purposes in this policy.

Sufficient certification includes:

1. A copy of a report from law enforcement indicating the employee or child/dependent was a victim of domestic violence, harassment, sexual assault or stalking.
2. A copy of a protective order or other evidence from a court, administrative agency or attorney that the employee appeared in or was preparing for a civil, criminal or administrative proceeding related to domestic violence, harassment, sexual assault or stalking.

- Documentation from an attorney, law enforcement officer, health care professional, licensed mental professional or counselor, member of the clergy or a victim's services provider that the employee, employee's child or dependent was undergoing counseling, obtaining services or relocating as a result of domestic violence, harassment, sexual assault or stalking.

All records and information kept by the district regarding the employee's leave, including the request or obtaining of leave is confidential and may not be released without the express permission of the employee unless otherwise required by law. This information will be kept in a file separate from the employee's personnel file.

The employee may use ~~any~~ all paid accrued ~~vacation~~ leave ~~or may use any other paid leave that is offered by the district in lieu of vacation leave~~, including personal, sick and vacation leave. The employee may choose the order in which paid accrued leave is to be used when more than one type of paid leave is available.

END OF POLICY

Legal Reference(s):

[ORS 192.502](#) ~~355~~(38)

[ORS 659A.270](#) - 659A.290

OSBA Model Sample Policy

Code: IGBA

Adopted:

Students with Disabilities - Child Identification Procedures

The district implements an ongoing system to locate, identify and evaluate all children birth to age 21 residing within its jurisdiction who have disabilities and need early intervention, early childhood special education (EI/ECSE) or special education services. For preschool children the district is responsible for the evaluation(s) used to determine eligibility; the designated referral and evaluation agency [insert name] is responsible for determining the eligibility of children for EI/ECSE services in accordance with Oregon Administrative Rule (OAR) 581-015-2100. The district identifies all children with disabilities, regardless of the severity of their disabilities, including those who are:

1. Highly mobile, such as migrant and homeless children;
2. Wards of the state;
3. Indian preschool children living on reservations;
4. Suspected of having a disability even though they are advancing from grade to grade;
5. Home schooled;
6. Resident and nonresident students, including residents of other states, attending a private school (religious or secular) located within the boundaries of the district;
7. Attending a public charter school located in the district;
8. Below the age of compulsory school attendance who are not enrolled in a public or private school program; ~~or~~ and
9. Above the age of compulsory school attendance who have not graduated from high school with a regular ~~or modified~~ high school diploma and have not completed the school year in which they reach their 21st birthday.

The district determines residency in accordance with Oregon Revised Statutes (ORS) Chapter 339 and, for the purposes of public charter school students with disabilities, in accordance with ORS Chapter 338 and ORS Chapter 339. The district enrolls all students who are five ~~by~~ on or before September 1 of the current school year. Students with disabilities are eligible to enroll in the district through the school year in which they reach the age of 21 if they have not graduated with a regular ~~or modified~~ high school diploma.

The district shall annually submit data to the Oregon Department of Education (ODE) regarding the number of resident students with disabilities who have been identified, located and evaluated and are receiving special education and related services. The district conducts an annual count of the total number of private school children attending private schools located within the boundaries of the district, and a

count of all children with disabilities attending private schools located within the boundaries of the district, in accordance with OAR 581-015-2465. The district reports any additional data to ODE as required by the ODE to meet the requirements of federal or state law and the applicable reporting dates.

END OF POLICY

Legal Reference(s):

ORS 332.075	ORS 343.517	OAR 581-015-2190
ORS 338.165	ORS 343.533	OAR 581-015-2195
ORS 339.115 - 339.137		OAR 581-015-2315
ORS 343.151	OAR 581-015-2040	OAR 581-015-2480
ORS 343.157	OAR 581-015-2045	OAR 581-021-0029
ORS 343.193	OAR 581-015-2080	OAR 581-022-2315
ORS 343.221	OAR 581-015-2085	

Individuals with Disabilities Education Act (IDEA), 20 U.S.C. § 1412(a)(3) (2012).

Early Intervention Program for Infants and Toddlers with Disabilities, 34 C.F.R. Part 303 (2017).

Assistance to States for the Education of Children with Disabilities, 34 C.F.R. § 300.111 (2017).

OSBA Model Sample Policy

Code: IGBAH

Adopted:

Special Education - Evaluation Procedures**

Consistent with its child find and parent consent obligations, the district responds promptly to requests initiated by a parent or public agency for an initial evaluation to determine if a child is a child with a disability.

A full and individual evaluation of a student's educational needs that meets the criteria established in the Oregon Administrative Rules will be conducted before determining eligibility and before the initial provision of special education and related services to a student with a disability. The district implements an ongoing system to locate, identify and evaluate all children birth to 21 residing within its jurisdiction who have disabilities and need early intervention, early childhood special education or special education services.

The district identifies all children with disabilities, regardless of the severity of their disabilities, including children who are:

1. Highly mobile, such as migrant and homeless children;
2. Wards of the state;
3. Indian preschool children living on reservations;
4. Suspected of having a disability even though they are advancing from grade to grade;
5. Home schooled;
6. Resident and nonresident students, including residents of other states, attending private school (religious or secular) located within the boundaries of the district;
7. Attending a public charter school located in the district;
8. Below the age of compulsory school attendance who are not enrolled in a public or private school program; ~~or~~ and
9. Above the age of compulsory school attendance who have not graduated from high school with a regular ~~or modified~~ high school diploma and have not completed the school year in which they reach their 21st birthday.

The district is responsible for evaluating and determining eligibility for special education services for school-age children. The district is responsible for evaluating children who may be eligible for early intervention/early childhood special education (EI/ECSE) services. The district's designated referral and evaluation agency is responsible for determining eligibility.

Before conducting any evaluation or re-evaluation, the district:

1. Plans the evaluation with a group that includes the parent(s);
2. Provides prior written notice to the parent(s) that describes any proposed evaluation procedures the agency proposes to conduct as a result of the evaluation planning process; and
3. Obtains informed written consent for evaluation.

The district conducts a comprehensive evaluation or re-evaluation before:

1. Determining that a child has a disability;
2. Determining that a child continues to have a disability;
3. Changing the child's eligibility;
4. Providing special education and related services;
5. Terminating the child's eligibility for special education, unless the termination is due to graduation from high school with a regular ~~or modified~~ diploma or exceeding the age of eligibility for a free appropriate public education.

Upon completion of the evaluation, the district provides the parent or eligible child a copy of the evaluation report at no cost. The evaluation report describes and explains the results of the evaluation. Upon completion of the eligibility determination, the district provides the parent or eligible child documentation of eligibility determination at no cost.

The district ensures that assessments and other evaluation materials, including those tailored to assess specific areas of education need, used to assess a child are:

1. Selected and administered so as not to be racially or culturally discriminatory;
2. Provided and administered in the child's native language or other mode of communication and form most likely to yield accurate information on what the child knows and can do academically, developmentally, and functionally unless it is clearly not feasible to do so;
3. Used for purposes for which assessments or measures are valid and reliable;
4. Administered by trained and knowledgeable personnel; and
5. Administered in accordance with any instructions provided by the producer of such assessments.

Materials and procedures used to assess a child with limited English proficiency are selected and administered to ensure that they measure the extent to which the child has a disability and needs special education, rather than measuring the child's English language skills.

A student must meet the eligibility criteria established in the Oregon Administrative Rules.

The district conducts re-evaluations:

1. When the educational or related services needs, including improved academic achievement and functional performance of the children warrant a re-evaluation;
2. When the child's parents or teacher requests a re-evaluation; and
3. At least every three years, unless that parent and the district agree that a re-evaluation is unnecessary.

The district does not conduct re-evaluation more than once a year, unless the parent and district agree otherwise.

If a parent has previously revoked consent for special education and related services and subsequently requests special education and related services, the district will conduct an initial evaluation of the student to determine eligibility for special education.

END OF POLICY

Legal Reference(s):

[ORS 343.155](#)
[ORS 343.157](#)

[ORS 343.164](#)
[OAR 581-015-2000](#)

[OAR 581-015-2095](#)
[OAR 581-015-2105 - 2190](#)

Assistance to States for the Education of Children with Disabilities, 34 C.F.R. §§ 300.300, 300.530-300.534, 300.540-300.543, 300.7 (2017).

