

**LEBANON COMMUNITY SCHOOL DISTRICT
SCHOOL BOARD MEETING AGENDA**

**August 10, 2017, 6:00 PM
District Office – Board Room
485 S. 5th Street, Lebanon, Oregon 97355**

A. WELCOME

1. Call to Order
2. Flag Salute

B. GOOD NEWS/COMMUNITY COMMUNICATIONS

1. Summer School Update – Tami Volz and Kim Fandino

C. AUDIENCE COMMENTS

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

D. GENERAL BUSINESS

1. **Presentation and Discussion:** Construction Excise Tax (Enclosure D-1) *-page 4*
2. **Policies** (Enclosures D-2) *-page 13*
 - a. **Information Only:** Revised Board Policy ARs
 - i. IGBC-AR: Title IA/Parental and Family Involvement *-page 21*
 - ii. KAB-AR: Parental Rights *-page 25*
 - iii. LBE-AR: Public Charter Schools *-page 28*
 - b. **Action:** Adopt Revised Board Policies on First Reading
 - i. EEA: Student Transportation Services *-page 48*
 - ii. GDA: Instructional Assistants – *new -page 51*
 - iii. IGBAC: Special Education – Personnel *-page 53*
 - iv. IGBAK: Special Education – Public Availability of State Application *-page 54*
 - v. IGBC: Title IA/Parental and Family Involvement *-page 55*
 - vi. IGBHE: Expanded Options Program *-page 56*
 - vii. IGBI: English Language Learner Education *-page 63*
 - viii. IGCA – Post Graduate Scholar Program *-page 64*
 - ix. JECF: Interdistrict Transfer of Resident Students *-page 67*
 - x. JFC: Student Conduct *-page 69*
 - xi. JHC: Student Health Services and Requirements *-page 71*
 - xii. KAB: Parental Rights *-page 73*
 - xiii. KI: Public Solicitation in District Facilities *-page 75*
 - xiv. LBE: Public Charter Schools *-page 77*
 - xv. EBBB: Injury/Illness Reports *-page 80*
 - xvi. EFA: Local Wellness Program *-page 81*
 - xvii. GBI: Gifts and Solicitations *-page 86*
 - xviii. GCPB/GDPB: Resignation of Staff *-page 88*
 - xix. IKF: Graduation Requirements *-page 89*
 - xx. JEA: Compulsory Attendance *-page 92*
3. **Review:** OSBA 360 Survey Results (Enclosure D-3) *-page 94*
4. **Review:** SBAC Results (Enclosure D-4) *-page 110*
5. **Discussion:** Policy CC-ARs Organization Charts (Enclosure D-5) *-page 124*

E. DEPARTMENT REPORTS

1. **Finance**
 - a. **Report** (Enclosure E-1) *-page 131*
2. **Operations**
 - a. Summer Updates
3. **Human Resources**
 - a. New Teacher Mentoring
 - b. New Hires Update (Enclosure E-2) *-page 138*

F. COMMUNICATION

1. **Board**
2. **Superintendent**
 - a. Superintendent Welcome Back Preview: What I Do Matters
 - b. LHS Student Representative at Board Meetings

G. CONSENT AGENDA

1. **Action:** Approve July 12, 2017 Board Minutes (Enclosure G-1) *-page 139*
2. **Action:** Approve Hiring/Leave of Absence
 - a. Michael Hood – PE/Health Teacher, Seven Oak Middle School (Temporary 2017-2018 School Year)
 - b. Kirk Phillips – Title I Reading Teachers, Pioneer School (0.5 FTE, Temporary 2017-2018 School Year)
 - c. Diana Wilsey – 5th Grade Teacher, Cascades School
 - d. Shelia Sloan – 5th Grade Teacher, Lacombe School
 - e. Desiree Stainbrook - 3rd Grade Teacher, Green Acres School
 - f. Anneke Vander Haak, Language Arts Teacher, Lebanon High School
 - g. Tessia Wade, Special Education Teacher, Cascades School

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

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

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

FUTURE MEETINGS

September 14, 2017	District Office – Board Room
October 12, 2017	District Office – Board Room
November 16, 2017	District Office – Board Room

LEBANON COMMUNITY SCHOOL DISTRICT
SCHOOL BOARD MEETING AGENDA – **EXECUTIVE SESSION**

August 10, 2017, 7:00 PM
District Office – Board Room
485 S. 5th Street, Lebanon, Oregon 97355

- A. CALL TO ORDER UNDER ORS 192.660(2)(i): To review and evaluate the performance of the chief executive officer or any other public officer, employee or staff member, unless the person whose performance is being reviewed and evaluated requests an open hearing.
- B. DISCUSSION
- C. ADJOURN

SB 1036: Construction Excise Tax

Russ Allen, Business Director, Greater Albany Public Schools (GAPS)

Linda Darling, Business Director, Lebanon Community School District



CET Overview

- Tax authority for school district
- Tax on new square footage
- Minimum exemptions
- Dedicated to capital construction
- Locally demined
- Lessons learned

CET Particulars

- **Tax authority for school district**
 - Construction Excise Tax was padded in 2007
- **Tax on new square footage**
 - Maximum of \$1.26/sq. ft. residential
 - Maximum of \$.63/sq. ft. non-res. (\$31,400 cap)
 - Paid by person undertaking the construction at the time a permit is issued
- **Minimum Exemptions**
 - Private Schools; Public Bldgs; HUD Affordable Housing; Hospitals; Churches; Agriculture Bldgs; non-profit senior care facilities

➤ Annual Rate Increases

- Increases in construction cost index
- Determined by Dept. of Revenue

Fiscal Year	2009-10	2014-15	2017-18
Residential	1.00	1.17	1.26
Non-Residential*	0.50	0.58	0.63
Non-Residential Max	25,000	29,200	31,400

*Dollars per square foot

Steps for Implementation

- **Adopt long-term facilities plan**
 - Adopt by board resolution
- **Enact construction excise tax**
 - Adopt by board resolution
- **Enter into IGA with local governments**
 - Cities & Counties
- **Begin Collections**
- **Involve your community!**



Intergovernmental Agreement

- Sample IGA and IGA sharing available
- Negotiated with entity that will collect tax on behalf of the district
- Must contain:
 - Collection duties & responsibilities
 - School District account to deposit funds & frequency of deposits
 - Administrative fee for local government; no more than 4%



Allowable Expenditures

- **Capitol Improvements**
 - Acquisition of Land
 - Construction, reconstruction or improvement of school facilities; and related costs
 - Acquisition or installation of equipment, furnishings or other tangible property
 - Payment of obligations to finance or refinance capital improvements
- **Does NOT include “operating costs” or “routine maintenance”**



Lessons Learned

- Timeline
- Exemptions
- Annual amount for GAPS



Additional Information

Questions

Next Steps



This Special Edition of Policy Update includes updates resulting from the passage of the Every Student Succeeds Act of 2015 (ESSA).

**Summer Board
Conference**

July 14-16, 2017
Bend

Annual Convention

November 9-12, 2017
Portland

CONTENTS

DDB - Native American Impact Aid Funds (Conditionally Required)
DDB-AR - Involvement of Indian Parents and Tribes in District Educational Programs -
Recommend Delete
DDC - Native American Education Program Grants - Title VI Indian Education
(Conditionally Required)
EEA - Student Transportation Services (Required)
GCI/GDI - Assignments and Transfers (Optional)
GDA - Instructional Assistants (Optional)
IGBAC - Special Education - Personnel (Required)
IGBAK - Special Education - Public Availability of State Application (Required)
IGBC - Title IA/Parental and Family Involvement (Required) (Versions 1 or 2)
IGBC-AR - Title IA/Parental and Family Involvement (Required) (with Version 2 of policy)
IGBHE - Expanded Options Program (Highly Recommended)
IGBI - Bilingual Education (Required)
IGCA - Post-Graduate Scholar Program (Conditionally Required)
JECBB and JECBB-AR - Intradistrict Transfer Students (Highly Recommended)
JECC - Assignment of Students to Schools (Optional) (Versions 1 or 2)
JECF - Interdistrict Transfer of Resident Students (Optional)
JFC - Student Conduct (Required) (Versions 1 or 2)
JHC - Student Health Services and Requirements (Highly Recommended)
KI - Public Solicitation in District Facilities (Required)
KAB and KAB-AR - Parental Rights (Required)
KI - Public Solicitation in District Facilities (Required)
LBE and LBE-AR - Public Charter Schools (Highly Recommended)

*Policy Update is a quarterly
subscription publication
of the Oregon School
Boards Association.*

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If you have questions
regarding this publication
or OSBA, please call
our offices:
503-588-2800 or 800-578-6722

EVERY STUDENT SUCCEEDS ACT (ESSA)

Summary

On December 10, 2015 the U.S. Congress reauthorized the Elementary and Secondary Education Act of 1965 more commonly known now as the Every Student Succeeds Act of 2015 (ESSA). OSBA and the Oregon Department of Education have reviewed and updated policies to reflect this new Act.

Additionally, once the Oregon State plan is approved by the U.S. Department of Education, there could be additional policy revisions.

Legal Reference

See respective policies for changes to legal citations from the Every Student Succeeds Act of 2015 (ESSA).

Collective Bargaining Impact

None

Local District Responsibility

The district should review the recommended policy language and readopt, and the administration should review and revise the language for the administrative regulations, inline with the following recommendations.

Policy Implications

The following policies have language revisions and will need to be re-adopted by the Board, and the administration will need to review and revise the administrative regulations.

DDB - Native American Impact Aid Funds (Conditionally Required)

DDB-AR - Involvement of Indian Parents and Tribes in District Educational Programs -

Recommend Delete

DDC - Native American Education Program Grants - Title VI Indian Education
(Conditionally Required)

IGBAC - Special Education - Personnel (Required)

IGBAK - Special Education - Public Availability of State Application (Required)

IGBC - Title IA/Parental and Family Involvement (Required) (Versions 1 or 2)

IGBC-AR - Title IA/Parental and Family Involvement (Required) (with Version 2 of policy)

IGBHE - Expanded Options Program (Highly Recommended)

JECBB and JECBB-AR - Intradistrict Transfer Students (Highly Recommended)

JECF - Interdistrict Transfer of Resident Students (Optional)

KI - Public Solicitation in District Facilities (Required)

The following policies and administrative regulations have minor revisions and would not require board re-adoption. (OSBA recommends that the Board is informed of these minor changes.)

EEA - Student Transportation Services (Required)

GCI/GDI - Assignments and Transfers (Optional)

GDA - Instructional Assistants (Optional)

IGBI - Bilingual Education (Required)

IGCA - Post-Graduate Scholar Program (Conditionally Required)

JECC - Assignment of Students to Schools (Optional) (Versions 1 or 2)

JFC - Student Conduct (Required) (Versions 1 or 2)

JHC - Student Health Services and Requirements (Highly Recommended)

KAB and KAB-AR - Parental Rights (Required)

LBE and LBE-AR - Public Charter Schools (Highly Recommended)

This publication is designed to provide accurate and authoritative information regarding the subject matter covered. It is furnished with the understanding that policies should be reviewed by the district's legal counsel.

ABOUT *POLICY UPDATE*

Policy Update is a quarterly subscription newsletter providing a brief discussion of current policy issues of concern to Oregon school districts.

Sample policies reflecting these issues and changes in state and federal law, if applicable, are part of this newsletter. These samples are offered as a starting point for drafting local policy and may be modified to meet particular local needs. They do not replace district legal counsel advice.

To make the best use of *Policy Update*, we suggest you discuss the various issues it presents and use the sample policies to determine which policies your district should develop or revise, get ideas for what a policy should contain, and as a starting point for editing, modifying and discussing your district's policy position.

If you have questions about *Policy Update*, sample policies or policy in general, call OSBA Policy Services, 800-578-6722.

TRY OUR ONLINE POLICY DEMO

OSBA's [online policy service](#) has a demo site for districts interested in a public online policy manual. This service saves time, resources and reams of paper. With one centrally-located policy manual updated electronically, you have instant access to current district policies.

Go to policy.osba.org and select "Policy Online Demo." The online manual includes a subscription to [Policy Update and policy manual maintenance service](#) to help keep policies current.

OSBA offers several options. Contact Policy Services to determine the best option for you, 800-578-6722 or 503-588-2800.

2017-2018 STAFF/STUDENT HANDBOOKS AND KEY DATES CALENDAR (*Available Now*):

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June 2017

Vol. XL No. 4sch

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Summer Board Conference

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EBBB - Injury/Illness Reports (Required)
EFA - Local Wellness Program (Required)
EFAA-AR - Reimbursable Meals and Milk Programs (Required - no sample included - See summary below for information)
GBI - Gifts and Solicitations (Optional)
GBI-AR - Internet-Sourced Crowdfunding Solicitation (*New*) (Optional)
GCPB/GDPB - Resignation of Staff (Highly Recommended)
IKF - Graduation Requirements (Required) (Version 1 or 2)
JEA - Compulsory Attendance (Highly Recommended)

INJURY/ILLNESS REPORTS

Summary

After a review with PACE attorneys, education agencies are exempt from the requirement to provide this report to the Board, pursuant to their status as a “low hazard industry” as defined by OSHA and SAIF. Policy EBBB - Injury/Illness Reports, is being updated to reflect that it is optional for injuries/illness reports to be reported to the Board.

Legal Reference

None

Collective Bargaining Impact

None

Local District Responsibility

The Board should review required policy EBBB - Injury/Illness Reports and decide whether they want to continue receiving the reports, and make needed changes and readopt.

Policy Implications

EBBB - Injury/Illness Reports (Required)

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WELLNESS - PE MINUTES REQUIREMENT

Summary

Senate Bill (SB) 4 (2017) was signed by Governor Kate Brown on June 14, 2017 delaying the PE minute requirement of House Bill 3141 (2007) for two years for elementary schools (kindergarten through grade 5 (and grade 6 if the elementary school teaches through grade 6)) and four years for middle schools (grades 6 through 8).

Legal Reference

None

Collective Bargaining Impact

None

Local District Responsibility

It is recommended that the district review the updated bracketed language and footnotes in the revised policy and readopt if necessary. No updated bracketed language related to PE requirements is required to be in policy but the district must comply with the requirements of Oregon Revised Statute (ORS) 329.496.

Policy Implications

EFA - Local Wellness Program (Required)

MEAL CHARGING

Many districts have requested information about policy on meal charging or meal charge collection as a result of Memorandums issued from the Oregon Department of Education. The item under the subheading 'General USDA NSLP/SBP/SMP[/SFSP] [/CACFP] Requirements' in administrative regulation EFAA-AR - Reimbursable Meals and Milk Programs includes a place for districts to identify their meal charging procedures/requirements (See item 7 under subheading noted above in EFAA-AR). This item should include the district's procedures on meal charging, including but not limited to, identifying how and when information about account balances is communicated to staff, students and parents, including where the information on meal charging will be published (e.g., student/parent handbook, staff handbook) and what collection methods will be used on delinquent balances.

If you have specific questions please contact the Oregon Department of Education, Child Nutrition Programs.

Policy Implications

EFAA-AR - Reimbursable Meals and Milk Programs (Required)

INTERNET-SOURCED CROWDFUNDING

Summary

As a result of school staff establishing internet-sourced crowdfunding to secure additional materials for their classrooms and students, our members have asked for policy and guidance in this area. The policy statement added to sample policy GBI, and the addition of a new, optional administrative regulation, are recommended by the policy department and the PACE pre-loss legal team.

Legal Reference

None

Collective Bargaining Impact

None

Local District Responsibility

It is recommended the district review the revised language for sample policy GBI and adopt, and that the administrative team review the new optional administrative regulation for implementation.

Policy Implications

GBI - Gifts and Solicitations (Optional)

GBI-AR - Internet-Sourced Crowdfunding Solicitation (*New*) (Optional)

RESIGNATION BY LICENSED STAFF

Summary

The revision of this highly recommended policy is a result of a revision by the Teacher Standards and Practices Commission of Oregon Administrative Rule 584-050-0020.

Legal Reference

Add OAR 584-050-0020

Collective Bargaining Impact

None

Local District Responsibility

It is recommended that if the district has this policy please revise with the recommended language and re adopt. If the district does not have this policy, please review and decide if it is in the district's best interest to adopt. (Note: OSBA has

deleted Version 2 of this sample and is retaining one version as recommended. If the district currently has Version 2 adopted, consider reviewing and adopting Version 1.)

Policy Implications

GCPB/GDPB - Resignation of Staff (Highly Recommended)

GRADUATION REQUIREMENTS

Summary

The Oregon State Board of Education adopted changes to Oregon Administrative Rule (OAR) 581-022-0617 - Essential Skills Assessment for English Language Learners. The change extends the removal of the English language proficient criterion for students pursuing graduation in 2017-18; allowing a student to demonstrate proficiency in reading and writing Essential Skills in the student's language of origin, as long as the student meets the other criteria listed in OAR 581-022-0617.

Legal Reference

None

Collective Bargaining Impact

None

Local District Responsibility

The district should review required policy IKF - Gradation Requirements and adopt the proposed change.

Policy Implications

IKF - Graduation Requirements (Required) (Version 1 or 2)

COMPULSORY ATTENDANCE

Summary

Pursuant to ORS 339.030, additional language has been added to policy JEA to identify another exemption from compulsory attendance for emancipated minors, or those minors who have made application to become emancipated.

Legal Reference

None

Collective Bargaining Impact

None

Local District Responsibility

Review the new language and readopt.

Policy Implications

JEA - Compulsory Attendance (Highly Recommended)

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Lebanon Community Schools

Code: IGBC-AR
Adopted: 12/16/10

Title IA/Parental and Family Involvement

Parental ~~Involvement~~ and Family Engagement Policy

A parental ~~involvement and family engagement~~ policy shall be developed jointly, ~~and~~ agreed upon with and distributed to parents and family of participating students. The district shall ensure:

1. Involvement of parents and family members in the joint development of the district's overall Title IA plan, and the ~~process of school review and improvement~~ development of support and improvement plans.
2. Coordination, technical assistance and other support necessary to assist participating schools in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance.
3. Development of activities that promote the schools' and parents' and family capacity for strong parent involvement.
4. Coordination and integration of parental ~~and family engagement involvement~~ strategies with appropriate programs as provided by law.
5. Involvement of parents and family in the annual evaluation of the content and effectiveness of the policy in improving the academic quality of schools served under Title IA.
6. Identification of Bbarriers to participation in activities by parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy or are of any racial or ethnic minority ~~are identified.~~
7. Findings of annual evaluations are used to design evidence-based strategies for more effective parental involvement and to revise, if necessary, the requirements of this policy.
8. Involvement of Pparents ~~are involved~~ in the activities of schools served under Title IA.

District Title IA Plan

The district's Title IA plan shall ensure that all children receive a high quality education and to close the achievement gaps between children meeting the challenging state academic standards and those children who are not meeting such standards. As a part of the district's overall Title IA plan, the district shall ensure effective involvement of parents and family by promoting activities that support a partnership among the schools, parents, family and the community, and that promotes the improvement of student achievement. ~~Plans may be developed by participating district schools individually or collectively.~~ District schools: The district Title IA plan shall describe:

1. How the district will monitor progress in meeting state academic content standards.
2. How the district will identify and address any disparities that result in low-income students and minority students being taught at higher rates than other students ~~taught~~ by ineffective, inexperienced or out-of-field teachers.
3. How the district will use effective parental involvement practices.
4. The poverty criteria to select school attendance areas for participation.
5. The services provided in both schoolwide and in targeted assisted schools, and educational services outside of those schools as appropriate (e.g., children living in local institutions or a community day school program).
6. The services provided to homeless children and youth.
7. Effective parent and family engagement strategies used by the district.
8. If applicable, how the district will support, coordinate and integrate services with early childhood education programs including transitions to local elementary schools.
9. In consultation with parents, administrators, specialized instructional support personnel, how the district will select the most eligible students in need of services in targeted assisted schools.
10. How the district will implement strategies to facilitate effective transitions of students from middle school to high school, and from high school to post-secondary education.
11. How the district will support efforts ~~into reducing~~ the overuse of discipline practices that remove students from the classroom.
12. If appropriate, how the district supports programs that coordinate and integrate academic and career technical education, including but not limited to, work-based learning opportunities.
13. Any other information on how the district proposes to use funds to meet the purpose of the Title IA program as the district determines appropriate.

Title IA School Plan

Each Title IA school in the district shall jointly develop a plan and distribute the plan to parents and family members of participating children that:

1. Describes the convening of an annual meeting to inform parents and family members of their school's participation in Title IA and explain the requirements of Title IA.
2. Involves parents and family members in the planning, review and improvement of programs under Title IA.
3. Shall provide assistance to parents of students served by the school in understanding such topics as the State's academic content standards and state student academic achievement standards, Title IA plan requirements, state and local academic assessments and how to monitor a student's progress and work with educators to improve the achievement of their student.
4. Shall provide materials and training to help parents work with their student to improve their student's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement.
5. Shall educate teachers, student services personnel, principals and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with and work with parents as equal partners, implement and coordinate parent programs and build ties between parents and the school.
6. Shall, to the extent feasible and appropriate, coordinate and integrate parent-involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, the Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program and public preschool programs other Federal, State and local programs, including public preschool programs, and other programs, that encourage and support parents in fully participating in the education of their children.
7. Shall ensure, to the extent possible, that information related to school and parent programs, meetings and other activities is sent to the home parents of participating students in a format and in a language the parents can understand.
8. May involve parents in the development of training of teachers, principals and other educators to improve the effectiveness of such training.
9. May provide necessary literacy training from Title IA funds received if the district has exhausted all other reasonably available sources of funding for such training.
10. May pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child-care costs, to enable parents to participate in school-related activities (i.e., meeting and training sessions).
11. May train and support parents to enhance the involvement of other parents.
12. May arrange school meetings at a variety of times or conduct in-home conferences between teachers or other educators in order to maximize parental involvement and participation.

13. May establish a districtwide parent advisory council to provide advice on all matters related to parental involvement in Title IA programs.

14. May develop appropriate roles for community-based organizations and businesses in parental-involvement activities.

15. May adopt and implement model approaches to improving parental involvement.

16. Shall provide such other reasonable support for parental involvement activities consistent with Title IA requirements, as parents may request ~~consistent with Title I requirements~~.

School-Parent Compact

A school-parent compact shall be developed for each of the district's Title IA schools. The compact shall:

17. Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables students to meet the sState's student academic achievement standards.

18. Describe the ways in which each parent will be responsible for supporting their student's learning.

19. ~~Stress-Address~~ the importance of ongoing communication between teachers and parents through:

a. ~~a~~Annual parent-teacher conferences at the elementary school level, and

b. Frequent reporting to parents on their student's progress.

The district shall provide opportunities for the participation of parents with limited English proficiency, parents with disabilities, parents of homeless students and parents of migratory students, to volunteer and participate in their student's class and observe classroom activities. Information and school reports, to the extent practicable, will be provided in a format and language parents can understand.

R6/27/17 | PH

Parental Rights

The following definitions and procedures will be used to implement the parental rights requirements of the ~~No Child Left Behind Act (NCLBA)~~ Every Student Succeeds Act of 2015 (ESSA):

Definitions

1. “Survey,” as defined by federal law and as used in Board policy and this regulation, includes an evaluation. It does not apply to a survey administered to a student in accordance with the Individuals with Disabilities Education Act (IDEA);
2. “Covered survey items” means 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;
3. “Covered activities” requiring notification under the ~~NCLBA~~ ESSA means those activities involving the collection, disclosure or use of personal information collected from students for the purpose of marketing or for selling that information or otherwise providing that information to others for that purpose; the administration of any survey containing one or more covered survey items; and any nonemergency, invasive physical examination or screening that is required as a condition of attendance administered and scheduled by the school in advance and not necessary to protect the immediate health and safety of the student, or of other students. This provision does not apply to physical examinations or screenings that are permitted or required by law, including physical examinations or screenings permitted without parental notification;
4. “Third parties” include, but are not limited to, district volunteers, parents, district 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;
5. “Instructional material” means instructional content that is provided to a student, regardless of its format, including printed or representational materials, audiovisual materials and materials in electronic or digital formats (such as materials accessible through the Internet). The term does not include academic tests or academic assessments;

6. “Personal information” means individually identifiable information including a student or parent’s first and last name; a home or other physical address (including street name and the name of the city or town); telephone number; or a social security identification number.
7. “Invasive physical examination” means any medical examination that involves the exposure of private body parts, or any act during such examination that includes incision, insertion or injection into the body. It does not include a hearing, vision or scoliosis screening and does not apply to any physical examination or screening that is permitted or required by an applicable state law, including physical examinations or screenings that are permitted without parental notification;

Requests to Inspect Materials

Parents may inspect surveys, instructional materials or instruments used to collect personal student information for marketing purposes before such items are administered or distributed by a school to a student as follows:

1. Requests may be directed to the office by phone or in person;
2. Requests must be received by the district no later than five working days following receipt of notification by the district of its intent to administer or distribute such items;
3. Materials may be reviewed at the office or mailed by the district;
4. Requests to mail materials must be accompanied by a self-addressed, stamped envelope.

Requests to Excuse Student from Covered Activities

A parent may request that his/her student be excused from participation in any of the following covered activities:

1. The collection, disclosure or use of personal information collected from students for the purpose of marketing or selling that information to others;
2. Any district or third party survey;
3. The administration of nonemergency, invasive physical examinations or screenings.

All such requests must be:

1. Directed to the principal in writing;
2. Received by the district no later than five working days following receipt of notification by the district of its intent to administer or distribute such items.

Student Privacy

The district recognizes its responsibility to protect student privacy in the event of administration or distribution of a survey to a student containing one or more covered survey items.

A student's personal information that may be collected as a result of such surveys will be released only with prior, written parental permission.

Notification

Each principal shall be responsible for ensuring appropriate notification to parents of their rights under federal law, Board policy and this regulation. Accordingly, notification will:

1. Be made at least annually at the beginning of the school year or at other times during the school year when enrolling students for the first time in school;
2. Include the specific or approximate dates during the school year when covered activities are scheduled or expected to be scheduled.

R6/27/17 | PH

Public Charter Schools

1. Definitions

- a. “Applicant” means any person or group that develops and submits a written proposal for a public charter school to the district.
- b. “Public charter school” means an elementary or secondary school offering a comprehensive instructional program operating under a written agreement entered into between the district and an applicant.
- c. “Virtual Public Charter School” means a public charter school that provides online courses, but does not primarily serve students in a physical location.
 - (1) For the purpose of this definition, an “online course” is a course in which instruction and content are delivered on a computer using the internet, other electronic network or other technology such as CDs or DVDs; the student and teacher are in different physical locations for the majority of instructional time; the student is not required to be in a physical location of a school while participating in the course; and the online instruction is integral to the academic program of the charter school.
 - (2) For the purpose of this definition, “primarily serving students in a physical location” means that more than 50 percent of the core courses offered are not online courses; more than 50 percent of the total number of students attending the school are not receiving instructional services in an online course; and more than 50 percent of the school’s required instructional hours are not through an online course.
- d. “Remote and necessary school district” means a school district that offers kindergarten through grade 12 and has: (a) an average daily membership (ADM), as defined in ORS 327.006, in the prior fiscal year of less than 110; and (b) a school that is located, by the nearest traveled road, more than 20 miles from the nearest school or from a city with a population of more than 5,000.
- e. “Sponsor” means the district Board.

2. Proposal Process

- a. The public charter school applicant shall submit the proposal to the district no later than 180 days prior to the proposed starting date-January 31 for a September starting date¹.

¹The date shall be at least 180 days prior to the date that the public charter school would begin operating and give a reasonable period of time for the school district board to complete the approval process and the public charter school to begin operating by the beginning of the school year.

- b. To be considered complete, the proposal for a public charter school shall include the following:
- (1) The identification of the applicant;
 - (2) The name of the proposed public charter school;
 - (3) A description of the philosophy and mission of the public charter school and how it differs from the district's current program and philosophy;
 - (4) A description of any distinctive learning or teaching techniques to be used;
 - (5) A description of the curriculum of the public charter school;
 - (6) A description of the expected results of the curriculum and the verified methods of measuring and reporting results that will allow comparisons with district schools;
 - (7) The governance structure public charter school board membership, selection, duties and responsibilities];
 - (8) The projected enrollment including the ages or grades to be served;
 - (9) The target population of students the public charter school is designed to serve;
 - (10) The legal address, facilities and physical location of the public charter school and applicable occupancy permits and health and safety approvals;
 - (11) A description of admission policies and application procedures;
 - (12) The statutes and rules that shall apply to the public charter school;
 - (13) The proposed budget and financial plan including evidence that the proposed budget and financial plan are financially sound;
 - (14) A financial management system that includes:
 - (a) A description of a financial management system for the public charter school. The financial management system must include a budget and accounting system that:
 - (i) Is compatible with the budget and accounting system of the sponsor of the school; and
 - (ii) Complies with the requirements of the uniform budget and accounting system adopted by the State Board of Education under OAR 581-023-0035.
 - (b) A plan for having the financial management system in place at the time the school begins operating.
 - (15) The standards for behavior and the procedures for the discipline, suspension or expulsion of students;
 - (16) The proposed school calendar, including the length of the school day and length of the school year;
 - (17) A description of the proposed school staff and required qualifications of teachers including a breakdown of professional staff who hold a valid teaching license issued by the Teacher Standards and Practices Commission (TSPC) and those who do not hold a license but are registered with the TSPC (At least one-half of the full-time equivalent teaching and administrative staff of the public charter school shall be licensed.);
 - (18) The date upon which the public charter school would begin operating;
 - (19) The arrangements for any necessary special education and related services for students with disabilities who qualify under the Individuals with Disabilities Education Act (IDEA) and special education or regular education and related services for students who qualify under Section 504 of the Rehabilitation Act of 1973 who may attend the public charter school;
 - (20) Information on the manner in which community groups may be involved in the planning and development process of the public charter school;

- (21) The term of the charter;
- (22) The plan for performance bonding or insuring the public charter school, including buildings and liabilities;
- (23) A proposed plan for the placement of public charter school teachers, other employees and students upon termination or nonrenewal of a charter;
- (24) The manner in which the public charter school program review and fiscal audit will be conducted;
- (25) In the case of a district school's conversion to charter status, the following additional criteria must be addressed:
 - (a) The alternate arrangements for students who choose not to attend the public charter school and for teachers and other school employees who choose not to participate in the public charter school;
 - (b) The relationship that will exist between the public charter school and its employees including terms and conditions of employment.
- (26) The district will not complete the review required under ORS 338.055 of an application that does not contain the required components listed in ORS 338.045 (2)(a) - (y). A good faith determination of incompleteness is not a denial for purposes of requesting state board review under ORS 338.075;
- (27) In addition to the minimum requirements enumerated in ORS 338.045 (2)(a) - (y), the district, under ORS 338.045 (3), may require the applicant to submit any of the following information as necessary to add detail or clarity to the minimum requirements or that the Board considers relevant to the formation or operation of the public charter school:
 - (a) Curriculum, Instruction and Assessment
 - (i) Description of a curriculum for each grade of students, which demonstrates in detail alignment with Oregon's academic content standards;
 - (ii) Description of instructional goals in relationship to Oregon's academic content standards and benchmarks;
 - (iii) A planned course statement for courses taught in the program, including related content standards, course criteria, assessment practices and state required work samples that will be collected;
 - (iv) Documentation that reflects consideration of credits for public charter school course work a student may perform at any other public school;
 - (v) Explanation of grading practices for all classes and how student performance is documented;
 - (vi) Explanation of how the proposed academic program will be aligned with that of the district. (If an applicant is proposing an elementary level public charter school, please describe how the curriculum is aligned at each grade level with the district's curriculum, including an explanation of how a student in the public charter school will be adequately prepared to re-enter the district's public school system after completing the charter school's program.);
 - (vii) Description of the student assessment system, including how student academic progress will be measured at each grade level and any specific assessment instruments that will be used;

- (viii) Description of the plan for reporting student progress to parents, students and the community;
- (ix) Description of policies and procedures regarding diplomas and graduation;
- (x) Description of policies and practices for meeting the needs of students who are not successful in the regular program;
- (xi) Identification of primary instructional materials by publisher, copyright date, version and edition for each academic content area in each grade;
- (xii) Identification of major supplementary material in core academic content areas and the criteria for use with students;
- (xiii) Description of how the public charter school will meet the unique learning needs of students working above and below grade level, including but not limited to, talented and gifted students;
- (xiv) Description of how the public charter school staff will identify and address students' rates and levels of learning;
- (xv) Description of strategies the public charter school staff will use to create a climate conducive to learning and positive student engagement;
- (xvi) Documentation that demonstrates improvements in student academic performance over time (both individual and program/grade level) from any private alternative school operated by the public charter school applicant, if applicable;
- (xvii) Description of how teachers will utilize current student knowledge and skills to assist in the design of appropriate instruction;
- (xviii) Identification of how the public charter school will provide access to national assessments such as PSAT, SAT and ACT, if applicable;
- (xix) Description of parental involvement, content of planned meetings and how the school will adjust any meeting to meet the needs of working parents;
- (xx) Description of distance learning options available to students, including the grade levels and amount of instruction offered to students, if applicable.

