



**Lebanon Community School
District**

**School Board Meeting
March 12, 2026**

12 March 2026, 18:00 - 20:00, (PDT)

55 Academy St, Lebanon, OR 97355-2867, United States

Agenda

18:00 - 18:01	1 WELCOME	
	Livestream:	
	https://www.youtube.com/@lcsdboardmeetingstream6568/streams	
	 Meetings Cover Page.pdf	1
18:01 - 18:02	1.1 Call to Order	
18:02 - 18:03	1.2 Flag Salute	
18:03 - 18:13	2 PUBLIC COMMENTS	
	This is a time for citizens to address the Board. The Chair will recognize speaker(s) at the designated time. All speakers shall identify themselves and state their name before speaking. Speakers are asked to provide their name, address and telephone number on the Speaker's Sign-in Sheet. Each speaker may address the Board for three minutes.	
18:13 - 18:23	3 PUBLIC COMMENTS	
	Reserved specifically for Public Comments related to the naming of the Pioneer School Walking Path.	
18:23 - 18:53	4 NAMING OF THE PIONEER SCHOOL WALKING PATH	
	Motion: Approval Requested	
18:53 - 19:03	5 SUPERINTENDENT'S RECOMMENDATIONS FOR RENEWAL AND NONRENEWAL	
	Motion: Approval Requested	
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	Motion: Approval Requested	

19:23 - 19:33	8 CONTINUED INSTRUCTIONAL MATERIALS POLICY DISCUSSION: IIA	
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19:33 - 20:03	9 SEVEN OAK SEISMIC PROJECT EARLY WORK PACKAGE	
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	Motion: Approval Requested	
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20:25 - 20:35	11.2 Financial	
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20:40 - 20:45	12.2 Student Board	
20:45 - 20:50	12.3 Superintendent	
20:50 - 20:55	12.4 Jen's Zens	
20:55 - 21:05	13 PUBLIC COMMENTS	
21:05 - 21:06	14 ADJOURNMENT	



The Lebanon Community School District Board of Directors welcomes you to our regular meeting.

It is the Board's goal to hold an effective and efficient meeting to conduct the business of the District. In keeping with this goal, the Board provides a place for Public Comments on each of its regular agendas. This is a time when you can provide statements or ask questions. The Board allows three minutes for each speaker. The language below discusses the Public Meetings Law and public participation in such meetings.

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

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

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

BOARD MEMORANDUM



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

From: Kraig Hoene, LHS Associate Principal and Athletics Director

Date: March 6, 2026 **Meeting Date:** March 12, 2026

Re: OSAA Co-Op Request

Central Linn School District is requesting to do an OSAA Co-Op with us for Girls' golf this spring and potentially boys' and girls' soccer next fall. The OSAA allows for schools to Co-Op with other schools when they have low participation numbers and can't offer a sport. We have done these Co-Ops with Central Linn in the past for baseball.

Central Linn will not be able to officially apply for the soccer Co-Op's until August. If the board approves them now, we will not need to revisit it. These are typically sports that we often struggle with participation numbers and will benefit our programs.

Lebanon Community School District Board of Directors

Board Governance and Operating Agreement

Purpose and Governance Framework

This Operating Agreement establishes clear expectations between the Board of Directors and the Superintendent to ensure effective governance, respect for the chain of command, compliance with Oregon law, and alignment with best practices recommended by the Oregon School Boards Association (OSBA).

The Board governs through policy, direction, and oversight. The Superintendent manages the day-to-day operations of the district and implements Board policy.

1. Roles and Chain of Command

- The Board acts only as a collective body and has authority only in legally convened public meetings.
- Individual board members have no authority to supervise, direct, or evaluate district staff.
- The Board employs and supervises one employee: The Superintendent.
- The Superintendent serves as the district's chief executive officer and is responsible for implementing Board policy and supervising all staff.

2. Communication with Staff

- Board members shall not contact staff directly regarding operational, instructional, personnel, or student matters.
- All questions, concerns, or requests for information from individual board members shall be directed to the Superintendent.
- The Superintendent determines whether staff involvement is appropriate and how information will be shared with the full Board.
- Board members shall avoid placing staff in positions where they feel pressured to respond to individual board member requests.

3. Board Member Visits to Schools and Facilities

- Board members shall provide advance courtesy notification to the Superintendent prior to visiting any school or district facility.
- Visits are informal expressions of interest and shall not be inspections or evaluations.
- Board members shall follow standard visitor protocols and respect school procedures.
- Board members shall not disrupt instruction or engage staff in governance-related discussions during visits.

4. Handling Concerns and Complaints

- Board members receiving complaints from staff, parents, students, or community members shall refer the matter to the Superintendent and the appropriate Board policy or administrative process.
- Board members shall not investigate complaints independently.
- Board members shall not promise outcomes or attempt to resolve operational issues outside established processes.

5. Speaking with One Voice

- Once the Board has taken official action, all members agree to respect and support the decision of the majority.
- Individual board members may express differing viewpoints respectfully but will support implementation of Board decisions.
- The Board Chair or Superintendent serves as the official spokesperson for the Board unless otherwise designated.

6. Ethics and Professional Conduct

- Board members shall treat staff with respect as skilled professionals.
- Criticism of district operations or personnel shall be directed privately to the Superintendent.
- Board members shall avoid actions that undermine leadership authority or create confusion for staff.
- Board members shall conduct themselves in a manner that reflects positively on the Board, the district, and the community.

7. Agenda and Meeting Preparation

- Board members agree not to surprise other board members or the Superintendent with unexpected issues during meetings.
- If a board member wishes to discuss an issue, they will fill out the Agenda Request Form and submit it along with the necessary information to the Board Chair and Superintendent to have the item placed on the agenda.
- Board members who require additional information or clarification are encouraged to contact the Superintendent or Board Chair prior to meetings.

8. Board Meeting Protocol

Conduct at board meetings reflects the professionalism of the Board and the district. Board members agree to:

- Maintain a respectful and professional tone during meetings.
- Listen openly and respectfully to speakers, presenters, and fellow board members.
- Disagree respectfully and with common courtesy.
- Avoid words or actions that create negative impressions of individuals, the Board, or the district.
- Avoid responding to impromptu complaints during meetings. Individuals will instead be directed to the appropriate district process.

9. Efficient and Effective Meetings

To ensure efficient governance:

- Board meetings should avoid unnecessary length.
- Points should be made clearly and concisely.
- Speeches and repetitive commentary will be minimized.
- If discussion becomes repetitive, board members may move to call the question.
- Board meetings are intended for decision-making, action, and voting rather than extended debate.

10. Focus on Agenda Business

- Board members shall focus discussion on agenda items.
- Board members will not engage in dialogue with the audience during meetings.
- Questions regarding facts, information, or district operations shall be directed to the Superintendent.