OSBA Model Sample Policy

Code: IGBAJ
Adopted:

Special Education - Free Appropriate Public Education (FAPE)**

1. The district admits all resident school-age children with disabilities and makes special education and related services available at no cost to those:
 - a. Who have reached five years of age but have not yet reached 21 years of age on or before September 1 of the current school year, even if they ~~have not failed or have not been retained in a course or grade or~~ are advancing from grade to grade;
 - b. Who have not graduated with a regular ~~or modified~~ high school diploma;
 - c. Who have been suspended or expelled in accordance with special education discipline provisions; or
 - d. Who reach age 21 before the end of the school year. These students remain eligible until the end of the school year in which they reach 21.
2. The district determines residency in accordance with Oregon law.
3. The district takes steps to ensure that its children with disabilities have available to them the variety of educational programs and services available to nondisabled children in the area served by the district and provides a continuum of services to meet the individual special education needs of all resident children with disabilities, and children with disabilities who are enrolled in public charter schools located in the district.
4. The district may, but is not required to, provide special education and related services to a student who has graduated with a regular ~~or modified~~ diploma.
5. State law prohibits the district from recommending to parents, or requiring a child to obtain, a prescription for medication to affect or alter thought processes, mood or behavior as a condition of attending school, receiving an evaluation to determine eligibility for early childhood special education or special education, or receiving special education services.
6. If the individualized education program (IEP) team determines that placement in a public or private residential program is necessary to provide FAPE, the program, including nonmedical care and room and board, must be at no cost to the parents of the child.
7. If a parent revokes consent for a student receiving special education and related services, the district will not be considered to be in violation of the requirement to make FAPE available to the student because of the failure to provide the student with further special education and related services.

END OF POLICY

Legal Reference(s):

[ORS 338.165](#)
[ORS 339.115](#)
[ORS 343.085](#)
[ORS 343.224](#)

[OAR 581-015-2020](#)
[OAR 581-015-2035](#)
[OAR 581-015-2040 - 2065](#)
[OAR 581-015-2050](#)
[OAR 581-015-2075](#)

[OAR 581-015-2530](#)
[OAR 581-015-2600](#)
[OAR 581-015-2605](#)
[OAR 581-021-0029](#)

Assistance to States for the Education of Children with Disabilities, 34 C.F.R. §§ 300.17, 300.101-110, 300.113, 300.300 (2017).

OSBA Model Sample Policy

Code: IGBHE
Adopted:

Expanded Options Program**

The Board is committed to providing additional options to students enrolled in grades 11 and 12 to continue or complete their education, to earn concurrent high school and college credits and to gain early entry into post-secondary education. The district's Expanded Options Program (EOP) will comply with all requirements of Oregon law (ORS 340) and give priority status to "at-risk" students.

Eligible Students

Eligible students may apply to take courses at an eligible post-secondary institution through the Expanded Options Program. A student is eligible for the EOP if he/she:

1. Is 16 years of age or older at the time of enrollment in a course under the EOP;
2. Is in grade 11 or 12 at the time of enrollment in a course under the EOP or has not yet completed the required credits to be in grade 11 or 12, but the district has allowed the student to participate in the program;
3. Has developed an educational learning plan;
4. Has not successfully completed the requirements for a high school diploma ~~or a modified diploma~~. A student who has graduated from high school may not participate; and
5. Is not a foreign exchange student enrolled in a school under a cultural exchange program.

Student Notification

Prior to February 15 of each year, the district shall notify all high school students and the parent or guardian of students of the EOP for the following school year. The district will notify a transfer high school student, or a returning dropout, of the EOP if the student enrolls after the district has issued the February 15 notice. The district will notify a high school student who has officially expressed an intent to participate in the EOP, and the student's parent or guardian, of the student's eligibility status within 20 business days of the expression of intent.

It is a priority for the district to provide information about the EOP to high school students who have dropped out of school. The district shall establish a process to identify and provide those students with information about the program. The district shall send information about the program to the last-known address of the family of the student.

The notice must include the following:

1. Financial arrangements for tuition, textbooks, equipment and materials;
2. Available transportation services;

3. The effect of enrolling in the EOP on the student's ability to complete high school graduation requirements;
4. The consequences of failing or not completing a post-secondary course;
5. Notification that participation in the EOP is contingent on acceptance by an eligible post-secondary institution;
6. District timelines affecting student eligibility and duplicate course determinations;
7. Exclusion of duplicate courses as determined by the district;
8. The process for a student to appeal the district's duplicate course determination to the Superintendent of Public Instruction or the Superintendent's designee under ORS 340.030;
9. Exclusion of post-secondary courses in which a student is enrolled if the student is also enrolled full time in the resident high school.

Enrollment Process

Prior to May 15 of each year, a student who is interested in participating in the EOP shall notify the district of his/her intent to enroll in eligible post-secondary courses during the following school year. A high school transfer student or returning dropout has 20 business days from the date of enrollment to indicate interest.

The district shall review with the student and the student's parent or guardian the student's current status toward meeting all state and district graduation requirements and the applicability of the proposed eligible post-secondary course to the remaining graduation requirements.

A student who intends to participate in the EOP shall develop an educational learning plan in cooperation with an advisory support team. An advisory support team may include the student, the student's parent or guardian and a teacher or a counselor. The educational learning plan may include:

1. The student's short-term and long-term learning goals and proposed activities; and
2. The relationship of the eligible post-secondary courses proposed under the EOP and the student's learning goals.

A student who enrolls in the EOP may not enroll in eligible post-secondary courses for more than the equivalent of two academic years. A student who first enrolls in the EOP in grade 12 may not enroll in eligible post-secondary courses for more than the equivalent of one academic year. If a student first enrolls in an eligible post-secondary course in the middle of the school year, the time of participation shall be reduced proportionately. If a student is enrolled in a year-round program and begins each grade in the summer session, summer sessions are not counted against the time of participation.

Duplicate Courses

The district will establish a process to determine duplicate course designations. The district will notify an eligible student and the student's parent or guardian, of any course the student wishes to take that the district determines is a duplicate course, within 20 business days after the student has submitted a list of intended courses.

A student may appeal a duplicate course determination to the Board based on evidence of the scope of the course. The Board will issue a decision on the appeal within 30 business days of receipt of the appeal. If the appeal is denied by the Board, the student may appeal the district's determination to the Superintendent of Public Instruction or designee under ORS 340.030.

Expanded Options Program Annual Credit Hour Cap

The number of quarter credit hours that may be awarded by a high school under the EOP is limited to an amount equal to the number of students in grades 9 through 12 enrolled in the high school multiplied by a factor of 0.33. For example, the cap for a high school with 450 students in grades 9 through 12 would be 148.5 ($450 \times 0.33 = 148.5$). (The caps must be established separately for each high school.)

At the district's discretion, the district may choose to exceed both the individual high school level cap and the aggregate district level cap. If the district has more eligible students than are allowed under the credit hour cap the district shall establish a process for selecting eligible students for participation in the program. The process will give priority for participation to students who are "at risk." An "at-risk student" means: (1) a student who qualifies for a free or reduced price lunch program; or (2) an at-risk student as defined by rules adopted by the State Board of Education if it has adopted rules to define an at-risk student.

If the district has not exceeded the credit hour cap, the district shall ensure that all eligible at-risk students are allowed to participate in the EOP and may allow eligible students who are not at-risk to participate in the program.

Post-Secondary Institution Credit

Prior to beginning an eligible post-secondary course, the district shall notify the student of the number and type of credits that the student will be granted upon successful completion of the course. If there is a dispute between the district and the student regarding the number or type of credits that the district will or has granted to a student for a particular course, the student may appeal the district's decision to the Board.

Credits granted to a student shall be counted toward high school graduation requirements and subject area requirements of the state and the district. Evidence of successful completion of each course and credits granted shall be included in the student's education record. A student shall provide the district with a copy of the student's grade in each course taken for credit under the EOP. The student's education record shall indicate that the credits were earned at an eligible post-secondary institution.

Financial Agreement

The district shall negotiate in good faith a financial agreement with the eligible post-secondary institution for the payment of actual instructional costs associated with the student's enrollment, including tuition, textbooks, equipment and materials.

Waiver

A district may request a waiver from the Superintendent of Public Instruction if:

1. Compliance would adversely impact the finances of the district; or
2. Accel Programs are offered by the district (i.e., Dual Credit, Sponsored-Based Dual Credit, Assessment-Based Dual Credit, Articulated Career Technical Education (CTE) courses, two-plus-two programs, Advanced Placement (AP), International Baccalaureate Programs or other locally developed program that offers Accelerated College Credit to their respective high school student).

Student Reimbursement

Students are not eligible for any state student financial aid for college coursework, but students may apply to the district for reimbursement for any textbooks, fees, equipment or materials purchased by the student that are required for an eligible post-secondary course. All textbooks, fees, equipment and materials provided to a student and paid for by the district are the property of the district.

Transportation Services

The district may provide transportation services to eligible students who attend post-secondary institutions within the education service district boundaries of which the district is a component district.