(b) State and Federal Mandates/Special Education

- (i) Description of how the public charter school will meet any and all requirements of ~~No Child Left Behind~~ Every Student Succeeds Act of 2015 (ESSA), which also specifically addresses adequate yearly progress (AYP) and the safe schools aspects of the law;
- (ii) Description of how the public charter school will collect AYP information on all subgroup populations in the school;
- (iii) Description of specific program information regarding curriculum and how specially designed instruction is delivered for special education students. (Include methodologies, data collection systems and service delivery models used.);
- (iv) Description of how the public charter school will serve the needs of talented and gifted students, including screening, identification and services;
- (v) Description of how the public charter school will deliver services and instruction to English Language Learners (ELL), including descriptions of curriculum, methodology and program accommodations;
- (vi) Description of how the public charter school will work with the district to comply with Section 504 accessibility requirements and nondiscrimination requirements in admissions and staff hiring;
- (vii) Explanation of how the public charter school will work with the district to implement Child Find requirements;

- (viii) Explanation of how the public charter school will work with the district to manage IDEA 2004 mandates regarding eligibility, individual education program (IEP) and placement meetings;
 - (ix) Explanation of how the public charter school will work with the district in which the public charter school is located to implement accommodations and modifications contained in the IEP or Section 504 plan;
 - (x) Explanation of how the public charter school will work with the district to include parents in implementing IEPs;
 - (xi) Explanation of how the public charter school intends to work with the district in which the public charter school is located to provide special education services for eligible students.
- (c) Teacher Certification
- (i) Identification regarding the training and/or certification of staff, including areas of industry training, endorsements and the TSPC licensure;
 - ~~(ii) Explanation of how the public charter school will meet the federal mandate of “highly qualified” teachers contained in No Child Left Behind;~~
 - ~~(iii) Identification of which teachers are Oregon Proficiency-based Admission Standards System (PASS) trained by content areas and year of training or re-training, if applicable;~~
 - ~~(iv)~~(ii) Explanation of how the public charter school will comply with the TSPC requirements for all staff, including all TSPC Oregon Administrative Rules pertaining to its staff.
- (d) Professional Development
- (i) Provide the public charter school’s plan for comprehensive professional development for all staff;
 - (ii) Identification of how the public charter school’s licensed staff will obtain their required Continuing Professional Development units for licensure renewal.
- (e) Budget
- (i) Explanation of projected budget item for the Public Employees Retirement System (PERS) contributions that would be required of the public charter school;
 - (ii) Description of planned computer and technology support;
 - (iii) Description of planned transportation costs, if applicable;
 - (iv) Explanation of projected budget items for teaching salaries and other personnel contracts;
 - (v) Explanation on facilities costs, including utilities, repairs, and rent;
 - (vi) Copies of municipal audits for any other public charter school operated by the public charter school applicant, if applicable.

(f) Policy

Copies of any policy that the public charter school intends to adopt:

- (i) Which address expectations of academic standards for students and transcribing of credits;
- (ii) On student behavior, classroom management, suspensions and expulsions, which must contain an explanation of how the charter school will handle a student expelled from another district for reasons other than a weapons violation;
- (iii) Regarding corporal punishment including descriptions;
- (iv) Regarding dispensing of medication to students who are in need of regular medication during school hours;
- (v) Regarding reviewing and selecting instructional materials;
- (vi) Regarding solicitation/advertising/fundraising by nonschool groups;
- (vii) Regarding field trips;
- (viii) Regarding student promotion and retention;
- (ix) Regarding student publications;
- (x) Regarding staff/student vehicle parking and use;
- (xi) Regarding diplomas and graduation, and also participation in graduation exercises;
- (xii) Regarding student/parent/public complaints;
- (xiii) Regarding visitors;
- (xiv) Regarding staff discipline, suspension or dismissal.

(g) Other Information

- (i) Plans for use of any unique district facilities including, but not limited to, gymnasiums, auditoriums, athletic fields, libraries, cafeterias, computer labs and music facilities;
- (ii) Plans for child nutrition program(s);
- (iii) Plans for student participation in extracurricular activities pursuant to Oregon School Activities Association and Board policy, regulations and rules;
- (iv) Plans for counseling services;
- (v) Explanation of contingency plans for the hiring of substitute professional and classified staff;
- (vi) Description of how the public charter school will address the rights and responsibilities of students;
- (vii) Description of how the public charter school will handle situations involving student, possession, use or distribution of illegal drugs, weapons, flammable devices and other items that may be used to injure others;
- (viii) Description of procedures on how the public charter school will handle disciplinary referrals and how they will impact student promotion and advancement;
- (ix) Copies of program reviews conducted by other school districts that may have referred students to another public charter school operated by the public charter school applicant, if applicable;
- (x) Description of the typical school day for a student, including a master schedule, related activities, breaks and extracurricular options;

- (xi) Description of how student membership will be calculated, including a description of the type of instruction and location of instruction that contributes to ADM;
- (xii) Documentation and description of how long most students remain in the program, and documentation of student improvement in academic performance, disciplinary referrals, juvenile interventions, or any other disciplinary action while in the program;
- (xiii) Explanation of the legal relationship between the public charter school and any other public charter school, if applicable. (Please provide any contracts or legal documents that will create the basis of the relationship between the entities. Please also provide all financial audits and auditor's reports.);
- (xiv) If a public charter school applicant is operating any other public charter school, documentation that the public charter school applicant has established a separate Oregon nonprofit corporation, legally independent of any other public charter school in operation;
- (xv) If a public charter school applicant has not secured a facility at the time of submitting a public charter school proposal, a written and signed declaration of intent that states:

If given any type of approval (conditional or unconditional), the public charter school applicant promises to provide to the school district liaison, at least sixty (60) days before the intended date to begin operation of the public charter school, proof that it will be able to secure, at least thirty (30) days before the intended date to begin operation of the public charter school, a suitable facility, occupancy and safety permits and insurance policies with minimum coverages required by the school district in school board policy and administrative regulation LBE that sets forth the requirements and process for the school board in reviewing, evaluating and approving a public charter school.

If the public charter school applicant fails to provide proof of an ability to secure a facility and all necessary occupancy and safety permits and insurance that is required by the school district as a condition of approval by the due date, it will withdraw its application to begin operation of a public charter school for the upcoming school year.

By signing this document, I affirm that I am authorized to make the promises stated above on behalf of the public charter school applicant. I understand that failure to fulfill the conditions listed above will result in an approval becoming void, and will automatically revoke any type of approval that the school board previously granted to the public charter school applicant.

Name

Date

On behalf of the [ADD APPLICANT'S NAME]

The public charter school applicant will organize and label all information required in section 27 to correspond to the requested numbers.

- (28) Each member of the proposed public charter school's governing body must provide an acknowledgment of understanding of the standards of conduct and the liabilities of a director of a nonprofit organization in ORS 65.

3. Proposal Review Process

- a. The superintendent may appoint an advisory committee to review public charter school proposals and submit a recommendation to the Board. The committee will consist of district representatives, community members and others as deemed appropriate.
- b. Within 30 business days of receipt of a proposal, the district will notify the applicant as to the completeness of the proposal and identify the specific elements of the proposal that are not complete. The district shall provide the applicant with a reasonable opportunity to complete the proposal.
- c. Within 60 days after the receipt of a completed proposal that meets the requirements of law and the district, the Board shall hold a public hearing on the provisions of the public charter school proposal.
- d. The Board must evaluate a proposal in good faith using the following criteria:
 - (1) The demonstrated sustainable support for the proposal by teachers, parents, students and other community members, including comments received at the public hearing;
 - (2) The demonstrated financial stability of the proposed public charter school including the demonstrated ability of the school to have a sound financial management system that:
 - (a) Is in place at the time the school begins operating;
 - (b) Is compatible with the budget and accounting system of the sponsor of the school; and
 - (c) Complies with the requirements of the uniform budget and accounting system adopted by the State Board of Education under OAR 581-023-0035.
 - (3) The capability of the applicant in terms of support and planning to provide comprehensive instructional programs;
 - (4) The capability of the applicant in terms of support and planning to provide comprehensive instructional programs to students identified by the applicant as academically low achieving;
 - (5) The adequacy of the information provided as required in the proposal criteria;
 - (6) Whether the value of the public charter school is outweighed by any directly identifiable, significant and adverse impact on the quality of the public education of students residing in the district.

A "directly identifiable, significant and adverse impact" is defined as an adverse loss or reduction in staff, student, program or funds that may reduce the quality of existing district educational programs. This may include, but not be limited to, the following current data as compared to similar data from preceding years:

- (a) Student enrollment;
- (b) Student teacher ratio;
- (c) Staffing with appropriately licensed or endorsed personnel;
- (d) Student learning and performance;

- (e) Specialty programs or activities such as music, physical education, foreign language, talented and gifted and English as a second language;
 - (f) Revenue;
 - (g) Expenditure for maintenance and upkeep of district facilities.
- (7) Whether there are arrangements for any necessary special education and related services;
- (8) Whether there are alternative arrangements for students, teachers and other school employees who choose not to attend or be employed by the public charter school if the public charter school is converting an existing district school;
- (9) The prior history, if any, of the applicant in operating a public charter school or in providing educational services.
- e. The Board must either approve or deny the proposal within 30 days of the public hearing.
- f. Written notice of the Board's action shall be sent to the applicant. If denied, the notice must include the reasons for the denial with suggested remedial measures. The applicant may then resubmit the proposal. The Board must either approve or deny the resubmitted proposal within 30 days. The Board may, with good cause, request an extension in the approval process timelines from the State Board of Education.

4. Terms of the Charter Agreement

- a. Upon Board approval of the proposal, the Board will become the sponsor of the public charter school. The district and the applicant must develop a written charter agreement, subject to Board approval, which shall act as the legal authorization for the establishment of the public charter school.
- b. The charter agreement shall be legally binding and must be in effect for a period of not more than five years but may be renewed by the district.
- c. The district and the public charter school may amend a charter agreement through joint agreement.
- d. It is the intent of the Board that the charter agreement be detailed and specific to protect the mutual interests of the public charter school and the district. The agreement shall incorporate the elements of the approved proposal and will address additional matters, statutes and rules not fully covered by law or the proposal that shall apply to the public charter school including, but not limited to, the following:
 - (1) Sexual harassment (ORS 342.700, 342.704);
 - (2) Pregnant and parenting students (ORS 336.640);
 - (3) Special English classes for certain children (ORS 336.079);
 - (4) Student conduct (ORS 339.250);
 - (5) Alcohol and drug abuse program (ORS 336.222);
 - (6) Student records (ORS 326.565);
 - (7) Oregon Report Card (ORS 329.115);
 - (8) Recovery of costs associated with property damage (ORS 339.270);
 - (9) Use of school facilities (ORS 332.172);
 - (10) Employment status of public charter school employees:
 - (a) Public charter school law requires the following:
 - (i) Employee assignment to a public charter school shall be voluntary;
 - (ii) A public charter school or the sponsor of the public charter school may be considered the employer of any employees of the public charter school;

- (iii) If the Board is not the sponsor of the public charter school, it shall not be the employer and shall not collectively bargain with the employees;
 - (iv) A public charter school employee may be a member of a labor organization or organize with other employees to bargain collectively. The bargaining unit may be separate from other bargaining units of the district;
 - (v) The public charter school governing body shall control the selection of employees at the public charter school;
 - (vi) The Board shall grant a leave of absence to any employee who chooses to work in the public charter school. The length and terms of the leave of absence shall be set by collective bargaining agreement or by Board policy; however, the length of leave of absence may not be less than two years unless:
 - 1) The charter of the public school is terminated or the public charter school is dissolved or closed during the leave of absence; or
 - 2) The employee and the Board have mutually agreed to a different length of time.
 - (vii) An employee of a public charter school operating within the district who is granted a leave of absence and returns to employment with the district shall retain seniority and benefits as an employee, pursuant to the terms of the leave of absence.
- (b) The terms and conditions of employment addressed in the agreement may include, but not limited to, the following provisions:
- (i) A proposed plan for the placement of teachers and other school employees upon termination or nonrenewal of the charter;
 - (ii) Arrangements for employees who choose not to be employed or participate in the public charter school, if a district school has been converted to a public charter school;
 - (iii) Salary for professional staff or wages for classified staff;
 - (iv) Health benefits;
 - (v) Leaves, including timing, commencement and duration of leave; voluntary and involuntary termination and return to work; whether the leave is paid or unpaid; and a description of benefits upon termination of leave (i.e., same, similar or available position and salary schedule placement);
 - (vi) Work year;
 - (vii) Working hours;
 - (viii) Discipline and dismissal procedures;
 - (ix) Arrangements to secure substitutes;
 - (x) Arrangements to ensure that 50 percent of the total full-time equivalent teaching and administrative staff are licensed;
 - (xi) Hiring practices;
 - (xii) Evaluation procedures.
- (11) Student enrollment, application procedures and whether the public charter school will admit nonresident students and on what basis:
- (a) Public charter school law requires the following:

- (i) Student enrollment shall be voluntary. If the number of applicants exceeds the capacity, students shall be selected through a lottery process. An equitable lottery may incorporate a weighted lottery for historically underserved students. All resident applicants will have their names written on a uniform-sized card to be placed in a covered container. Names will be drawn individually until all available slots are filled. If slots remain after resident applicants are placed, the remaining slots may be filled by nonresident applicants using an identical process. The drawing shall be made in the presence of at least two employees of the public charter school and two employees of the district. If the public charter school has been in operation one or more years, priority enrollment will be given to those students who:
 - 1) Were enrolled in the public charter school the prior year;
 - 2) Have siblings who are presently enrolled in the public charter school and who were enrolled the prior year;
 - 3) Only when the public charter school is party to a cooperative agreement for the purpose of forming a partnership to provide educational services, reside in:
 - a) The public charter school's sponsoring district; or
 - b) A district which is a party to the cooperative agreement.
- (ii) A public charter school may not limit student admission based on ethnicity, national origin, race, religion, disability, sex, sexual orientation, income level, proficiency in the English language or athletic ability but may limit admission within a given age group or grade level. , and may implement a weighted lottery for historically underserved students. Historically underserved students are at risk because of any combination of two or more factors including their race, ethnicity, English language proficiency, socioeconomic status, gender, sexual orientation, disability and geographic location.

(12) Transportation of students:

- (a) Public charter school law requires the following:
 - (i) The public charter school shall be responsible for providing transportation for its students and may negotiate with the district for the provision of transportation services;

- (ii) The district shall provide transportation for public charter school students pursuant to ORS 327.043. Resident public charter school students will be transported under the same conditions as students attending private or parochial schools located along or near established district bus routes. The district shall not be required to add or extend existing bus routes;
 - (iii) Public charter school students who reside outside the district may use existing bus routes and transportation services of the district in which the public charter school is located;
 - (iv) Any transportation costs incurred by the district shall be considered approved transportation costs.
- (13) The plan for performance bonding or insuring the public charter school sufficient to protect the district. Documentation shall be submitted prior to agreement approval.
 - (a) Insurance²:
 - (i) Commercial General Liability Insurance in an amount of not less than \$1,000,000 combined single limit per occurrence/\$3,000,000 annual aggregate covering the public charter school, the governing board, employees and volunteers against liability for damages because of personal injury, bodily injury, death or damage to property including the loss of use thereof. Coverage to include, but not limited to, contractual liability, advertisers' liability, employee benefits liability, professional liability and teachers' liability;
 - (ii) Liability Insurance for Directors and Officers in an amount not less than \$1,000,000 each loss/\$3,000,000 annual aggregate covering the public charter school, the governing board, employees and volunteers against liability arising out of wrongful acts and employment practices. Continuous "claims made" coverage will be acceptable, provided the retroactive date is on the effective date of the charter;
 - (iii) Automobile Liability Insurance in an amount not less than \$1,000,000 combined single limit covering the public charter school, the governing board, employees and volunteers against liability for damages because of bodily injury, death or damage to property, including the loss of use thereof arising out of the ownership, operation, maintenance or use of any automobile. The policy will include underinsured and uninsured motorist vehicle coverage at the limits equal to bodily injury limits;
 - (iv) Workers' Compensation Insurance shall also be maintained pursuant to Oregon laws (ORS Chapter 656). Employers' liability insurance with limits of \$100,000 each accident, \$100,000 disease each employee and \$500,000 each policy limit;
 - (v) Honesty Bond to cover all employees and volunteers. Limits to be determined by the governing board, but no less than \$25,000. Coverage shall include faithful performance and loss of moneys and securities;

²Insurance requirements for individual public charter schools may vary and should be reviewed by legal counsel and an insurance representative.

- (vi) Property Insurance shall be required on all owned or leased buildings or equipment. The insurance shall be written to cover the full replacement cost of the building and/or equipment on an “all risk of direct physical loss basis,” including earthquake and flood perils.
- (b) Additional requirements:
 - (i) The district shall be an additional insured on commercial general and automobile liability insurance. The policies shall provide for a 90-day written notice of cancellation or material change. A certificate evidencing all of the above insurance shall be furnished to the district;
 - (ii) The public charter school shall also hold harmless and defend the district from any and all liability, injury, damages, fees or claims arising out of the operations of the public charter school operations or activities;
 - (iii) The district shall be loss payee on the property insurance if the public charter school leases any real or personal district property;
 - (iv) The coverage provided and the insurance carriers must be acceptable to the district.
- e. If the district and the public charter school enter a cooperative agreement with other school districts for the purpose of forming a partnership to provide educational services, then the agreement must be incorporated into the charter of the public charter school.
- f. In addition to any other terms required to be in the charter agreement, a virtual public charter school must have in the charter of the school, a requirement that the school:
 - (1) Monitor and track student progress and attendance; and
 - (2) Provide student assessments in a manner that ensures that an individual student is being assessed and that the assessment is valid.

5. Public Charter School Operation

- a. The public charter school shall operate at all times in accordance with the public charter school law, the terms of the approved proposal and the charter agreement.
- b. Statutes and rules that apply to the district shall not apply to the public charter school except the following, as required by law, shall apply:
 - (1) Federal law, including applicable provisions of the ~~No Child Left Behind Act of 2001~~ ESSA;
 - (2) Public records law (ORS 192.410 to 192.505);
 - (3) Public meetings law (ORS 192.610 to 192.690);
 - (4) ORS Chapters 279A, 279B and 279C (Public Contracting Code);
 - (5) ORS 326.565, 326.575 and 326.580 (student records);
 - (6) Municipal audit law (ORS 297.405 to 297.555 and 297.990);
 - (7) Criminal records check (ORS 181.539534, 326.603, 326.607, 342.223 and 342.232);
 - (8) Textbooks (ORS 337.150);
 - (9) ORS 339.119 (considerations for educational services);
 - (10) Tuition and fees (ORS 339.141, 339.147 and 339.155);
 - (11) Discrimination (ORS 659.850, ~~and~~ 659.855 and 659.860);
 - (12) Tort claims (ORS 30.260 to 30.300);
 - (13) ORS 342.856 (core teaching standards);
 - (14) ORS 659.850, 659.855 and 659.860 (discrimination);

- (15) ORS Chapter 657 (Employment Department Law);
 - (16) Health and safety statutes and rules;
 - (17) Any statute or rule listed in the charter;
 - (18) The statewide assessment system developed by the Oregon Department of Education (ODE) for mathematics, science and English under ORS 329.485 (2);
 - (19) ORS 329.045 (academic content standards and instruction);
 - (20) Any statute or rule that establishes requirements for instructional time;
 - (21) ORS 339.250 (12) (prohibition of infliction of corporal punishment);
 - (22) ORS 339.326 (notice concerning students subject to juvenile court petitions);
 - (23) ORS 339.370, 339.372, 339.388 and 339.400 (reporting of suspected abuse of a child and sexual conduct, and training on prevention and identification of abuse and sexual conduct);
 - (24) ORS 329.451 (diploma, modified diploma, extended diploma and alternative certificate standards);
 - (25) Statutes and rules that expressly apply to public charter schools;
 - (26) Statutes and rules that apply to special government body as defined in ORS 174.117, or public body as defined in ORS 174.109; and
 - (27) ORS Chapter 338.
- c. The public charter school may employ as a teacher or administrator a person who is not licensed by the TSPC; however, at least one-half of the total full-time equivalent teaching and administrative staff at the public charter school shall be licensed by the commission, pursuant to ORS 342.135, 342.136, 342.138 or 342.140.
 - d. A board member of the school district in which the public charter school is located may not serve as a voting member of the public charter school's board, yet may serve in an advisory capacity.
 - e. The public charter school shall participate in the PERS.
 - f. The public charter school shall not violate the Establishment Clause of the First Amendment to the United States Constitution or Section 5, Article I of the Oregon Constitution, or be religion based.
 - g. The public charter school shall maintain an active enrollment of at least 25 students, unless the public charter school is providing educational services under a cooperative agreement entered into for the purpose of forming a partnership to provide educational services.
 - h. The public charter school may sue or be sued as a separate legal entity.
 - i. The public charter school may enter into contracts and may lease facilities and services from the district, education service district, state institution of higher education, other governmental unit or any person or legal entity.
 - j. The public charter school may not levy taxes or issue bonds under which the public incurs liability.
 - k. The public charter school may receive and accept gifts, grants and donations from any source for expenditure to carry out the lawful functions of the school.
 - l. The district shall offer a high school diploma, modified diploma, extended diploma, alternative certificate to any public charter school student located in the district who meets the district's and state's standards for a high school diploma, modified diploma, extended diploma, alternative certificate.
 - m. A high school diploma, modified diploma, extended diploma, alternative certificate issued by a public charter school shall grant to the holder the same rights and privileges as a high school diploma, modified diploma, extended diploma, alternative certificate issued by a nonchartered public school.
 - n. Upon application by the public charter school, the State Board of Education may grant a waiver of certain public charter school law provisions if the waiver promotes the development

of programs by providers, enhances the equitable access by underserved families to the public education of their choice, extends the equitable access to public support by all students or permits high quality programs of unusual cost. This waiver request must specify the reasons the public charter school is seeking the waiver and further requires the public charter school to notify the sponsor if a waiver is being considered.

6. Virtual Public Charter School Operation

a. In addition to the other requirements for a public charter school, a virtual public charter school must have:

- (1) A plan for academic achievement that addresses how the school will improve student learning and meet academic content standards required by ORS 329.045;
- (2) Performance criteria the school will use to measure the progress of the school in meeting the academic performance goals set by the school for its first five years of operation;
- (3) A plan for implementing the proposed education program of the school by directly and significantly involving parents and guardians of students enrolled in the school and involving the professional employees of the school;
- (4) A budget, business plan and governance plan for the operation of the school;
- (5) An agreement that the school will operate using an interactive, Internet-based technology platform that monitors and tracks student progress and attendance in conjunction with performing other student assessment functions;

~~(6) An agreement to employ only licensed teachers who are highly qualified as described in the Federal No Child Left Behind Act of 2001;~~

~~(7)~~(6) A plan that ensures:

- (a) All superintendents, assistant superintendents and principals of the schools are licensed by the TSPC to administrate; and
- (b) Teachers who are licensed to teach by the TSPC ~~and who are highly qualified as described in the federal No Child Left Behind Act of 2001~~ teach at least 95 percent of the school's instructional hours.

~~(8)~~(7) A plan for maintaining student records and school records, including financial records, at a designated central office of operations;

~~(9)~~(8) A plan to provide equitable access to the education program of the school by ensuring that each student enrolled in the school:

- (a) Has access to and use of a computer and printer equipment as needed;
- (b) Is offered an Internet service cost reimbursement arrangement under which the school reimburses the parent or guardian of the student, at a rate set by the school, for the costs of obtaining Internet service at the minimum connection speed required to effectively access the education program provided by the school; or
- (c) Has access to and use of computer and printer equipment and is offered Internet service cost reimbursement.

~~(10)~~(9) A plan to provide access to a computer and printer equipment and the Internet service cost reimbursement as described in (8) above by students enrolled in the school who are from families that qualify as low-income under Title I ~~of the federal Elementary and Secondary Education Act of 1965 (20 USC 6301 et seq)~~ ESSA;

- ~~(11)~~(10) A plan to conduct school-sponsored optional educational events at least six times each school year at locations selected to provide convenient access to all students in the school who want to participate;
- ~~(12)~~(11) A plan to conduct biweekly meetings between teachers and students enrolled in the school, either in person or through the use of conference calls or other technology;
- ~~(13)~~(12) A plan to provide opportunities for face-to-face meetings between teachers and students enrolled in the school at least six times each school year;
- ~~(14)~~(13) A plan to provide written notice to both the sponsoring district and the district in which the student resides upon enrollment or withdrawal for a reason other than graduation from high school:

- (a) If notice is provided due to enrollment, then the notice must include the student's name, age, address and school at which the student was formerly enrolled;
- (b) If notice is provided due to withdrawal for a reason other than graduation from high school, then notice must include the student's name, age, address, reason for withdrawal (if applicable) and the name of the school in which the student intends to enroll (if known).

- ~~(15)~~(14) An agreement to provide a student's education records to the student's resident school district or to the sponsor upon request of the resident school district or sponsor.

- b. The sponsor of a virtual public charter school or a member of the public may request access to any of the documents described in a. above.
- c. If a virtual public charter school or the sponsor of a virtual public charter school contracts with a for-profit entity to provide educational services through the virtual public charter school, the for-profit entity may not be the employer of any employees of the virtual public charter school.
- d. The following limitations apply:
 - (1) School board members of the virtual public charter school's sponsoring district may not be:
 - (a) An employee of the virtual public charter school;
 - (b) A member of the governing body of the virtual public charter school;
 - (c) An employee or other representative of any third-party entity with which the virtual public charter school has entered into a contract to provide educational services.
 - (2) Members of the governing body of the virtual public charter school may not be an employee of a third-party entity with which the virtual public charter school intends to enter or has entered into a contract to provide educational services;
 - (3) If a third-party entity contracts with a virtual public charter school to provide educational services to the school, then:
 - (a) No third-party entity's employee or governing board member may attend an executive session of the sponsoring district's school board;
 - (b) No virtual public charter school employee may promote the sale or benefits of private supplemental services or classes offered by the third-party entity;
 - (c) The educational services must be consistent with state standards and requirements;

- (d) The virtual public charter school must have on file the third-party entity's budget for the provision of educational services, including itemization of:
 - (i) The salaries of supervisory and management personnel and consultants who are providing educational or related services for a virtual public charter school in this state; and
 - (ii) The annual operating expenses and profit margin of the third-party entity for providing educational services to a virtual public charter school in this state.

7. Charter Agreement Review

- a. The public charter school shall report at least annually on the performance of the school and its students to the State Board of Education and the district.
- b. The Board or designee shall visit the public charter school at least annually to assure compliance with the terms and provisions of the charter.
- c. The public charter school shall be audited annually in accordance with the Municipal Audit Law. After the audit, the public charter school shall forward a copy of the audit to ODE and the following to the sponsoring district:
 - (1) A copy of the annual audit;
 - (2) Any statements from the public charter school that show the results of operations and transactions affecting the financial status of the charter school during the preceding annual audit period for the school; and
 - (3) Any balance sheet containing a summary of the assets and liabilities of the public charter school and related operating budget documents as of the closing date of the preceding annual audit period for the school.
- d. The sponsoring district may request at any time an acknowledgment from each member of the public charter school governing body that the member understands the standards of conduct and liabilities of a director of a nonprofit organization.
- e. The public charter school shall submit to the Board quarterly financial statements that reflect the school's financial operations. The report shall include, but not be limited to, revenues, expenditures, loans and investments.

8. Charter School Renewal

- a. The first renewal of a charter shall be for the same time period as the initial charter. Subsequent renewals of a charter shall be for a minimum of five years but may not exceed 10 years.
- b. The Board and the public charter school shall follow the timeline listed below, unless a different timeline has been agreed upon by the Board and the public charter school:
 - (1) The public charter school shall submit a written renewal request to the Board for consideration at least 180 days prior to the expiration of the charter;
 - (2) Within 45 days after receiving a written renewal request from a public charter school, the Board shall hold a public hearing regarding the renewal request;
 - (3) Within 30 days after the public hearing, the Board shall approve the charter renewal or state in writing the reasons for denying charter renewal;
 - (4) If the Board approves the charter renewal, the Board and the public charter school shall negotiate a new charter within 90 days unless the Board and the public charter school

- agree to an extension of the time period. Notwithstanding the time period specified in the charter, an expiring charter shall remain in effect until a new charter is negotiated;
- (5) If the Board does not renew the charter, the public charter school may address the reasons stated for denial of the renewal and any remedial measures suggested by the Board and submit a revised request for renewal to the Board;
 - (6) If the Board does not renew the charter based on the revised request for renewal or the parties do not negotiate a charter contract within the timeline established in this policy, the public charter school may appeal the Board's decision to the State Board of Education for a review of whether the Board used the process required by Oregon law in denying the charter renewal.
 - (a) If the State Board of Education finds that the Board used the appropriate process in denying the request for renewal, it shall affirm the decision of the Board. A public charter may seek judicial review of this order.
 - (b) If the State Board of Education finds that the Board did not use the appropriate process in denying the request for renewal, it shall order the Board to reconsider the request for renewal. If after reconsideration the Board does not renew the charter, the public charter school may seek judicial review of the Board's decision.
 - (7) The Board shall base the charter renewal decision on a good faith evaluation of whether the public charter school:
 - (a) Is in compliance with all applicable state and federal laws;
 - (b) Is in compliance with the charter of the public charter school;
 - (c) Is meeting or working toward meeting the student performance goals and agreements specified in the charter or any other written agreements between the Board and the public charter school;
 - (d) Is fiscally stable and used the sound financial management system described in the proposal submitted under ORS 338.045 and incorporated into the written charter agreement; and
 - (e) Is in compliance with any renewal criteria specified in the charter of the public charter school.
 - (8) The Board shall base the renewal evaluation described above primarily on a review of the public charter school's annual performance reports, annual audit of accounts and annual site visit and review and any other information mutually agreed upon by the public charter school and the Board;
 - (9) For purposes of this section, the phrase "good faith evaluation" means an evaluation of all criteria required by this section resulting in a conclusion that a reasonable person would come to who is informed of the law and the facts before that person.