11. Accountability and Consequences

Failure to adhere to this Operating Agreement may result in the following actions, consistent with Oregon law and Board authority:

- Informal reminder or coaching by the Board Chair
- Formal warning documented in Board records
- Public censure by Board action
- Removal from Board leadership roles or committee assignments
- Mandatory governance training through the Oregon School Boards Association
- Referral to legal counsel or the Oregon Government Ethics Commission when warranted

12. Annual Review

- The Board and Superintendent shall review and reaffirm this Operating Agreement annually and upon the seating of new board members.

BOARD'S EXPECTATIONS OF THE SUPERINTENDENT

1. Work as a team with board members.
2. Weekly email reports of updates in the district's focus areas.
3. Prepare preliminary goals annually for the board's considerations.
4. Provide data to the board members so that data-driven decisions can be made
5. Communicate with board members promptly and effectively

SUPERINTENDENT'S EXPECTATIONS OF THE BOARD

1. Integrity of the highest order
2. Recognition of the superintendent as the educational leader of the school district
3. Willingness to abide by its own rules, policies and code of ethical conduct.
4. Assistance in gaining acceptance and support in the community
5. Respect for the confidentiality

Adoption

Agreed and Adopted by the Board of Directors of the Lebanon School District.

Board Chair

Date

Superintendent

Date



School Board Agenda Item Request Form

This form ensures that all agenda items are clearly defined, properly researched, and aligned with board governance responsibilities prior to placement on a board meeting agenda. Completed forms and supporting documents should be submitted to Executive Secretary, Jessica Woody.

Requester Name	
Date	
Requested Meeting Date	
Agenda Item Title	
Type of Agenda Item	☐ Informational ☐ Discussion ☐ Action Item ☐ First Reading ☐ Second Reading ☐ Other _____
Purpose <i>Clearly describe the need, issue, or concern.</i>	
Desired outcome	☐ Informational - No action ☐ Board discussion ☐ Policy Development ☐ Policy Revision ☐ Formal Board Action / Vote
Supporting Documents Attached	☐ Yes ☐ No
Timeline	☐ Urgent ☐ Standard ☐ Future Planning

Reviewed By and Date:

Notes/Recommendations:

RE: Language in Paragraph 2 (“perspective, study or story of”)

- 1. Page 1 Current LCSD Policy IIA**
- 2. Page 2 ORS 337.260 Referenced in Policy IIA**
- 3. Page 2.5 Senate Bill 1098**
 - a. SB 1098 amending ORS 337.260 - line 32 of P2.7**
- 4. Districts that modified the language (“Perspective, study or story of”)**
 - a. Corvallis Page 3**
 - b. Harrisburg Page 4**
 - c. Sweet Home Page 5**

Instructional Materials**

The Board believes proper care and judgment should be exercised in selecting core and supplemental instructional materials and library materials in school and classroom libraries, and that those materials should be inclusive of populations represented in a global society.

Any person responsible for the adoption of textbooks or the approval of instructional materials may not prohibit the use of, or refuse to approve the use of, textbooks or instructional materials on the basis that the textbooks or instructional materials include a perspective, study or story of, or are created by, any individual or group identified in ORS 337.260(1)(a)-(e), i.e., are Native American, European, African, Asian, Pacific Island, Chicano, Latino, Middle Eastern or Jewish descent, have disabilities, are immigrants or refugees, or are lesbian, gay, bisexual or transgender.

Any person responsible for the selection or retention of library materials may not prohibit the selection or retention of, or refuse to select or retain, library materials on the basis that the library materials include a perspective, study or story of, or are created by any individual or group against whom discrimination is prohibited under ORS 659.850, i.e., race, color, religion, sex, sexual orientation, gender identity, national origin, marital status, age or disability.

A material involved with a reconsideration request will remain available throughout the reconsideration process. Materials will not be removed for discriminatory reasons. A request for reconsideration of materials may be processed through established procedures found in accompanying administrative regulations. Meetings of reconsideration committees may be subject to Public Meetings Law. Records regarding reconsideration procedures are subject to Public Records Law.

This policy is not intended to cover classroom activities. Complaints regarding classroom activities unrelated to materials can be filed using other established district complaint procedures.

The term “instructional material” includes core instructional materials, supplemental materials, and library materials made available in classroom or school libraries as defined below.

Some materials may fall into more than one of the following categories. If there is a question regarding selection or reconsideration, the district administration may select which procedure to use.

Definitions

“Core instructional material,”¹ sometimes referred to as basal, means any organized system, which constitutes the major instructional vehicle for a given course of study, or any part thereof. Core instructional materials may include adaptive or personalized learning programs, digital textbooks, and print textbooks and are adopted and paid for by the district. Core instructional materials may include such instructional materials as a hardbound or a softbound book or books, or sets or kits of print and non-print materials, including electronic and internet or web-based materials or media.

“Supplemental instructional materials” means instructional materials used as part of the course of study, which are not part of the core instructional materials. They contain materials to supplement and/or differentiate core instruction and are generally teacher selected. These materials are not adopted by the Board. Materials required or assigned to be used as part of a class may be considered supplemental instructional materials, regardless of the source or location of the material.

“Library materials” includes educational or literary materials that are nonfiction or fiction and that are available in print or an electronic format. “Library materials” does not include textbooks or instructional materials that are selected under ORS 337.120, 337.141 or 337.260.

“School library” means any collection of library materials made available to students at school, either at a central location of the school, at a common area for one or more grades of the school, or through an online remote education program. The use of these materials may not be required for a particular class, but they may be selected by students to use. These materials are not adopted by the Board.

“Classroom library” means any collection of library materials made available to students in a single classroom or a common area accessible by two or more classrooms in district schools. The use of these materials is not required for the class, but they may be selected by students to use. These materials are not adopted by the Board.

Core Instructional Materials

The Board retains the authority to approve core instructional materials used in district schools and authorizes the superintendent to develop and implement administrative regulations governing selection and adoption of such materials. Procedures will provide for involvement of administrators, staff, parents, students, and community members; will use established selection criteria to contribute to the attainment of district, program, and course or grade-level goals; and will reflect recent knowledge, trends, and technology in the field.

The district will review core instructional materials in accordance with the State Board of Education adoption cycle. Each core instructional program and its instructional materials will be reviewed on a seven-year cycle, and any resulting recommendations will be issued by district administration to the Board for approval. All recommended core instructional materials shall be approved by the Board prior to use. The district will establish a process and timeline for regularly determining and considering whether core instructional materials are available through online resources that enable students with print disabilities to receive textbooks and instructional materials free of charge. All requests for reconsideration of core instructional materials may be considered under administrative regulation IIA-AR(2) - Reconsideration of Core Instructional Materials.

¹ This comes from OAR 581-011-0050(1), referring to instructional materials which must be adopted by local school boards.

The district may choose to independently adopt core instructional materials which are not on the state approved list, using state-approved selection criteria. (See administrative regulation IIA-AR(6) – Independent Adoption of Instructional Materials)

Supplemental Instructional Materials

All supplemental instructional materials will be selected by teachers, principals, librarians, and/or others, as determined appropriate which may not be through any formal selection procedure. Decisions regarding the use of, or refusal to approve the use of, supplemental instructional materials shall be made in a manner compliant with ORS 337.260. Such materials will contain suitable readability levels and support the district’s adopted curriculum content. Materials will be used for their intended audience. All requests for reconsideration of supplemental instructional materials may be considered under administrative regulation IIA-AR(3) - Reconsideration of Supplemental Instructional Materials.