Special Education Services

The district of an eligible student participating in the EOP shall be responsible for providing any required special education and related services to the student. If a post-secondary institution intends to provide special education and related services to an EOP participant, the institution shall enter into a written contract with the district of the student. The contract shall include the following at a minimum:

1. Allowance for the student to remain in the program during the pendency of any special education due process hearing unless the parent or guardian and district agree otherwise;
2. Immediate notification to the district if the institution suspects that a student participating in the program may have a disability and requires special education or related services;
3. Immediate notification to the district if the student engaged in conduct that may lead to suspension or expulsion; and
4. Immediate notification to the district of any complaint made by the parent or guardian of the student regarding the student's participation in the program at the institution.

District Alternative Programs

The EOP does not affect any program, agreement or plan that existed on January 1, 2006 between the district and a post-secondary institution, which has been continued or renewed.

Any new program, agreement or plan that is developed after January 1, 2006 may be initiated at the discretion of the district and the post-secondary institution.

END OF POLICY

Legal Reference(s):

[ORS 329.485](#)
[ORS 332.072](#)

[ORS 336.615 - 336.665](#)
[ORS Chapter 340](#)

Every Student Succeeds Act of 2015, 20 U.S.C. §§ 1111-1605; §§ 3111-3203 (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).

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 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.

The district may award a modified diploma or an extended diploma to a student only upon the written consent of 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 consent which clearly states the parent, guardian or student is waiving the fourth year and/or years until the

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

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

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 extended diploma or an alternative certificate shall have access to individually designed instructional hours, hours of transition services and hours of other 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 ~~qualifies to~~ has received a modified diploma ~~but has not yet been awarded the 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.⁵

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.

⁵ ~~A student who received a modified diploma prior to July 1, 2018, shall continue to have access to 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 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 Forces⁶ and the person was discharged or released under honorable conditions.

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 339.505	OAR 581-022-2020
ORS 329.095	ORS 343.295	OAR 581-022-2025
ORS 329.451		OAR 581-022-2030
ORS 329.479	OAR 581-022-1910	OAR 581-022-2115
ORS 332.107	OAR 581-022-2000	OAR 581-022-2120
ORS 332.114	OAR 581-022-2010	OAR 581-022-2505
ORS 339.115	OAR 581-022-2015	

Test Administration Manual, published by the OREGON DEPARTMENT OF EDUCATION (~~FEBRUARY 4, 2016~~ 2017-18).
Essential Skills and Local Performance Assessment Manual, published by the OREGON DEPARTMENT OF EDUCATION (~~MARCH 17, 2016~~ JANUARY 22, 2018).

⁶ The 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: JBA/GBN

Adopted:

Sexual Harassment

The Board is committed to the elimination of sexual harassment in district schools and activities. Sexual harassment is strictly prohibited and shall not be tolerated. This includes sexual harassment of students, staff members, or third parties on or immediately adjacent to district property, at any district-sponsored activity, on any district-provided transportation or at any official district bus stop by other students, staff members, Board members or third parties. “Third parties” include, but are not limited to, school volunteers, parents, school visitors, service contractors or others engaged in district business, such as employees of businesses or organizations participating in cooperative work programs with the district and others not directly subject to district control at interdistrict and intradistrict athletic competitions or other school events. “District” includes: district facilities; district premises and nondistrict property if the student or ~~employee~~ staff member is at any district-sponsored, district-approved or district-related activity or function, such as field trips or athletic events, where students are under the ~~control~~ jurisdiction of the district; or where the ~~employee~~ staff member is engaged in district business. The prohibition also includes off duty conduct which is incompatible with district job responsibilities.

Sexual harassment of students, staff members or third parties shall include, but is not limited to, unwelcome sexual advances, requests for sexual favors and other verbal, nonverbal or physical conduct of a sexual nature when:

1. The conduct or communication has the purpose or effect of demanding sexual favors in exchange for benefits;
2. Submission to or rejection of the conduct or communication is used as the basis for educational decisions affecting a student or employment or assignment of staff members;
3. The conduct or communication is so severe, persistent or pervasive that it has the purpose or effect of unreasonably interfering with a student’s educational performance or with an ~~employee’s~~ staff member’s ability to perform ~~his/her~~ job responsibilities; or creates an intimidating, offensive or hostile educational or working environment. Relevant factors to be considered will include, but not be limited to, did the individual view the environment as hostile; was it reasonable to view the environment as hostile; the nature of the conduct; how often the conduct occurred and how long it continued; age and sex of the complainant; whether the alleged harasser was in a position of power over the student or staff member subjected to the harassment; number of individuals involved; age of the alleged harasser; where the harassment occurred; and other incidents of sexual harassment at the school involving the same or other students, ~~or~~ staff members or third parties.

Examples of sexual harassment may include, but not be limited to, physical touching or graffiti of a sexual nature; displaying or distributing of sexually explicit drawings; pictures and written materials; sexual gestures or obscene jokes; touching oneself sexually or talking about one’s sexuality in front of others; or spreading rumors about or rating other students or others as to appearance, sexual activity or performance.

All complaints about behavior that may violate this policy shall be promptly investigated. Any students, ~~employee~~ staff members or third parties who has knowledge of conduct in violation of this policy or feels

~~he/she is~~ they are a victim of sexual harassment must immediately report ~~his/her~~ their concerns to the principal, compliance officer or superintendent, who has overall responsibility for all investigations. ~~A~~ ~~s~~Students may also report concerns to a teacher, counselor or school nurse, who will promptly notify the appropriate district official.

Upon receipt of a complaint by a student, student's parents, staff member or a third party alleging behavior that may violate this policy, the district shall provide written notice as required by Oregon Revised Statute (ORS) 342.704(4) to the complainant.

The student and/or the student's parents, ~~or~~ the staff member or the third party who initiated the complaint shall be notified ~~of the findings of the investigation and, if appropriate, that remedial action has been taken~~ that the investigation has been concluded and as to whether a violation of this policy was found to have occurred to the extent allowable under state and federal confidentiality laws.

The initiation of a complaint in good faith about behavior that may violate this policy ~~shall~~ may not adversely affect the educational assignments or ~~study~~ educational environment of a student complainant or any terms or conditions of employment or work environment of the staff member complainant or any terms or conditions of employment or of work or educational environment of a third-party complainant. There shall be no retaliation by the district against any person who, in good faith, reports, files a complaint or otherwise participates in an investigation or inquiry of sexual harassment.

It is the intent of the Board that appropriate corrective action will be taken by the district to stop the sexual harassment, prevent its recurrence and address negative consequences. Students in violation of this policy shall be subject to discipline up to and including expulsion and/or counseling or sexual harassment awareness training, as appropriate. The age and maturity of the student(s) involved and other relevant factors will be considered in determining appropriate action. ~~Employees~~ Staff members in violation of this policy shall be subject to discipline, up to and including dismissal and/or additional sexual harassment awareness training, as appropriate. Other individuals whose behavior is found to be in violation of this policy shall be subject to appropriate sanctions as determined and imposed by the superintendent or the Board.

Additionally, the district may report individuals in violation of this policy to law enforcement officials. Licensed staff, staff registered with the Teacher Standards and Practices Commission (TSPC) and those participating in practicum programs, as specified by Oregon Administrative Rules, shall be reported to TSPC.

The superintendent shall ensure appropriate periodic sexual harassment awareness training or information is provided to all supervisors, staff members and students and that annually, the name and position of district officials responsible for accepting and managing sexual harassment complaints, business phone numbers, addresses or other necessary contact information is readily available. This policy as well as the complaint procedure will be made available upon request to all students, parents of students, ~~and~~ staff members and third parties, posted on the district's website ~~and published~~ in student/parent and staff handbooks. The district's policy shall be posted on a sign in [¹all {grade 6 through 12} schools] [all schools]. ~~Such posting~~ Posted signs shall be ~~by a sign of~~ at least 8-1/2 inches by 11 inches in size.

¹ [Posting in "all grade 6 through 12 schools" is the minimum requirement per ORS 342.700.]

The superintendent will establish a process of reporting incidents of sexual harassment.

END OF POLICY

Legal Reference(s):

[ORS 243.706](#)

[ORS 342.700](#)

[ORS 342.704](#)

[ORS 342.708](#)

[ORS 342.850](#)

[ORS 342.865](#)

[ORS 659.850](#)

[ORS 659A.006](#)

[ORS 659A.029](#)

[ORS 659A.030](#)

[OAR 581-021-0038](#)

[OAR 584-020-0040](#)

[OAR 584-020-0041](#)

[HB 4150 \(2018\)](#)

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (2012).

Title VII of the Civil Rights Act of 1964, 42 U.S.C. § 2000e (2012).