9. Charter School Termination

- a. The public charter school may be terminated by the Board for any of the following reasons:
 - (1) Failure to meet the terms of an approved charter agreement or any requirement of ORS Chapter 338 unless waived by the State Board of Education;
 - (2) Failure to meet the requirements for student performance as outlined in the charter agreement;
 - (3) Failure to correct a violation of federal or state law;
 - (4) Failure to maintain insurance;
 - (5) Failure to maintain financial stability;
 - (6) Failure to maintain, for two or more consecutive years, a sound financial management system described in the proposal submitted under ORS 338.045 and incorporated into the written charter under ORS 338.065;
 - (7) Failure to maintain the health and safety of the students.
- b. If a charter school is terminated by the Board for any reason listed in sections a. (1) through a. (6), the following shall occur:
 - (1) The district shall give the public charter school a 60-day written notification of its decision;
 - (2) If the grounds for termination include failure to maintain financial stability or failure to maintain a sound financial management system, the sponsor and the public charter school may agree to develop a plan to correct deficiencies. The plan to correct deficiencies will follow the process as per ORS 338.105;
 - (3) The district shall state the grounds for termination and deliver notification to the business office of the public charter school;
 - (4) The public charter school may request a hearing by the district. The request must be made in writing and delivered to the business address of the sponsor;
 - (5) Within 30 days of receiving the request for a hearing, the sponsor must provide the public charter school with the opportunity for a hearing on the proposed termination;
 - (6) The public charter school may appeal the decision to terminate to the State Board of Education;
 - (7) If the public charter school appeals the decision to terminate to the State Board of Education, the public charter school will remain open until the State Board issues its final order;
 - (8) If the State Board's final order upholds the decision to terminate and at least 60 days have passed since the notice of intent to terminate was received by the public charter school, the district's sponsorship of the public charter school will terminate;
 - (9) The final order of the State Board may be appealed under the provision of ORS 183.484;
 - (10) Throughout the ORS 183.484 judicial appeals process the public charter school shall remain closed;
 - (11) If terminated or dissolved, assets of the public charter school purchased by the public charter school with public funds, shall be given to the State Board of Education.

- c. If the public charter school is terminated by the Board for any reason related to student health or safety as provided in section a. (7), the following shall occur:
- (1) If the district reasonably believes that a public charter school is endangering the health or safety of the students enrolled in the public charter school, the district may act to immediately terminate the approved charter and close the public charter school without providing the notice required in section b. (1);
 - (2) A public charter school closed due to health or safety concerns may request a hearing by the sponsor. Such a request must be made in writing and delivered to the business address of the district;
 - (3) Within 10 days of receiving the request for a hearing, the district must provide the public charter school with the opportunity for a hearing on the termination;
 - (4) If the district acts to terminate the charter following the hearing, the public charter school may appeal the decision to the State Board of Education;
 - (5) The State Board will hold a hearing on the appeal within 10 days of receiving the request;
 - (6) The public charter school will remain closed during the appeal process unless the State Board orders the district not to terminate and to re-open the public charter school; and
 - (7) The final order of the State Board may be appealed under the provisions of ORS 183.484.
- d. If the public charter school is terminated, closed or dissolved by the governing body of the public charter school, it shall be done only at the end of a semester and with 180 days' notice to the district, unless the health and safety of the students are in jeopardy. Such notice must be made in writing and be delivered to the business address of the sponsor.
- (1) Assets of a terminated, closed or dissolved public charter school that were obtained with grant funds will be dispersed according to the terms of the grant. If the grant is absent any reference to ownership or distribution of assets of a terminated, closed or dissolved public charter school, all assets will be given to the State Board of Education for disposal.

10. District Immunity

The district, members of the Board and employees of the district are immune from civil liability with respect to the public charter school's activities.

| HR ~~10/24/13~~ 6/27/17 | PH

Lebanon Community Schools

Code: **EEA**
Adopted: 11/3/08
Readopted: 5/6/10, 4/19/12, 11/15/12,
12/18/14
Orig. Code(s):EEA

Student Transportation Services *

School transportation services will be provided for students to and from school and for transporting students to and from curricular and extracurricular activities sponsored by the district transporting from one school or facility to another school-sponsored field trips that are extensions of classroom learning experiences. Transportation will be provided for homeless students to and from the student's school of origin¹ as required by the ~~No Child Left Behind Act of 2001 (NCLBA)~~ Every Student Succeeds Acts of 2015 (ESSA). These services shall be provided throughout the regularly scheduled year and during the regular school day as determined by the Assistant Superintendent of Operations.

Elementary students in grades K-5 who live more than one mile from school will be transported. Secondary students in grades 6-12 who live more than one and one-half miles from school will be transported. Mileage exceptions for health, safety or disability will be made in accordance with the district's approved supplemental plan.

OR

Students living within specified attendance boundaries shall receive transportation services to their respective schools. In addition, students, including those receiving special education, may be eligible for transportation for health or safety reasons.

Miles from school will be determined by the Assistant Superintendent of Operations in accordance with Oregon Administrative Rule (OAR) 581-023-0040 (1)(c).

The district may use Type 10 School Activity Vehicles to transport students from home to school, school to home and from district-sponsored activities.

The district may also provide transportation using federal funds² or through cooperative agreements with local victims assistance units for a student to attend a safe district school³ out of the student's attendance

¹"School of origin" means the school that ~~the~~a student attended when permanently housed or the school in which the student was last enrolled. When the student has completed the final grade served by the school of origin, the term "school of origin" shall include the designated receiving school at the next grade level for all feeder schools.

²"Federal funds" means funds available through Title IV, Part A, and Title V, Part A.

³If there is not another school in the district to which students can transfer, districts are encouraged, but not required, to explore other appropriate options, i.e., an agreement with a neighboring district.

area for any student who is a victim of a violent criminal offense occurring in or on the grounds of the school the student attends or the student attends a school identified as persistently dangerous.

If there are no other schools within the district a student may transfer to, the district may establish a cooperative agreement with other districts in the area for a transfer. Transportation for students who transfer for such purposes will be provided in accordance with the agreement.

Students attending any private, parochial or public charter school under the compulsory school attendance laws will, where the private, parochial or public charter school is along or near the bus route, be provided equally the riding privileges given to public school students.

Preschool students with disabilities who have transportation as a related service and children from birth to age three who are enrolled in an eligible program shall be provided home to school transportation.

A seat that fully supports each person and meets the minimum standards and specifications of law will be provided at all times. A person who weighs 40 pounds or less must be properly secured with a child safety system that meets the minimum standards and specifications established by the Oregon Department of Transportation under [Oregon Revised Statute \(ORS\) 815.055](#). A person over 40 pounds or who has reached the upper weight limit for the forward-facing car seat must use a booster seat until he/she is four feet nine inches tall or age eight and the adult belt properly fits.⁴ A person who is taller than four feet nine inches or eight years of age or older must be properly secured with a safety belt or harness that meets the requirements under ORS 815.055. In accordance with ORS 811.210 and 811.215 vehicles in excess of 10,000 pounds used for student transportation are exempt from statutory requirements unless they have been equipped with lap belts. Vehicles in excess of 10,000 pounds that have been equipped with lap belts must meet child car seat requirements as set forth in law.

School buses carrying students will be considered extensions of the school experience. All students using school transportation will abide by the code of conduct posted in each school bus or school activity vehicle. Violations of such code, as well as other conduct which is improper or which jeopardizes the safety of self or others, will be reported by the school bus/activity driver to the Transportation Office. The Transportation Office Manager will, as soon as possible, inform the appropriate principal of such occurrence. Violators may be denied use of transportation for a period of time as deemed proper by the Assistant Superintendent of Operations.

The principal or designee shall ensure transportation officials and drivers receive notification of students having special medical or behavioral protocols identified in student records.

Appropriate training related to specific protocols, including confidentiality requirements, will be provided to drivers.

The school bus/activity driver will be responsible for the school bus or vehicle at all times from departure until return. The driver will not participate in any activities that might impair his/her driving abilities.

⁴“Proper fit” means the lap belt of the safety belt or safety harness is positioned low across the thighs and the shoulder belt is positioned over the collarbone and away from the neck.

Aides or assistants that ride a school bus shall receive training on emergency procedures and their role in the safe transportation of all students on the bus.

The district will comply with all state and federal laws and regulations pertaining to school bus transportation.

END OF POLICY

Legal Reference(s):

ORS 327.006	OAR 581-023-0040
ORS 327.033	OAR 581-053-0002
ORS 327.043	OAR 581-053-0003
ORS 332.405	OAR 581-053-0004
ORS 332.415	OAR 581-053-0010
ORS 339.240 to-339.250	OAR 581-053-0031
ORS 343.155 to-343.246	OAR 581-053-0040
ORS 343.533	OAR 581-053-0053
ORS 343.155 to-343.243	OAR 581-053-0060
ORS 811.210	OAR 581-053-0070
ORS 811.215	OAR 581-053-0210
ORS 815.055	OAR 581-053-0220
ORS 815.080	OAR 581-053-0230
ORS 820.100 to-820.190	OAR 581-053-0240
OAR 581-021-0050 to-0075	OAR 735-102-0010
OAR 581-022-1530	

~~No Child Left Behind Act of 2001~~[Every Student Succeeds Acts of 2015](#), 20 U.S.C. §§ 6315, 7912 [\(2015\)](#).
~~Elementary and Secondary Education Act (ESEA) Flexibility Waiver, July 18, 2012.~~
McKinney-Vento Homeless ~~Education~~ Assistance ~~Improvements~~ Act ~~of 2001~~, 42 U.S.C. §§ 11431-11435 [\(20052015\)](#).

~~R10/23/146/27/17~~[PHRS](#)

Lebanon Community Schools

Code: **GDA**
Adopted:
Orig. Code(s): GDA

NEW

Instructional Assistants

Instructional assistants shall be hired by the superintendent or designee.

All instructional assistants must:

1. Have a high school diploma or the equivalent;
2. Be at least 18 years of age or older; and
3. Have standards of moral character as required of teachers.

In addition to the above, instructional assistants providing translation services must have demonstrated proficiency and fluency, knowledge of and ability to provide accurate translations from a language other than English into English and from English into another language.

Instructional assistants¹ who work in Title IA programs and provide instructional support must have:

1. Completed at least two years of study at an institution of higher education; or
2. Obtained an associate's or higher degree; or
3. Met a rigorous standard of quality, and can demonstrate, through a formal state or local academic assessment or para-professional certificate program, knowledge of, and the ability to assist in instructing, as appropriate, reading/language arts, writing and mathematics or reading readiness, writing readiness and mathematics readiness.

The district will not require individuals newly hired as Title IA instructional assistants who have met another district's academic assessment to meet the district's academic assessment standards.

¹Instructional assistants may be assigned to: (1) provide one-on-one tutoring for eligible students, if the tutoring is scheduled at a time when a student would not otherwise receive instruction from a teacher; (2) assist with classroom management, such as organizing instructional and other materials; (3) provide assistance in a computer laboratory; (4) conduct parental involvement activities; (5) provide support in a library or media center; (6) act as a translator; or (7) provide instructional services to students while working under the direct supervision of a teacher. Instructional assistants may assume limited duties that are assigned to similar personnel who are not working in a program supported with Title IA funds, including duties beyond classroom instruction or that do not benefit participating children, so long as the amount of time spent on such duties is the same proportion of total work time as prevails with respect to similar personnel at the same school.

These requirements do not apply to an instructional assistant: (1) who is proficient in English and a language other than English and who provides services primarily to enhance the participation of children in Title IA programs by acting as a translator; or (2) whose duties consist solely of conducting parental involvement activities.

The general responsibilities of an instructional assistant shall be outlined in a job description. The major responsibility shall be to assist the classroom teacher, specialist or supervisor with instruction. The instructional assistants shall be under the supervision of the appropriately licensed classroom teachers, specialist or supervisor. Other supporting tasks may include, but are not limited to: clerical support, student control, personal care, translation or parent and family involvement activities and media center or computer laboratory support.

Instructional assistants shall not be used by the district or teacher as substitute teachers. The responsibility for classroom supervision remains with the teacher at all times.

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)

[ORS 332.505](#)

[ORS 342.120](#)

[OAR 581-022-1710\(2\)](#)

[OAR 581-037-0005 to -0025](#)

[OAR 584-005-0005\(27\), \(41\)](#)

The Vietnam Era Veterans' Readjustment Assistance Act of 1974, as amended, 38 U.S.C. § 4212.

Title II of the Genetic Information Nondiscrimination Act of 2008.

Section 503 of the Rehabilitation Act of 1973.

6/27/17 | PH

Lebanon Community Schools

Code: **IGBAC**
Adopted: 8/6/09
Readopted: 12/16/10
Orig. Code(s): IGBAC

Special Education - Personnel

Consistent with Teacher Standards and Practices Commission (TSPC) requirements, the district's personnel are appropriately and adequately prepared to implement special education and related services, and have the content knowledge and skills to serve children with disabilities.

The district takes measurable steps to recruit, hire, train and retrain ~~highly qualified~~ personnel, who are appropriately licensed and endorsed by TSPC, to provide special education and related services to children with disabilities.

The district's plan for providing personnel development programs in the district is found in Board policy GCL – Staff Development - Licensed.

END OF POLICY

Legal Reference(s):

OAR 584-220-0180

OAR 584-220-0185

Individuals with Disabilities Education Act [20 U.S.C. § 1412 (a)(14)(D) and] 20 U.S.C. § 1413 (a)(3).
Assistance to States for the Education of Children with Disabilities [34 C.F.R. § 300.156 (d) and] 34 C.F.R. § 300.207

R6/27/17 | RS

Lebanon Community Schools

Code: **IGBAK**
Adopted: 3/3/08
Readopted: 12/16/10
Orig. Code(s): IGBAK

Special Education - Public Availability of State Application

The superintendent will be responsible for ensuring that all documents relating to the district's eligibility for funds under Part B of the Individuals with Disabilities Education Act (IDEA) are available to parents of children with disabilities and to the general public for inspection, review and comment.

1. In complying with this requirement the district does not release or make public personally identifiable information.
2. Information available for public review includes, but is not limited to:
 - a. How the district implements policies, procedures and programs for special education consistent with state and federal requirements;
 - b. Performance of students with disabilities on statewide assessments;
 - c. Results of the state's general supervision and monitoring of district programs for special education, including the timeliness and accuracy of required data submissions;
 - d. District achievement of performance targets established in the State Performance Plan (SPP);
 - e. Financial information related to revenue and expenditures for students with disabilities, including but not limited to, district information about:
 - (1) ~~Identifying the Ex~~cess costs of educating students with disabilities;
 - (2) Maintaining ~~the~~ financial support for programs and services for students with disabilities (maintenance of effort of MOE); and
 - (3) ~~Describing available S~~choolwide programs under Title I of the Elementary and Secondary Education Act (ESEA) or ~~No Child Left Behind (NCLB)~~ the Every Students Succeeds Act of 2015 (ESSA);
 - (4) ~~Documenting the A~~nnual district application for IDEA funds; and
 - (5) ~~Reporting of O~~fficial audits ~~reports~~, complaints and due process hearings.
 - f. District dispute resolution information, including the resolution of state complaints and due process hearings.

END OF POLICY

Legal Reference(s):

State-Administered Programs, 34 C.F.R. § 76.304 (2006).
Assistance to States for the Education of Children with Disabilities, 34 C.F.R. § 34 C.F.R. 300.212 (2006).
Every Student Succeeds Act of 2015, 20 U.S.C. § 1114.

R6/27/17 | PH

Lebanon Community Schools

Code: **IGBC**
Adopted: 8/04/03
Readopted: 12/16/10
Orig. Code(s): IGBC

Title IA/Parental and Family Involvement

The Board recognizes that parental and family involvement is vital to achieve maximum educational growth for students participating in the district's Title IA program. Therefore, in compliance with federal law and the Oregon Department of Education guidelines, the district shall meet with parents and family to provide information regarding their school's participation in the Title IA program and its requirements.

The Board directs the superintendent to ensure that each of the district's schools participating in the Title IA program meets annually. Parents and family of participating students shall be informed of their right to be involved in the development of the district's parental ~~involvement and family engagement~~ policy, overall district Title IA plan and school-parent compacts.

~~The district shall, to the extent practicable, provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, parents of homeless students and parents of migratory students. Information and school reports will be provided in a format and language parents understand.~~

In cooperation with parents and family, the district's policy, plan and compact shall be reviewed annually and updated periodically to meet the changing needs of parents and the schools, and distributed to parents of participating students in an understandable and uniform format and, to the extent practicable, in a language the parents can understand.

The superintendent shall ensure equivalence among schools in teachers, administration and other staff, and in the provisions of curriculum materials and instructional supplies.

The superintendent shall develop administrative regulations, as necessary, to implement this policy and meet the requirements of law.

END OF POLICY

Legal Reference(s):

ORS 343.650
ORS 343.660
~~OAR 581-015-0750~~ OAR 581-037-0005 to -0025

~~No Child Left Behind Act of 2001, 20 U.S.C. §§ 6311-6322 (2006).~~
~~Every Student Succeeds Act of 2015, 20 U.S.C. §§ 6312, 6318.~~

R6/27/17 | PH

Lebanon Community Schools

Code: IGBHE
Adopted: 8/4/08
Readopted: 12/16/10, 12/15/11

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 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 Expanded Options Program if he/she:

- (1) ~~is~~ 16 years of age or older at the time of enrollment in a course under the Expanded Options Program;
- (2) ~~is~~ in grade 11 or 12 or has not yet completed the required credits for grade 11 or 12, but the district has allowed the student to participate in the program;
- (3) ~~has~~ Has developed an educational learning plan; and
- (4) ~~has~~ Has not successfully completed the requirements for a high school diploma. A student who has graduated from high school may not participate.

Student Notification

Prior to February 15 of each year, the district shall notify all high school students and the students' parents of the Expanded Options Program for the following school year. The district will notify a transfer high school student, or a returning dropout, of the Expanded Options Program 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 Expanded Options Program, 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 Expanded Options Program 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. The definitions below:

- a. **"Eligible Students"**: ~~A~~ a student who is enrolled in an Oregon public school and who ~~is~~:
 - (1) Is 16 years or older at the time of enrollment in a course under the Expanded Options Program;
 - (2) Is in grade 11 or 12 or has not yet completed the required credits for grade 11 or 12, but the district has allowed the student to participate in the program;
 - (3) Has developed an educational learning plan as described in this policy; and

- (4) Has not successfully completed the requirements for a high school diploma.

An eligible student who has completed course requirements for graduation but has not received a diploma, may participate.

An eligible student does not include a foreign exchange student enrolled in a school under a cultural exchange program;

- b. **“Eligible Post-Secondary Institution”:** A community college, a state institution of higher education listed in Oregon Revised Statute (ORS) 352.002 and the Oregon Health and Science University;
- c. **“Eligible Post-Secondary Course”:** Any nonsectarian course or program offered through an eligible post-secondary institution if the course or program may lead to high school completion, a certificate, professional certification, associate degree or baccalaureate degree.

 An eligible post-secondary course does not include a duplicate course offered at the student’s resident school. Eligible post-secondary courses include academic and professional technical courses and distance education courses.

2. Purposes of the Expanded Options Program which include the following:

- a. To create a seamless education system for students enrolled in grades 11 and 12 to:
 - (1) Have additional options to continue or complete their education;
 - (2) Earn concurrent high school and college credits; and
 - (3) Gain early entry into post-secondary education.
- b. To promote and support existing accelerated college credit programs and to support the development of new programs that are unique to a community’s secondary and post-secondary relationships and resources;
- c. To allow eligible students who participate in the Expanded Options Program to enroll full-time or part-time in an eligible post-secondary institution; and
- d. To provide public funding to the eligible post-secondary institutions for educational services to eligible students to offset the cost of tuition, fees, textbooks, equipment and materials for students who participate in the Expanded Options Program; and
- e. To increase the number of at-risk students earning college credits or preparing to enroll in an eligible post-secondary institution.

3. Financial arrangements for tuition, textbooks, equipment and materials;

4. Available transportation services;

5. The effect of enrolling in the Expanded Options Program on the student’s ability to complete high school graduation requirements;

6. The consequences of failing or not completing a post-secondary course;

7. Notification that participation in the Expanded Options Program is contingent on acceptance by an eligible post-secondary institution;

8. District time lines affecting student eligibility and duplicate course determinations;
9. The following information about eligibility for the Expanded Options Program:
 - a. Eligible students may not enroll in eligible post-secondary courses for more than the equivalent of two academic years, and eligible students who first enroll in grade 12 may not enroll in eligible post-secondary courses for more than the equivalent of one academic year;
 - b. A student who has completed the requirements for a high school diploma may not participate in the Expanded Options Program.
10. Notice(s) of any other program(s), agreements(s) or plan(s) in effect that provides access for public high school students to post-secondary courses;
11. The district's responsibility for providing any required special education and related services to the student;
12. The number of quarter credit hours that may be awarded each school year to eligible students by the resident high school;
13. The Board's process for selecting eligible students to participate in the Expanded Options Program if the district has not chosen to exceed the credit hour cap and has more eligible students who wish to participate than are allowed by the cap;
14. Information about program participation priority for at-risk students;
15. Exclusion of duplicate courses as determined by the district;
16. The process for a student to appeal the district's duplicate course determination to the Superintendent of Public Instruction or the Superintendent's designee;
17. Exclusion of post-secondary courses in which a student is enrolled if the student is also enrolled full time in the resident ~~secondary-high~~ school; and
18. Exclusion of foreign exchange students enrolled in a school under a cultural exchange program.

~~It is a priority for the district to provide information about the Expanded Options Program 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.~~

Enrollment Process

Prior to May 15 of each year, a student who is interested in participating in the Expanded Options Program shall notify the district of his/her intent to enroll in 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 the student's current status toward meeting all state and district graduation requirements and the applicability of the proposed post-secondary course to the remaining graduation requirements.

A student who intends to participate in the Expanded Options Program 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 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 post-secondary courses proposed under the Expanded Options Program and the student's learning goals.

A student who enrolls in the Expanded Options Program may not enroll in post-secondary courses for more than the equivalent of two academic years. A student who first enrolls in the Expanded Options Program in grade 12 may not enroll in post-secondary courses for more than the equivalent of one academic year. If a student first enrolls in a 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 scope of the course refers to the depth and breadth of course content as evidenced through a planned course statement, including content outlines, applicable state content standards, course goals and student outcomes. The ~~{Board}~~ ~~{Board's designee}~~ 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.

Expanded Options Program Annual Credit Hour Cap

The number of quarter credit hours that may be awarded by a high school under the Expanded Options Program 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~~. An “at-risk” student includes a student who meets state or federal thresholds for poverty as indicated by eligibility for services under any of the following provisions of the ~~No Child Left Behind Act~~Every Student Succeeds Act of 2015 (ESSA): (1) Title I - Improving Academic Achievement of the Disadvantaged, Part A - Improving Basic Programs Operated by Local Educational Agencies; (2) Title I, Part C - Education of Migratory Children; (3) Title I, Part D - Prevention and Intervention Programs for Children and Youth Who are Neglected, Delinquent, or At-Risk; (4) Title III - Language Instruction for Limited English Proficient and Immigrant Students; and (5) and Title ~~IX-A - Repeals, Redesignations, and Amendments to Other Statutes, Part C~~—Education of Homeless Children and Youth Program (amending subtitle B of title VII of the McKinney-Vento Homeless Educational Assistance Act).

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 Expanded Options Program and may allow eligible students who are not at-risk to participate in the program.

Post-Secondary Institution Credit

Prior to beginning a 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 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 using an appeals process adopted by 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 Expanded Options Program. The student’s education record shall indicate that the credits were earned at a 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 and fees and the costs of textbooks, equipment and materials.

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. ~~The district offers dual credit technical preparation programs (i.e. two-plus-two programs, advanced placement or International Baccalaureate programs).~~ Programs 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 course work, but students may apply to the district for reimbursement for any textbooks, fees, equipment or materials purchased by the student

that are required for a 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 a student participating in the Expanded Options Program shall be responsible for providing any required special education and related services to the student. "Related services" includes transportation and such developmental, corrective and other supportive services as are required to assist a student with a disability to benefit from special education and is consistent with Oregon administrative rules on special education. "Special education" means specifically designed instruction consistent with Oregon administrative rules to meet the unique needs of a student with a disability by adapting, as appropriate, the content, methodology, or delivery of instruction to address the unique needs of the student that result from the student's disability and to ensure access of the student to the general curriculum. If a post-secondary institution intends to provide special education and related services to an Expanded Options Program 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 parents 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 parents of the student regarding the student's participation in the program at the institution.

District Alternative Programs

The Expanded Options Program 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 329.035~~](#)
[ORS 329.485](#)
[ORS 332.072](#)

[ORS 336.615 - 336.665](#)

~~[ORS Chapter 340](#)~~

[OAR 581-022](#)-1363 to-1373

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

~~[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 \(2015\).](#)~~

~~[HR 9/29/14/6/27/17](#)~~ | ~~[RSPH](#)~~

Lebanon Community Schools

Code: **IGBI**
Adopted: 6/15/98
Readopted: 12/16/10
Orig. Code(s): IGBI

English Language Learner Education

Students whose primary languages are languages other than English will be provided appropriate assistance until they are able to use English in a manner that allows effective, relevant participation in regular classroom instruction.

Parents who are not able to use English in a manner that allows effective, relevant participation in educational planning for their student will be provided with relevant written, verbal or signed communication in a language they can understand as practicable.

END OF POLICY

Legal Reference(s):

[ORS 329.465](#)
[ORS 336.074](#)
[ORS 336.079](#)
[OAR 581-021-0046](#)
[OAR 581-022-1140](#)

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (2006).

~~No Child Left Behind Act of 2001~~ Every Student Succeeds Act of 2015, 20 U.S.C. §§ 6810-7014 (~~2006~~ 2015).

R6/27/17 | PH

Lebanon Community Schools

Code: **IGCA**
Adopted: 6/9/16

Post-Graduate Scholar Program*

The district will provide a Post-Graduate Scholar program for students in the district via the Beyond LHS program. A “post-graduate scholar” means a student who has: been in grades 9 through 12 for more than a total of four school years; and satisfied the requirements for a high school diploma as provided by law. The Post-Graduate Scholar program may allow post-graduate scholars to: enroll in courses at a community college that are part of an approved course of study in the post-graduate scholar program in the district, in order to gain a certificate or diploma; enroll in the approved program courses of study for one school year after the post-graduate scholar has satisfied the requirements for a high school diploma in the district; and have the district pay the costs for such approved course of study, including tuition, fees and books.

Program Qualifications

A post-graduate scholar qualifies to participate in the program if the post-graduate scholar:

1. Has completed and submitted the Free Application for Federal Student Aid (FAFSA);
2. Has completed and submitted the Oregon Promise Application;
3. Is not eligible for a grant under the Oregon Promise Program because of failure to earn the minimum cumulative grade point average, or submitted a complete application for a grant under the Oregon Promise program by the established deadline but did not receive a grant;
4. Is not eligible for a federal aid grant that is equal to or more than the average cost of tuition and fees at a community college, as determined by the U.S. Department of Education after Consultation with the Executive Director of the Office of Student Access and Completion; and
5. Retains a legal residence within the boundaries of the district through which the post-graduate scholar satisfied the requirements for a high school diploma.

The district establishes the following additional requirements:

6. A minimum high school GPA of 1.50;
7. An 80 percent attendance at community college courses; and
8. Regular in-person meetings with Beyond LHS staff to monitor progress held at least twice each month.

Program Goals

The goals of the program include:

9. Increasing the high school graduation rate for underserved students to 80 percent; and,
10. Increasing the percent of students from the district attending a postsecondary education institute.

The Beyond LHS program administrator will monitor program information at the end of each grading term and measure results at the end of each year. These results will be presented to the Board upon request.

11. The district approves the following courses of study for the program.

Courses that meet the requirements for;

- (1) Associate of Arts Oregon Transfer (AAOT);
- (2) Associate of Applied Science (AAS). Students must declare a program of study focus.
- (3) Associate of Science (AS) Students must declare a program of study focus.
- (4) Approved Certificate Programs.

Other District Requirements

The district has entered into a written agreement with Linn Benton Community College.

The district will provide dedicated staff via the Beyond LHS program to provide support services to post-graduate scholars, including regular in-person meetings to monitor student progress that occur at least twice each month.

The district will ensure that a majority of the students from the district who are enrolled in courses at a community college meet at least one of the following criteria:

1. Is not a post-graduate scholar;
2. Has a modified or expanded diploma or a General Educational Development (GED) certificate;
3. Was enrolled in an alternative high school program within the preceding 12 months;
4. Is, or will be, a first-generational graduate of high schools;
5. Is, or has been, a child in a foster home;
6. Is, or has been, placed in a facility or an education program by a court;
7. Is homeless;
8. Is a parent; or

9. Was identified as eligible for free or reduced price lunches within the preceding 12 months.

A district may receive or expend moneys distributed from the State School fund for post-graduate scholars who enroll in courses at a community college, only if the post-graduate scholars are enrolled in the courses as part of a program established under this section. The post-graduate scholar will not be required to accept or use any federal grant moneys to offset costs of tuition, fees or books incurred by the post-graduate scholar at the community college.

The district will provide transportation service in existing bus routes to post-graduate scholars, and is not required to alter existing bus routes to provide such transportation.

END OF POLICY

Legal Reference(s):

[ORS 327.006 to -327.133](#)

[ORS 329.451](#)

[ORS 332.405](#)

[ORS 339.250](#)

[~~ORS 811.210~~](#)

[~~ORS 811.215~~](#)

[~~OAR 581-021-0576 to -0579~~](#)

[~~No Child Left Behind Act of 2001, 20 U.S.C. §§ 6315, 7912.~~](#)

[~~Elementary and Secondary Education Act \(ESEA\) Flexibility Waiver, July 18, 2012.~~](#)

[~~McKinney-Vento Homeless Education Assistance Improvements Act of 2001, 42 U.S.C. §§ 11431-11435 \(2005\).~~](#)

[~~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 \(2015\).~~](#)

CR4/28/16|SL

Lebanon Community Schools

Code: JECF
Adopted: 4/17/14, 11/13/14

Interdistrict Transfer of Resident Students**

Interdistrict Transfer

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

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

Additionally, an interdistrict transfer of a resident student will be permitted, as appropriate, to meet the requirements to provide a safe public school choice in the ~~No Child Left Behind Act of 2001~~ (NCLBA) Every Student Succeeds Act of 2015 (ESSA).