School Library Materials

All school library materials will be selected by a librarian using established selection criteria. The selection or retention of library materials in a school library shall be made in a manner compliant with Section 2 of Senate Bill 1098 (2025). Such materials will contain suitable readability levels. All requests for reconsideration of school library materials may be considered under administrative regulation IIA-AR(4) - Reconsideration Library Materials in a School or Classroom Library.

Classroom Library Materials

All classroom library materials will be selected by a classroom teacher and/or others, with no formal selection procedure. The selection or retention of library materials in a classroom library shall be made in a manner compliant with Section 2 of Senate Bill 1098 (2025). Such materials will contain suitable readability levels. Teachers are responsible for knowing the available materials in their classroom library. [All requests for reconsideration of classroom library materials may be considered under administrative regulation IIA-AR(4) - Reconsideration Library Materials in a School or Classroom Library.

END OF POLICY

Legal Reference(s):

[ORS 174.100](#)

[ORS 332.107](#)
[ORS 336.035](#)
[ORS 336.082](#)
[ORS 336.840](#)
[ORS 337.120](#)
[ORS 337.141](#)
[ORS 337.150](#)
[ORS 337.260](#)
[ORS 337.511](#)
[ORS 339.155](#)

[ORS 659.850](#)

[OAR 581-011-0050 - 0117](#)

[OAR 581-021-0045](#)

[OAR 581-021-0046](#)

[OAR 581-022-2310](#)

[OAR 581-022-2340](#)

[OAR 581-022-2350](#)

[OAR 581-022-2355](#)

Every Student Succeeds Act, 20 U.S.C. §§ 6311-6322 (2024).

Title VI of the Civil Rights Act, 42 U.S.C. § 2000d (2024); 28 C.F.R. §§ 42.101-42.106 (2024).

Title IX of the Education Amendments, 20 U.S.C. §§ 1681-1683, 1701, 1703-1705, 1720 (2018); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2020).

Americans with Disabilities Act Amendments Act, 42 U.S.C. §§ 12101-12133 (2018); 29 C.F.R. Part 1630 (2024); 28 C.F.R. Part 35 (2024).

Age Discrimination Act of 1975, 42 U.S.C. §§ 6101-6107 (2024).

Senate Bill 1098 (2025).

established our form of constitutional government and who preserved our federal union. Respect for all people, regardless of race, color, creed, national origin, age, sex, or disability, and their contributions to our history and system of government shall be reflected in the textbooks adopted by the State Board of Education.
[Amended by 1965 c.100 §265; 1975 c.754 §17; 1985 c.388 §2; 1985 c.709 §3; 1991 c.886 §14; 1993 c.45 §§304,305]

ORS 337.260

Note: The amendments to 337.260 (Textbooks on American history and government) by section 3, chapter 202, Oregon Laws 2019, become operative September 30, 2026. See section 4, chapter 202, Oregon Laws 2019. The text that is operative on and after September 30, 2026, including amendments by section 2, chapter 328, Oregon Laws 2023, is set forth for the user's convenience.

PZ

337.260 (Textbooks on American history and government). Every district school board, the State Board of Education and every committee or officer responsible for the adoption of textbooks and other instructional materials for use in the public schools shall adopt textbooks and other instructional materials on American history and government that adequately stress the services rendered by those who achieved our national independence, who established our form of constitutional government and who preserved our federal union. Textbooks and other instructional materials shall adequately address the roles in and contributions to the economic, political and social development of Oregon and the United States by men and women who:

Are Native American;

Are of European, African, Asian, Pacific Island, Chicano, Latino, Middle Eastern or Jewish descent;

Have disabilities;

Are immigrants or refugees; or

Are lesbian, gay, bisexual or transgender.

Senate Bill 1098

Sponsored by Senators FREDERICK, JAMA, Representative MCLAIN, Senators GELSER BLOUIN, GOLDEN, MANNING JR, Representatives FRAGALA, NELSON; Senators CAMPOS, MEEK, PATTERSON, PHAM K, REYNOLDS, Representatives GAMBA, GOMBERG, ISADORE, NGUYEN H

SUMMARY

The following summary is not prepared by the sponsors of the measure and is not a part of the body thereof subject to consideration by the Legislative Assembly. It is an editor's brief statement of the essential features of the measure as introduced. The statement includes a measure digest written in compliance with applicable readability standards.

Digest: Prohibits the exclusion of certain school books based on the topic or author of the book. (Flesch Readability Score: 68.9).

Prohibits discrimination when selecting or retaining school library materials, textbooks or instructional materials or when developing and implementing a curriculum.

Prescribes requirements for the removal of library materials, textbooks and instructional materials. Directs the Department of Education to provide technical assistance for school library programs.

Declares an emergency, effective on passage.

A BILL FOR AN ACT

Relating to access to materials in schools; creating new provisions; amending ORS 336.082, 337.075, 337.141 and 337.260; and declaring an emergency.

Be It Enacted by the People of the State of Oregon:

SECTION 1. Sections 2 and 3 of this 2025 Act are added to and made a part of ORS 337.030 to 337.260.

SECTION 2. (1) As used in this section:

(a) "Classroom library" means any collection of library materials made available to students at a public school of this state in:

(A) A single classroom; or

(B) A common area accessible by two or more classrooms.

(b)(A) "Library materials" includes educational or literary materials that are nonfiction or fiction and that are available in print or an electronic format.

(B) "Library materials" does not include textbooks or instructional materials that are selected as provided by ORS 337.120, 337.141 or 337.260.

(c) "School library" means any collection of library materials made available to students at a public school of this state:

(A) At a central location of the school;

(B) At a common area for one or more grades of the school; or

(C) Through an online remote education program.

(2) To comply with the prohibition on discrimination required by ORS 659.850, a licensed teacher with a library media endorsement, a district school board, an administrator or any other person responsible for the selection or retention of library materials in a school library or a classroom library may not prohibit the selection or retention of, or refuse to select or retain, library materials on the basis that the library materials include a perspective, study or story of, or are created by, any individual or group against whom discrimination is pro-

NOTE: Matter in boldfaced type in an amended section is new; matter [italic and bracketed] is existing law to be omitted. New sections are in boldfaced type.

P. 2.6

hibited under ORS 659.850.

(3) Library materials may not be removed from a school library or a classroom library at the request of a person who is not responsible for the selection or retention of the library materials unless:

(a) The request is made as a formal written request by a parent or guardian of a student of the school or an employee of the school;

(b) A committee from the school or school district considers the request made under paragraph (a) of this subsection to ensure compliance with subsection (2) of this section and, if after consideration of the request agrees to the removal, provides a public written explanation for the removal; and

(c) The removal is not made until the committee provides the public written explanation described in paragraph (b) of this subsection.