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).

Davis v. Monroe County Bd. of Educ., 526 U.S. 629 (1999).

Gebser v. Lago Vista Indep. Sch. Dist., 524 U.S. 274 (1998).

OSBA Model Sample Policy

Code: JECA

Adopted:

Admission of Resident Students**

A school-age student who lives within the district attendance area between the ages of 5 and 19 shall be allowed to attend school without paying tuition.

A student who turns 19 years of age during the school year shall continue to be eligible for a free and appropriate public education for the remainder of the school year.

The Board may admit an otherwise eligible student 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 he/she is shown to be in need of additional education in order to receive a diploma or a modified diploma. This student may attend school without paying tuition for the remainder of the school year.

The Board shall admit an otherwise eligible student who has not yet attained age 21 prior to the beginning of the current school year if the student is receiving special education services and:

1. Has not yet received a regular high school diploma ~~or a modified diploma~~; or
2. Has received a modified diploma, an extended diploma or an alternative certificate.

A student with disabilities shall be considered a resident in which the child's parent or guardian resides under criteria identified in Oregon Revised Statute (ORS) 339.134.

A student with disabilities voluntarily placed outside the home by his/her parent or guardian may continue to attend the school the student was attending prior to the placement as a district resident, when the student's parent or guardian and school staff can demonstrate it is in the student's best interest.

The Board [will] [will not] [may, based on district criteria,] deny regular school admission to a student who has become a resident student and who is under expulsion from another district for reasons other than a weapons policy violation.

The Board shall deny, for at least one calendar year from the date of the expulsion, regular school admission to a student who has become a resident student and who is under expulsion from another district for a weapons policy violation.

The Board [will] [will not] [may, based on district criteria,] provide alternative programs of instruction to a student expelled for a weapons policy violation.

END OF POLICY

Legal Reference(s):

[ORS 109.056](#)
[ORS 327.006](#)

[ORS 339.115](#)
[ORS 339.133](#)

[ORS 339.134](#)
[ORS 433.267](#)

OSBA Model Sample Policy

Code: JHFF

Adopted:

Reporting Requirements Regarding Sexual Conduct with Students

Sexual conduct by district/~~school~~ employees, contractors or agents¹ of the district will not be tolerated. All district/~~school~~ employees, contractors and agents of the district are subject to this policy.

“Sexual conduct,” as defined by Oregon law, is any verbal or physical [or other] conduct by a school employee that is sexual in nature; directed toward a kindergarten through grade 12 student; unreasonably interferes with a student’s educational performance; and creates an intimidating, hostile or offensive educational environment. The definition for sexual conduct does not include behavior that would be considered child abuse as outlined by Oregon law and district Board policy JHFE and JHFE-AR - Reporting of Suspected Abuse of a Child.

Any district/~~school~~ employee, contractor or agent of the district [or volunteer] who has reasonable cause to believe that another district/~~school~~ employee, contractor[,] [or] agent of the district [or volunteer] has engaged in sexual conduct with a student must immediately notify his/her [immediate supervisor] [the person identified by the district to receive such reports].

When the district receives a report of suspected sexual conduct by a district employee, the district may decide to place the employee on paid administrative leave or in a position that does not involve direct, unsupervised contact with students while conducting an investigation. When the district receives a report of suspected sexual conduct by a contractor^[2] or agent of the district, the district may decide to suspend services of that contractor or place the agent in a position that does not involve direct, unsupervised contact with students while conducting an investigation. An “investigation” is a detailed inquiry into the factual allegations of a report of suspected sexual conduct that is based on interviews with the complainant, witnesses, the district employee, the contractor, the agent of the district or the student who is the subject of the report. If the subject of the report is a ~~school~~ district employee represented by a contract or a collective bargaining agreement, the investigation must meet any negotiated standards of such employment contract or agreement.

If, following the investigation, the report is substantiated, the district will inform the district employee, contractor or agent of the district that the report has been substantiated and provide information regarding the appeal process. [The employee may appeal the district’s decision through the appeal process provided by the district’s collective bargaining agreement, if applicable.] [The employee, contractor or agent of the district may appeal the district’s decision through an appeal process administered by a neutral third party.] [A volunteer may appeal the district’s decision through the district’s complaint procedure.] [A “substantiated report” means a report of abuse or sexual conduct that: a) an educational provider has reasonable cause to believe is founded based on the available evidence after conducting an investigation; and b) involves conduct that the educational provider determines is sufficiently serious to be documented

¹ An “agent” is a person authorized to act on behalf of another (called the principal) to create legal relations with a third party.

² [The district is encouraged to duplicate this language in the contract. If the contract is with a company and the person assigned to do the work is the alleged perpetrator, the district shall notify the company and request another company employee be assigned to complete the work.]

in the employee's personnel file or the student's education record, and in the administrative file for the contractor or agent of the district.]

If the district employee, contractor or agent of the district decides not to appeal the determination or if the determination is sustained after an appeal, a record of the substantiated report will be placed in the employee's personnel file or in the administrative file for the contractor or agent of the district. The employee, contractor or agent of the district will be notified that this information may be disclosed to a potential employer. The district will not serve as a reference for a contractor or agent of the district that has a substantiated report.

The district will post in each school building the name and contact information of the person designated to receive sexual conduct reports, as well as the procedures the [personnel director] [superintendent] [Board chair] will follow upon receipt of a report. In the event that the designated person is the suspected perpetrator, the [personnel director] [superintendent] [Board chair] shall receive the report. [If the superintendent is the alleged perpetrator, the Board chair shall receive the report.] When the [personnel director] [superintendent] [Board] takes action on the report, the person who initiated the report must be notified.

The initiation of a report in good faith about suspected sexual conduct may not adversely affect any terms or conditions of employment or the work environment of the complainant. If a student initiates a report of suspected sexual conduct by a district employee, a contractor or an agent of the district in good faith, the student will not be disciplined by the Board or any district employee.

The district will provide annual training to district employees, parents and students regarding the prevention and identification of sexual conduct. The district will provide to employees, contractors or agents of the district at the time of hire a description of conduct that may constitute sexual conduct and a description of records subject to disclosure if a sexual conduct report is substantiated.

Educational providers shall follow hiring and reporting procedures as outlined in ORS 339.374 for all district employees.

END OF POLICY

Legal Reference(s):

[ORS 339.370 - 339.400](#)

[ORS 418.746 - 418.751](#)

[ORS 419B.005 - 419B.045](#)

Every Student Succeeds Act, 20 U.S.C. § 7926 (2012).

OSBA Model Sample Policy

Code: KI
Adopted:

Public Solicitation in District Facilities

~~Students and staff are to be protected from intrusions by announcements, posters, bulletins and communications of any kind from individuals and organizations not directly connected with the schools.~~

Fund raising and solicitation by non-school agencies or for non-school activities during school hours will not be permitted without prior approval of the [superintendent and/or principal].

Demonstrations of services or materials and canvassing of students or employees for the purpose of selling products or services shall not be permitted in either the district's schools or grounds, unless authorized by the [superintendent and/or principal].

No non-school-sponsored organization or individual may solicit funds or sell tickets within the district without first securing permission through the [superintendent and/or principal].

Whenever possible, solicitation should occur during non-classroom time.

~~The solicitation and sale of travel services to students [is prohibited] [may be permitted with approval of the [superintendent] [Board]] on district property, at activities under the jurisdiction of the district and at interscholastic activities administered by a voluntary organization approved by the State Board of Education (i.e., Oregon School Activities Association).~~

~~This includes sale of services to students by any person or group that sells, provides, furnishes, contracts for, arranges or advertises travel services.~~

~~[Sellers of travel services must meet the following district criteria:~~

- ~~1. — Belong to an association of sellers of travel certified by the director of the Department of Consumer and Business Services;~~
- ~~2. — Provide proof of errors and omissions insurance;~~
- ~~3. — Provide proof of a client trust account or performance bond~~
- ~~4. — Submit references~~
- ~~5. — Include in all information provided to students and parents that drug, alcohol and tobacco use will be prohibited~~
- ~~6. — Include in all information provided to students and parents a statement that the activity is a non-school sponsored event;~~
- ~~7. — Other.]~~

The administration of surveys, questionnaires and requests for information by non-school-connected organizations are ~~disallowed~~ prohibited. Exceptions may be approved by the superintendent. In the event an exception is granted for the administration or distribution of a survey created by a third party, the district will provide an opportunity for the student’s parent to inspect such survey upon request, before the survey is administered or distributed by a school to a student, ~~as required by the Every Student Succeeds Act (ESSA)~~. Any district survey containing any “covered survey items”¹ ~~as defined by ESSA~~ may also be inspected by parents.