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

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

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

Open Enrollment

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

under the Individuals with Disabilities Education Act (IDEA) will become the primary responsibility of the attending district.

Safe Public School Choice Transfer Requests

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

Homeless Student

A homeless student residing in the district and the student's parent, or in the case of an unaccompanied student, the district's liaison for homeless students, may request that the student attend his/her school of origin², located out-of-district. The request will be considered based on the best interest of the student. The student may continue in his/her school of origin for the duration of the student's homelessness ~~when the student's family becomes homeless during or between an academic year, or for the remainder of the academic year if the student becomes permanently housed during the school year.~~ Transportation ~~to an out-of-district school~~ will³ be provided ~~through an interdistrict agreement~~ in accordance with law.

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

END OF POLICY

Legal Reference(s):

ORS 109.056
ORS 327.006
ORS 329.485
ORS 332.107

ORS 335.090
ORS 339.115 to -339.133
ORS 339.141
ORS 339.250

ORS 343.221
ORS 433.267
OAR 581-021-0019
OAR 581-022-0705

Illegal Immigration and Immigration Reform Act of 1996, 8 U.S.C. §§ 1101, 1221, 1252, 1324, 1363, 1367 ~~(2006)~~.
McKinney-Vento Homeless ~~Education~~ Assistance ~~Improvements Act of 2001~~, Subtitle VII-B, reauthorized by Title IX-A of the Every Student Succeeds Act, 42 U.S.C. §§ 11431-11435 ~~(2006)~~ 2015.
~~No Child Left Behind Act of 2001~~ Every Student Succeeds Act of 2015, 20 U.S.C. §§ ~~6316~~, 7912.
~~Elementary and Secondary Education Act (ESEA) Flexibility Waiver; July 18, 2012.~~

9/05/146/27/17 | PH

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

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

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

Lebanon Community Schools

Code: **JFC**
Adopted: 3/17/11, 6/9/16

Student Conduct** (Version 1)

The Board expects student conduct to contribute to a productive learning climate. Students shall comply with the district's written rules, pursue the prescribed course of study, submit to the lawful authority of district staff and conduct themselves in an orderly manner at school during the school day or during district-sponsored activities.

Careful attention shall be given to procedures and methods whereby fairness and consistency without bias in discipline shall be assured each student. The objectives of disciplining any student must be to help the student develop a positive attitude toward self-discipline, realize the responsibility of one's actions and to maintain a productive learning environment. All staff members have responsibility for consistency in establishing and maintaining an appropriate behavioral atmosphere.

A student handbook, code of conduct or other document shall be developed by district administration in cooperation with staff, and will be made available and distributed to parents, students and employees outlining student conduct expectations and possible disciplinary actions, including consequences for disorderly conduct, ~~as required by the No Child Left Behind Act of 2001 (NCLBA)~~. In addition, each school in the district shall publish a student/parent handbook detailing additional rules specific to that school.

Students in violation of Board policy, administrative regulation and/or code of conduct provisions will be subject to discipline up to and including expulsion. Students are subject to discipline for conduct while traveling to and from school, at the bus stop, at school-sponsored events, while at other schools in the district and while off campus, whenever such conduct causes a substantial and material disruption of the educational environment or the invasion of rights of others. Students may be denied participation in extracurricular activities. Titles and/or privileges available to or granted to students may also be denied and/or revoked (e.g., valedictorian, salutatorian, student body, class or club office positions, senior trip, prom, etc.). A referral to law enforcement may also be made.

The district will annually record and report expulsion data for conduct violations as required by the Oregon Department of Education.

END OF POLICY

Legal Reference(s):

[ORS 339.240](#)

[ORS 339.250](#)

[ORS 659.850](#)

[OAR 581-021](#)-0050 to -0075

Tinker v. Des Moines Sch. Dist., 393 U.S. 503 (1969).

Hazelwood Sch. District v. Kuhlmeier, 484 U.S. 260 (1988).

Bethel Sch. Dist. v. Fraser, 478 U.S. 675 (1986).

Shorb v. Grotting and Powers Sch. Dist., Case No. 00CV-0255 (Coos County Circuit Ct.) (2000).

Ferguson v. Phoenix Talent Sch. Dist. #4, 172 Or. App. 389 (2001).

~~No Child Left Behind Act of 2001, 20 U.S.C. § 7912 (2006).~~

Morse v. Frederick, 551 U.S. 393, 127 S. Ct. 2618 (2007).

C.R. v. Eugene S.D. 4J, No. 12-1042, U.S. District Court of OR (2013).

~~R4/28/16~~[6/27/17](#) | PH

Lebanon Community Schools

Code: **JHC**
Adopted: 8/4/03
Readopted: 1/20/11
Orig. Code(s): JHC

Student Health Services and Requirements

Although the district's primary responsibility is to educate students, the students' health and general welfare is also a major Board concern. The Board believes school programs should be conducted in a manner that protects and enhances student and employee health and is consistent with good health practices.

The district shall provide:

1. One registered nurse or school nurse for every 125 medically fragile students;
2. One registered nurse or school nurse or one licensed practical nurse under the supervision of a registered nurse or school nurse for each nursing-dependent student; and
3. One registered nurse or school nurse for every 225 medically complex students.

The district may use the most cost effective means available to meet the above requirements

The district shall maintain a prevention oriented health services program which provides:

1. Pertinent health information on the students, as required by Oregon statutes or rules;
2. Health appraisal to include screening for possible vision or hearing problems;
3. Health counseling for students and parents when appropriate;
4. Health care and first-aid assistance that are appropriately supervised and isolates the sick or injured child from the student body;
5. Control and prevention of communicable diseases as required by Oregon Department of Human Services, Health Services and the county health department;
6. Assistance for students in taking prescription and/or nonprescription medication according to established district procedures;
7. Services for students who are medically fragile or have special health care needs;
8. Screening for scoliosis upon request of parent.

The Board directs its district health staff to coordinate with health personnel from other public agencies in matters pertaining to health instruction or the general health of students and employees.

In accordance with the requirements of the ~~No Child Left Behind Act of 2001~~ Every Student Succeeds Act of 2015 (ESSA), the district recognizes its responsibility to notify parents in advance of any nonemergency, invasive physical examination¹ or screening that is required as condition of attendance; administered and scheduled by the school in advance; and not necessary to protect the immediate health and safety of the student, or of other students.

Notification will be provided at least annually at the beginning of the school year or when enrolling students for the first time in school and will include the specific or approximate dates during the school year when such activities are scheduled or expected to be scheduled.

Procedures shall be developed and implemented to carry out this policy. All district employees will be appraised of their responsibilities in this area. Parents shall have the opportunity to request their students be exempt from participation in vision or hearing screening. The district will abide by those requests.

END OF POLICY

Legal Reference(s):

[ORS 329.025](#)
[OAR 581-022-0705](#)
[OAR 581-022-1420](#)
[OAR 581-022-1440](#)

Protection of Pupil Rights, 20 U.S.C. § 1232h (~~2006~~2015); Student Rights in Research, Experimental Programs and Testing, 34 C.F.R. Part 98 (~~2006~~2015).

[Every Student Succeeds Act of 2015, 20 U.S.C. § 8548.](#)
[Family Education Rights and Privacy Act, 20 U.S.C. § 1232g.](#)

[HR6/27/17 | PH](#)

¹The term “invasive physical examination” as defined by law, means any medical examination that involves the exposure of private body parts, or any act during such examination that includes incision, insertion, or injection into the body, but does not include a hearing, vision or scoliosis screening. The term does not include any physical examination or screening that is permitted or required by state law, including physical examinations or screenings that are permitted without parental notification.

Lebanon Community Schools

Code: **KAB**
Adopted: 8/4/03
Readopted: 1/20/11
Orig. Code(s): KAB

Parental Rights

The Board recognizes the importance of promoting parental input in decision making related to their student's health and general well-being, in determining district and student needs for educational services, in program development and district operations. To assist the district in this effort, and in accordance with the ~~No Child Left Behind Act of 2001 (NCLBA)~~ Every Student Succeeds Act of 2015 (ESSA), the district affirms the right of parents, upon request, to inspect:

1. A survey created by a third party before the survey is administered or distributed by the district to a student, including any district survey containing "covered survey items"¹ as defined by NCLBAESSA;
2. Any instructional material used by the district as part of the educational curriculum for the student;
3. Any instrument used in the collection of personal information from students for the purpose of marketing or for selling that information or otherwise providing that information to others for that purpose.

As provided by law, parents of district students will also, upon request, be permitted to excuse their student from "covered activities"² as defined by NCLBAESSA. The rights provided to parents under this policy, transfer to the student when the student turns 18 years ~~old~~ of age, or is an emancipated minor under applicable state law.

The superintendent will ensure that activities requiring parental notification are provided as required by law and that reasonable notice of the adoption or continued use of this policy is provided to parents of students enrolled in district schools. The input of parents will be encouraged in the development, adoption and any subsequent revision of this policy.

¹"Covered survey items" under NCLBESSA 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, antisocial, 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.

²"Covered activities" requiring notification under NCLBA-ESSA include activities involving the collection, disclosure or use of personal information collected from students for the purpose of marketing or for selling that information or otherwise providing that information to others for that purpose; the administration of any survey containing one or more of covered survey items; and any nonemergency, invasive physical examination or screening that is required as a condition of attendance and administered and scheduled by the school in advance. See the administrative regulation for additional definitions.

The superintendent shall develop administrative regulations to implement this policy, including provisions as may be necessary to ensure appropriate notification to parents of their rights under federal law and district procedures to request review of covered materials, excuse a student from participating in covered activities and protect student privacy in the event of administration or distribution of a survey to a student.

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)

[Every Student Succeeds Act of 2015, 20 U.S.C. § 7928 \(2015\).](#)

Protection of Pupil Rights, 20 U.S.C. § 1232h (~~2006~~[2015](#)); Student Rights in Research, Experimental Programs and Testing, 34 C.F.R. Part 98 (~~2006~~[2015](#)).

[Family Education Rights and Privacy Act, 20 U.S.C. § 1232g \(2010\).](#)

[R6/27/17 | PH](#)

Lebanon Community Schools

Code: **KI**
Adopted: 2/7/00
Readopted: 1/20/11
Orig. Code(s): KI

Public Solicitation in District Facilities

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

Fund raising 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 may be permitted with approval of the superintendent on school 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 nonschool-sponsored event.

The administration of surveys, questionnaires and requests for information by nonschool-connected organizations are disallowed.

The district will not participate in any fund-raising drive which is not consistent with Board policy.

END OF POLICY

Legal Reference(s):

~~ORS 332.593~~ ORS 332.107

ORS 339.880

~~ORS 646.185~~

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

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

Protection of Pupil Rights, 20 U.S.C. § 1232h (~~2006~~2015); Student Rights in Research, Experimental Programs and Testing, 34 C.F.R. Part 98 (~~2006~~2015).

Every Student Succeeds Act of 2015, 20 U.S.C. § 7928 (2015).

Family Education Rights and Privacy Act, 20 U.S.C. § 1232g (2010).

R6/27/17 | PH

Cross Reference(s):

DJG - Vendor Relations

GBI - Gifts and Solicitations

IGDK - Non-School-Sponsored Study and Athletic Tours/Trips/Competitions

KG - Community Use of District Facilities

KJA - Materials Distribution

Lebanon Community Schools

Code: **LBE**

Adopted: 11/6/06

Readopted: 1/20/11, 6/21/12, 12/18/14

Orig. Code(s): LBE

Public Charter Schools**

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

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

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

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

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

Public charter school students shall not be permitted to participate in district curricular programs.

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

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

The district will by December 1, calculate the number of students residing in the district who are enrolled in a virtual public charter school. When the percentage is three percent or above, the district may choose to not approve additional students for enrollment to a virtual public charter school, subject to the requirements in 581-026-0305(2).

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

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

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

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

END OF POLICY

Legal Reference(s):

[ORS 327.077](#)
[ORS 327.109](#)
[ORS 332.107](#)
[ORS Chapter 338](#)
[ORS 339.141](#)
[ORS 339.147](#)
[OAR 581-026-0005 to -0515](#)

~~No Child Left Behind Act of 2001~~[Every Student Succeeds Act of 2015](#), 20 U.S.C. §§ 6311-6322 (~~2006~~[2015](#)).

HR~~10/23/14~~[6/27/17](#) | PH

Lebanon Community Schools

Code: **EBBB**
Adopted: 8/5/02
Readopted: 5/6/10, 12/5/13
Orgi. Code(s): EBBB

Injury/Illness Reports

All injuries/illnesses sustained by the employee while in the actual performance of the duty of the employee occurring on district premises, in district vehicles, at a district-sponsored activity or involving staff members who may be elsewhere on district business will be reported immediately to a supervisor. A written report will be submitted within 24 hours to the District's safety officer. Reports will cover property damage as well as personal injury.

In the event of a work-related¹ illness or injury to an employee resulting in overnight hospitalization for medical treatment² other than first aid, the District's safety officer shall ~~inform-report the incident to~~ the Oregon Occupational Safety and Health Division (OR-OSHA). A report will be made within 24 hours after notification to the district of an illness or injury. Fatalities or catastrophes³ shall be reported within eight hours.

ALL injuries/illnesses sustained by the employee while in the actual performance of the duty of the employee will be promptly investigated. As a result of the investigation any corrective measures needed will be acted upon.

Monthly records will be maintained. An analysis of the data and trends will be made at least annually.

The Board will receive reports on serious injuries/illnesses, including accidents involving district property or employees, students or visiting publics, and periodic statistical reports on the number and types of injuries/illnesses occurring in the district, as well as on the measures being taken to prevent such injuries/illnesses in the future.

END OF POLICY

Legal Reference(s):

[OAR 437-001-0015](#)
[OAR 437-001-0700](#)
[OAR 437-001-0760](#)
[OAR 581-022-1420](#)

HB 3045 (2013)

~~R10/24/13~~6/27/17 | PH

¹An injury or illness is work related if an event or exposure in the work environment caused or contributed to the condition or significantly aggravated a preexisting condition.

²Medical treatment includes managing or caring for a patient for the purpose of combatting disease or disorder. The following are not considered medical treatment: visits to a doctor or health-care professional solely for observation or counseling; diagnostic procedures including administering prescription medications used solely for diagnostic purposes; and any procedure that can be labeled first aid.

³A "catastrophe" is an accident in which two or more employees are fatally injured, or three or more employees are admitted to a hospital or an equivalent medical facility.

Lebanon Community Schools

Code: **EFA**

Adopted: 9/6/09

Readopted: 5/6/10, 1/23/14, 12/10/15,
6/8/17

Orig. Code(s) EFA

Local Wellness Program

The district is committed to the optimal development of every student and believes that a positive, safe and health-promoting learning environment is necessary for students to have the opportunity to achieve personal, academic, developmental and social success.

To help ensure students possess the knowledge and skills necessary to make healthy choices for a lifetime, the superintendent shall prepare and implement a comprehensive district nutrition program consistent with state and federal requirements for districts sponsoring the National School Lunch Program (NSLP) and/or the School Breakfast Program (SBP). The program shall reflect the Board's commitment to providing adequate time for instruction that fosters healthy eating through nutrition education and promotion, serving healthy and appealing foods at district schools, developing food-use guidelines for staff and establishing liaisons with nutrition service providers, as appropriate.

The input of staff (including, but not limited to, physical education and school health professionals), students, parents, the public, the Board, school administrators, representatives of the school food authority and public health professionals will be encouraged in the development of wellness policy. The Board shall establish a Wellness Advisory Committee to advise the district in the creation of the local wellness policy. The superintendent will develop administrative regulations as necessary to implement the goals of the local wellness plan and ensure compliance of such policy.

WELLNESS POLICY IMPLEMENTATION, MONITORING, ACCOUNTABILITY AND COMMUNITY ENGAGEMENT

Implementation Plan

The district shall develop and maintain a plan to manage and coordinate the implementation of this wellness policy.

The plan will:

1. Delineate roles, responsibilities, actions and timelines specific to each school;
2. Include information about who will be responsible to make what change, by how much, where and when;
3. Include specific goals and objectives for nutrition standards for all foods and beverages available on the school campus, and in food and beverage marketing; and

4. Include specific goals and objectives for nutrition promotion and education, physical activity, physical education and other school-based activities that promote student wellness.

In an effort to measure the implementation of this policy, the Board designates the superintendent as the person who will be responsible for ensuring each school meets the goals outlined in this policy.

Record Keeping

The district will retain the following records to document compliance with the requirements of the wellness policy at the district's administrative offices.

5. The written wellness policy;
6. Documentation demonstrating that the policy has been made available to the public;
7. Documentation of efforts to review and update the local wellness policy, including an indication of who is involved in the update and the methods the district uses to make stakeholders aware of their ability to participate;
8. Documentation to demonstrate compliance with the annual public notification requirements;
9. The most recent assessment on the implementation of the local wellness policy;
10. Documentation demonstrating the most recent assessment on the implementation of the local wellness policy has been made available to the public.

Annual Notification of Policy

The district will make available to the public annually, an assessment of the implementation, including the extent to which the schools are in compliance with policy, how the policy compares to model policy and a description of the progress being made in attaining the goals of the policy. The district will make this information available through the district website. The district will also publicize the name and contact information of the district or school official(s) leading and coordinating the policy, as well as information on how the public can get involved with the local wellness policy.

Triennial Progress Assessments

At least once every three years, the district will evaluate compliance with the local wellness policy, to assess the implementation of the policy and produce a triennial progress report that will include:

11. The extent to which schools under the jurisdiction of the district are in compliance with the policy;
12. The extent to which the district's policy compares to model wellness policy; and
13. A description of the progress made in attaining the goals of the district's policy.

The district or school will actively notify households/families of the availability of the triennial progress report.

Revisions and Updating the Policy

The district will update or modify the local wellness policy based on the results of the triennial assessments and/or as district priorities change; community needs change; wellness goals are met; new health science, information and technology emerge; and new federal or state guidance or standards are issued. The local wellness policy will be assessed and updated as indicated at least every three years following the triennial assessment.

Community Involvement, Outreach and Communications

The district will actively communicate ways in which the community can participate in the development, implementation and periodic review and update of the local wellness policy through a variety of means appropriate for the district. The district will also ensure that communications are culturally and linguistically appropriate to the community, and accomplished through means similar to other ways that the district and individual schools are communicating important school information with parents.

NUTRITION PROMOTION AND NUTRITION EDUCATION

Nutrition promotion and nutrition education positively influence lifelong eating behaviors by using evidence-based techniques and nutrition messages, by creating food environments that encourage healthy nutrition choices and by encouraging participation in school meal programs. Students and staff will receive consistent nutrition messages throughout the school environment. Nutrition promotion also includes marketing and advertising nutritious foods and beverages to students and is most effective when implemented consistently through a comprehensive and multi-channel approach by staff, teachers, parents, students and the community.

School Meals

All schools within the district participate in U.S. Department of Agriculture (USDA) child nutrition programs, administered through the Oregon Department of Education (ODE), including the National School Lunch Program (NSLP), the School Breakfast Program (SBP), Fresh Fruit & Vegetable Program (FFVP), Summer Food Service Program (SFSP), Supper programs or others. The district also operates additional nutrition-related programs and activities including Farm-to-School programs, school gardens, Breakfast in the Classroom, Mobile Breakfast carts or Grab 'n' Go Breakfast.

Staff Qualifications and Professional Development

All school nutrition program directors, managers and staff will meet or exceed hiring and annual continuing education/training requirements in the USDA Professional Standards for Child Nutrition Professionals.

Water

Free, safe, unflavored, drinking water will be available to all students throughout the school day and throughout every school campus. The district will make drinking water available where school meals are served during mealtimes.

Competitive Foods and Beverages

All foods and beverages outside the reimbursable school meal programs that are sold to students on the school campus during the school day and extended school day will meet or exceed the nutrition standards set by the USDA and the Oregon Smart Snacks Standards¹. These standards will apply in all locations and through all services where foods and beverages are sold, which may include, but are not limited to, à la carte options in cafeterias, vending machines, school stores and snack or food carts.

Celebrations and Rewards

All foods offered on the school campus are encouraged to meet the nutrition standards set by the USDA and the Oregon Smart Snacks Standards. This includes, but is not limited to, celebrations, parties, classroom snacks brought by parents, rewards and incentives.

Fund Raising

Foods and beverages that meet or exceed the nutrition standards set by the USDA and the Oregon Smart Snacks Standards may be sold through fund raisers on the school campus during the school day.

Food and Beverage Marketing in Schools

Any foods and beverages marketed or promoted to students on the school campus during the school day will meet or exceed the nutrition standards set by the USDA and the Oregon Smart Snacks Standards.

“Food and beverage marketing” is defined as advertising and other promotion in schools. Food and beverage marketing often includes an oral, written or graphic statement made for the purpose of promoting the sale of a food or beverage product made by the producer, manufacturer, seller or any other entity with a commercial interest in the product.

PHYSICAL ACTIVITY AND PHYSICAL EDUCATION

Physical activity should be included in the school’s daily education program for grades pre-K through 12 and include regular, instructional physical education, as well as co-curricular activities and recess.

Physical activity during the school day (including, but not limited to, recess, classroom physical activity breaks or physical education) will not be withheld as punishment for any reason.

The Board realizes that a quality physical education program is an essential component for all students to learn about and participate in physical activity. The district will develop and assess student performance

¹[Oregon Department of Education, Oregon Smart Snacks Standards](#)

standards in order to meet the ODE's physical education content standards. Students in kindergarten through grade 5 shall participate for at least 120² minutes during each school week, and students in grades 6 through 8 for at least 180³ minutes per school week.

Employee Wellness

The district encourages staff to pursue a healthy lifestyle that contributes to their improved health status, improved morale and a greater personal commitment to the school's overall wellness program. Many actions and conditions that affect the health of staff may also influence the health and learning of students. The physical and mental health of staff is integral to promoting and protecting the health of students and helps foster their academic success. The district's Employee Wellness Program will promote health, reduce risky behaviors of employees and identify and correct conditions in the workplace that can compromise the health of staff, reduce their levels of productivity, impede student success and contribute to escalating health-related costs such as absenteeism.

The district will work with community partners to identify programs, services and/or resources to compliment and enrich employee wellness endeavors.

Other Activities that Promote Student Wellness

The district will integrate wellness activities throughout the entire school environment (districtwide), not just in the cafeterias, other food and beverage venues and physical activity facilities. The district will coordinate and integrate other initiatives related to physical activity, physical education, nutrition and other wellness components so all efforts are complimentary, not duplicated and work toward the same set of goals and objectives promoting student well-being, optimal development and strong educational outcomes.

END OF POLICY

Legal Reference(s):

[ORS 329.496](#)
[ORS 332.107](#)
[ORS 336.423](#)

[OAR 581-051-0100](#)
[OAR 581-051-0305](#)
[OAR 581-051-0306](#)

[OAR 581-051-0310](#)
[OAR 581-051-0400](#)
[SB 4 \(2017\)](#)

National School Lunch Program, 7 C.F.R. Part 210 (2006).
School Breakfast Program, 7 C.F.R. Part 220 (2006).
Healthy, Hunger-Free Kids Act of 2010, Public Law 111-296 Section 204.

[R4/13/176/27/17](#) | PH

²These are the minimum PE requirements in elementary schools for school year 2019-2020.

³These are the minimum PE requirements in middle schools (grades 6 through 8) for school year 2021-2022.

Lebanon Community Schools

Code: **GBI**
Adopted: 11/3/08
Readopted: 9/16/10
Orig. Code(s): GBI

Gifts and Solicitations

Students and their parents shall be discouraged from giving gifts to district employees. The Board welcomes as appropriate the writing of letters by students to staff members expressing gratitude and appreciation.

Individual employees will ~~refrain from limit~~ giving gifts¹ to staff members who exercise any direct or indirect administrative or supervisory jurisdiction over them. Collecting money for group gifts is discouraged except in special circumstances such as bereavement, serious illness or for retirement gifts. Staff-initiated “sunshine funds” are exempt from this policy.

No staff member may solicit funds in the name of the school or district through the use of, including but not limited to, internet-sourced crowdfunding or other similar types of fund raising, without the approval of the superintendent.

Individual employees need to be accountable for maintaining integrity and avoid accepting anything of value offered by another for the purpose of influencing his/her professional judgment.

All employees are prohibited from accepting items of material value from companies or organizations doing business with the district. “Material value” is defined as \$50 from a single source in a single year.

No organization may solicit funds from staff members within the schools, nor may anyone distribute flyers or other materials related to fund drives through the district without the superintendent’s approval. Staff members may not be made responsible or assume responsibility for collecting money or distributing any fund-drive literature within the district without the superintendent’s approval.

The soliciting of staff by sales people, other staff or agents during on-duty hours is prohibited. Any solicitation should be reported at once to the principal or supervisor. Advertising is not allowed in the building without the superintendent’s approval.

END OF POLICY

¹“Gift” means something of economic value given to a public official or the public official’s relative or household member without valuable consideration of equivalent value, including the full or partial forgiveness of indebtedness, which is not extended to others who are not public officials or the relatives or household members of public officials on the same terms and conditions; and something of economic value given to a public official or the public official’s relative for valuable consideration less than that required from others who are not public officials. See ORS Chapter 244 for gift definition exceptions.

Legal Reference(s):

[ORS 244.010 to-244.400](#)

[ORS 339.880](#)

[OAR 584-020-0000 to-0045](#)

[OAR 199-005-0005 to-199-020-0020](#)

Cross Reference(s):

BBF - Board Member Standards of Conduct

DJG - Vendor Relations

GBC - Staff Ethics

KI - Public Solicitation in District Facilities

[6/27/17 | PH](#)

Lebanon Community Schools

Code: **GCPB/GDPB**
Adopted: 6/15/98
Readopted: 9/16/10
Orig. Code(s): GCPB/GDPB

Resignation of Staff

A licensed staff member who wishes to resign from his/her position with the district must give written notice of at least 60 days ~~prior to the date he/she wishes to leave district employment~~ at or upon the time of resignation. The superintendent or assistant superintendent is authorized to accept the resignation effective the day it is received and either release the teacher immediately from further teaching or administrative obligations or inform the teacher that he/she must continue teaching for part or all of the 60-day period.

Where less than a 60-day notice is given, the Board may request the Teacher Standards and Practices Commission to discipline the licensee. Exceptions due to emergency or other extenuating circumstances may be considered by the Board.

The superintendent or designee is authorized to accept resignations of classified employees effective the day they are received.

END OF POLICY

Legal Reference(s):

[ORS 342.553](#) [ORS 652.140](#) [OAR 581-022-1720](#) [OAR 584-050-0020](#)

Pierce v. Douglas County Sch. Dist., 297 Or. 363 (1984).

[HR6/27/17 | PH](#)

Graduation Requirements (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.

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 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. 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 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:

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

The 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.

¹~~For students seeking a diploma in 2015-2016, this criteria does not apply. This criteria does not apply to students seeking a diploma in 2017-2018.~~

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 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 or after a documented history to qualify for an extended diploma 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 receives a modified diploma, an extended diploma or an alternative certificate will have the option of participating in a high school graduation ceremony with the student's class.

A student who receives a modified diploma, 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, unless reduced by the individualized education program (IEP) team.

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 alternate 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 Smarter Balanced or alternate Oregon Extended Assessment if the student is able to satisfy all other requirements for the diploma. Students who opt-out will need to meet the Essential Skills graduation requirement using another approved assessment option.

The district will issue a high school diploma, upon request, to a person who served in the Armed Forces², as specified in Oregon law, if the person was discharged or released under honorable conditions and has received either a General Educational Development, a post-secondary degree or has received a minimum score on the Armed Services Vocational Aptitude Battery.

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 329.095](#)
[ORS 329.451](#)
[ORS 329.479](#)
[ORS 332.107](#)
[ORS 332.114](#)
[ORS 338.115](#)
[ORS 339.115](#)

[ORS 339.505](#)
[ORS 343.295](#)
[OAR 581-022-0615](#)
[OAR 581-022-0617](#)
[OAR 581-022-1130](#)
[OAR 581-022-1131](#)
[OAR 581-022-1133](#)

[OAR 581-022-1134](#)
[OAR 581-022-1135](#)
[OAR 581-022-1210](#)
[OAR 581-022-1215](#)
[OAR 581-022-1350](#)

TEST ADMINISTRATION MANUAL, PUBLISHED BY THE OREGON DEPARTMENT OF EDUCATION (FEBRUARY 4, 2016).
ESSENTIAL SKILLS AND PERFORMANCE ASSESSMENT MANUAL, PUBLISHED BY THE OREGON DEPARTMENT OF EDUCATION (MARCH 17, 2016).
[R4/28/166/27/17](#) | RS

²The 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.

Lebanon Community Schools

Code: **JEA**
Adopted: 9/5/00
Readopted: 1/20/11, 4/4/13, 3/10/16
Orig. Code(s): JEA

Compulsory Attendance**

Except when exempt by Oregon law, all students between ages 6 and 18 who have not completed the 12th grade are required to regularly attend a public full-time school during the entire school term.

All students five years of age who have been enrolled in a public school are required to attend regularly while enrolled in the public school.

Persons having legal control of a student between the ages 6 and 18, who has not completed the 12th grade, are required to have the student attend and maintain the child in regular attendance during the school term. Persons having legal control of a student who is five years of age and has enrolled the child in a public school, are required to have the student attend and maintain the child in regular attendance during the school term.

Under the superintendent's direction and supervision, attendance supervisors shall monitor and report any violation of the compulsory attendance law to the superintendent or designee. Failure to send a student and to maintain a student in regular attendance is a Class C violation.

The district will develop procedures for issuing a citation.

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

In addition, under policy JHFDA - Suspension of Driving Privileges, the district may report students with 10 consecutive days of unexcused absence or 15 cumulative days of unexcused absences in a single semester to the Oregon Department of Transportation.

Exemptions from Compulsory School Attendance

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

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

- a. When a student is taught or is withdrawn from a public school to be taught by a parent or private teacher, the parent or teacher must notify the Linn-Benton-Lincoln Education Service District (ESD) in writing within 10 days of such occurrence. In addition, when a home-schooled student moves to a new ESD, the parent shall notify the new ESD in writing, within 10 days, of the intent to continue home schooling. The ESD superintendent shall acknowledge receipt of any notification in writing within 90 days of receipt of the notification. The ESD is to notify, at least annually, school districts of home-schooled students who reside in their district;
- b. Each student being taught by a parent or private teacher shall be examined no later than August 15, following grades 3, 5, 8 and 10:
 - (1) If the student was withdrawn from public school, the first examination shall be administered at least 18 months after the date the student withdrew;
 - (2) If the student never attended public or private school, the first examination shall be administered prior to the end of grade 3;
 - (3) Procedures for home-schooled students with disabilities are set out in Oregon Administrative Rule (OAR) 581-021-0029.
- c. Examinations testing each student shall be from the list of approved examinations from the State Board of Education;
- d. The examination must be administered by a neutral individual qualified to administer tests on the approved list provided by the Oregon Department of Education;
- e. The person administering the examination shall score the examination and report the results to the parent. Upon request of the ESD superintendent, the parent shall submit the results of the examination to the ESD;
- f. All costs for the test instrument, administration and scoring are the responsibility of the parent;
- g. In the event the ESD superintendent finds that the student is not showing satisfactory educational progress, the ESD superintendent shall provide the parent with a written statement of the reasons for the finding, based on the test results and shall follow the guidelines in Oregon Revised Statutes and Oregon Administrative Rules.