SECTION 3. (1) The Department of Education shall provide technical assistance and guidance to assist in strengthening school library programs in this state and to assist in compliance with the requirements of section 2 of this 2025 Act.

(2) Technical assistance and guidance described in subsection (1) of this section may be provided to:

(a) Licensed teachers with a library media endorsement and other licensed and unlicensed staff of a school library, as that term is defined in section 2 of this 2025 Act;

(b) Teachers with a classroom library, as that term is defined in section 2 of this 2025 Act;

(c) School districts; and

(d) District school boards.

SECTION 4. ORS 337.075 is amended to read:

337.075. (1) Except as provided by subsection (2) of this section, the State Board of Education may adopt or reject any textbook or instructional materials contained in any proposal. If the terms and conditions for furnishing a textbook or instructional materials in all proposals relating to that textbook or instructional materials are considered by the board to be unreasonable or the textbook [is] or instructional materials are considered to be unsuitable pursuant to guidelines and criteria established by the board, the board may reject the textbook or instructional materials.

(2) The board may not reject any textbook or instructional materials on the basis that the textbooks or instructional materials include a perspective, study or story of, or are created by, any individual or group against whom discrimination is prohibited under ORS 659.850.

[(2)] (3) At the same or subsequent sessions, the board may receive new proposals for a textbook or instructional materials previously rejected and adopt the textbook or instructional materials in the same manner as other textbooks or instructional materials are required to be adopted. [No proposal shall] A proposal may not be considered unless the publisher has delivered without charge two copies of each textbook or instructional materials contained in the proposal to the Department of Education at least 60 days before the meeting.

SECTION 5. ORS 337.141 is amended to read:

337.141. The State Board of Education shall adopt[.]

[(1) A list of textbooks and other instructional materials that may be used by a school district; and]

[(2)] guidelines and criteria for a district school board to select textbooks and other instruc-

1 tional materials that are not on the list adopted under [subsection (1) of this section.] ORS 337.050.

2 **The guidelines and criteria must prohibit:**

3 (1) The rejection of any textbook or instructional materials on the basis that the text-
4 books or instructional materials include a perspective, study or story of, or are created by,
5 any individual or group against whom discrimination is prohibited under ORS 659.850.

6 (2) The removal of any textbook or instructional materials on the basis of a request made
7 by a person who is not a member of the district school board unless:

8 (a) The request is made as a formal written request by a parent or guardian of a student
9 of a school of the school district or by an employee of the school district;

10 (b) A committee from the school district considers the request made under paragraph (a)
11 of this subsection to ensure compliance with subsection (1) of this section and, if after con-
12 sideration of the request agrees to the removal, provides a public written explanation for the
13 removal; and

14 (c) The removal is not made until the committee provides the public written explanation
15 described in paragraph (b) of this subsection.

16 **SECTION 6.** ORS 337.260, as amended by section 3, chapter 202, Oregon Laws 2019, and section
17 2, chapter 328, Oregon Laws 2023, is amended to read:

18 337.260. (1) Every district school board, the State Board of Education and every committee or
19 [officer] ~~administrator~~ responsible for the adoption of textbooks and other instructional materials
20 for use in the public schools shall adopt textbooks and other instructional materials on American
21 history and government that adequately stress the services rendered by those who achieved our
22 national independence, who established our form of constitutional government and who preserved
23 our federal union. Textbooks and other instructional materials shall adequately address the roles
24 in and contributions to the economic, political and social development of Oregon and the United
25 States by men and women who:

26 [(1)] (a) Are Native American;

27 [(2)] (b) Are of European, African, Asian, Pacific Island, Chicano, Latino, Middle Eastern or
28 Jewish descent;

29 [(3)] (c) Have disabilities;

30 [(4)] (d) Are immigrants or refugees; or

31 [(5)] (e) Are lesbian, gay, bisexual or transgender.

32 (2) To comply with the prohibition on discrimination required by ORS 659.850, a district
33 school board or a committee or administrator responsible for the adoption of textbooks or
34 other instructional materials under this section may not prohibit the use of, or refuse to
35 approve the use of, textbooks or instructional materials on the basis that the textbooks or
36 instructional materials include a perspective, study or story of, or are created by, any indi-
37 vidual or group identified in subsection (1) of this section.

38 (3) Textbooks or other instructional materials may not be removed from use in a public
39 school at the request of a person who is not responsible for the adoption of textbooks or
40 other instructional materials, as described in subsection (1) of this section, unless:

41 (a) The request is made as a formal written request by a parent or guardian of a student
42 of a school of the school district or an employee of the school district;

43 (b) A committee from the school district considers the request made under paragraph (a)
44 of this subsection to ensure compliance with subsection (2) of this section and, if after con-
45 sideration of the request agrees to the removal, provides a public written explanation for the

1 removal; and

2 (c) The removal is not made until the committee provides the public written explanation
3 described in paragraph (b) of this subsection.

4 **SECTION 7.** ORS 336.082 is amended to read:

5 336.082. (1) The State Board of Education shall encourage the development and implementation
6 of curriculum for public elementary and secondary schools in Oregon that will improve instructional
7 effectiveness or efficiency and that does not [*discriminate*] **include discrimination.**

8 (2) The State Board of Education shall stimulate the development of nondiscriminatory courses
9 of study or parts of courses to improve instructional effectiveness or efficiency in public elementary
10 and secondary schools in Oregon. The board may direct the Department of Education or contract
11 with appropriate public educational agencies to develop program materials and to establish a
12 mechanism for the purpose of introducing the materials and implementing the techniques.

13 [(3) As used in subsection (1) of this section, "*discriminate*" has the meaning given
14 "*discrimination*" in ORS 659.850.]

15 (3) To comply with the prohibition on discrimination required by ORS 659.850, a district
16 school board, an administrator or any person responsible for the development or implemen-
17 tation of curriculum in a public elementary or secondary school in Oregon may not prohibit
18 the use of, or refuse to approve the use of, program materials on the basis that the program
19 materials include a perspective, study or story of, or are created by, any individual or group
20 against whom discrimination is prohibited.

21 (4) As used in this section, "*discrimination*" has the meaning given that term in ORS
22 659.850.

23 **SECTION 8.** This 2025 Act being necessary for the immediate preservation of the public
24 peace, health and safety, an emergency is declared to exist, and this 2025 Act takes effect
25 on its passage.
26

Code: IIA
Adopted: 2/07/11
Revised/Readopted: 1/09/17; 2/03/22; 5/08/25
Orig. Code(s): II/IIA

Instructional Materials

The Board believes proper care and judgment should be exercised in selecting core and supplemental instructional materials and school and classroom library materials and that those materials should be inclusive of populations represented in a global society. The process of selecting materials will reflect respect for all people, regardless of race, color, religion, sex, gender identity, gender expression, sexual orientation, national or ethnic origin, marital status, age, mental or physical disability, familial status, economic status, or veteran status.