Parents may also request that their student be excused from participation in such surveys. Requests may be submitted in accordance with the provisions of Board policy KAB - Parental Rights and accompanying administrative regulation.

As required by law, the superintendent shall ensure that notification is provided to parents of students at least annually at the beginning of the school year or when enrolling students for the first time in school, of the specific or approximate dates during the school year when such surveys are scheduled or expected to be scheduled. The rights provided to parents under this policy transfer to the student when the student turns 18 years of age or is an emancipated minor under applicable state law.

The district recognizes its responsibility to protect student privacy. Personal information that may be collected as a result of such surveys will be released only with prior, written parental permission, unless as otherwise provided by ~~ESSA law~~ and/or the provisions of Board policy JOB - Personally Identifiable Information.

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)

[ORS 339.880](#)

32 OR. ATTY. GEN. OP. 209 (1965)

46 OR. ATTY. GEN. OP 239 (1989)

Protection of Pupil Rights, 20 U.S.C. § 1232h (2012); Student Rights in Research, Experimental Programs and Testing, 34 C.F.R. Part 98 (2017).

Every Student Succeeds Act, 20 U.S.C. § 7928 (2012).

Family Education Rights and Privacy Act, 20 U.S.C. § 1232g (2012).

¹ “Covered survey items” ~~under the ESSA~~ include one or more of the following items: political affiliations or beliefs of the student or the student’s family; mental and psychological problems of the student or the student’s family; sex behavior or attitudes; illegal, anti-social, self-incriminating or demeaning behavior; critical appraisals of other individuals with whom respondents have close family relationships; legally recognized privileged or analogous relationships, such as those of lawyers, physicians and ministers; religious practices, affiliations or beliefs of the student or the student’s parent; and income, other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such a program.

OSBA Model Sample Policy

Code: ~~KL/KJ~~

Adopted:

Commercial Advertising/~~Merchandise Sales~~

(Version 1)

(Prohibits commercial advertising and ~~merchandise sales~~.)

It is the intent of the Board to protect the teaching and learning environment from advertising, ~~merchandise sales~~ and the promotion of products and services by commercial, cultural, organizational or other nonschool interests in district schools. Schools are not the appropriate forums to be used to advertise, promote or disseminate materials for commercial, profit-oriented businesses. Consequently, the district prohibits employees or other persons acting on behalf of the district to enter into any contract or agreement for:

1. Exclusive advertising of any product or service through district programs, services or activities to any person, business or corporation;
2. Any product or service that requires the dissemination of advertising materials to staff, students, parents or others, or that allows any person, business or corporation to gather or obtain information from students for market research or other nonschool purposes;
3. Endorsement of a product or service or which implies district endorsement;
4. Naming rights to district property in exchange for goods, services or monetary considerations.

“Commercial advertising,” as used in this policy means the use by any person, company, business or corporation, for personal or private gain, of any district media including, but not limited to, school newspaper, yearbook or other printed material, flyer or circular; [radio, television,] video or any other electronic technology; or indoor or outdoor signage designed to:

1. Transmit a message offering any goods or services;
2. Cause or induce any other person to purchase any goods or services;
3. Increase demand for any goods or services.

Contracts entered into prior to the implementation date of this policy will not be renewed.

~~This prohibition includes the solicitation and sale of travel services to students by any person or group that sells, provides, furnishes, contracts for, arranges or advertises travel services on district property, at activities under the jurisdiction of the district and at interscholastic activities administered by a voluntary organization approved by the State Board of Education (i.e., Oregon School Activities Association). This includes the sale of services to students.~~

Only when advertising, ~~or~~ promotional materials ~~or merchandise sales~~ are for noncommercial purposes may they be posted, distributed, used or sold in or by the schools. The superintendent or designee will evaluate and approve or disapprove all requests from district staff and nonschool interests.

The superintendent may, at his/her option, refer specific requests to the Board for action.

~~The superintendent will develop administrative regulations as needed for the implementation of this policy.~~

END OF POLICY

Legal Reference(s):

~~ORS 279B.055~~
~~ORS 279C.335~~

[ORS 332.107](#)
~~[ORS 332.593](#)~~

[ORS 339.880](#)

~~32 OR. ATTY. GEN. OP. 209 (1965)~~

~~46 OR. ATTY. GEN. OP. 239 (1989)~~

**LEBANON COMMUNITY SCHOOL DISTRICT
SCHOOL BOARD MEETING
August 7, 2018, 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

Tammy Schilling, Member

Bo Yates, Interim Superintendent

Linda Darling, Director, Business Services

Jennifer Meckley, Director, Human

Resources and Community Relations

Kim Grousbeck, Director of Classified and

Employee Relations

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 6:01 PM.

2. AUDIENCE COMMENTS

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

3. POLICIES, FIRST READING

Oliver moved to pull GBC and GNC-AR governing staff ethics for further review by district legal counsel from approval of First Reading. It will return for First Reading at the September 20, 2018 meeting.

Upon motion made by Oliver and duly seconded by Brooks, the remaining First Reading Policies were unanimously approved and will proceed to Second Reading for final approval and adoption at the September 20, 2018 meeting.

4. CONSENT AGENDA

A. Phase 3 Certified Staff Hiring for 2018-19

Meckley shared there will be a few more hires for certified. The classified hiring will follow as we prepare for the start of another school year. Upon motion by Oliver and duly seconded by Brooks, the Board voted unanimously to approve the hiring of Kyle Peterson, Dianne Sutherland, and Erin Forrest, and approve the request for a leave of absence for Tracy Olin.

B. July 17, 2018 Meeting Minutes

Upon motion made by Oliver and duly seconded by Brooks, the Board voted unanimously to approve the July 17, 2018 Board meeting minutes.

5. DEPARTMENT REPORTS

- A. Finance. Darling provided the FY 2018-19 Adopted Budget Document to the Board. She shared the 2018-19 Financial Board report which reflects all revenues and expenditures for 2014 through 2018, along with encumbered amounts for the FY 2018-19. The projected Ending Fund Balance (EFB) for FY 2-17-18 is \$5,109,800, which is an increase of \$400,000 from the July 2018 Report. Darling also stated that the PERS board had a session and information was released on upcoming rates but were not yet adopted. The rate increase appeared to be only a 2.5 percent increase which should result in a savings. However, there are many factors that could still impact the EFB. Since the business office is still receiving funds and invoices for June 2018, the EFB number will fluctuate until Audit is finalized in November 2018.

There were no questions regarding the Finance Report.

Oliver asked for an update on the architects for the facility assessment. Darling stated that the first meeting was held. The overall goals were established and they would schedule a walk-through of the district facilities and come back with recommendations for seismic updates.

- B. Operations. Yates indicated there was nothing to share regarding operations.
- C. Human Resources. Meckley shared that Human Resources was continuing to hire and hoping to have the final phase of hiring in September. EDUStaff for substitutes will go live October 1, 2018, so there will be more updates to follow in the October 9th Board meeting.

6. STRATEGIC GOALSETTING

Yates shared that we need to have performance goals. He would like a learning organization for schools for each level, so that we can learn from the goals. His three main areas of focus are: improving achievement, attendance and behavior. Performance goals are measurable. Yates stated that 90 percent is a good target for graduation rates. Currently we are at a low 80 percent. He feels that 90 percent is a reasonable expectation and it can be achieved by implementing individual support programs for students not meeting grade level benchmarks. He explained we need to be a learning organization and just throwing out goals without a plan would be irresponsible for us. We need to know what we need to do to improve things for our students. We need to know when to invest and when to spend and we need to look at the bigger picture.

Improving attendance has been a three-year goal. We currently have Measure 98 dollars that are helping at the high school. We are looking at a full-time attendance support person to help with improving attendance there. Yates stated he was working with the ESD to see if we can get a full-time attendance person from them. We need to figure out how we get kids to school and support them. It is not one thing that fixes attendance, it is many things. We need to have a program together that can leverage results. We can look at models from other schools and compare to ours for areas we can improve on.

Yates stated we needed process goals to figure out how we can support our schools. These goals are designed to figure out how we can do this better and by aligning standardized school systems. We need to have a process, follow it, and find a way to improve it. As a district, we need a model in place to achieve as a district and as a whole. We need to follow the same process and make adjustments together. It is not how fast we can go, it is how far we can go together. We need to figure out how things will work for everyone.

Oliver shared that this is not a quick process. We can figure it out with the systems we have in place, looking at what is working well, and then we know what we want to pick from. He stated the Board has previously talked about alignment.

A discussion ensued regarding system alignment.

Yates stated that we need common goals, common support and common systems. If we can grow together, we will go farther than what we are right now.