5. Students excluded from attendance as provided by law.

6. An exemption may be granted to the parent of any student 16 or 17 years of age who is lawfully employed full-time, or who is lawfully employed part-time and enrolled in school, a community college or an alternative education program as defined in ORS 336.615.

6-7. An exemption may be granted to any child who is an emancipated minor or who has initiated the procedure for emancipation under ORS 419B.550 to 419B.558.

END OF POLICY

Legal Reference(s):

[ORS 153.018](#)
[ORS 163.577](#)
[ORS 336.615](#) to -336.665
[ORS 339.010](#) to -339.090
[ORS 339.095](#)

[ORS 339.990](#)
[ORS 807.065](#)
[ORS 807.066](#)
[OAR 581-021-0026](#)
[OAR 581-021-0029](#)

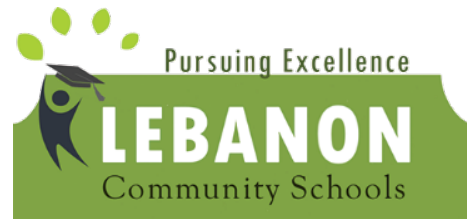
[OAR 581-021-0071](#)
[OAR 581-021-0077](#)
SB 321 (2015)

HR ~~144~~ 466 / 27/17 | PH

Compulsory Attendance** - JEA

2-2

MEMORANDUM



To: Board of Directors

From: Rob Hess, Superintendent

Date: August 3, 2017

Re: 360 Feedback Survey

A 360 feedback survey was conducted last spring during the month of May and June to assess district services and the superintendent's performance. 725 responses were collected from three groups of people (Staff, Parents, and Community Members). Email invitations were sent to all parents and staff members. Any community member (person who registered an email address) could sign up for the survey. 19% of all people who received an invitation completed the survey.

14 questions (statements) were asked of the three groups of people. Respondents had the choice to reply strongly agree, agree, neutral, disagree, or strongly disagree with the statements. In summary, across all three groups, participants responded positively to 13 of the 14 statements (92%), and across all of the groups, participants responded positively to 32 of the 38 total questions asked (84%).

This survey provides a baseline of data for evaluating the superintendent and district services. These same questions will be asked in the spring of 2018 for comparative purposes. An executive session regarding the superintendent's performance has been scheduled after the board meeting for continued discussion.

Recommendation:

Based on data collected from the survey, the board and superintendent should set goals for the 17-18 school year.

Combined Surveys Summary Report

Lebanon Community Schools

360 Degree Superintendent Evaluation

May 2017

Mission

In partnership with the community, we provide exceptional opportunities to continuously and rigorously challenge all students to excel as learners, thinkers, and leaders.

Core Values

- Choose to care.
- What I do matters.
- Find a way or make one.
- Work hard. Be nice.
- Every child. Every day.
- Never give up.
- Do what is right.
- Every minute counts.
- Provide hope.
- Whatever it takes.

Prepared by Renee Sessler, OSBA Board Development Specialist

Overview

The combination of the parent, staff and community surveys for the Lebanon Community resulted in a total of 725 survey responses. The questions, approved by the school board on April 27, 2017, were consistent throughout the surveys when possible and only differed to as applicable to each group's relationship to the district. Shared questions' responses are compared next to each other following this overview.

Response Rate

There were 3,755 email invitations sent out to take the survey. Of the 3,755 invitations sent, 2,117 opened the email (56%), 1,600 did not open the email (43%) and 16 email invitations bounced back undeliverable. A total of 725 people completed the survey, resulting in a response rate of 19%.

Rating Scale

For the statements where participants were asked to indicate their level of agreement, respondents were able to choose from the following options:

Strongly Agree
Agree
Neutral
Disagree
Strongly Disagree
N/A

Student's Education and School

It appears that the closer an individual is to the building where direct services to students take place the more favorable they feel about what is happening in the schools. There were many comments made about communication and the use of Pinnacle, which the board may want to consider as areas to focus on in providing support to staff.

The District in General

As individuals take a step back from the local school to look at the district overall the responses become less favorable and the use of the "N/A" option increases indicating a lack of knowledge to provide an answer. As the board reads the comments about the district it might want to consider items to consider as goals for areas to improve.

Shared Questions' Comparisson

The district offers a high-quality education.

Parents:

Answer Choices	Responses	
Strongly Agree	8.12%	32
Agree	37.56%	148
Neutral	31.98%	126
Disagree	14.72%	58
Strongly Disagree	7.61%	30
Total		394

Community:

Answer Choices	Responses	
Strongly Agree	4.65%	4
Agree	26.74%	23
Neutral	39.53%	34
Disagree	16.28%	14
Strongly Disagree	9.30%	8
Not applicable/no knowledge	3.49%	3
Total		86

The district and school websites are easy to navigate, are updated and helpful.

Parents:

Answer Choices	Responses	
Strongly Agree	11.65%	46
Agree	45.06%	178
Neutral	27.34%	108
Disagree	13.16%	52
Strongly Disagree	2.78%	11
Total		395

Community:

Answer Choices	Responses	
Strongly Agree	4.60%	4
Agree	40.23%	35
Neutral	27.59%	24
Disagree	10.34%	9
Strongly Disagree	3.45%	3
Not applicable/no knowledge	13.79%	12
Total		87

The district has established goals and a plan for improving student learning.

Parents:

Answer Choices	Responses	
Strongly Agree	8.08%	32
Agree	29.55%	117
Neutral	28.28%	112
Disagree	12.88%	51
Strongly Disagree	8.08%	32
I don't know	13.13%	52
Total		396

Staff:

Answer Choices	Responses	
Strongly Agree	5.49%	13
Agree	46.84%	111
Neutral	27.85%	66
Disagree	10.13%	24
Strongly Disagree	2.11%	5
I don't know	7.59%	18
Total		237

Community:

Answer Choices	Responses	
Strongly Agree	7.06%	6
Agree	32.94%	28
Neutral	28.24%	24
Disagree	21.18%	18
Strongly Disagree	9.41%	8
Not applicable/no knowledge	1.18%	1
Total		85

The district's mission (purpose) is supported by the policies and procedures adopted by the school board.

Parents:

Answer Choices	Responses	
Strongly Agree	6.09%	24
Agree	20.30%	80
Neutral	22.08%	87
Disagree	10.41%	41
Strongly Disagree	6.35%	25
I am unaware of the district's mission	31.22%	123
I am unaware of the board's policies and practices	28.68%	113
Total Respondents: 394		

Staff:

Answer Choices	Responses	
Strongly Agree	3.32%	8
Agree	36.10%	87
Neutral	31.95%	77
Disagree	12.03%	29
Strongly Disagree	2.49%	6
I am unaware of the district's mission	12.45%	30
I am unaware of the board's policies and practices	11.62%	28
Total Respondents: 241		

Community:

Answer Choices	Responses	
Strongly Agree	4.60%	4
Agree	28.74%	25
Neutral	26.44%	23
Disagree	24.14%	21
Strongly Disagree	4.60%	4
Not applicable/no knowledge	11.49%	10
Total		87

The district provides qualified staff members to support student learning.

Parents:

Answer Choices	Responses	
Strongly Agree	13.67%	54
Agree	47.09%	186
Neutral	24.30%	96
Disagree	8.86%	35
Strongly Disagree	6.08%	24
Total		395

Staff:

Answer Choices	Responses	
Strongly Agree	14.58%	35
Agree	59.17%	142
Neutral	19.58%	47
Disagree	6.25%	15
Strongly Disagree	0.42%	1
Total		240

Community:

Answer Choices	Responses	
Strongly Agree	11.49%	10
Agree	55.17%	48
Neutral	19.54%	17
Disagree	5.75%	5
Strongly Disagree	6.90%	6
Not applicable/no knowledge	1.15%	1
Total		87

The district provides a safe learning environment.

Parents:

Answer Choices	Responses	
Strongly Agree	15.48%	61
Agree	46.95%	185
Neutral	22.34%	88
Disagree	9.39%	37
Strongly Disagree	5.84%	23
Total		394

Staff:

Answer Choices	Responses	
Strongly Agree	14.58%	35
Agree	58.75%	141
Neutral	18.33%	44
Disagree	7.08%	17
Strongly Disagree	1.25%	3
Total		240

Community:

Answer Choices	Responses	
Strongly Agree	9.20%	8
Agree	49.43%	43
Neutral	19.54%	17
Disagree	14.94%	13
Strongly Disagree	4.60%	4
Not applicable/no knowledge	2.30%	2
Total		87

The district facilities support student learning.

Parents:

Answer Choices	Responses
Strongly Agree	10.23% 40
Agree	51.15% 200
Neutral	26.60% 104
Disagree	7.16% 28
Strongly Disagree	4.86% 19
Total	391

Staff:

Answer Choices	Responses
Strongly Agree	9.09% 22
Agree	53.72% 130
Neutral	26.45% 64
Disagree	8.26% 20
Strongly Disagree	2.48% 6
Total	242

Community:

Answer Choices	Responses
Strongly Agree	6.90% 6
Agree	44.83% 39
Neutral	28.74% 25
Disagree	9.20% 8
Strongly Disagree	6.90% 6
Not applicable/no knowledge	3.45% 3
Total	87

The district communicates effectively with parents.

Answer Choices	Responses	
Strongly Agree	8.35%	33
Agree	36.71%	145
Neutral	25.57%	101
Disagree	17.22%	68
Strongly Disagree	12.15%	48
Total		395

The district communicates effectively with staff.

Answer Choices	Responses	
Strongly Agree	3.31%	8
Agree	32.23%	78
Neutral	35.54%	86
Disagree	22.73%	55
Strongly Disagree	6.20%	15
Total		242

The district communicates effectively with the community.

Answer Choices	Responses	
Strongly Agree	4.65%	4
Agree	19.77%	17
Neutral	27.91%	24
Disagree	30.23%	26
Strongly Disagree	16.28%	14
Not applicable/no knowledge	1.16%	1
Total		86

The district and school websites are easy to navigate, are updated and helpful.

Parents:

Answer Choices	Responses	
Strongly Agree	11.65%	46
Agree	45.06%	178
Neutral	27.34%	108
Disagree	13.16%	52
Strongly Disagree	2.78%	11
Total		395

Community:

Answer Choices	Responses	
Strongly Agree	4.60%	4
Agree	40.23%	35
Neutral	27.59%	24
Disagree	10.34%	9
Strongly Disagree	3.45%	3
Not applicable/no knowledge	13.79%	12
Total		87

Our district superintendent collaboratively develops and implements a shared vision and mission.

Parents:

Answer Choices	Responses	
Strongly Agree	5.12%	20
Agree	22.76%	89
Neutral	48.34%	189
Disagree	13.81%	54
Strongly Disagree	9.97%	39
Total		391

Staff:

Answer Choices	Responses	
Strongly Agree	5.83%	14
Agree	28.75%	69
Neutral	39.58%	95
Disagree	20.00%	48
Strongly Disagree	5.83%	14
Total		240

Our district superintendent promotes continuous and sustainable improvement.

Parents:

Answer Choices	Responses	
Strongly Agree	5.88%	23
Agree	25.83%	101
Neutral	44.76%	175
Disagree	14.07%	55
Strongly Disagree	9.46%	37
Total		391

Staff:

Answer Choices	Responses	
Strongly Agree	5.39%	13
Agree	31.95%	77
Neutral	37.34%	90
Disagree	18.26%	44
Strongly Disagree	7.05%	17
Total		241

Community:

Answer Choices	Responses	
Strongly Agree	16.09%	14
Agree	24.14%	21
Neutral	18.39%	16
Disagree	19.54%	17
Strongly Disagree	19.54%	17
Not applicable/no knowledge	2.30%	2
Total		87

Our district superintendent promotes and protects the welfare and safety of students and staff.

Parents:

Answer Choices	Responses	
Strongly Agree	7.63%	30
Agree	32.57%	128
Neutral	39.19%	154
Disagree	12.72%	50
Strongly Disagree	7.89%	31
Total		393

Staff:

Answer Choices	Responses	
Strongly Agree	8.75%	21
Agree	40.42%	97
Neutral	35.00%	84
Disagree	9.58%	23
Strongly Disagree	6.25%	15
Total		240

Community:

Answer Choices	Responses	
Strongly Agree	17.24%	15
Agree	29.89%	26
Neutral	17.24%	15
Disagree	17.24%	15
Strongly Disagree	12.64%	11
Not applicable/no knowledge	5.75%	5
Total		87

Our district superintendent is visible within the district schools and the community.

Parents:

Answer Choices	Responses	
Strongly Agree	5.88%	23
Agree	21.23%	83
Neutral	43.99%	172
Disagree	17.65%	69
Strongly Disagree	11.25%	44
Total		391

Staff:

Answer Choices	Responses	
Strongly Agree	12.45%	30
Agree	34.85%	84
Neutral	26.97%	65
Disagree	18.67%	45
Strongly Disagree	7.05%	17
Total		241

Community:

Answer Choices	Responses	
Strongly Agree	17.24%	15
Agree	28.74%	25
Neutral	20.69%	18
Disagree	14.94%	13
Strongly Disagree	12.64%	11
Not applicable/no knowledge	5.75%	5
Total		87

Our district superintendent models principles of self-awareness, reflective practice, transparency and ethical behavior.

Parents:

Answer Choices	Responses	
Strongly Agree	6.63%	26
Agree	19.13%	75
Neutral	41.84%	164
Disagree	13.27%	52
Strongly Disagree	19.13%	75
Total		392

Staff:

Answer Choices	Responses	
Strongly Agree	5.00%	12
Agree	20.42%	49
Neutral	27.08%	65
Disagree	22.08%	53
Strongly Disagree	25.42%	61
Total		240

Community:

Answer Choices	Responses	
Strongly Agree	15.12%	13
Agree	17.44%	15
Neutral	8.14%	7
Disagree	17.44%	15
Strongly Disagree	38.37%	33
Not applicable/no knowledge	3.49%	3
Total		86

Our district superintendent promotes social justice and ensures that individual student needs inform all aspects of schooling.

Parents:

Answer Choices	Responses	
Strongly Agree	6.92%	27
Agree	18.72%	73
Neutral	52.05%	203
Disagree	12.31%	48
Strongly Disagree	10.00%	39
Total		390

Community:

Answer Choices	Responses	
Strongly Agree	10.34%	9
Agree	27.59%	24
Neutral	24.14%	21
Disagree	11.49%	10
Strongly Disagree	17.24%	15
Not applicable/no knowledge	9.20%	8
Total		87

MEMORANDUM



To: Board of Directors

From: Rob Hess, Superintendent

Date: August 3, 2017

Re: SBAC Results

All students in grades 3-8, and 11 take the SBAC assessment every year in Math and English/Language Arts. The tests are rigorous, complex, and time intensive (taking anywhere from 4 to 10 hours each). They are given in the spring and are designed to measure College Readiness. The tests are adaptive. This means that the more questions a student gets right in the beginning, the harder questions they get as the test goes on. The reverse is true as well. Students are given a RIT score upon completion and placed on a continuum of 1 through 4. The college readiness standard is 3 or higher.


The enclosed charts and graphs show the percent of students scoring a 3 or higher in each school and grade level. Principals use this data to build action plans for supporting instruction, student achievement, and professional development.

The SBAC assessment is just one measure of school quality. Other measures include: Attendance, School Perception Surveys (to measure climate and culture), Opportunities for students, Academic & Behavior Supports available, other school-wide assessments, and Graduation Rate.

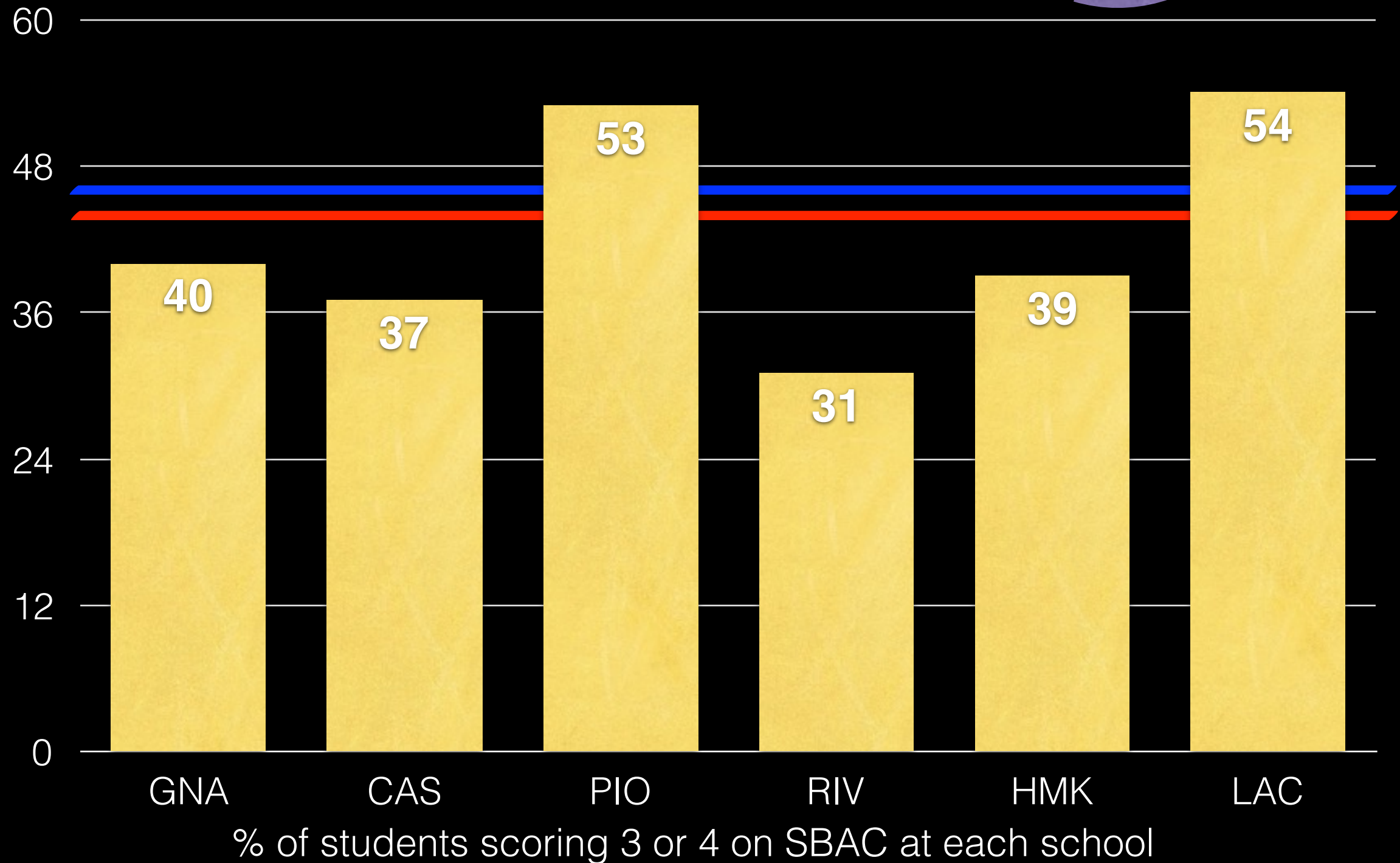
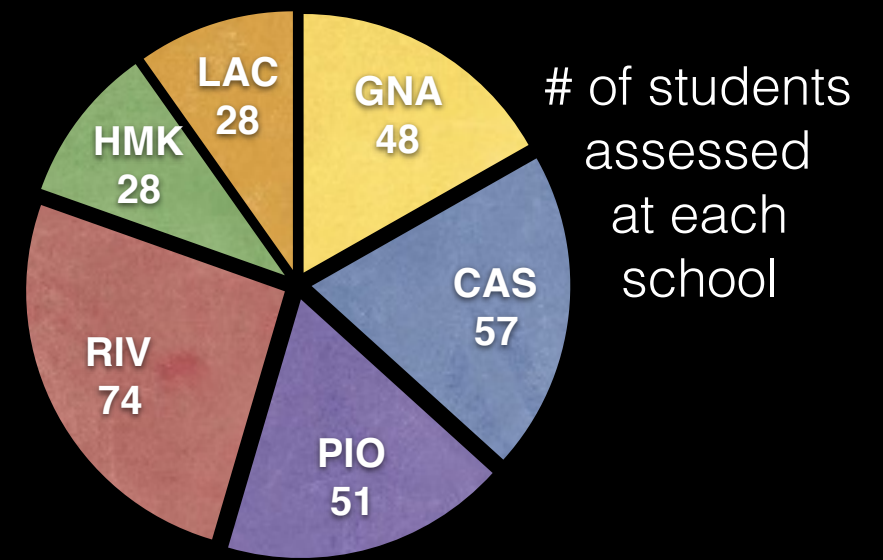
The SBAC assessment is important because it gives students, teachers, parents, educational leaders, and community members a consistent, external benchmark of accountability by which schools can measure and track progress toward excellence.



SBAC 2017

Benchmarking our Progress to Key Results

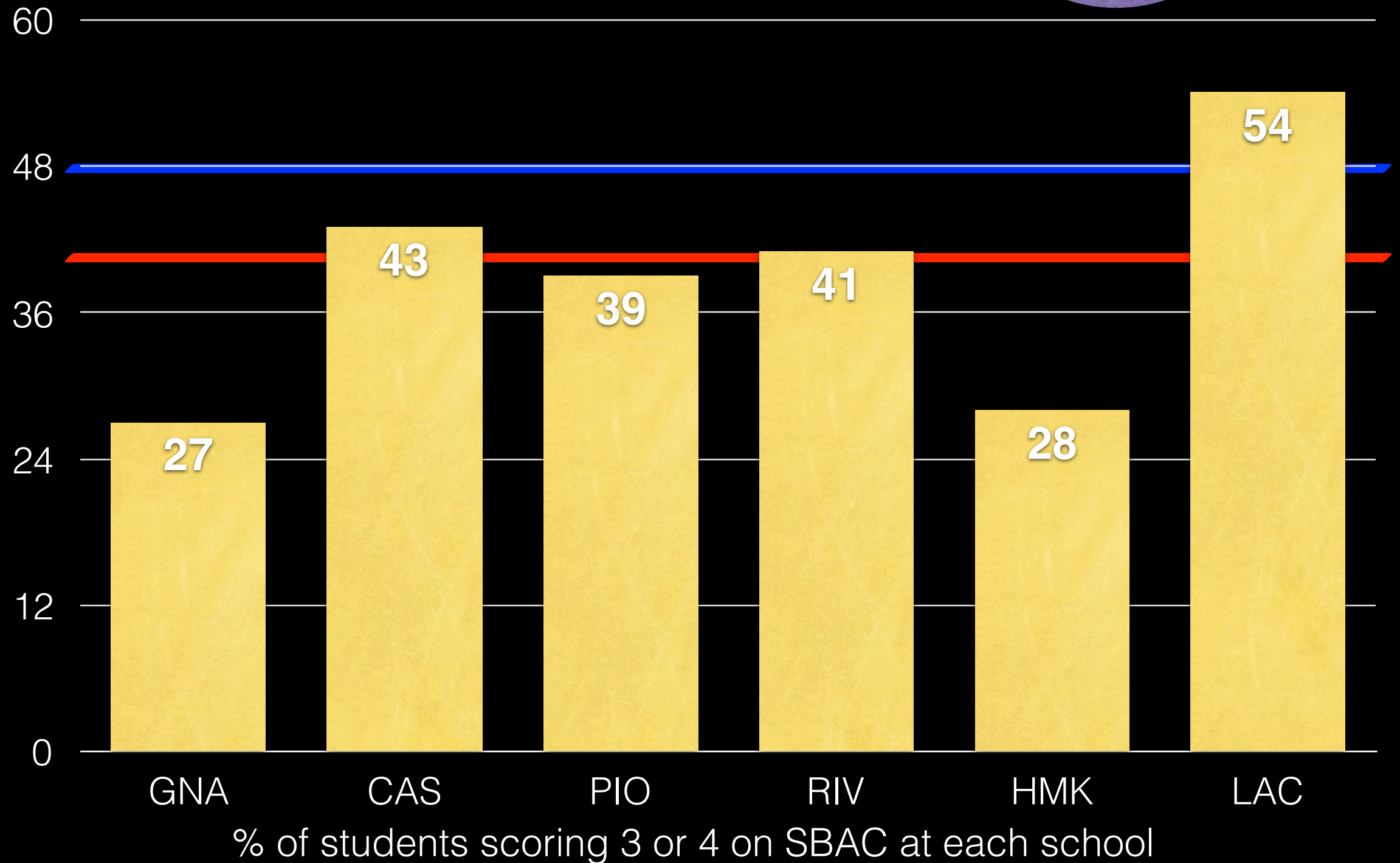
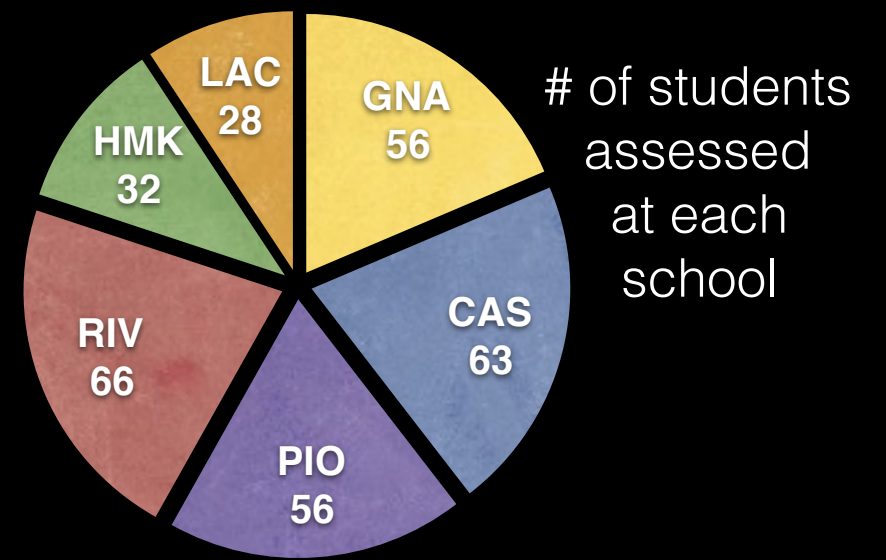
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District (43) 



ELA 3rd



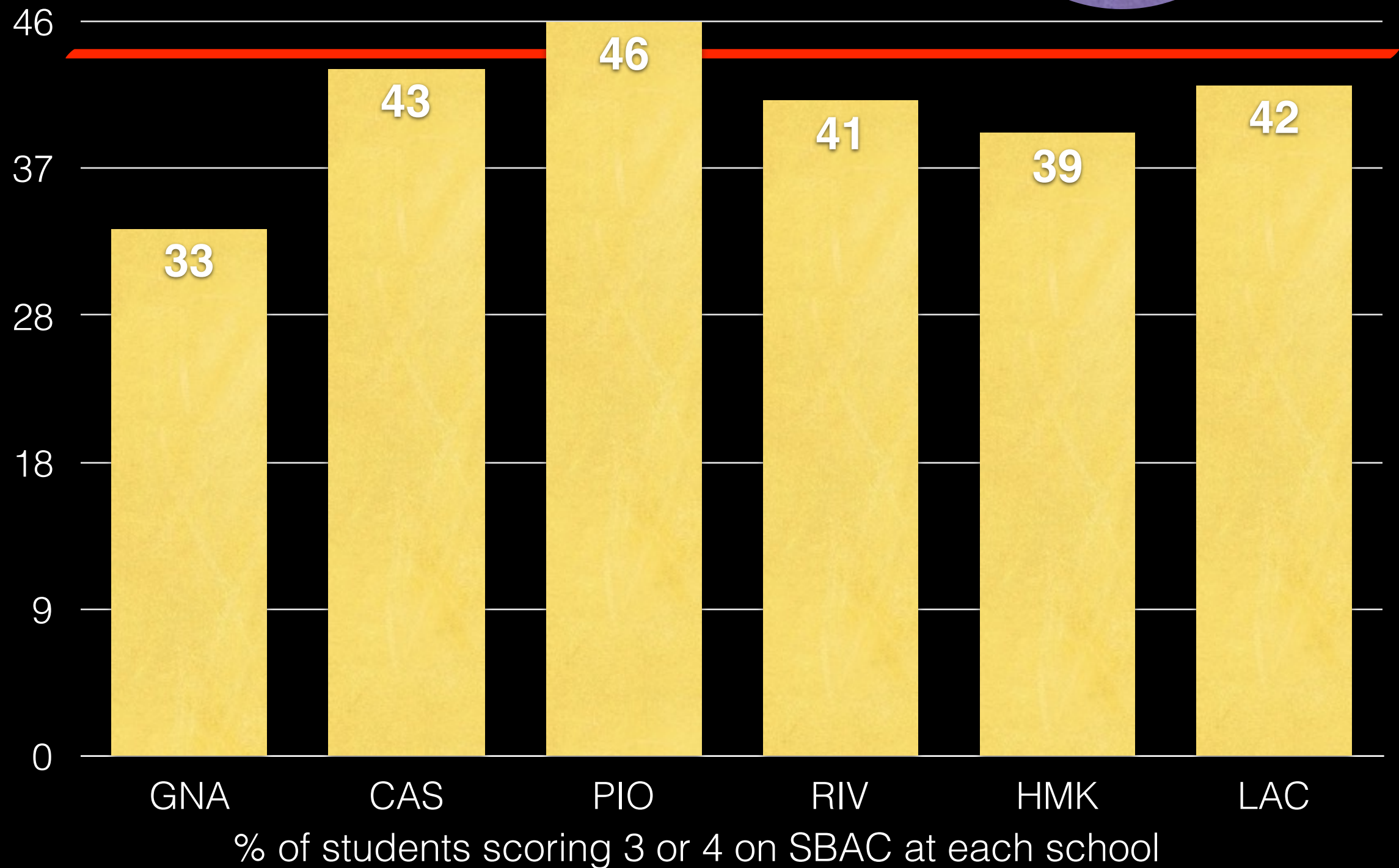
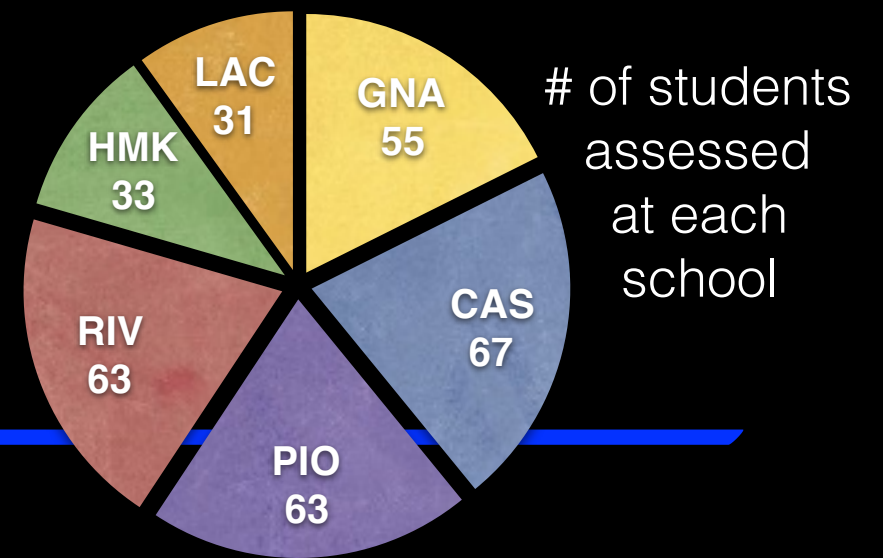
State (48) 
District (40) 