A material involved with a reconsideration will remain available throughout the reconsideration process. Materials will not be removed for discriminatory reasons. A request for reconsideration of materials may be processed through established procedures found in accompanying administrative regulations. Meetings of reconsideration committees may be subject to Public Meetings Law. Records regarding reconsideration procedures are subject to Public Records Law.

This policy is not intended to cover classroom activities. Complaints regarding classroom activities unrelated to materials can be filed using other established district complaint procedures. See Policy KL and KL-AR(1).

The term “instructional material” includes core instructional materials, supplemental materials, school library materials, and classroom library materials.

Some materials may fall into more than one of the following categories. If there is a question regarding selection or reconsideration, the district administration may select which procedure to use.

Definitions

“Core instructional material¹,” sometimes referred to as basal, means any organized system, which constitutes the major instructional vehicle for a given course of study, or any part thereof. Core instructional materials may include adaptive or personalized learning programs, digital textbooks, and print textbooks and are adopted and paid for by the district. Core instructional materials may include such instructional materials as a hardbound or a softbound book or books, or sets or kits of print and non-print materials, including electronic and internet or web-based materials or media.

“Supplemental instructional materials” means instructional materials used as part of the course of study, which are not part of the core instructional materials. They contain materials to supplement and/or differentiate core instruction and are generally teacher selected. These materials are not adopted by the

¹ This comes from OAR 581-011-0050(1), referring to instructional materials which must be adopted by local school boards.

Board. Materials required or assigned to be used as part of a class may be considered supplemental instructional materials, regardless of the source or location of the material.

“School library materials” means materials that are kept in the school library for student selection and use. The use of these materials may not be required for a particular class, but they may be selected by students to use. These may include books, media, newspapers, magazines, videos, websites, or databases, including in digital or print, etc. These materials are not adopted by the Board.

“Classroom library materials” means materials that are kept in the classroom for student selection and use. The use of these materials is not required for the class, but they may be selected by students to use. These may include books, media, newspapers, magazines, videos, etc. These materials are not adopted by the Board.

Core Instructional Materials

The Board retains the authority to approve core instructional materials used in district schools and authorizes the superintendent or designee to develop and implement administrative regulations governing the selection and adoption of such materials. Procedures will provide for the involvement of administrators, staff, parents, students, and community members; will use established selection criteria to contribute to the attainment of district, program, and course or grade-level goals; and will reflect recent knowledge, trends, and technology in the field.

The district will review core instructional materials in accordance with the State Board of Education adoption cycle. Each core instructional program and its instructional materials will be reviewed on a seven-year cycle, and any resulting recommendations will be issued by district administration to the Board for approval. All recommended core instructional materials shall be approved by the Board prior to use. The adoption of textbooks for American history and government by the Board and any committee shall be done in a manner following ORS 337.260. The district will establish a process and timeline for regularly determining and considering whether core instructional materials are available through online resources that enable students with print disabilities to receive textbooks and instructional materials free of charge. All requests for reconsideration of core instructional materials may be considered under administrative regulation IIA-AR(2) - Reconsideration of Core Instructional Materials.

The district may choose to independently adopt core instructional materials that are not on the state-approved list, using state-approved selection criteria.

Supplemental Instructional Materials

All supplemental instructional materials will be selected by building staff (teachers and principals) in collaboration with district staff through an informal selection procedure. Such materials will contain suitable readability levels and support the district’s adopted curriculum content. Materials will be used for their intended audience. All requests for reconsideration of supplemental instructional materials may be considered under administrative regulation IIA-AR(3) - Reconsideration of Supplemental Instructional Materials.

School Library Materials

All school library materials will be selected by library staff as designated by the building principal using established selection criteria. Materials will contain a variety of reading levels. All requests for reconsideration of school library materials may be considered under administrative regulation IIA-AR(4) - Reconsideration of School or Classroom Library Materials.

Classroom Library Materials

All classroom library materials will be selected by a classroom teacher and/or others ensuring that those materials are inclusive of populations represented in a global society and that the process of selecting materials reflects respect for all people, regardless of race, color, religion, sex, gender identity, gender expression, sexual orientation, national or ethnic origin, marital status, age, mental or physical disability, familial status, economic status, or veteran status. Teachers are responsible for knowing the available materials in their classroom library. All requests for reconsideration of classroom library materials may be considered under administrative regulation IIA-AR(4) - Reconsideration of School or Classroom Library Materials.

The Board subscribes in principle and practice to statements of policy as expressed in the Copyright Fair Use Guidelines for Educational Multimedia, the American Library Association Bill of Rights and related interpretations thereof to include Statement on Intellectual Freedom, Confidentiality of Library Records, and Access to Electronic Information, Services and Networks.

END OF POLICY

Legal Reference(s):

ORS 174.100	ORS 337.150	OAR 581-021-0045
ORS 332.107	ORS 337.260	OAR 581-021-0046
ORS 336.035	ORS 337.511	OAR 581-022-2310
ORS 336.082	ORS 339.155	OAR 581-022-2340
ORS 336.840	ORS 659.850	OAR 581-022-2350
ORS 337.120		OAR 581-022-2355
ORS 337.141	OAR 581-011-0050 - 0117	

Every Student Succeeds Act, 20 U.S.C. §§ 6311-6322 (2024).

Title VI of the Civil Rights Act, 42 U.S.C. § 2000d (2024); 28 C.F.R. §§ 42.101-42.106 (2024).

Title IX of the Education Amendments, 20 U.S.C. §§ 1681-1683, 1701, 1703-1705, 1720 (2024); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2020).

Americans with Disabilities Act/Americans with Disabilities Act Amendments Act, 42 U.S.C. §§ 12101-12133 (2024); 29 C.F.R. Part 1630 (2024); 28 C.F.R. Part 35 (2024).

Age Discrimination Act of 1975, 42 U.S.C. §§ 6101-6107 (2024).

Senate Bill 1098 (2025).

Cross Reference(s):

INB - Controversial Issues

KH - Public Gifts to the District

KL - Public Complaints

The selection of instructional materials shall implement the following objectives:

P4

1. To provide a comprehensive collection of instructional materials which will implement, enrich, support and extend the curriculum and encompass the varied interests and socioeconomic backgrounds of the students, while ensuring materials are appropriate based on their age, abilities and maturity levels;
2. To provide instructional materials which will stimulate growth in the areas of factual knowledge, critical thinking, literary appreciation and aesthetic values;
3. To provide instructional materials that are representative of the contributions of all people, regardless of race, color, religion, gender, sexual orientation, national origin, citizenship, marital status, age, disability, familial status, appearance or source of income, and to identify, mitigate and/or eliminate culturally biased materials;

Instructional Resources/Instructional Materials – IIA
1-2

4. To provide for coordination of instructional materials between and within elementary, middle and high schools;
5. To Provide instructional materials on controversial issues which will enable students to develop guidance, critical analysis of media;

Sweet Home School District 55

Code: IIA
Adopted: 12/13/21
Revised/Readopted: 11/14/22
Orig. Code: IIA

Instructional Resources/Instructional Materials

The Board believes that proper care and judgment should be exercised in selecting basic instructional materials. While the Board retains the authority to approve district instructional materials adoptions, it authorizes the superintendent to develop and implement administrative regulations governing how selections are determined. Such procedures will provide for administrator, staff, parent, student and community involvement and employ suitable selection criteria to ensure that the recommended instructional materials will meet the needs of the program, students, teachers and community.