Yates stated that we do a good job of getting data on kids but we cannot access the data easily and it is hard to know what to do with the results we get. He stated we need a dashboard where teachers can look at all the data on students in one place. We need to have data out as soon as school starts, so teachers know their students and where they are at.

Brooks asked about who was setting up the data dashboard.

Yates said the ESD has offered a couple of diagrams of what it could look like and that we have some in-house people who can do that as well. He stated it was good to have all of the information in one spot for teachers to access, so they know how to work with their students. He also indicated, for a Board level, that he would like to put together a dashboard or a set of metrics so that we can talk the same talk and see how we are progressing in certain areas. He is looking at putting together some models for that as well.

A discussion ensued regarding the dashboard data and where it is pulled from.

Yates also shared he was looking at developing a comprehensive year-round student support system focused on math, reading and behavior issues. Yates shared a chart with the Board regarding issues on summer drop-off of reading skills, and expressed the need for a summer program to help keep those skills from dropping off. In math, students get the same learning loss. He feels we can put a comprehensive summer program together without spending a ton of money. He also stated that we have a lot of behavior kids that need support and we need to be able to support them to be successful in the classroom. So along with math and reading, we need to be able to help students with behavior issues as well.

A discussion ensued regarding location and models of a summer program.

Yates stated that we need a district communication plan that will need to be developed both through principals and district administration. A communication plan with all parties will follow for all of our communication. Also, how we use communication to get better as a district. He stated he would like to look at other districts and talk to other superintendents to see what models are out there.

Yates stated the District needs to have alignment of our efforts, goals and funding. That will allow us to stay focused on what we are doing.

A discussion ensued on accountability to goals, streamlining processes and areas to improve on.

Meckley added the alternative education program and many other things in the strategic plan, are focused on tying it back in to those areas. The process for alternative education is something they are looking at, how a student gets into that and what that path looks like. The processes, strategies and commonality are developed will help to determine what the needs are.

A discussion ensued regarding timelines and needs of the district, and what data will be available in the dashboard.

7. COMMUNICATION

- A. Board. Oliver provided an update on the superintendent search process. His expectation is to have proposal and a recommendation on a search consultant at the September Board meeting.

Brooks stated that he was going to be out of town for the September Board meeting.

Oliver asked for any objection to rescheduling the September meeting. None were offered. Therefore, the September meeting is changed to September 20th.

- B. Superintendent. Yates stated that the district has received some results on our achievement tests and one of the bright spots was the substantial growth seen at Seven Oak.

16. AUDIENCE COMMENTS

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

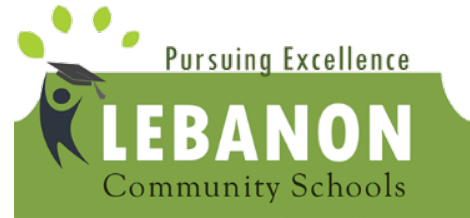
17. ADJOURNMENT

There being no further business before the board, the meeting was adjourned at 6:56 PM.

Tom Oliver, Chair

Bo Yates, Interim Superintendent

BOARD MEMORANDUM



To: Board of Directors

From: Bo Yates, Interim Superintendent

Date: 9/10/18

Meeting Date: 9/20/18

Re: Band Fee

Background

There has been a request to establish a band instrument repair fee of \$50.00 per year to help with the maintenance of district owned band instruments.

Recommendation

I recommend the Board approve establishing the band instrument repair fee of \$50.00.

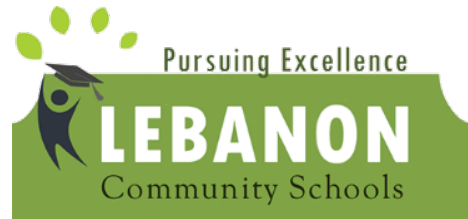
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Attachment

Request for instrument fee.

There has been a request to establish a \$50.00 per year instrument rental fee for district owned instruments. The rationale is that the fee would help pay for the maintenance of the instrument. Students who are eligible for free or reduced lunch will have their fee adjusted to \$25.00. If the student is not able to afford the reduced fee, then they will be able to substitute work in lieu of the fee.

BOARD MEMORANDUM



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

From: Nancy Hall, Interim Business Director

Date: September 7, 2018

Meeting Date: September 20, 2018

Re: Business Office and Financial Report

Financial Report

The 2018-2019 Financial Board Report included in this packet reflects all revenues and expenditures for 2014-2018, along with the budgeted and spent plus encumbered amounts for 2018-2019 as of 9/07/18. Salaries and Benefits will fluctuate as staff are hired. By September 15, all staff are required to select their OEBS insurance coverage for the 2017-18 year, which will also have an impact on those amounts as plan selections and amounts will change. The October Financial Report will include projections for the 2018-2019 year that reflect those changes.

The projected EFB for 2017-2018 is currently approximately \$5.2 mil which is an increase from the August 2018 Report. Fluctuations are common this time of year and will continue to occur until the audit is completed. Final field work is scheduled for the week of November 5 and the report will be issued as required before 12/31/18.

The 2018-2019 Adopted Budget included \$5,075,000 in Beginning Fund Balance. The projected Ending Fund Balance of \$5.2 mil means that we will start the year with more than anticipated at the time the Budget was adopted.

Attachment

2018-2019 General Fund Summary Report

	14/15 Actual	15/16 Actual	16/17 Actual	17/18 Projected 9/7/2018	18/19 Budget	9-7-18 YTD & Enc	9-7-18 Balance
General Fund - Revenue							
SSF Formula	34,892,810	36,036,233	37,131,855	39,761,002	39,633,000	7,116,839	32,516,161
SSF Adjustment	81,421	(254,069)	390,697	280,233	-	-	-
Interest	62,596	91,245	156,492	267,981	100,000	19,719	80,281
Third Party Billing	25,179	45,178	102,447	72,379	80,000	2,530	77,470
TMR	154,930	149,514	208,252	210,894	175,000	-	175,000
JROTC	64,220	66,034	73,726	69,777	65,000	5,890	59,110
Other	379,017	297,128	299,398	369,099	420,000	1,781	418,219
Interfund Transfer	60,000	60,000	60,000	82,657	70,000	8,029	61,971
BFB	3,162,455	3,932,387	3,024,733	3,310,041	5,075,000	4,829,254	245,746
Total	38,882,628	40,423,650	41,447,600	44,424,064	45,618,000	11,984,042	33,633,958
General Fund - Expenses							
Salaries	16,263,399	17,884,343	18,826,313	19,508,840	21,146,522	19,224,932	1,921,590
Benefits	10,020,660	10,645,144	10,952,659	12,156,677	13,883,105	1,579,787	12,303,318
P. Services	5,112,768	5,027,111	4,332,849	4,321,842	4,804,971	971,948	3,833,023
Supplies	1,477,643	1,380,753	1,337,164	1,742,278	1,670,267	531,360	1,138,907
Capital Outlay	6,779	20,047	65,034	195,888	54,500	134,609	(80,109)
Other Objects	308,993	286,294	442,882	334,285	437,635	251,824	185,811
Transfers	1,760,000	2,155,225	2,180,656	1,335,000	2,621,000	-	2,621,000
Contingency	-	-	-	-	1,000,000	-	1,000,000
Total	34,950,241	37,398,917	38,137,559	39,594,810	45,618,000	22,694,460	22,923,540

2018-2019 General Fund Revenue Report

	14/15 Actual	15/16 Actual	16/17 Actual	17/18 Projected 9/7/2018	18/19 Budget	9-7-18 YTD	9-7-18 Balance
SSF Formula							
Taxes	8,234,812	8,533,160	9,048,901	9,628,149	10,550,000	-	10,550,000
Federal Forest Fees	264,679	205,708	23,160	142,770	-	-	-
Common School	409,884	492,013	502,314	410,848	419,000	-	419,000
State Timber	405,152	181,382	137,286	167,068	150,000	-	150,000
School Support Fund	25,578,283	26,623,971	27,420,195	29,412,167	28,514,000	7,116,839	21,397,161
Adjustments to SSF Payments							
Adj for Prior Year payments	48,134	(330,463)	261,223	250,598	-	-	-
Adj for HC Disability Grant	33,286	76,394	129,474	29,635	-	-	-
Total SSF Formula	34,974,231	35,782,164	37,522,552	40,041,235	39,633,000	7,116,839	32,516,161
Interest of Investments	62,596	91,245	156,492	267,981	100,000	19,719	80,281
Third Party billing - Medicaid	25,179	45,178	102,447	72,379	80,000	2,530	77,470
TMR	154,930	149,514	208,252	210,894	175,000	-	175,000
JROTC reimbursement	64,220	66,034	73,726	69,777	65,000	5,890	59,110
Other							
Rental Fees	27,828	10,474	9,114	7,731	10,000	700	9,300
Fees Charged to Grants	-	800	-	-	30,000	-	30,000
Miscellaneous							
E-Rate reimbursement	282,468	202,944	213,437	293,362	300,000	1,081	298,919
Interfund Transfer - Athletics	60,000	60,000	60,000	82,657	70,000	8,029	61,971
Beginning Fund Balance	3,162,455	3,932,387	3,024,733	3,310,041	5,075,000	4,829,254	245,746
Total	38,882,628	40,423,650	41,447,600	44,424,064	45,618,000	11,984,042	33,633,958