ELA 4th



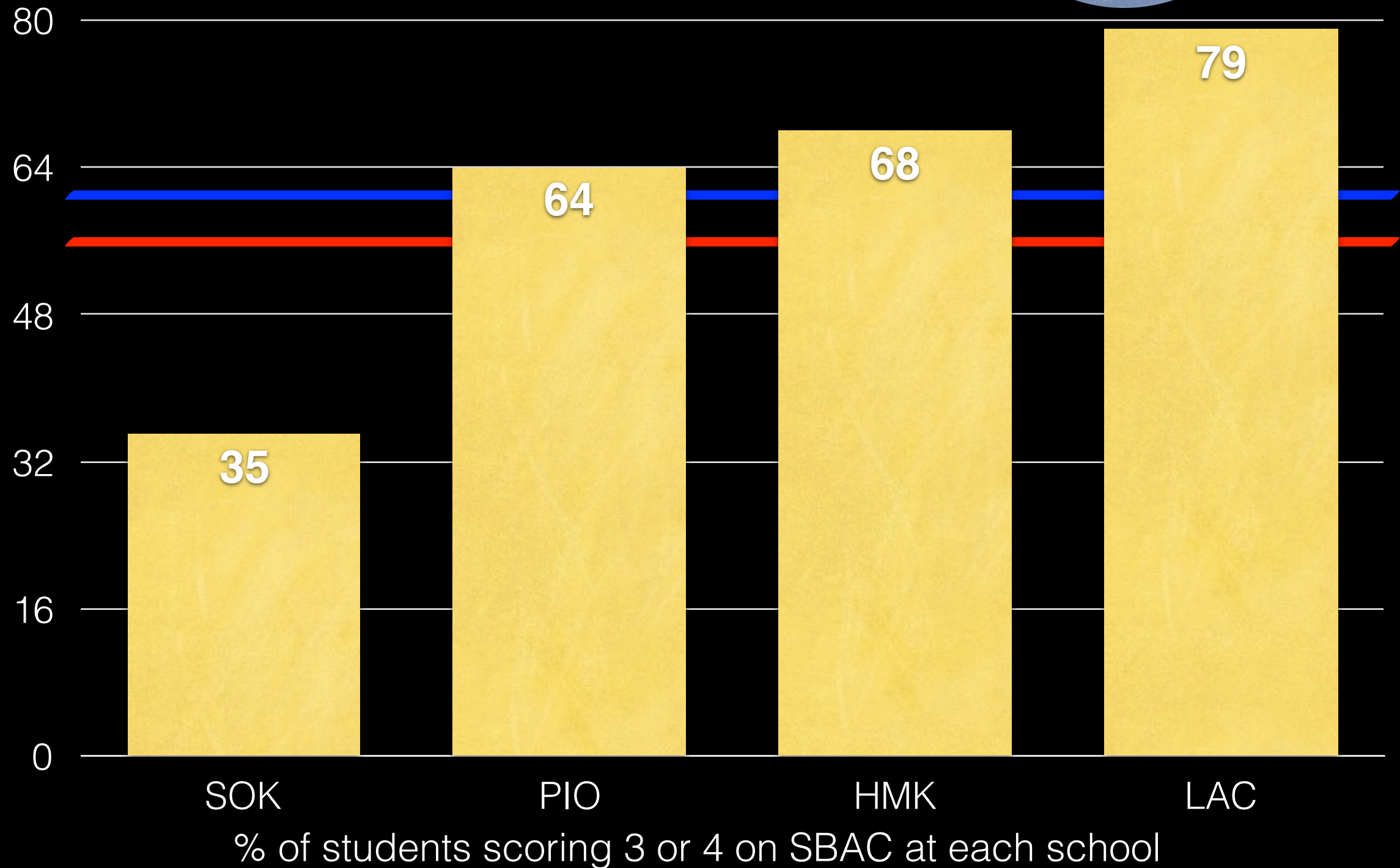
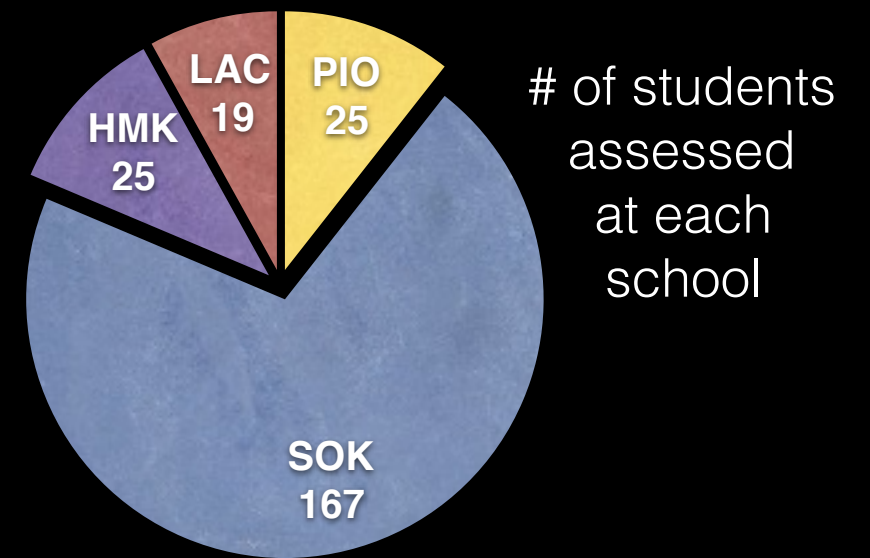
State (54) 
District (44) 

ELA 5th



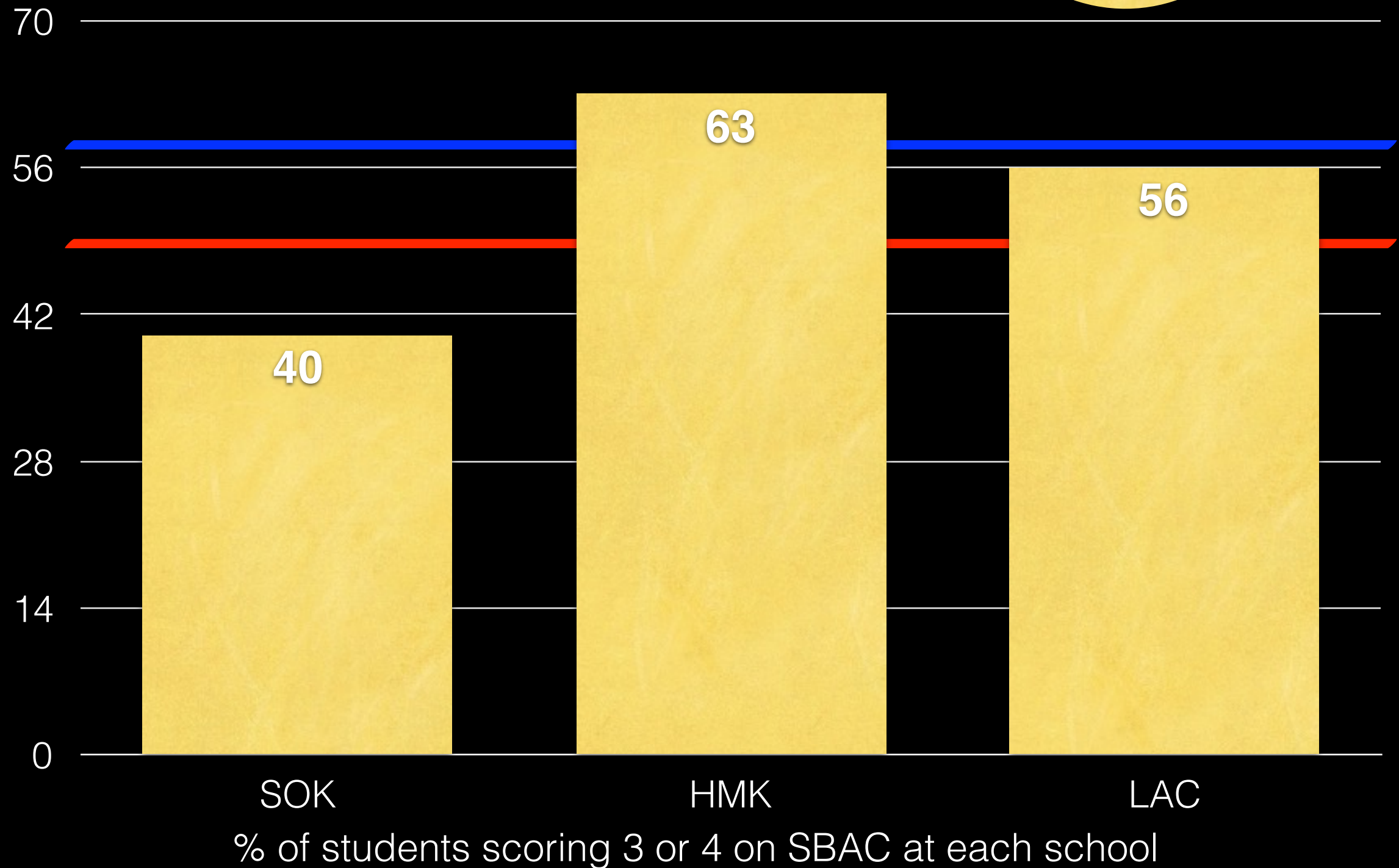
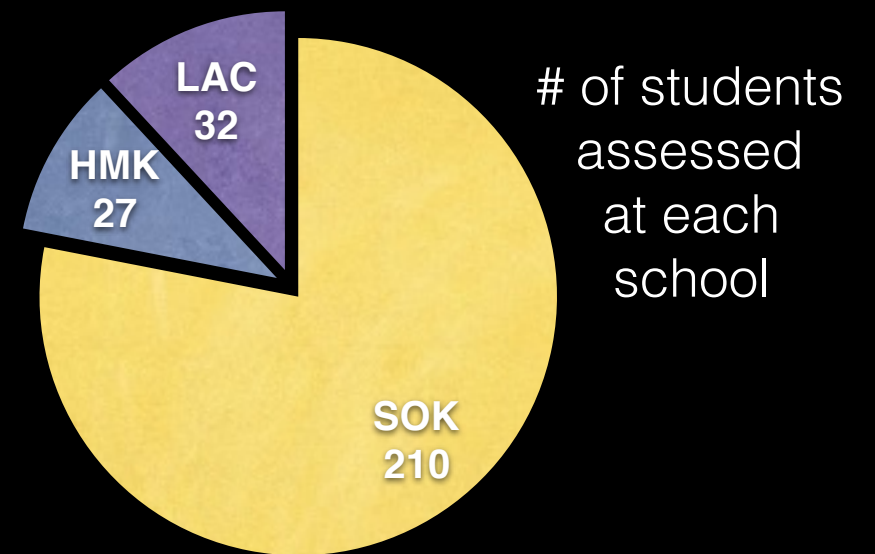
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District (47)

ELA 6th



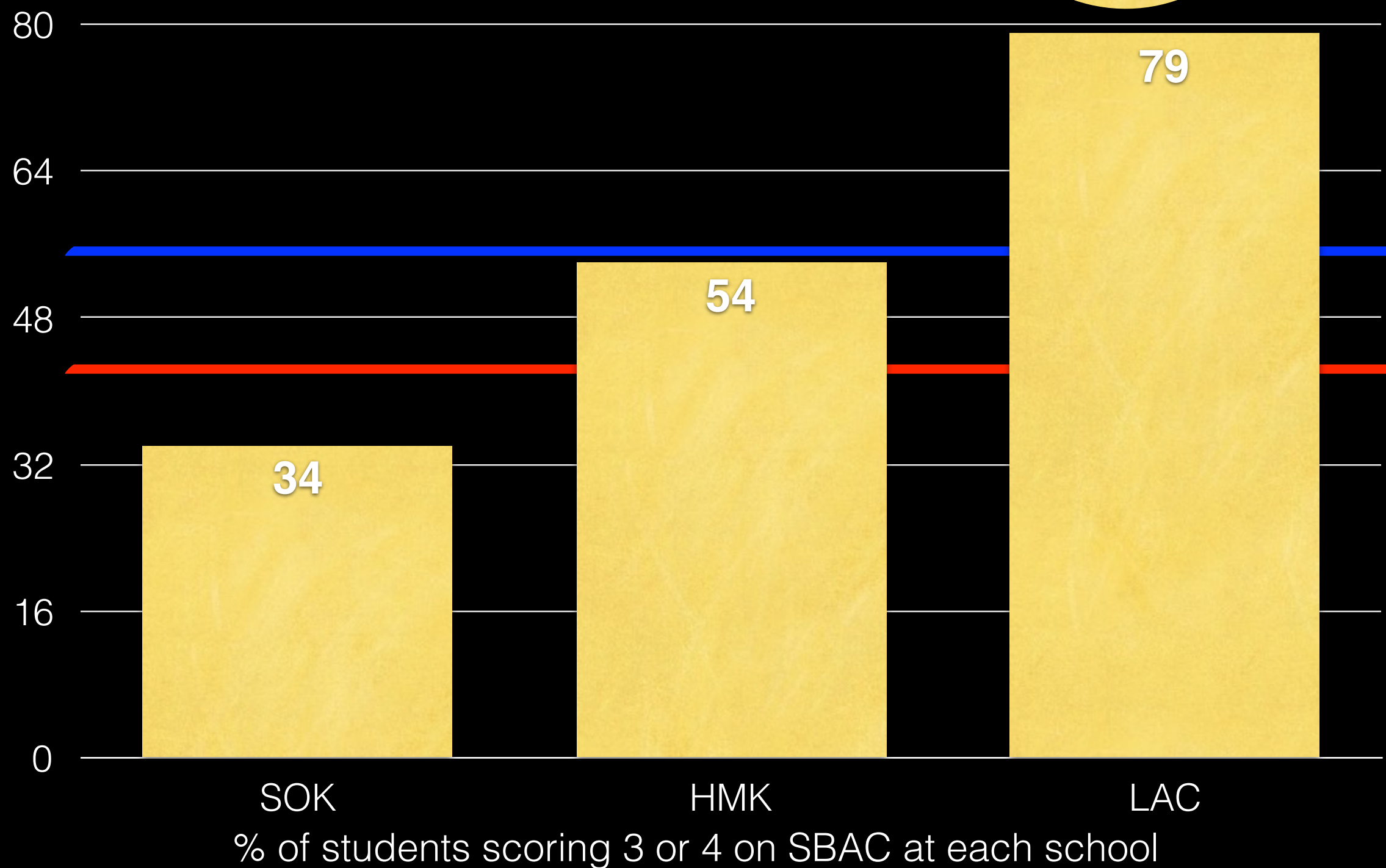
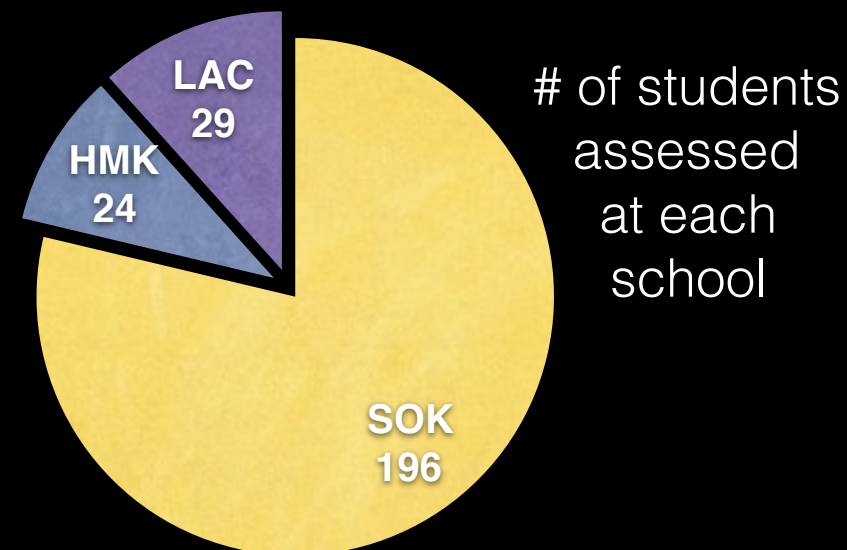
State (57)
District (48)



ELA 7th



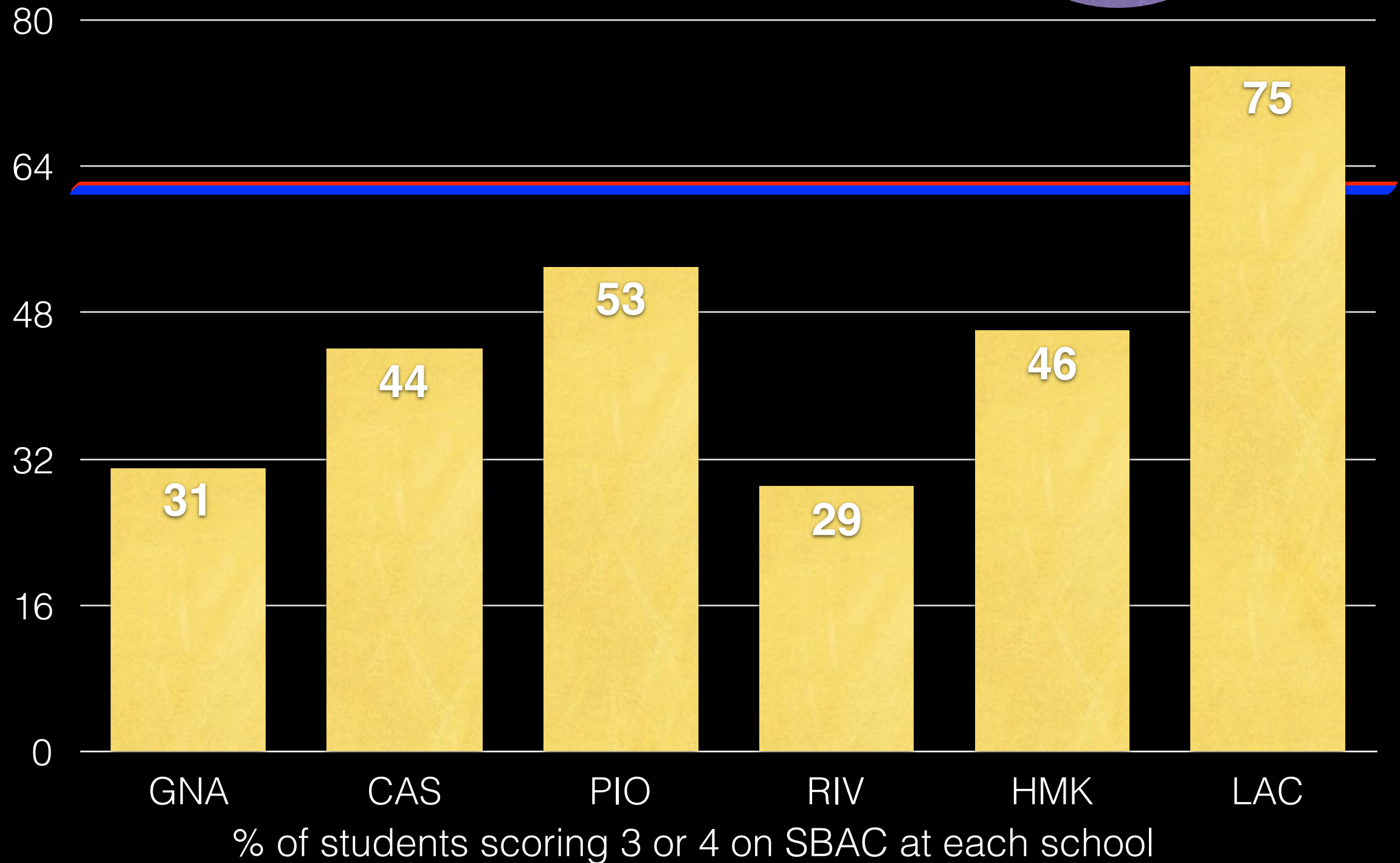
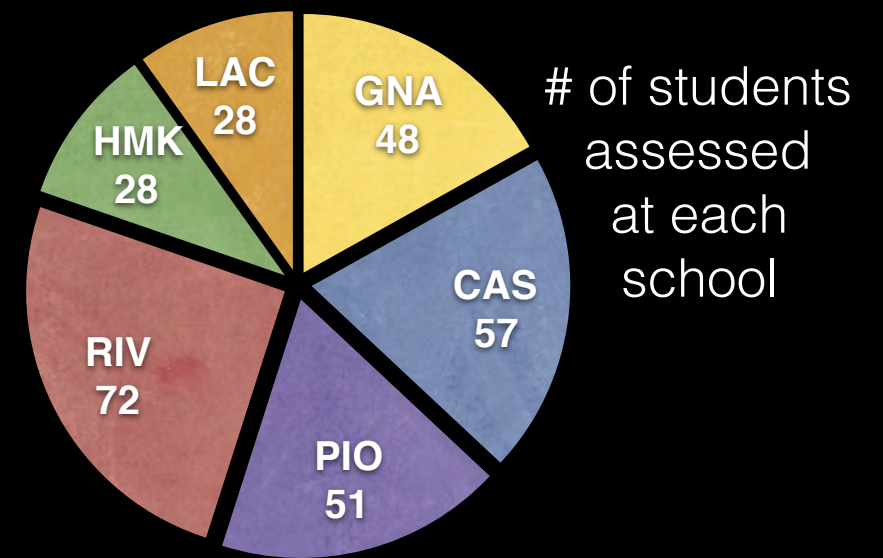
State (56)
District (43)

ELA 8th



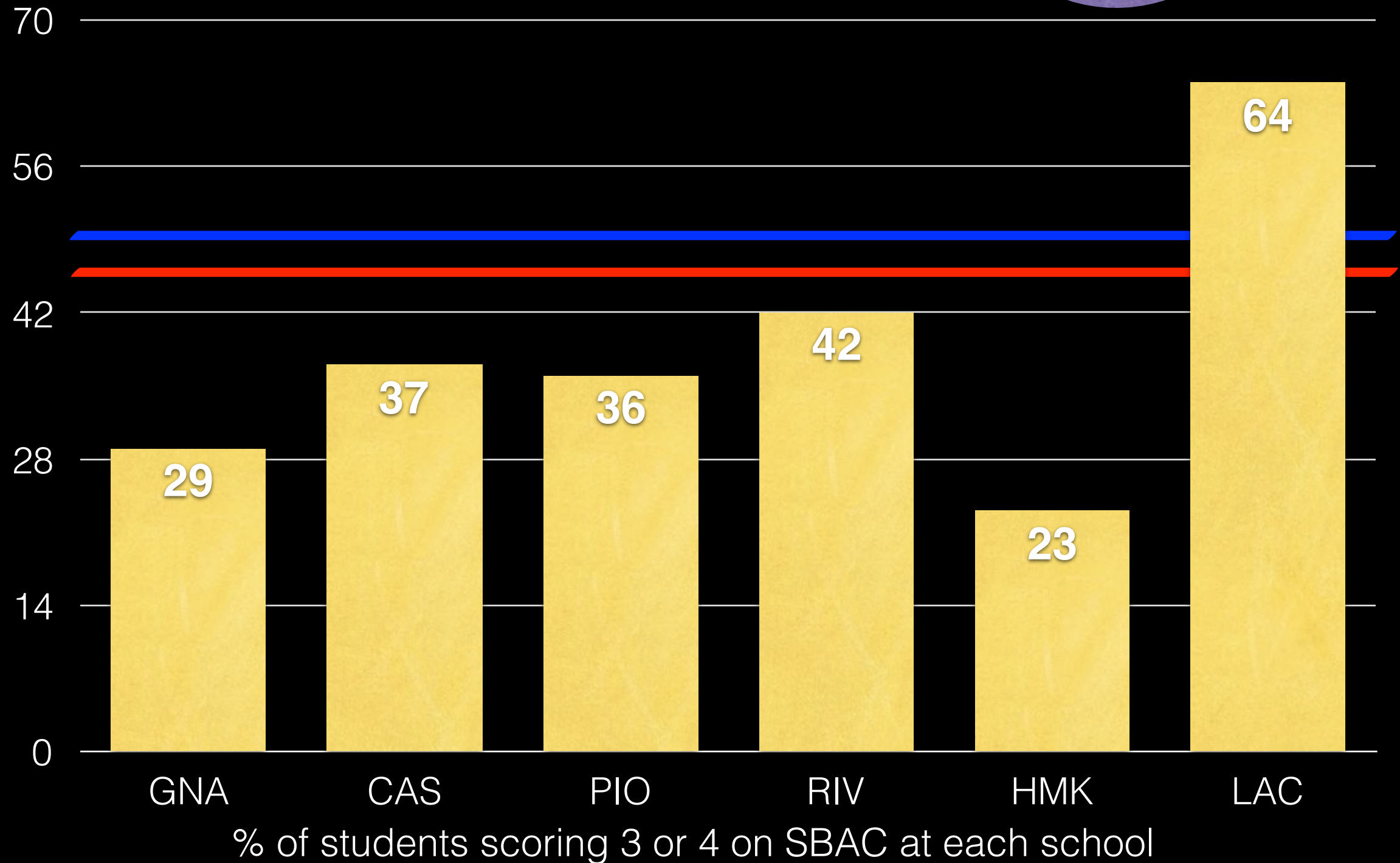
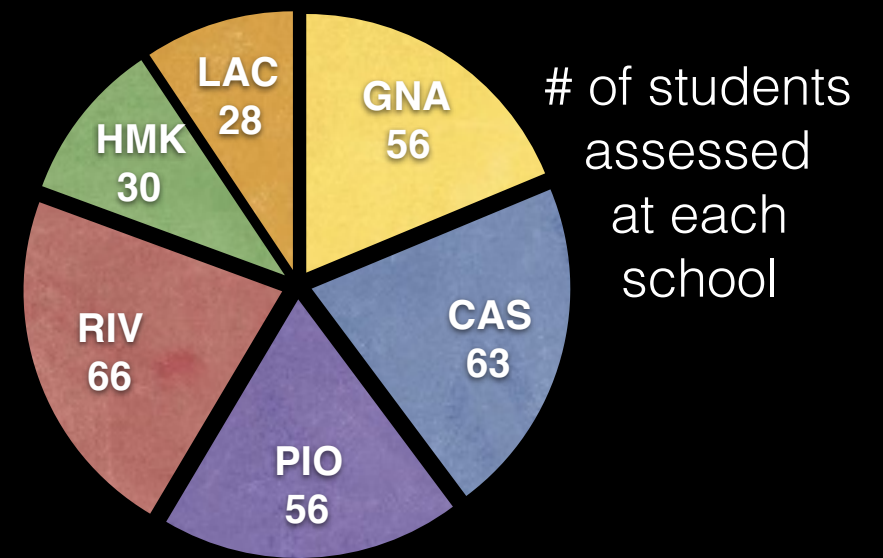
State (46) 
District (46) 

Math 3rd



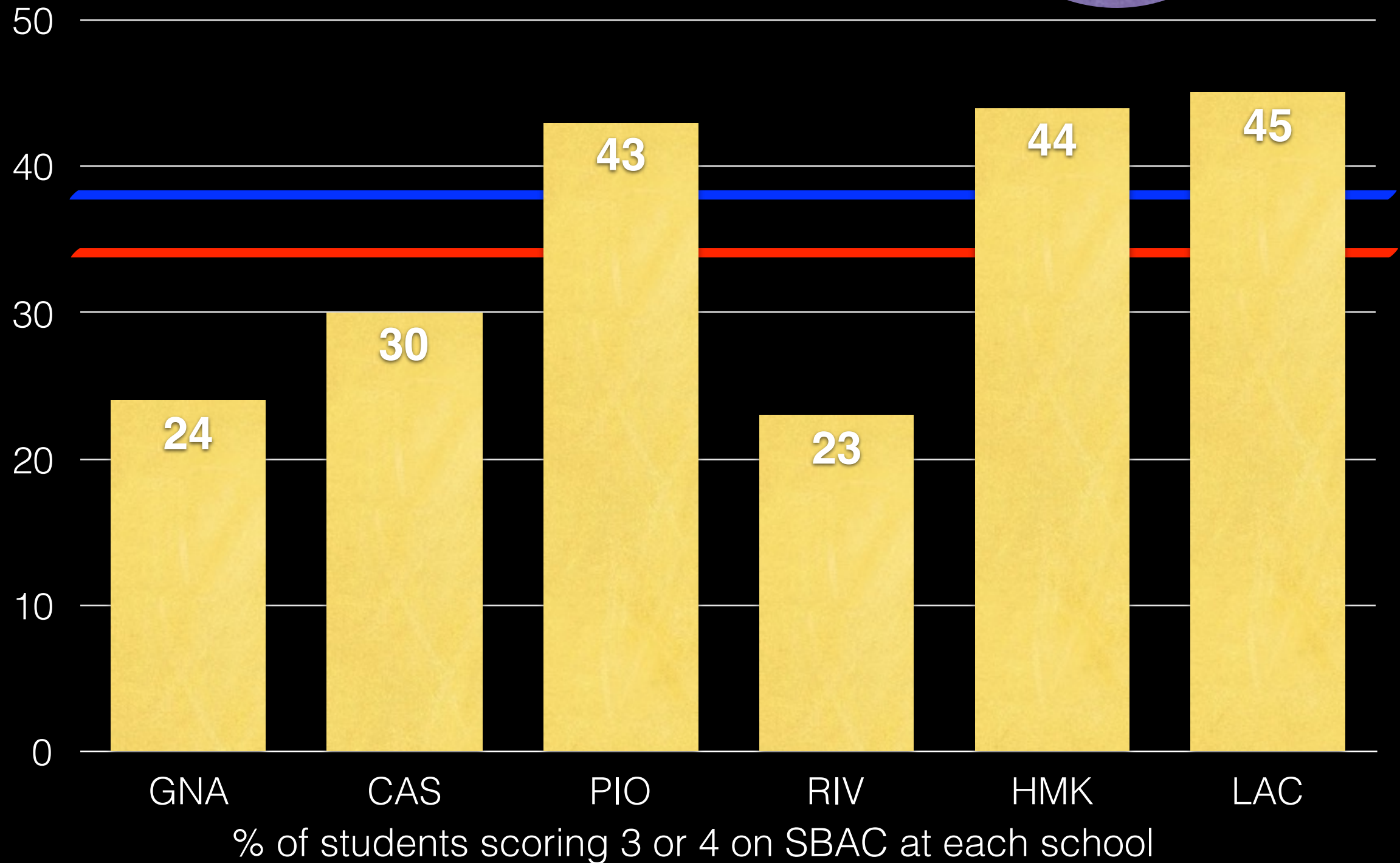
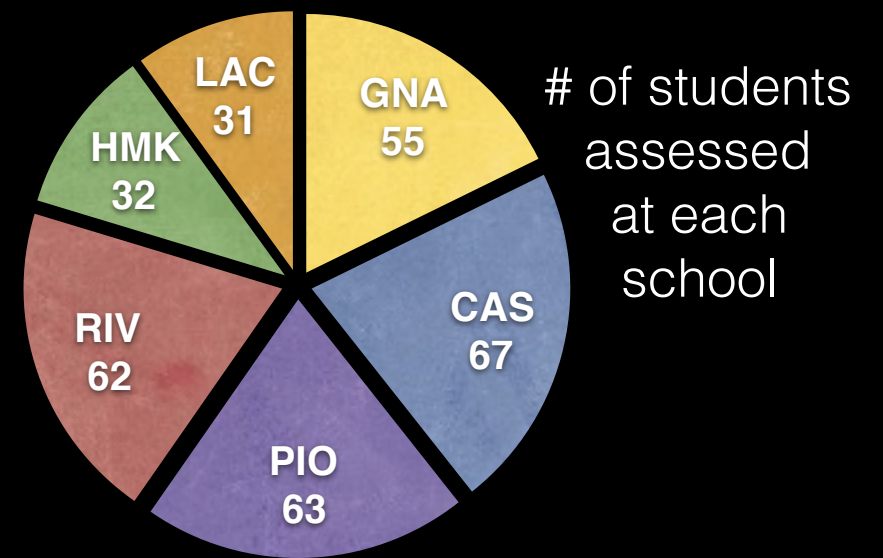
State (44)
District (40)