The district will review instructional materials in accordance with the State Board of Education adoption cycle. Each instructional program and basic instructional materials will be reviewed on a seven-year cycle and recommendations for appropriate instructional materials will be made.

Recommended instructional resources and materials will be free of racial, color, national origin, religious, disability, age, marital status, gender identity, sexual orientation or sexual bias. The instructional materials will contain appropriate readability levels, support the district's adopted curriculum content, provide ease of teacher use, be attractive and durable and be purchased at a reasonable cost.

The district will establish a process and timeline for regularly determining and considering whether the textbooks and other instructional materials are available through online resources that enable students with print disabilities to receive textbooks and instructional materials free of charge.

All basic instructional materials recommended for adoption need to be approved for use by the Board. Prior to Board approval, parents, students and interested district patrons will have the opportunity to review the recommended instructional materials and be encouraged to provide opinions about them and their use in the classrooms.

All supplementary materials and library media resources will be selected cooperatively by teachers, principals, librarians and sometimes with the assistance of students and parents. Recommended supplementary materials and library media resources will also be free of racial, color, national origin, religious, disability, age, marital status, gender identity, sexual orientation or sexual bias. The instructional materials will contain appropriate readability levels, support the district's adopted curriculum content, provide for ease of teacher use, be attractive and durable and be purchased at a reasonable cost.

To be in compliance with the requirements of federal law, the Board directs the superintendent to distribute curriculum materials and instructional supplies to district schools in such a manner that ensures all schools receive equivalent materials.

END OF POLICY

Legal Reference(s):[ORS 336.035](#)[ORS 336.840](#)[ORS 337.120](#)[ORS 337.141](#)[ORS 337.150](#)[ORS 337.260](#)[ORS 337.511](#)[ORS 339.155](#)[OAR 581-011-0050 - 0117](#)[OAR 581-021-0045](#)[OAR 581-021-0046](#)[OAR 581-022-2310](#)[OAR 581-022-2340](#)[OAR 581-022-2350](#)[OAR 581-022-2355](#)

Every Student Succeeds Act, 20 U.S.C. §§ 6311-6322 (2018).
House Bill 3041 (2021).

Cross Reference(s):

KH - Public Gifts and Donations

KL - Public Complaints



March 6, 2026

Will Lewis, Chief Operations Officer
Lebanon Community School District
485 South 5th Street
Lebanon, OR 97355

Re: Lebanon Community School District
Seismic Upgrade
Seven Oak Middle School Gym
Recommendation to Award GMP Amendment 1 Early Work Package

Dear Will,

After careful review and consideration, HMK Company recommends that Lebanon Community School District award Guaranteed Maximum Price (GMP) Amendment 1 Early Work Package to GBC Construction for the Seismic Upgrade at the Seven Oak Middle School Gym, in the amount of \$521,146.00.

The original Contract amount of \$43,408.00, and this GMP Amendment 1 Early Work Package for the above increase in scope with a cost of \$521,146.00 will bring the total Not to Exceed sum to \$564,554.00.

We are asking that the Lebanon Community School District take action to award the CM|GC GMP Amendment 1 Early Work Package for the Seismic Upgrade at Seven Oak Middle School Gym to GBC Construction for the additional Not to Exceed sum of \$521,146.00 at the meeting on March 12, 2026, for a Total Not to Exceed Contract sum of \$564,554.00.

If you have any questions, please do not hesitate to contact me to discuss.

Sincerely,

Paul Chamberlin

Paul Chamberlin
Regional Director
HMK Company



School Board Meeting Minutes

February 19, 2026, 6PM
55 Academy St, Lebanon, OR 97355

Present:

Nichole Piland, Board Chair

Melissa Baurer, Board Vice Chair

Lorlee Engler, Member

Mike Martin, Member

Clyde Rood, Member

Jennifer Meckley, Superintendent

William Lewis, Chief Operations Officer

Steven Prososki, Finance Director

1. WELCOME

Livestream: <https://www.youtube.com/@lcsdboardmeetingstream6568/streams>

1.1. The meeting was called to order at 6:00 PM by Board Chair, Nichole Piland.

2. PUBLIC COMMENTS

No public comments were made.

3. NAMING OF THE PIONEER SCHOOL WALKING PATH

Fourth Grade Teacher at Pioneer School, Tess Stultz, presents to the Board the history of the walking path, how it came to be, and the important role that the Brandt family played in its making. She proposes the request to dedicate the walking path to Tony Brandt who passed away in September of 2025. She adds that Rachel Brandt continues to serve the community as a PE Teacher at Pioneer School, through coaching, and continued involvement in Lebanon Schools.

Superintendent Jennifer Meckley adds that public comment is available during this meeting and will be available at the March meeting regarding this request. Should the Board approve this recommendation during the March meeting, the district will provide adequate signage.

4. PUBLIC COMMENTS

Reserved specifically for Public Comments related to the naming of the Pioneer School Walking Path. No public comments were made.

5. 2024-25 AUDIT REPORT

Nicole Darcy, Auditor with Pauly Rogers & Co and Team Lead for the Fiscal Year 2025 Audit, presents results of the audit, which is an unmodified opinion-- meaning a clean opinion with no reservations. No issues or exceptions were found for State minimum standards, except as noted on page 48 of the financial report, no issues of non-compliance and no costs questioned for federal awards, and no separate management letter was issued.

Referring to page 7, Nicole shares the best practice findings, made up of governing body monitoring, fidelity insurance coverage determination, and using most up to date I-9 forms.

Board discussion takes place regarding the over expenditure in fund 500, and it is explained that this is related to the construction program home, built in the 2023-24 school year, which was not sold in that fiscal year, so all expenses were added in when the home sold in the next fall.

Mike motions to approve the 2024-25 Audit, and Clyde seconds the motion. All approved with a unanimous vote, the motion carries.

6. ASSESSMENT DATA

Jennifer presents Winter MAP assessment data for grades 1-8 showing overall student growth in math across the district. Grades 1-3 are demonstrating strong growth and are projected to perform well on spring state assessments. Grades 4-6 are also showing improvement, though sixth grade has been identified as an area of concern and will require additional focus. Grades 7-8 show slower but steady growth in the right direction. Schools are currently analyzing classroom and student-level data, and Jennifer adds that she has met with middle school principals to review strategies and supports, particularly for sixth grade students, ahead of spring assessments. Winter MAP assessment data for reading shares a similar story, demonstrating strong growth across grades 1-8, with a bright spot in grade 7. She shares how 7th grade teachers are doing student level growth goals with their data.

Jennifer also references the spreadsheet that was provided, which transparently displays the collective assessment data.