2018-2019 General Fund Expenditure Report

Obj	Description	9/7/2018									
		14/15 Actual	15/16 Actual	16/17 Actual	17/18 Projected	18/19 Budget	9-7-18 YTD	9-7-18 Encumb	9-7-18 Balance		
111	Certified salaries	9,311,147	10,161,648	10,831,007	10,876,206	11,797,989	75,547	11,829,962	(107,520)		
112	Classified salaries	4,164,521	4,545,055	4,757,666	5,009,763	5,639,806	325,201	4,941,349	373,256		
113	Administrative salaries	1,464,907	1,648,330	1,614,127	1,599,214	1,742,336	261,997	1,261,090	219,249		
114	Managerial - classified	94,714	178,755	187,797	187,797	261,983	49,933	72,909	139,141		
116	Retirement stipends	76,123	51,134	35,621	17,412	10,709	1,530	6,374	2,805		
119	Confidential salaries	125,785	84,504	131,698	159,836	166,575	28,632	130,660	7,283		
121	Certified subs	373,350	432,293	446,157	447,472	472,543	-	-	472,543		
122	Classified subs	148,818	155,004	150,074	186,221	172,297	14,597	-	157,700		
123	Temp certified	62,030	73,949	133,971	185,297	143,000	1,225	-	141,775		
124	Temp classified	982	-	-	16,023	16,000	629	-	15,371		
127	Student helpers salaries	11,768	7,895	6,544	18,231	24,000	810	-	23,190		
132	Compensation time	23,861	25,767	37,764	70,582	43,350	1,904	-	41,446		
133	Extra duty	254,381	324,897	286,017	278,090	426,334	85,328	116,116	224,890		
134	Classified extra hrs	142,975	185,048	192,566	186,209	208,000	18,456	-	189,544		
135	Vacation Payoff	4,377	6,938	12,246	17,184	16,200	641	-	15,559		
136	Mentor teacher pay	990	609	-	749	-	-	-	-		
137	Personal Leave Payout	75	-	-	919	4,000	-	-	4,000		
138	Department Head Extra Duty	2,159	1,613	1,556	1,636	1,400	42	-	1,358		
142	Taxable Meal Reimbursement	436	903	1,503	1,636	1,400	42	-	1,358		
	Total Salaries	16,263,399	17,884,343	18,826,313	19,508,840	21,146,522	866,472	18,358,460	1,921,590		
210	PERS	3,976,407	4,187,401	4,442,519	5,330,745	6,202,731	233,529	537,585	5,431,617		
220	Social Security	1,207,537	1,328,140	1,385,595	1,428,513	1,584,881	64,581	144,129	1,376,171		
231	Worker's Comp	136,822	173,370	196,943	239,031	294,128	16,043	20,378	257,707		
241	Employee Ins - Admin	177,948	212,862	208,912	215,208	259,617	35,792	48,640	175,185		
242	Employee Ins - Certified	2,307,416	2,328,554	2,370,817	2,550,200	2,767,204	6,685	184,433	2,576,086		
243	Employee Ins - Classified	1,874,827	2,137,321	2,102,847	2,173,490	2,585,539	93,468	187,117	2,304,954		
244	Employee Ins - Other	20,700	7,731	27,124	41,221	38,805	5,973	9,118	23,714		
245	Employee Ins - Retired	276,090	228,774	195,821	156,569	125,000	(9,484)	-	134,484		
247	TSA	42,912	40,991	22,082	21,700	25,200	1,200	600	23,400		
	Total Benefits	10,020,660	10,645,144	10,952,659	12,156,677	13,883,105	447,787	1,132,000	12,303,318		
311	Instructional Services	152,856	157,581	110,051	122,083	164,000	3,122	-	160,878		
312	Instr Prog Improve Service	43,468	36,748	39,424	42,341	52,000	22,727	-	29,273		
319	Other Instr-Prof-Tech SVCS	21,870	9,745	23,110	22,444	20,000	-	-	20,000		
322	Repairs & Maintenance	163,270	168,482	173,295	177,004	157,750	46,564	1,250	109,936		
323	Radio Service	-	7,767	38,310	8,379	11,100	2,458	10,314	(1,672)		
324	Rentals	135,308	104,777	102,560	110,754	128,725	368	2,254	126,103		
325	Electricity	467,896	473,758	466,093	465,816	526,600	61,938	-	464,662		

2018-2019 General Fund Expenditure Report

326	Fuel	177,759	187,899	223,740	190,653	234,600	5,252	-	229,348
327	Water & Sewer	139,255	121,239	150,725	134,126	161,600	16,875	-	144,725
328	Garbage	86,324	96,811	95,095	89,311	102,400	15,678	-	86,722
329	Other Property Services	13,001	19,246	34,726	12,115	20,000	-	-	20,000
330	Reimb. Student Transportation	6,950	-	1,589	2,190	5,200	-	-	5,200
340	Travel	114,592	140,225	178,985	133,388	165,646	33,553	921	131,172
343	Travel - Student - Out of Dist.	-	-	2,916	7,603	10,300	-	-	10,300
346	Meals/Transportation	104	48	99	-	200	-	-	200
348	Staff Tuition	49,577	44,768	71,830	87,468	47,000	1,640	-	45,360
351	Telephone	82,642	70,529	39,486	49,672	76,200	6,830	-	69,370
353	Postage	23,607	21,909	14,712	22,965	27,650	5,279	209	22,162
354	Advertising	4,416	3,551	1,087	1,190	4,300	140	425	3,735
355	Printing & Binding	68,861	48,223	51,996	13,190	31,400	232	850	30,318
360	Charter School Payments	2,064,403	1,961,788	1,866,943	1,973,801	2,046,000	544,768	-	1,501,232
371	Tuitions Payments to Other Dist.	40,570	29,701	29,536	-	-	-	-	-
373	Tuition Pay Private School	-	-	-	-	5,000	-	-	5,000
374	Other Tuition	605,954	625,503	162,192	139,127	192,500	-	-	192,500
381	Audit Services	27,650	25,150	27,700	20,150	30,000	-	-	30,000
382	Legal Services	2,028	5,288	11,261	47,380	35,000	3,545	-	31,455
384	Negotiation Services	5,934	13,784	8,590	6,474	10,000	-	-	10,000
386	Data Processing SVCS	59,787	76,794	75,380	78,877	89,600	10,899	-	78,701
388	Election Services	4,565	-	1,573	-	5,000	-	-	5,000
389	Other Non_inst'r Pro/Tech	515,889	539,114	292,488	337,793	395,600	157,677	2,500	235,423
391	Physical Exams - Drivers	2,380	3,168	4,193	3,828	4,400	480	3,020	900
392	Drug Tests Drivers	1,110	635	1,255	1,275	3,000	220	1,780	1,000
393	Child Care Services	22,000	22,000	22,000	9,393	30,000	-	-	30,000
394	Sub calling service	5,559	7,489	6,464	6,764	8,000	8,159	-	(159)
396	Criminal History checks	2,546	2,928	3,179	4,079	3,200	21	-	3,179
398	Fingerprinting	639	462	266	207	1,000	-	-	1,000
	Total P. Services	5,112,768	5,027,111	4,332,849	4,321,842	4,804,971	948,425	23,523	3,833,023
406	Gas Oil & Lubricants	152,805	103,868	115,426	163,275	190,500	3,783	161,390	25,327
410	Supplies & Materials	457,671	419,096	486,014	457,933	592,360	103,925	26,705	461,730
413	Vehicle repair parts	50,201	48,980	44,746	48,012	52,800	3,238	30,366	19,196
414	Transportation operations	5,674	6,060	8,776	9,000	6,000	4,117	6,187	(4,304)
420	Textbooks	240,685	131,379	83,687	99,405	182,700	1,596	6,823	174,281
430	Library Books	9,934	8,588	5,880	5,928	16,694	-	-	16,694
440	Periodicals	6,012	1,937	5,354	6,224	6,200	39	3,906	2,255
460	Equipment under 5K	125,632	212,514	184,119	352,859	179,224	30,357	1,731	147,136
470	Computer software	173,513	195,888	181,289	285,475	270,425	33,779	7,225	229,421
480	Computer hardware	255,516	252,444	221,873	314,166	173,364	34,299	71,894	67,171
	Total Supplies & Materials	1,477,643	1,380,753	1,337,164	1,742,278	1,670,267	215,133	316,227	1,138,907