Math 4th



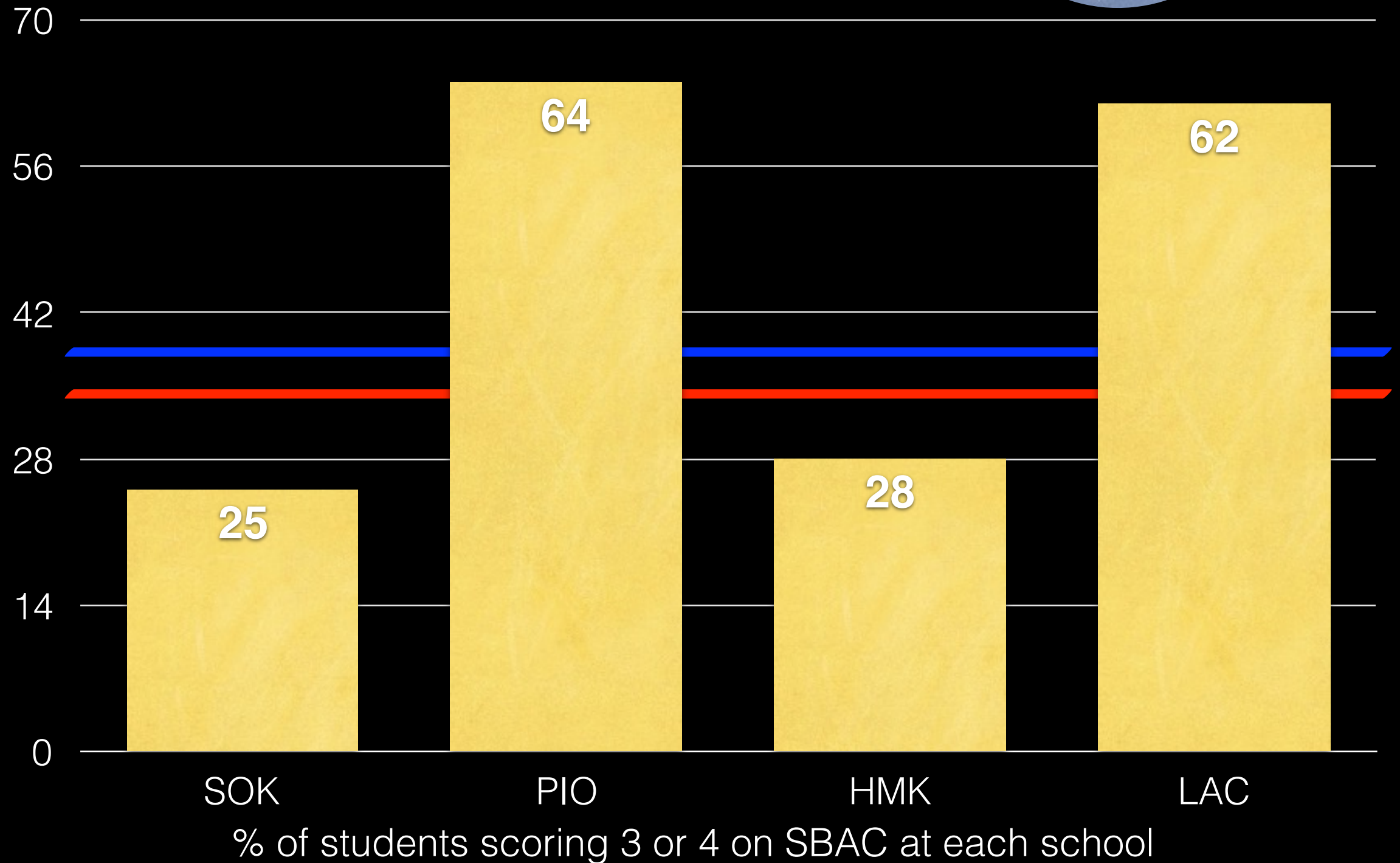
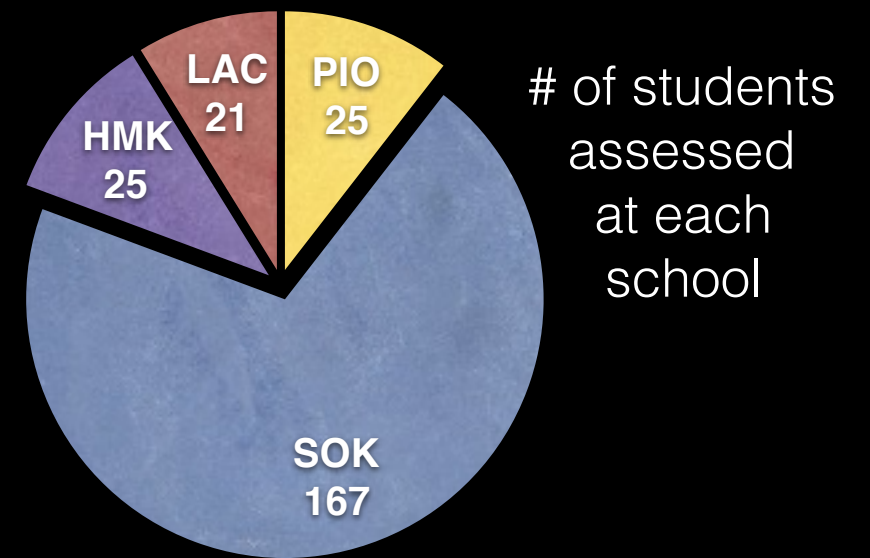
State (39) 
District (34) 

Math 5th



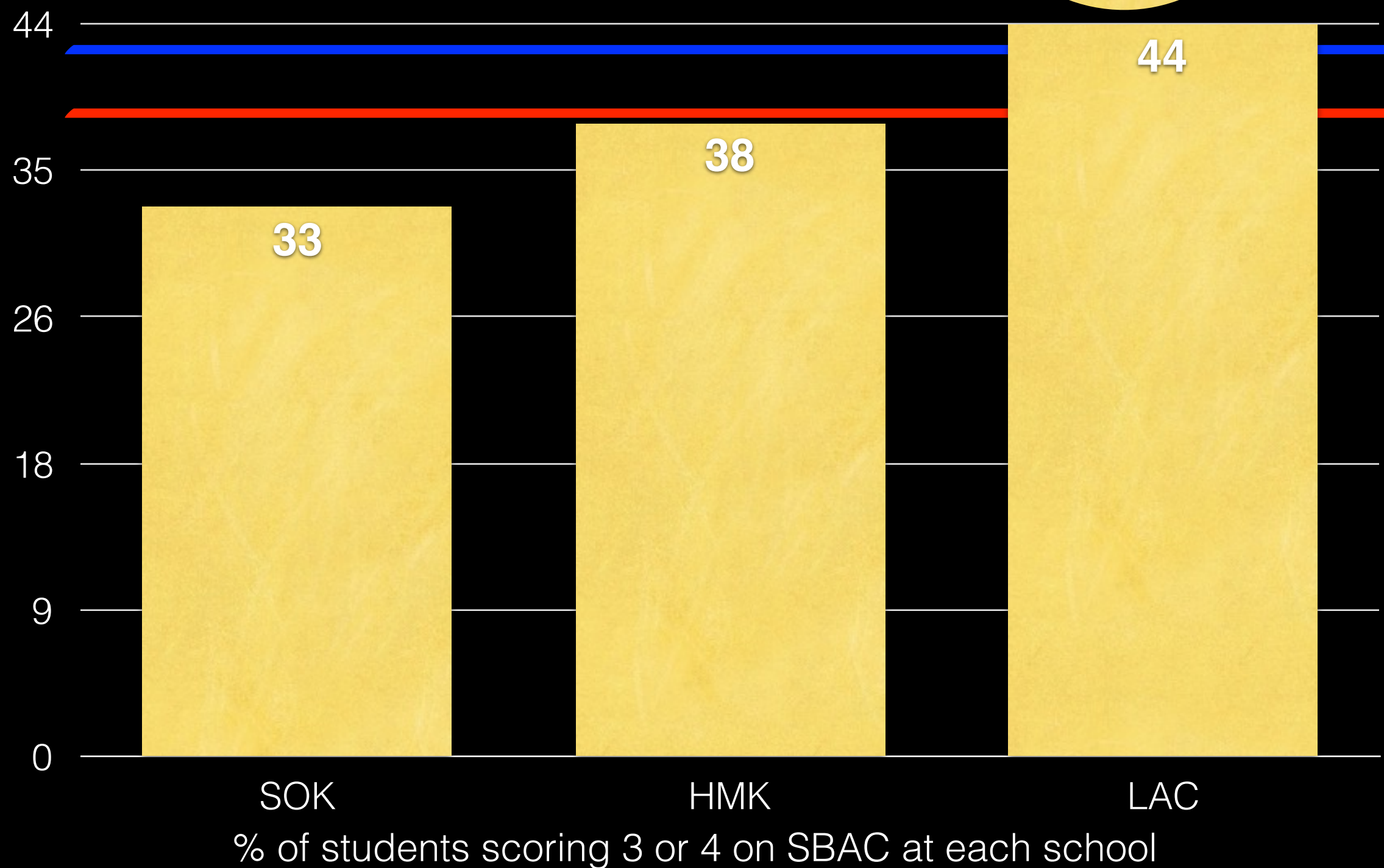
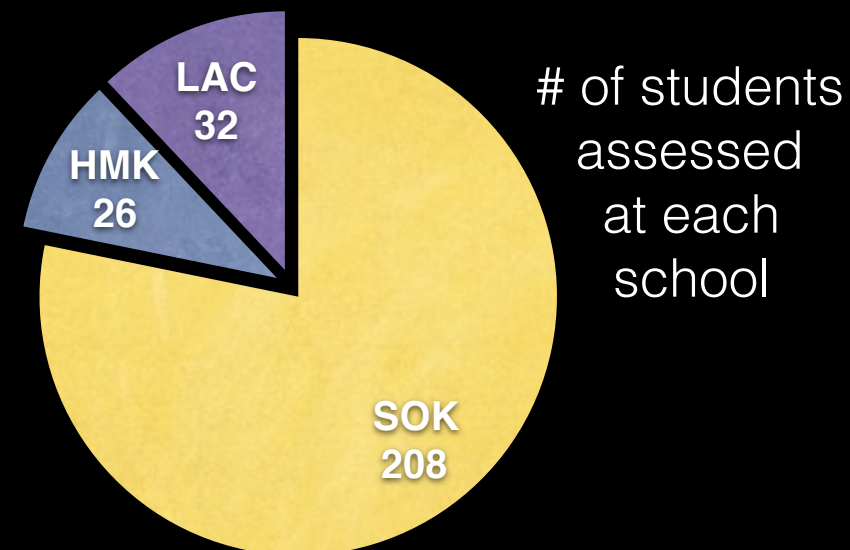
State (40)
District (35)

Math 6th



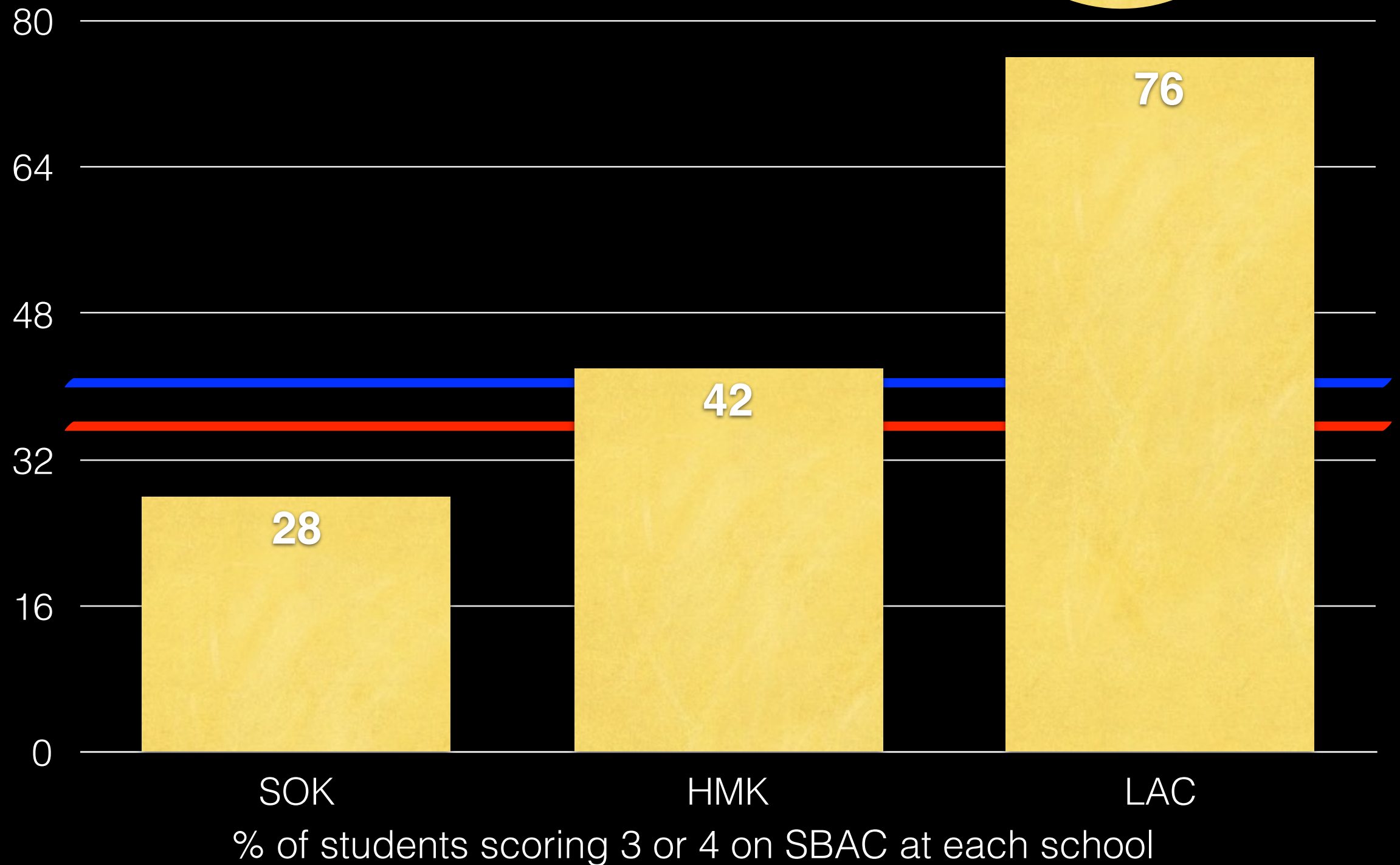
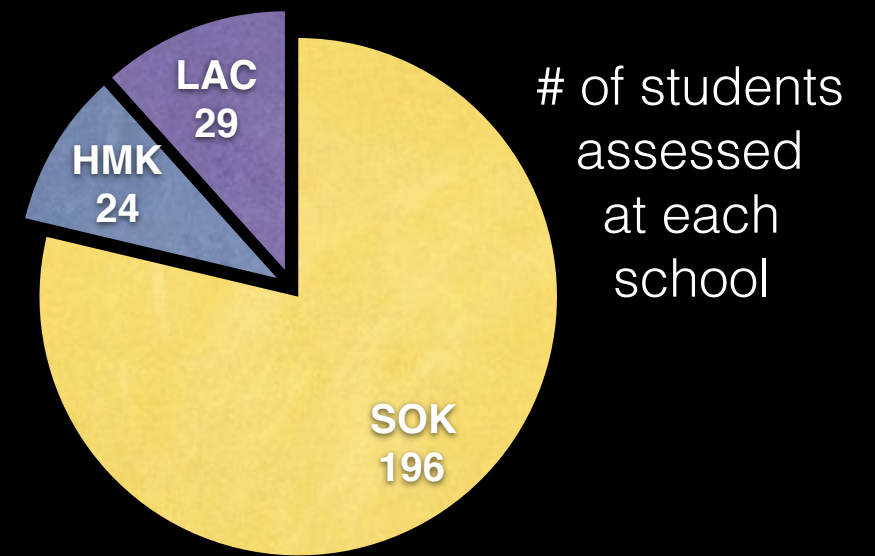
State (43)
District (38)

Math 7th

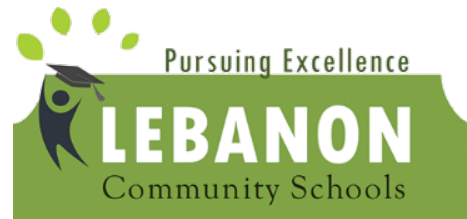


State (41)
District (34)

Math 8th



MEMORANDUM



To: Board of Directors

From: Rob Hess, Superintendent

Date: August 3, 2017

Re: Policy CC-AR Organization Charts

Policy CC and the corresponding AR define how the district is organized and establishes lines of authority throughout the district. "School support" on the chart refers to both supervision and evaluation. I have defined both of these terms in the corresponding AR (3).

There has been discussion as to whether or not an evaluation from someone outside the organization meets the legal requirements under ORS 244.179. The district has received legal opinions on this matter from OSBA and the district's attorney. Based on these opinions, common practices around the state, and a legal opinion I personally retained (included in this enclosure), I believe having an outside evaluator meets the requirements of this statute. In addition, I have requested the Ethics Commission to review the arrangement we have established in our district to verify that we are in compliance with ORS 244.179. We have not yet heard back from the Ethics Commission with their opinion.

Lebanon Community Schools

Code: CC
Adopted: 6/15/98
Readopted: 3/4/10
Orig. Code(s): CC

Administrative Organization

The Board's management authority will be delegated through the superintendent to the administrative staff as shown in the organizational structure chart of the district.

Lines of authority on the chart represent direction of authority and responsibility.

The superintendent may reorganize lines of authority and revise the organizational chart, and create or eliminate positions subject to Board approval. The Board expects the superintendent to keep the administrative structure current with the needs for supervision and accountability within the school system.

END OF POLICY

Legal Reference(s):

[ORS 332.505](#)

Anderson v. Central Point Sch. Dist., 746 F.2d 505 (9th Cir. 1984).
Connick v. Myers, 461 U.S. 138 (1983).

Cross Reference(s):

CCB - Line and Staff Relations

Lebanon Community Schools

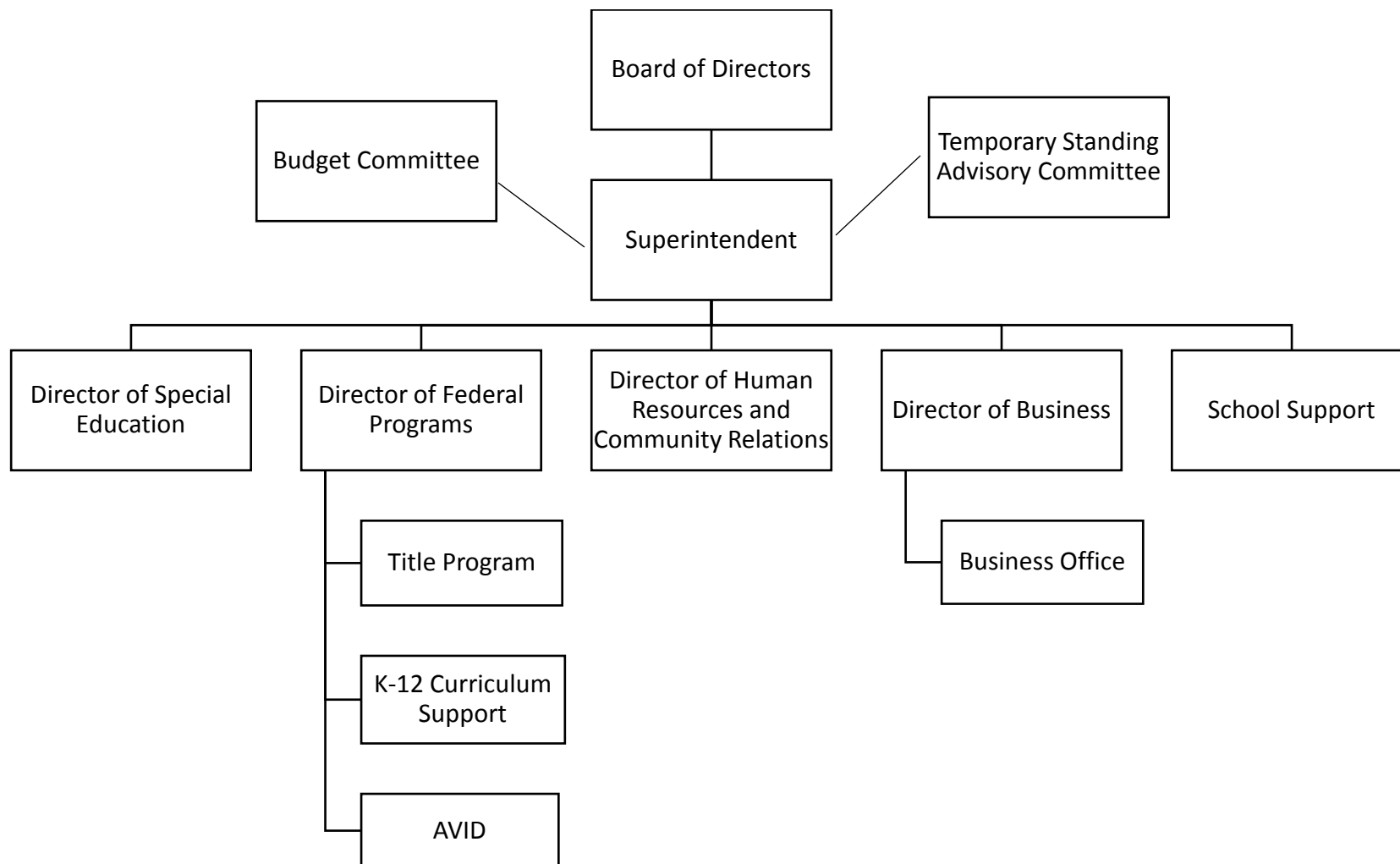
Code: **CC-AR (1)**

Adopted: 8/21/95

Readopted: 5/15/97, 6/15/98, 10/11/07, 4/6/09, 6/2/11,
4/19/12, 2/12/15, 12/10/15, 8/10/17

Orig. Code(s): CC-AR (1)

ORGANIZATION CHART



Lebanon Community Schools

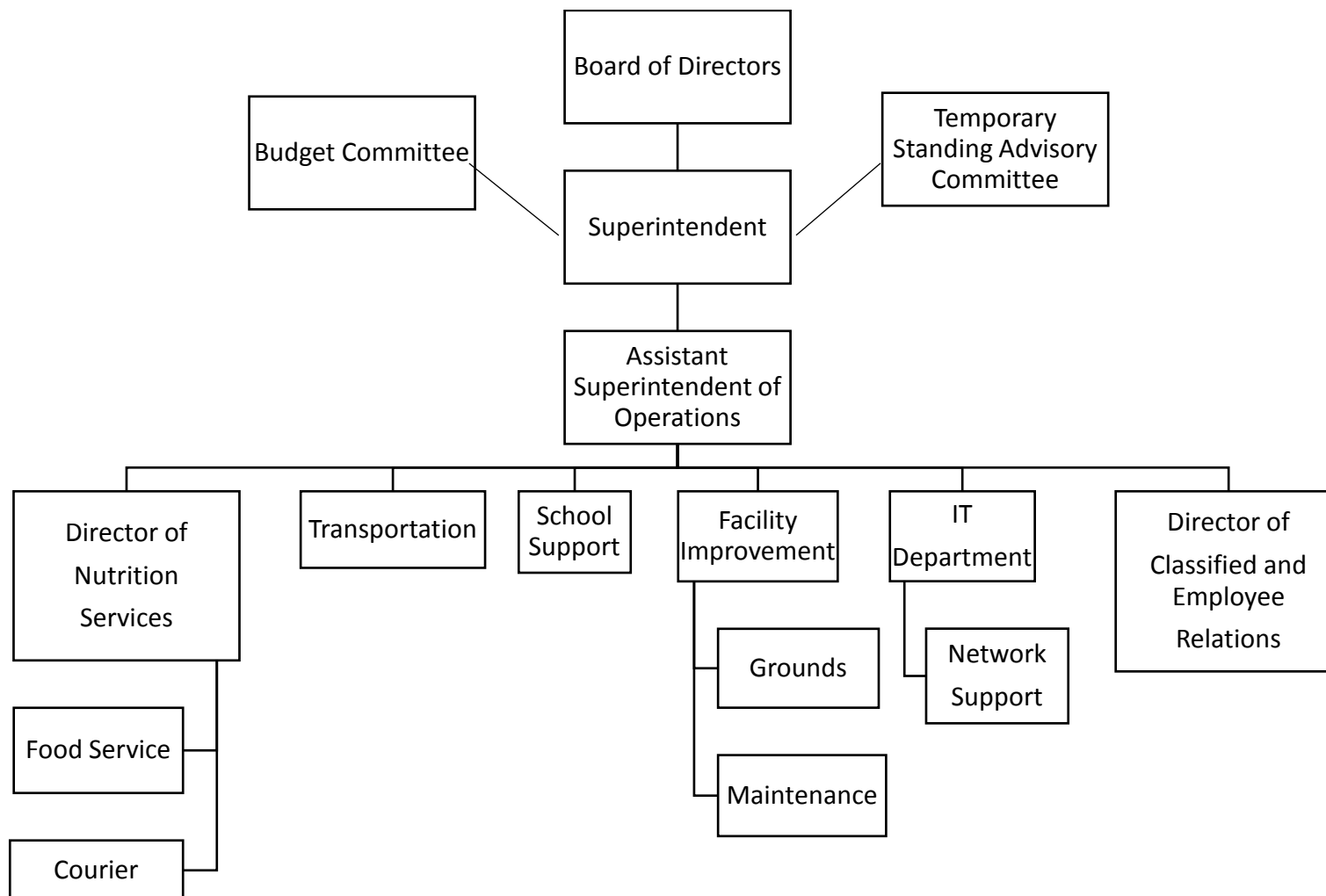
Code: **CC-AR (2)**

Adopted: 8/21/95

Readopted: 5/15/97, 6/15/98, 10/11/07, 4/20/09, 7/20/09, 6/2/11,
4/19/12, 12/10/15, 8/10/17

Orig. Code(s): CC-AR (2)

ORGANIZATION CHART



Lebanon Community Schools

Code: **CC-AR (3)**
Adopted: 8/10/17
Readopted:
Orig. Code(s): CC-AR (3)

Supervision and Evaluation

NEW AR

Definitions:

1. **Supervise:** Consists of providing general support, assistance, and help to complete assigned tasks and effectively operate the functions of the district. Directors “directly supervise” principals on a day-to-day basis based on their area of responsibility and expertise.
2. **Evaluation:** Consists of completing the required formal documents, tasks, and activities regarding the assessment of job performance with the goal of improved outcomes. Evaluation is based on a bi-annual review of job performance standards, annual SMART goal performance, on-going feedback, and data assessment along with artifact and document reviews. The person completing the evaluation tasks for an employee is considered the “direct supervisor” of the employee. The direct supervisor of an employee makes decisions and recommendations regarding renewal and non-renewal, promotion, discipline, and dismissal.

END OF POLICY

THE MORLEY THOMAS LAW FIRM

Attorneys at Law

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John (Trè) Kennedy
Rachel Kittson MaQatish
Tammy R. Schilling

William R. Thomas (1919-2013)
Lawrence Morley (1915 - 1999)

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Lebanon, OR 97355
Phone: (541) 258-3194
Fax: (541) 258-7575

jkennedy@jekiii.com

7/12/2017

Rob Hess
Lebanon School District
485 South 5th Street
Lebanon, OR 97355

Re: Oregon Ethics Rules

Dear Rob:

You have asked me for a summary of Oregon law related to your position as Superintendent with respect to your now Wife's position of Principal.

In addressing this issue, both ORS 244.177 and ORS 244.179 need to be considered. Generally, 244.177 prohibits you from participating in any personnel action taken by school district that would impact the employment of your wife, specifically including:

- Appointing, employing or promoting her;
- Discharging, firing or demoting her.

244.179 prohibits you from “**directly** supervising” your wife. Obviously, the qualifier “directly” is the key to this analysis. Directly means “in a direct manner” and “direct” is defined as “to regulate the activities or course of.” Websters Online 2017. Direct supervision is obviously something more than general supervision. For example, you “generally” supervise all employees of the District, as set forth in District Policy CBA, in which your duties include supervising “Central office administrators and school principals; and through them, all district personnel.” However, your “direct” supervision over school principals is very limited. To the extent you have direct supervisory roles with respect to school principals, District Policy CB provides that you “may delegate to other district personnel any powers and duties imposed upon [you] by Board policies.”

Thus, you have the authority under Board Policy to delegate all direct supervisory responsibilities over your wife to other district personnel and which logically can be extended to the ESD. Thus, there would be no violation of Oregon law so long as you delegate those “direct supervisory” responsibilities involving your wife and continue to recuse yourself from any economic decisions that impact your wife.

In legal terms, ORS 244.179 is relatively new as it was part of the Ethics reforms passed by the legislature in 2007. While I am comfortable with the opinion provided herein, I would recommend that you seek a staff opinion and/or advisory opinion from the Oregon Government Ethics Commission out of an abundance of caution. A Staff Opinion is an informal opinion that addresses only the application of Oregon Government Ethics law to the facts stated in the request. An Advisory Opinion is issued by the Oregon Government Ethics Commission pursuant to ORS 171.776 and ORS 244.280.

If you need any additional information, please let me know.

Sincerely,

THE MORLEY THOMAS LAW FIRM

A handwritten signature in black ink, appearing to read "John Kennedy", with a long horizontal flourish extending to the right.