She shares the high school's overall pass rate of 93% at first semester, with a breakdown of 94% 9th grade pass rate, 94% 10th grade pass rate, 90% 11th grade pass rate, and 95% 12th grade pass rate. The 2026 grad rate projection is currently at 89.22% with one semester remaining.

Jennifer adds that to comply with the upcoming requirements of the new accountability bill, she will share formative data three times a year, in the fall, winter, and spring.

Some discussion takes place regarding interventions, which are taking place at all grade levels.

7. CLASS SIZE AND CASE LOAD

Jennifer shares that this is another report that comes before the Board multiple times a year, once in October and once in February. She refers to the class size data, which remained consistent. There are some larger PE and elective classes at the middle and high school. High school class sizes change at semester, and appear to be good, some even under 20, though it is noted that the district does not want to see classes that low.

Discussion takes place regarding the process for classes that are over the cap, and how the principals meet with the corresponding teacher to review and choose the appropriate option for support.

It is noted that the numbers in speech are high, so SLPAs are utilized-- which provides an assistant that can support with supervision. Jennifer recognizes Special Education Director, Rachel Hampton, who provides great supports to the SLPs, and who received a shout out at district labor management with the association. Her support and communication is really appreciated by many.

8. BOARD OPERATING AGREEMENTS

Jennifer refers to January's meeting, where it was decided that Jessica would schedule a work session with Vincent, from the OSBA, to work with the Board members on operating agreements. Upon reaching out, it appeared that his schedule was fairly full and that the session would most likely need to be a three-hour session.

The consensus of the Board is that they can work on an agreement on their own, and each member of the Board will share their ideas/requests with Nichole, who will put together a proposed agreement.

In the meantime, a Board member has requested that the process outlined in policy be followed when members wish to communicate with district staff.

9. FACILITIES USE DISCUSSION

Chair Nichole provided background on the Facilities Use Policy, noting that the topic had recently been discussed with a Board member. Board Member Clyde explained that he had been inquiring whether the policy resulted in funds being taken from students. Upon reviewing the specific OAB contract in question, he found that this was not the case, which sufficiently addressed his concerns.

10. INSTRUCTIONAL MATERIALS POLICY DISCUSSION

Board Member Mike raises questions about language in the policy regarding how instructional materials are selected. He references ORS 337.260, noting his perspective, that materials should be chosen based on merit and contributions to learning. Mike also spoke with Spencer Lewis at Oregon School Boards Association, who indicated that OSBA had offered assistance in rewriting the policy if the district chooses to revise it. Mike references neighboring districts as examples. Mike suggests that the district could develop its own policy with OSBA's assistance to better reflect the community and students.

Board Member Melissa expressed that she would like more information and the additional research provided in advance of meetings to allow for thoughtful engagement. Board Member

Lorlee asks whether there is currently curriculum that is not focused on core learning, and Mike clarified that there is not.

The board discusses compiling the additional information and including it in the next meeting packet. Clyde confirmed that this discussion was the beginning of a conversation. The board reached consensus to revisit the policy, with the understanding that members will have time to review the information. Lorlee emphasized the importance of collaborating as a board moving forward, and members briefly discuss the timing of policy updates and raising concerns.

Clyde shifts the conversation back to the Facilities Use policy, referring to custodial staff. Discussion ends and the Board moves onto the next agenda item.

11. FIRE ALARM PROJECT CONTRACTING METHOD

Chief Operations Officer William explained the advanced procurement process being proposed for the fire alarm replacement project. He noted that the request includes two components. First, the district is seeking approval to use an alternative contracting method known as design-build, which would allow the district to bring on a vendor to both design and construct the system, ensuring the solution is practical, efficient, and cost-effective. A question presented, confirms that this process will standardize the fire alarm systems across the district. William explains the importance of this project, since fire alarms that are not operating means no school to be in session. The 1.1-1.2 million dollar project is expected to be spread across a 5-year period. The district is seeking approval of Resolution #26-0219A, approval of alternative contracting method design build selection process.

The second component is that the district is requesting approval of exemption from competitive bidding requirements for the sole source procurement selection process. The district is suggesting the Silent Knight fire alarm system, which was used in the recent Seven Oak project. The district is seeking approval of Resolution #26-0219B, approval of an exemption from the competitive bidding requirements for a sole source procurement selection process.

Mike motions to approve both Resolutions A and B, and Clyde seconds the motion. All approved with a unanimous vote, the motion carries.

12. CONSENT AGENDA

Clyde motions to approve, and Mike seconds the motion. All approved with a unanimous vote, the consent agenda made up of January 8, 2026 Work Session Minutes, January 8, 2026 Board Meeting Minutes, First Reading Policy Update JEA-AR, new hire Kiawe Elliott, and temporary new hires Tanner Smith and Amy Stewart is approved in its entirety.

13. DEPARTMENT REPORTS

13.1. Operations

Nothing to report.

13.2. Financial

Finance Director Steven shares that following the completion of the audit, the district's ending fund balance for 24-25 finished healthy and was adjusted about 447,000 higher than projected. He explains that they continue to watch projections in the next couple

months, specifically the bus lift that had expected to be completed in June that is ongoing, costs associated with aging facilities, and insurance costs which are looking high.

Steven also shares that the district has been utilizing an online platform, Govdeals.com, which assists in selling obsolete items and vehicles.

He also recognizes the finance team made up of John, Kim, Amanda, Colleen, and Diane, sharing that they each take so much pride in protecting and managing the district's funds.

14. COMMUNICATION

14.1. Board

Lorlee shared that it is her father's 90th birthday and he is a 1954 graduate of Lebanon High School. She expressed that she feels very privileged and honored to serve on the board, noting the many hardworking staff and administrators in the district. She shared her appreciation for everyone's efforts and said she sees and values the work being done.

Melissa asked about the bond and whether there will be an upcoming work session. Will responded that a work session is planned for April prior to the board meeting.

14.2. Student Board

Student Member Cade shares that the high school has seen an increase in student attendance, and a decrease in tardies, which they believe is the effect of student led campaigns.

He shared several recent student accomplishments. JROTC won the Regional competition, cheer won the State championship and will now compete at nationals, boys wrestling will compete at districts, and the swim team will compete at the State meet. He also noted that the theater program recently performed *Legally Blonde* and will next present *Tuck Everlasting*. In addition, Lebanon DECA will be attending the State Career Development Conference.

14.3. Superintendent

Jennifer presents Jen's Zens starting with the recent Apple Award winner, LHS agriculture teacher and FFA advisor, Mike Wilson. Mike leads the agriculture program with heart and vision, building a community where students grow in knowledge, confidence, and responsibility. He has transformed the 55-acre Land Lab into one of the top agricultural education programs in the state, creating meaningful opportunities for students and making a lasting impact at LHS.