2018-2019 General Fund Expenditure Report

540	Equipment	6,779	20,047	65,034	144,388	54,500	15,825	-	38,675
564	Bus Replacement	-	-	-	51,500	-	-	118,784	(118,784)
	Total Capital Outlay	6,779	20,047	65,034	195,888	54,500	15,825	118,784	(80,109)
621	Regular Interest	-	-	-	-	500	-	-	500
640	Dues & Fees	92,488	67,655	178,632	101,111	174,735	6,889	179	167,667
650	Insurance & Judgments	216,456	218,639	230,250	233,174	262,200	244,756	-	17,444
659	Settlements	-	-	34,000	-	-	-	-	-
670	Taxes & Licenses	49	-	-	-	200	-	-	200
	Total Other Objects	308,993	286,294	442,882	334,285	437,635	251,645	179	185,811
707	Transfer - Vocational House Fund	-	-	-	80,000	40,000	-	-	40,000
710	Transfer - Technology	175,000	200,000	225,000	-	100,000	-	-	100,000
	Transfer - Classroom Furniture	50,000	50,000	25,000	-	50,000	-	-	50,000
	Transfer - Textbook Adoption	350,000	350,000	300,000	50,000	400,000	-	-	400,000
713	Transfer - Capital Improvement	225,000	250,000	250,000	250,000	400,000	-	-	400,000
714	Transfer - Track and Turf Fund	110,000	110,000	10,000	10,000	85,000	-	-	85,000
715	Transfer - Athletic Fund	365,000	365,000	405,000	415,000	446,000	-	-	446,000
716	Transfer - Bus Replacement	250,000	250,000	250,000	250,000	300,000	-	-	300,000
717	Transfer - Unemploy Ins	25,000	15,000	25,000	95,000	25,000	-	-	25,000
718	PERS Reserve	150,000	500,000	500,000	-	525,000	-	-	525,000
719	Transfer - Food Service	50,000	65,225	90,656	50,000	100,000	-	-	100,000
730	Transfer - Debt Service	-	-	100,000	135,000	150,000	-	-	150,000
731	Transfer - Academic Achievemer	10,000	-	-	-	-	-	-	-
	Total Transfers	1,760,000	2,155,225	2,180,656	1,335,000	2,621,000	-	-	2,621,000
810	Reserve/Contingency	-	-	-	-	1,000,000	-	-	1,000,000
	Grand Total	34,950,241	37,398,917	38,137,559	39,594,810	45,618,000	2,745,287	19,949,173	22,923,540

2018-2019 All Funds Summary Report

All Funds

Fund	Description	9/7/2018													
		14/15 Actual	15/16 Actual	16/17 Actual	16/17 EFB	17/18 Proj. Actual	17/18 Proj. EFB	17/18 Unaudited	18/19 Adopted Budget	9-7-18 Y-T-D	9-7-18 Encumb	9-7-18 Balance			
100	General Fund	34,950,241	37,398,917	38,137,559	3,310,041	39,594,810	4,829,254	45,618,000	2,745,285	19,930,004	22,942,711				
200	Grant Funds	2,591,884	2,353,551	2,861,683	2,002	3,172,424	-	5,200,500	119,820	1,658,921	3,421,759				
205	Senate Bill 1149	185,000	-	-	170,452	-	253,051	335,000	147,713	-	187,287				
212	Academic Achievement	-	-	-	18,650	-	18,650	28,650	-	-	28,650				
230	Bus Replacement	100,735	-	633,327	175,006	454,300	33,953	345,000	-	-	345,000				
232	Classroom Furniture	50,000	40,792	24,777	9,431	9,431	-	50,000	13,945	8,394	27,661				
240	Textbook Adoption	18,550	759,564	112,367	192,207	215,105	27,101	450,000	103	-	449,897				
272	Capital Improvements	284,536	156,950	152,300	190,750	93,322	347,428	700,000	-	-	700,000				
274	Technology	124,500	495	397,112	345,261	400,241	109,635	400,000	-	35,148	364,852				
277	Track and Turf Replacement	100,000	100,000	-	98,954	-	118,954	435,000	97,817	-	337,183				
279	Student Activity	590,053	632,780	731,692	494,132	709,696	542,371	1,120,000	84,067	31,167	1,004,766				
286	High School Athletics	445,055	453,152	547,517	72,194	574,240	28,315	638,000	33,653	141,702	462,645				
292	CTE Local Fund	-	-	-	-	-	-	-	-	-	-				
296	Nutrition Services	1,596,163	1,615,906	1,710,052	454,889	1,818,640	497,763	2,302,594	115,690	792,594	1,394,310				
299	PERS Reserve	-	-	-	1,150,000	-	1,150,000	1,675,000	-	-	1,675,000				
300	Debt Service	3,442,481	3,528,481	3,618,481	146,778	3,710,517	223,307	3,796,770	-	-	3,796,770				
311	2011 Non-Bonded Debt	223,547	223,547	223,547	41,306	223,547	43,547	530,000	-	-	530,000				
530	Vocational House Fund	-	-	60,415	19,585	50,935	48,650	580,000	4,580	24,301	551,119				
601	Unemployment	37,539	10,646	46,123	74,507	21,313	148,194	160,000	3,216	-	156,784				
	Grand Total	44,740,285	47,274,779	49,256,952	6,966,145	51,048,520	8,420,173	64,364,514	3,365,889	22,622,231	38,376,394				



September, 2018

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 2017 – 2018 Lebanon School District had 51 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 2017 – 2018 Lebanon School District had 19 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 2017 – 2018 Lebanon School District had 0 incidents of seclusion in a locked room.

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

In 2017 – 2018 Lebanon School District had 22 students placed in physical restraint.

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

In 2017 – 2018 Lebanon School District had 7 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 2017 -2018 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.

(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 2017 -2018 Lebanon School District had 0 students who were 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 2017 – 2018 Lebanon School District had 4 incidents of students who were 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 – **17 White students, 4 Multiracial**

b. Ethnicity – **2 Hispanic**

c. Gender – **20 male students, 3 female students**

d. Disability status – **20 students with disabilities**

e. Migrant status – **0 migrant students**

f. English proficiency – **0 English proficiency students**

g. Status as economically disadvantaged – **23 economically disadvantaged students**

Measure 98

During the first year of implementation (2017-2018), 255 school districts and charter schools throughout the State of Oregon received the first allocation from the High School Success fund.

During the first phase of funding, it was not necessary for districts to have a preapproved plan in place with ODE. Lebanon Community School District was allocated \$565,566.00 for 2017-2018, of which \$381,066.00 was spent. The balance (\$184,499.00) of the budget is to be carried over to the 2018-2019 budget (\$588,650.00) for a total budget of \$773,150.00.

The spirit of the measure was to provide funding to establish or expand programs in three specific areas:

Dropout Prevention

Career & Technical Education

College Level Education Opportunities

Additionally, it is important to recognize that written inside the measure is how ODE is to evaluate the program. The intent of High School Success is to:

Improve student progress toward graduation beginning with grade 9

Increase the graduation rates of high schools

Improve high school graduates' readiness for college and career

In order to meet the high expectations of the measure, certain eligibility requirements were established. The eligibility requirements are:

Teacher Collaboration Time around Data

Practices to Reduce Chronic Absenteeism

Equitable Assignment to Advanced Courses

Systems Ensuring On-time Graduation

I have been working with getting our plan approved for the 2018-2019 funding year. It has been tentatively approved as of my last correspondence with ODE.

Measure 98 Budget

2017-2018	\$565,566.49	2018-2019	\$588,650
Expenditure	\$381,066.60	Carry Over	\$184,499.89
Balance	<u>\$184,499.89</u>	Total Budget	<u>\$773,149.89</u>

18-19

1 Counselor \$75,000

Grade 9 Support

1 Horticulture Teacher \$75,000

CTE Expansion

1 Freshman Support Teacher \$75,000

Grade 9 Support

Classified attendance\graduation support team \$150,000

Chronic Absenteeism\Grad Support

School to Work Coordinator \$20,000

CTE Support \Grad Support

CTE Supplies \$20,000

CTE Support

Summer Support Program \$30,000

On-Time Grad Support

Alternative facility\facility improvement \$328,150

Grad Support\CTE Support

2018-2019 Projected Expenditure \$773,150