John (Tré) Kennedy

Business Report

By: Linda Darling, Business Director

August 10, 2017

Construction Excise Tax: (enclosure D-1)

Enclosed is a presentation that Russ Allen, Greater Albany Public Schools (GAPS) Business Director and myself will be presenting to the Board on Construction Excise Tax (CET). GAPS implemented the CET a number of years ago. Through this process, Mr. Allen learned a lot and is willing to share with the Board GAPS journey or collecting CET funding.

Financial Report: (enclosure E-1)

The 2017-2018 Financial Board report included in this Board packet reflects all of projected revenue and expenditures for 2016-2017, along with the budgeted and spent or encumbered amounts for 2017-2018. The projected Ending Fund Balance for 2016-2017 is \$3,306,345, which is an increase of \$178,768 from the July 2017 report. The significant change was that \$131,465 more in revenue was received (majority tax receipts), and a reduction in expenditures of \$47,304 (as Purchase Orders are processed, the amount over encumbered is cleared from the system). This figure will continue to change until audit in October. The amounts in 2017-2018 salaries and benefits will continue to change as employees are hired and all employees select new benefit plans during August and September.

PERS Changes:

At its July 28, 2017 meeting, the PERS Board lowered the assumed rate to 7.2 percent. This rate will take effect January 1, 2018. The current assumed rate is 7.5 percent and has been in effect since January 1, 2016. The Board revises the assumed rate based on the long-term projection of investment returns that can be expected from the asset allocations of the Oregon Investment Council and related capital market expectations.

Changing the assumptions about returns on the investments that fund payments to public employees in retirement could increase the pension's unfunded liability from \$22 billion to \$50 billion, meaning that state agencies and school districts would have to put more money into the system in the coming years. This will impact the amount of our rate increase and the length of time (biennium's) that we will see the increases.

2017-2018 General Fund Summary Report

	13/14	14/15	15/16	16/17	17/18	8-2-17	8-2-17
	Actual	Actual	Actual	Project	Budget	YTD & Enc	Balance
General Fund - Revenue				8/2/2017			
SSF Formula	33,010,958	34,926,096	36,112,627	37,237,909	37,574,000	4,761,502	32,812,498
SSF Adjustment	354,709	48,134	(330,463)	261,223	-	-	-
Interest	55,090	62,596	91,245	155,000	70,000	12,393	57,607
Third Party Billing	35,680	25,179	45,178	90,000	80,000	-	80,000
TMR	189,021	154,930	149,514	208,252	175,000	-	175,000
JROTC	44,877	64,220	66,034	73,700	65,000	-	65,000
Other	493,650	379,017	297,128	304,634	420,000	349	419,651
Interfund Transfer	680,000	60,000	60,000	60,000	645,000	-	645,000
BFB	1,065,336	3,162,455	3,932,387	3,025,000	3,100,000	-	3,100,000
Total	35,929,322	38,882,628	40,423,650	41,415,717	42,129,000	4,774,244	37,354,756
	=====	=====	=====	=====	=====	=====	=====
General Fund - Expenses							
Salaries	15,946,123	16,263,399	17,884,343	18,826,370	19,519,650	16,225,954	19,519,650
Benefits	9,581,618	10,020,660	10,645,144	10,971,931	13,242,597	486,825	13,242,597
P. Services	4,781,674	5,112,768	5,027,111	4,319,148	4,819,956	448,183	4,819,956
Supplies	1,123,636	1,477,643	1,380,753	1,350,474	1,652,163	362,814	1,652,163
Capital Outlay	-	6,779	20,047	65,034	52,900	-	52,900
Other Objects	262,806	308,993	286,294	395,759	421,734	251,356	421,734
Transfers	902,369	1,760,000	2,155,225	2,180,656	1,335,000	-	1,335,000
Contingency	-	-	-	-	1,085,000	-	1,085,000
Total	32,598,226	34,950,241	37,398,917	38,109,372	42,129,000	17,775,134	42,129,000
	=====	=====	=====	=====	=====	=====	=====
<i>Projected Ending Fund Balance</i>				3,306,345			

2017-2018 General Fund Revenue Report

	13/14 Actual	14/15 Actual	15/16 Actual	16/17 Project 8/2/2017	17/18 Budget	8-2-17 YTD	8-2-17 Balance
SSF Formula							
Taxes	7,903,432	8,234,812	8,533,160	9,025,795	8,750,000		8,750,000
Federal Forest Fees	270,219	264,679	205,708	23,160	150,000		150,000
Common School	390,784	409,884	492,013	502,000	500,000	-	500,000
State Timber	210,996	405,152	181,382	137,286	150,000	-	150,000
School Support Fund	24,235,526	25,578,283	26,623,971	27,420,195	28,024,000	4,761,502	23,262,498
Adjustments to SSF Payments							
Adj for 05/06 payments	-	-	-	-	-		-
Adj for HC Disability Grant	44,585	33,286	76,394	129,474	-	-	-
Adj for 11/12 payment	-	-	-	-	-		-
Adj for 12/13 payment	310,123	-	-	-	-		-
Adj for 13/14 payment	-	48,134	-	-	-		-
Adj for 14/15 payment	-	-	(330,463)	-	-		-
Adj for 15/16 payment	-	-	-	261,223	-		-
Total SSF Formula	33,365,667	34,974,231	35,782,164	37,499,132	37,574,000	4,761,502	32,812,498
Interest of Investments	55,090	62,596	91,245	155,000	70,000	12,393	57,607
Third Party billing - Medicaid	35,680	25,179	45,178	90,000	80,000	-	80,000
TMR	189,021	154,930	149,514	208,252	175,000	-	175,000
JROTC reimbursement	44,877	64,220	66,034	73,700	65,000	-	65,000
Other							
Rental Fees	24,989	27,828	10,474	9,300	10,000	229	9,771
Fees Charged to Grants	-	-	800	-	30,000	-	30,000
Miscellaneous	396,771	282,468	202,944	218,487	300,000	120	299,880
E-Rate reimbursement	71,891	68,721	82,910	76,847	80,000	-	80,000
Interfund Transfer - Athletics	680,000	60,000	60,000	60,000	645,000	-	645,000
Beginning Fund Balance	1,065,336	3,162,455	3,932,387	3,025,000	3,100,000	-	3,100,000
Total	35,929,322 =====	38,882,628 =====	40,423,650 =====	41,415,717 =====	42,129,000 =====	4,774,244 =====	37,354,756 =====

2017-2018 General Fund Expenditure Report

Obj	Description	8/2/2017				17/18 Budget	8-2-17 YTD	8-2-17 Encumb	8-2-17 Balance
		13/14 Actual	14/15 Actual	15/16 Actual	16/17 Project				
111	Certified salaries	9,312,212	9,311,147	10,161,648	10,831,007	11,132,090	22,593	9,594,160	1,515,338
112	Classified salaries	3,821,771	4,164,521	4,545,055	4,757,666	5,127,319	132,018	4,534,567	460,734
113	Administrative salaries	1,409,054	1,464,907	1,648,330	1,614,127	1,513,354	128,860	1,417,220	(32,726)
114	Managerial - classified	92,856	94,714	178,755	187,797	187,797	15,650	172,147	-
116	Retirement stipends	99,065	76,123	51,134	35,621	27,364	2,876	14,536	9,952
118	Retirement Support Program	159,600	-	-	-	-	-	-	-
119	Confidential salaries	125,872	125,785	84,504	131,698	150,061	12,172	133,889	4,000
121	Certified subs	364,590	373,350	432,293	445,985	438,935	-	-	438,935
122	Classified subs	147,575	148,818	155,004	150,074	166,100	-	-	166,100
123	Temp certified	61,461	62,030	73,949	133,971	83,000	-	-	83,000
124	Temp classified	3,775	982	-	-	500	-	-	500
127	Student helpers salaries	12,466	11,768	7,895	6,544	7,000	3,428	-	3,572
132	Compensation time	19,026	23,861	25,767	37,992	34,600	-	-	34,600
133	Extra duty	149,434	254,381	324,897	286,017	422,268	20,947	18,250	383,071
134	Classified extra hrs	123,909	142,975	185,048	192,566	207,662	2,625	-	205,037
135	Vacation Payoff	17,384	4,377	6,938	12,246	16,200	-	-	16,200
136	Mentor teacher pay	1,568	990	609	-	-	-	-	-
137	Personal Leave Payout	22,057	75	-	-	-	-	-	-
138	Department Head Extra Duty	2,122	2,159	1,613	1,556	4,000	-	-	4,000
142	Taxable Meal Reimbursement	328	436	903	1,503	1,400	17	-	1,384
	Total Salaries	15,946,123	16,263,399	17,884,343	18,826,370	19,519,650	341,185	15,884,769	3,293,696
									-
210	PERS	3,955,693	3,976,407	4,187,401	4,442,551	5,744,620	99,095	147,154	5,498,370
220	Social Security	1,183,575	1,207,537	1,328,140	1,385,602	1,497,051	25,246	35,587	1,436,218
231	Worker's Comp	119,163	136,822	173,370	216,650	232,028	7,507	8,032	216,490
241	Employee Ins - Admin		177,948	212,862	208,908	271,147	16,413	27,171	227,563
242	Employee Ins - Certified	2,146,033	2,307,416	2,328,554	2,370,817	2,779,702	3,091	3,005	2,773,606
243	Employee Ins - Classified	1,721,374	1,874,827	2,137,321	2,102,491	2,516,049	35,798	56,676	2,423,576
244	Employee Ins - Other	20,636	20,700	7,731	27,124	-	2,800	2,800	(5,600)
245	Employee Ins - Retired	389,149	276,090	228,774	195,706	190,000	4,451	-	185,549
247	TSA	45,996	42,912	40,991	22,082	12,000	1,000	11,000	-
	Total Benefits	9,581,618	10,020,660	10,645,144	10,971,931	13,242,597	195,401	291,425	12,755,772
									-

2017-2018 General Fund Expenditure Report

		8/2/2017							
Obj	Description	13/14 Actual	14/15 Actual	15/16 Actual	16/17 Project	17/18 Budget	8-2-17 YTD	8-2-17 Encumb	8-2-17 Balance
311	Instructional Services	69,272	152,856	157,581	103,300	164,000	-	-	164,000
312	Instr Prog Improve Service	18,733	43,468	36,748	39,424	52,000	-	22,727	29,273
319	Other Instr-Prof-Tech SVCS	14,977	21,870	9,745	23,110	15,000	-	-	15,000
322	Repairs & Maintenance	101,489	163,270	168,482	175,000	146,050	10,736	59,423	75,891
323	Radio Service	-	-	7,767	35,910	10,900	1,303	6,697	2,900
324	Rentals	121,204	135,308	104,777	102,560	132,975	21	230	132,724
325	Electricity	440,338	467,896	473,758	466,093	518,000	27,148	-	490,852
326	Fuel	187,486	177,759	187,899	223,740	231,500	-	-	231,500
327	Water & Sewer	112,986	139,255	121,239	150,925	156,800	-	-	156,800
328	Garbage	77,676	86,324	96,811	95,095	99,700	-	-	99,700
329	Other Property Services	420	13,001	19,246	36,600	20,000	278	7,222	12,500
330	Reimb. Student Transportation	4,204	6,950	-	1,589	5,200	-	-	5,200
340	Travel	65,317	114,592	140,225	177,844	177,976	7,982	1,335	168,659
343	Travel - Student - Out of Dist.	1,665	-	-	2,916	8,255	-	-	8,255
346	Meals/Transportation	148	104	48	99	200	-	-	200
348	Staff Tuition	30,645	49,577	44,768	71,530	55,000	-	-	55,000
351	Telephone	67,513	82,642	70,529	40,400	80,200	2,634	7,623	69,943
353	Postage	25,894	23,607	21,909	14,712	26,650	3,000	-	23,650
354	Advertising	1,874	4,416	3,551	1,087	4,300	-	-	4,300
355	Printing & Binding	13,897	68,861	48,223	51,867	46,050	124	2,023	43,902
360	Charter School Payments	1,954,971	2,064,403	1,961,788	1,866,943	2,005,000	256,220	-	1,748,780
371	Tuitions Payments to Other Dist.	37,250	40,570	29,701	29,536	85,000	-	-	85,000
373	Tuition Pay Private School	-	-	-	-	5,000	-	-	5,000
374	Other Tuition	782,257	605,954	625,503	162,192	203,000	-	-	203,000
381	Audit Services	27,150	27,650	25,150	27,700	30,000	-	-	30,000
382	Legal Services	9,011	2,028	5,288	11,261	35,000	-	-	35,000
384	Negotiation Services	14,344	5,934	13,784	8,590	15,000	-	-	15,000
386	Data Processing SVCS	57,261	59,787	76,794	76,030	89,500	5,871	120	83,509
388	Election Services	-	4,565	-	1,573	-	-	-	-
389	Other Non_instr Pro/Tech	510,398	515,889	539,114	283,700	358,100	10,101	3,000	344,999
391	Physical Exams - Drivers	2,175	2,380	3,168	4,193	3,700	100	3,500	100
392	Drug Tests Drivers	1,110	1,110	635	1,255	3,000	-	2,000	1,000
393	Child Care Services	22,000	22,000	22,000	22,000	25,000	-	-	25,000
394	Sub calling service	5,536	5,559	7,489	6,464	8,000	6,764	-	1,236
396	Criminal History checks	2,332	2,546	2,928	3,910	2,900	-	-	2,900
398	Fingerprinting	138	639	462	-	1,000	-	-	1,000
Total P. Services		4,781,674	5,112,768	5,027,111	4,319,148	4,819,956	332,283	115,901	4,371,773

2017-2018 General Fund Expenditure Report

		8/2/2017							
Obj	Description	13/14 Actual	14/15 Actual	15/16 Actual	16/17 Project	17/18 Budget	8-2-17 YTD	8-2-17 Encumb	8-2-17 Balance
406	Gas Oil & Lubricants	189,904	152,805	103,868	120,000	193,700	-	157,500	36,200
410	Supplies & Materials	356,317	457,671	419,096	503,000	555,341	20,534	26,310	508,497
413	Vehicle repair parts	54,783	50,201	48,980	44,746	55,500	10	32,000	23,490
414	Transportation operations	5,262	5,674	6,060	8,500	6,000	-	4,000	2,000
420	Textbooks	173,653	240,685	131,379	84,000	193,800	-	-	193,800
430	Library Books	6,636	9,934	8,588	5,880	12,794	-	-	12,794
440	Periodicals	3,753	6,012	1,937	5,354	3,640	204	-	3,436
460	Equipment under 5K	122,132	125,632	212,514	175,969	205,618	392	9,000	196,226
470	Computer software	139,153	173,513	195,888	181,152	229,850	59,883	22,543	147,424
480	Computer hardware	72,041	255,516	252,444	221,873	195,920	28,438	2,000	165,482
	Total Supplies & Materials	1,123,636	1,477,643	1,380,753	1,350,474	1,652,163	109,461	253,353	1,289,349
540	Equipment	-	6,779	20,047	65,034	52,900	-	-	52,900
	Total Capital Outlay	-	6,779	20,047	65,034	52,900	0	0	52,900
621	Regular Interest	-	-	-	-	500	-	-	500
640	Dues & Fees	51,933	92,488	67,655	165,509	172,034	16,128	1,985	153,921
650	Insurance & Judgments	210,873	216,456	218,639	230,250	249,000	233,243	-	15,757
670	Taxes & Licenses	-	49	-	-	200	-	-	200
	Total Other Objects	262,806	308,993	286,294	395,759	421,734	249,371	1,985	170,378
710	Transfer - Technology	50,000	175,000	200,000	225,000	-	-	-	-
711	Transfer - Classroom Furniture	-	50,000	50,000	25,000	-	-	-	-
712	Transfer - Textbook Adoption	50,000	350,000	350,000	300,000	50,000	-	-	50,000
713	Transfer - Capital Improvement	150,000	225,000	250,000	250,000	250,000	-	-	250,000
714	Transfer - Track and Turf Fund	100,000	110,000	110,000	10,000	10,000	-	-	10,000
715	Transfer - Athletic Fund	336,000	365,000	365,000	405,000	415,000	-	-	415,000
716	Transfer - Bus Replacement	150,000	250,000	250,000	250,000	250,000	-	-	250,000
717	Transfer - Unemploy Ins	50,000	25,000	15,000	25,000	95,000	-	-	95,000
718	PERS Reserve	-	150,000	500,000	500,000	-	-	-	-
719	Transfer - Food Service	16,369	50,000	65,225	90,656	50,000	-	-	50,000
730	Transfer - Debt Service	-	-	-	100,000	135,000	-	-	135,000
731	Transfer - Academic Achievement	-	10,000	-	-	-	-	-	-
	Total Transfers	902,369	1,760,000	2,155,225	2,180,656	1,335,000	-	-	1,335,000
810	Reserve/Contingency	-	-	-	-	1,085,000	-	-	1,085,000
	Grand Total	32,598,226	34,950,241	37,398,917	38,109,372	42,129,000	1,227,701	16,547,433	24,353,866

2017-2018 All Funds Summary Report

All Funds

Fund	Description	13/14	14/15	15/16	8/2/2017 16/17	16/17	17/18	8-2-17	8-2-17	8-2-17
		Actual	Actual	Actual	Proj. Actual	Proj. EFB	Adopted Budget	Y-T-D	Encumb	Balance
100	General Fund	32,766,866	34,950,241	37,398,917	38,109,372	3,306,345	42,129,000	1,227,701	16,547,433	24,353,866
200	Grant Funds	2,663,753	2,591,884	2,353,551	2,848,830	2,000	5,200,500	44,180	1,052,422	4,103,898
205	Senate Bill 1149	-	185,000	-	-	170,452	245,000	-	-	245,000
212	Academic Achievement	1,500	-	-	-	18,650	28,650	-	-	28,650
230	Bus Replacement	-	100,735	-	633,327	175,006	425,000	-	-	425,000
232	Classroom Furniture	-	50,000	40,792	26,000	8,000	11,500	-	11,833	(333)
240	Textbook Adoption	107,421	18,550	759,564	112,367	192,207	280,000	-	4,694	275,306
272	Capital Improvments	319,070	284,536	156,950	176,800	167,000	420,000	-	42,622	377,378
274	Technology	52,899	124,500	495	526,700	225,000	675,000	-	20,588	654,412
277	Track and Turf Replacement	100,000	100,000	100,000	-	98,954	139,000	-	-	139,000
279	Student Activity	593,221	590,053	632,780	726,900	500,000	1,120,000	20,517	21,743	1,077,740
286	High School Athletics	445,218	445,055	453,152	556,900	70,000	607,000	1,989	42,084	562,927
292	CTE Local Fund	-	-	-	-	-	-	-	-	-
296	Nutrition Services	1,683,116	1,596,163	1,615,906	1,709,535	430,000	2,050,007	29,298	493,256	1,527,453
299	PERS Reserve	630,000	-	-	-	1,150,000	1,150,000	-	-	1,150,000
300	Debt Service	3,359,330	3,442,481	3,528,481	3,618,481	141,669	3,710,582	-	-	3,710,582
310	Debt Service / SB 1149	5,151	-	-	-	-	-	-	-	-
311	2011 Non-Bonded Debt	223,547	223,547	223,547	223,547	41,306	315,000	-	-	315,000
530	Vocational House Fund	-	-	-	60,415	19,585	200,000	-	-	200,000
601	Unemployment	37,166	37,539	10,646	40,214	74,507	175,000	350	-	174,650
Grand Total		42,988,258	44,740,285	47,274,779	49,369,388	6,790,681	58,881,239	1,324,035	18,236,675	39,320,529
		=====	=====	=====	=====	=====	=====	=====	=====	=====

MEMORANDUM



To: Board of Directors

From: Kim Grousbeck, Director of Classified and Employee Relations

Date: August 3, 2017

Re: New Hires Update

We have hired 22 licensed staff members, thus far. We only have 1.5 regular positions still open. This is a relatively small hiring cohort. Last year, we hired 48 licensed staff members.

We will be leading new teachers' induction days on August 21 and 22. This is a wonderful time for our new teachers to get more familiar with our district and build long-lasting relationships between staff members.

**LEBANON COMMUNITY SCHOOL DISTRICT
SCHOOL BOARD MEETING
MINUTES
July 12, 2017 - 6:00 PM
District Office – 485 S. 5th Street, Lebanon, Oregon 97355**

A regular School Board Meeting was held at the District Office on July 12, 2017. Those present included:

Richard Borden, Director	Rob Hess, Superintendent
Nick Brooks, Director	Bo Yates, Assistant Superintendent
Mike Martin, Director	Jennifer Meckley, Director of Human Resources
Russ McUne, Director	Linda Darling, Director of Business
Tom Oliver, Director	

Minutes recorded by Nicole Hundley, Executive Secretary.

BOARD REORGANIZATION

1. Action: Oaths of Office for Mike Martin, Nick Brooks, and Tom Oliver

Mike Martin, Nick Brooks, and Tom Oliver took their oaths of office to serve their new four-year terms.

2. Action: Election of Board Chair for 2017-2018

Mike Martin made a motion to elect Tom Oliver as the Board Chair for 2017-2018. Richard Borden seconded the motion. The motion carried unanimously, and Tom Oliver abstained.

3. Action: Election of Board Vice Chair for 2017-2018

Mike Martin made a motion to elect Nick Brooks as the Board Vice Chair for 2017-2018. Richard Borden seconded the motion. The motion carried unanimously, and Nick Brooks abstained.

AUDIENCE COMMENTS

Chair Tom Oliver welcomed audience comments. There were none.

GENERAL BUSINESS

1. Action: Approve Board Resolution 1718-1 Representatives and Authorizations

Russ McUne made a motion to approve Resolution 1718-1 as presented. Richard Borden seconded the motion. Mike Martin discussed the possibility of having a different law firm represent the district, as we had used Hungerford for several years and he had not been pleased recently with their work. Discussion ensued, and Linda Darling clarified that while we would not be required to have a full Request for Proposals, many districts do go that route when researching a change in legal representation. Tom Oliver asked and it was confirmed that the district would not be tied to the current legal representation by approving the resolution; it could be changed at a later date. Russ McUne expressed concern regarding changing legal representations while the district is in the middle of bargaining negotiations with the Lebanon Education Association, and he questioned if Mike Martin just didn't agree with Hungerford's recent opinions. Discussion ensued regarding the district's history with the Hungerford Law Firm. Mike Martin noted that they have not been physically present at many meetings and he felt the district could be represented better. General discussion ensued regarding looking more into a change in legal representation at a later date. Mike Martin asked about Wells Fargo as the district's bank of record, and Linda explained that this is

separate from the bond payments but that we are also doing a Request for Proposals with an ESD coalition for financial services in 2018.

The motion carried unanimously.

2. Action: Appoint Board members to Negotiation Teams

Russ McUne noted that he was willing to continue on the certified negotiation team, which is currently in the middle of negotiations. Discussion ensued. Nick Brooks made a motion to appoint Richard Borden to the certified negotiation team. Tom Oliver seconded the motion. The motion carried unanimously, and Richard Borden abstained.

Discussion ensued regarding the classified negotiation team, which will start bargaining next year. Nick Brooks made a motion to appoint Mike Martin to the classified negotiation team. Richard Borden seconded. The motion carried unanimously, and Mike Martin abstained. Richard Borden made a motion to appoint Tom Oliver to the classified negotiation team. Nick Brooks seconded. The motion carried unanimously, with Tom Oliver abstaining.

3. Policies

a. Action: Adopt Board Policies on First Reading

Sample policies JEBA and JEBA-AR on Early Entrance were presented for Board consideration. At the June meeting, the Board voted to revise Policy JEC to add one line for case-by-case exceptions to the September 1 birthday deadline for kindergarten enrollees. After further inquiry, it was determined that this process needs to be a separate policy and procedure to ensure that all students are treated fairly.

Tom Oliver asked for the staff's recommendation. Rob Hess stated that staff were not in favor of early entrance for kindergarten. He noted that the district had early entrance for several years and tracked student progress. For most students it was not successful and it did more harm than good. Discussion ensued. Mike Martin questioned whether the district had the resources to undertake the extensive process for assessing if students qualify for early entrance. Russ McUne noted that sometimes parents do know best and that the student would have to be so advanced in order to qualify that it would be a shame to not let them enter. Nick Brooks felt that the district was short-staffed as it was, and did not think the benefit was worthwhile at this time. Richard Borden asked and Rob Hess explained that students struggled emotionally, and it is easier for the district to advance a student academically than to make up ground emotionally.

Russ McUne made a motion to approve the policies. The motion died.

Richard Borden made a motion to rescind the previous change to Policy JEC and to revert to the original policy allowing no early entrance for kindergarten. Mike Martin seconded the motion. The motion carried 4-1 with Russ McUne voting against.

b. Action: Adopt Board Policies on Second Reading

The following policies were presented for Board adoption on second reading with revisions recommended by the OSBA: CBG: Evaluation of the Superintendent; GBH/JECAC: Staff/Student/Parent Relations; GBMA: Whistleblower; GCBDA/GDBDA: Family Medical Leave; and JECAC/GBH: Staff/Student/Parent Relations. Discussion ensued regarding noncustodial parents. Russ McUne made a motion to approve the policies as presented. Richard Borden seconded the motion. The motion carried unanimously.

4. Action: Approve Curriculum Adoptions

Mike Martin made a motion to approve the curriculum adoptions. Russ McUne seconded the motion. The motion carried unanimously. Richard Borden mentioned that he reviewed the curriculum and was pleased with it.

5. Discussion: Board Meetings at Schools

Last year, the Board meetings were held at all eight schools on a rotating schedule. The new Board was asked if they would like this to continue. Tom Oliver noted that sound in the audience is a concern when at a school setting, though he liked visiting each school. Richard Borden also noted issues with being able to hear and with buildings being locked. A portable sound system is too expensive at this time. The Board decided to keep board meetings at the District Office, and encouraged the district to still have school presentations.

6. Discussion: ORS 244.179

Mike Martin stated that he does not see that the district is in compliance with ORS 244.179 based on the legal opinions provided. He noted that both mention a policy change, but neither state we are in compliance. He expressed concern that the ESD is only contracted for five hours of “administrative consult” to provide the principal’s evaluation, which is not sufficient time for supervision. Rob Hess noted that the ORS refers to “directly supervise” which is undefined. He noted that every principal works directly with the District administrator that they need for any specific issue, so he does not necessarily directly supervise them. The only task he performs directly is their evaluation and smart goals, which is what is contracted to the ESD. Nick Brooks stated that the district needs a clear policy on how supervision and evaluation is defined, and that he felt this should not be as complicated as the discussion is making it to be. Discussion ensued regarding there not being much case law in this area due to how recent the ORS is, and that both the OSBA legal team and Hungerford have provided opinions. Tom Oliver noted that it may be best to have an employment law expert weigh in. Russ McUne suggested that the district develop a policy based on current practice and providing definitions, and then have an employment law attorney review it. Discussion ensued regarding seeking additional legal advice and defining supervision. Nick Brooks made a motion to authorize the Board Chair to seek further legal counsel, potentially from an employment law expert, by requesting advice and recommendation starting with the Hungerford Law Firm. Mike Martin seconded the motion. The motion carried unanimously.

DEPARTMENT REPORTS

1. Finance

a. Report

Linda Darling noted the ending fund balance is still fluctuating as old year is cleaned out and finalized. However, the figure is quite close. For new year, she reminded the Board that salaries and benefits will continue to move until October when new hires and insurance are finalized and settled. The 2017-2018 Budget documents were provided to the Board. Construction excise tax was discussed at the budget committee level this year, and Linda Darling asked if the Board would be interested in a formal presentation of how this may work for the district. The Board agreed they would like more information on construction excise tax. Linda Darling also reported that the district has purchased property for the vocational house program.

b. Action: Adopt Resolution 1718-2

Linda presented Resolution 1718-2 to change the district’s bond paying agent to US Bank. Russ McUne made a motion to approve Resolution 1718-2. Richard Borden seconded the motion. The motion carried unanimously.

2. Operations

a. Action: Adopt Intergovernmental Agreement

Bo Yates discussed the updates to the Intergovernmental Agreement, which will allow the City of Lebanon to provide landscape maintenance for the District, creating efficiencies between the agencies. Richard Borden made a motion to approve the Intergovernmental Agreement. Russ McUne seconded the motion. The motion carried unanimously.

COMMUNICATION

1. Board

Russ McUne suggested the Board members move to different seats at each meeting.

Mike Martin asked about the community survey. Rob Hess responded that the OSBA is going through their results and will meet with Tom Oliver and himself and then present the results at the August meeting.

Tom Oliver asked that the district revisit the 2020 Vision. He also inquired about comparing performance on data and spending with other districts.

Nick Brooks also expressed interest in re-evaluating the 2020 Vision. He asked that there be reports on the district's successes for each meeting.

Russ McUne noted that he liked the board goal presentations each school made last year, and that he also liked the foundation grant presentations from the past.

2. Superintendent

Rob Hess reported that the Native American imagery mascot at LHS has been retired and we have officially notified the Oregon Department of Education. The school is now using the stylized LW symbol.

Rob Hess also reported that he, Nick Brooks and Richard Borden will be attending the OSBA Summer Conference.

CONSENT AGENDA

1. Action: Approve June 8, 2017 Board Minutes

2. Action: Approve Hiring/Leave of Absence

- a) Whitney Connolly – Principal, Lacombe School
- b) Cami Beatty – Math Teacher, Lebanon High School (0.5 FTE)
- c) Ariana Bender – Kindergarten Teacher, Cascades School
- d) Lisa Canaday – Math Teacher, Seven Oak Middle School
- e) Rachel Cannon – Special Education Teacher, Lebanon High School
- f) Caroline Cote – 6th Grade Teacher, Pioneer School
- g) Abigail Davenport – Kindergarten Teacher, Pioneer School
- h) Luis De Luna – Art Teacher, Lebanon High School (0.5 FTE)
- i) Dara Docherty – Language Arts Teachers, Seven Oak Middle School
- j) Moria Golub – Counselor, Lebanon High School
- k) Jeffrey Heidrick – Special Education Teacher, Lebanon High School
- l) Gordon Hilberg – Counselor, Lebanon High School
- m) Ashlea Leighter – 2nd Grade Teachers, Cascades School
- n) Jaclyn McGuire – 2nd Grade Teacher, Cascades School
- o) Laura Felton Rosulek – Speech Language Pathologist, Student Achievement

- p) Aaron Smith – Band Teacher, Lebanon High School (Temporary 17-18 school year)
- q) Jorden Swanson – PE Teacher, Riverview School
- r) Christopher Tasner – Math Teacher, Seven Oak Middle School
- s) Robert Tatum – Welding Teacher, Lebanon High School
- t) Allison Thompson – Special Education Teacher, Riverview School
- u) John D. Trimble – Science Teacher, Lebanon High School
- v) Shannon Webb – Music Teacher, Hamilton Creek School/Lacomb School
- w) Breeanne Wyatt – 4th Grade Teacher, Green Acres School

Mike Martin made a motion to approve the Consent Agenda. Nick Brooks seconded the motion. The motion carried unanimously.

Russ McUne explained a public records request from the Albany Democrat Herald for the district's legal opinions regarding ORS 244.179. The district does not have to release the information because it is protected under attorney client privilege, but could for transparency. The Board consented to releasing the OSBA's legal opinion from Kate Wilkinson.

ADJOURN

The meeting adjourned at 7:30 PM.

Tom Oliver, Board Chair

Rob Hess, Superintendent