Jennifer shares an update on the work of the K-12 Health and Social Sciences curriculum adoption teams. A committee of teachers, administrators, and community members have been reviewing new curriculum materials to ensure they align with Oregon standards and provide the best resources for students. Health teams have explored options for elementary, middle, and high school, while continuing the district's partnership with Obria to meet state requirements. Social Sciences teams have also been evaluating materials from several providers since November. We appreciate the many hours committee members have dedicated to this work. A Curriculum Adoption Viewing Night is scheduled for April 23, when families and community members will be invited to review the materials.

She also highlights Ralston Academy's visit to Phagans Beauty School. Ten students toured the beauty school, learning about certificate programs, timelines, and career pathways, and enjoyed a hair wash and style or manicure during their visit. Later this month, Ralston students will visit Knife River and LBCC for Manufacturing Day. These experiences help students connect learning to real-world opportunities and explore local career pathways.

Jennifer also congratulates the LHS Cheer team who placed first in the State Competition. They will next be competing at Nationals in Anaheim, California.

15. PUBLIC COMMENTS

No public comments were made.

16. ADJOURNMENT at 7:10 PM

Signed:
(Board Chair)

Date:.....

Signed:
(Superintendent)

Date:.....

NAME	POSITION	FTE	START DATE	END DATE
TEMPORARY NEW HIRES 2025-26				
Breanna Lindsey	2nd Grade Teacher - Riverview School	1.0	3/3/2026	6/10/2026

BOARD MEMORANDUM



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

From: William H. Lewis III, Chief Operation Officer

Date: March 6, 2026

Meeting Date: March 12, 2026

Re: Operations Report

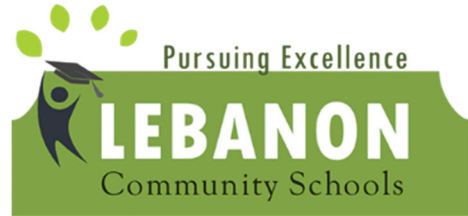
Operations Report

Seven Oak Seismic Retrofit Project Update

The 50% Construction Document (CD) drawings are complete, marking the final major phase of the architectural and engineering process. All sub-contractor bids have been received, though some exceed initial estimates, placing the project over budget. The team, including GBC Construction, ZCS Engineering, Soderstrom Architects, and LCSD staff, will collaborate on value engineering to reduce costs. We will rebid specific project portions as needed to meet the approved budget.

Tonight, district administration will request approval to award Guaranteed Maximum price Amendment 1 Early Work Package to GBC Construction for the Seismic Upgrade at the Seven Oak Middle School Gym, in the amount of \$521,146.00.

BOARD MEMORANDUM



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

From: Steven Prososki, Director of Financial Services

Date: March 03, 2026 **Meeting Date:** March 12, 2026

Re: Financial Report and Fiscal Updates

Financial Report

The 2025-2026 Financial Board Report included in this packet reflects all General Fund revenues and expenditures for 2024-2025, the budgeted YTD expenditures, and encumbered amounts for 2025-2026 as of 03/03/2026.

Lebanon Community School District
General Fund: Statement of Revenues Budget Vs. Actual For the Fiscal Year 2025-26

Source	2025-26 Budget	Actual YTD Rev. 3/3/2026	Projected through 6/30/2026	Total Estimated 2025-26	(Over)/Under Budget	2024-25 Budget	Actual YTD Rev. 6/30/2025
SSF Funding							
1111 Current Year Property Taxes	13,349,416	12,377,778	799,281	13,177,059	172,357	12,956,010	12,909,584
1112 Prior Year Property Taxes	201,478	137,173	68,727	205,901	(4,423)	240,000	182,760
1190 Penalties & Interest on Taxes	1,000	950	50	1,000	-	1,000	42,870
3101 State School Funds	38,732,367	29,351,550	9,303,327	38,654,877	77,490	37,367,780	36,834,753
3103 Common School Fund	500,000	279,045	279,045	558,091	(58,091)	500,000	557,895
3104 State Managed County Timber	150,000	53,399	96,601	150,000	-	150,000	109,299
Total SSF Funding	52,934,261	42,199,896	10,450,431	52,596,927	187,334	51,214,790	50,637,160
Total SSF Revenue	\$ 52,934,261	\$ 42,199,896	\$ 10,450,431	\$ 52,596,927	\$ 187,334	\$ 51,214,790	50,637,160
Non State School Support Formula Sources							
Local Sources							
1312 Tuition From Other Districts Within the State	-	18,133	21,000	39,133	(39,133)	-	20,000
1411 Transportation Fees	10,000	8,066	1,934	10,000	-	10,000	5,678
1510 Earnings on Investments	800,000	707,592	388,408	1,096,000	(296,000)	675,000	1,264,177
1530 Gain or Loss on Sale of Investment (FMV)	-	-	-	-	-	-	-
1910 Facility Use Rentals	1,000	4,352	4,648	9,000	(8,000)	1,000	2,275
1960 Recovery of Prior Years' Expenditure	-	3,686	-	3,686	(3,686)	-	-
1980 Fees Charged to Grants	325,000	27,902	297,098	325,000	-	325,000	374,500
1990 Miscellaneous Local Revenue	50,000	119,658	30,342	150,000	(100,000)	230,000	72,525
1991 Student Transportation - Reimbursed	100,000	91,606	8,394	100,000	-	100,000	105,755
1995 MAC Study	500,000	251,398	503,602	755,000	(255,000)	-	1,060,333
Total Non Formula Local Sources	1,786,000	1,232,393	1,234,425	2,448,686	(662,686)	1,341,000	2,905,243
Intermediate Sources							
2101 - County School Funds	20,000	37,302	-	37,302	(17,302)	20,000	36,720
2210 - TMR Reimbursement	175,000	179,310	-	179,310	(4,310)	200,000	189,730
Total Intermediate Sources	195,000	216,613	-	216,613	(21,613)	220,000	226,450
State/Federal Sources							
3199 Other Unrestricted Grants-In-Aid	275,000	-	220,000	220,000	55,000	275,000	189,089
4202 Medicaid Reimbursement	-	23,423	20,000	43,423			105,127
4300 Restricted Federal Rev	70,000	26,648	43,352	70,000	-	70,000	85,440
4801 Federal Forest	130,000	282,379	25,000	307,379	(177,379)	130,000	33,717
Total State/Federal Sources	475,000	332,449	308,352	640,801	(122,379)	475,000	413,373
Other Sources							
5300 Sale/Loss of Fixed Assets	2,000	5,402	(3,202)	2,200	(200)	2,000	-
5400 Beginning Fund Balance	8,500,000	9,824,631	-	9,824,631	(1,324,631)	7,000,000	9,287,166
Total Other Sources	8,502,000	9,830,033	(3,202)	9,826,831	(1,324,831)	7,002,000	9,287,166
Total Non SSF Revenue	\$ 10,958,000	\$ 11,611,488	\$ 1,539,576	\$ 13,132,931	\$ (2,131,508)	\$ 9,038,000	\$ 12,832,231
Total Resources	\$ 63,892,261	\$ 53,811,384	\$ 11,990,006	\$ 65,729,858	\$ (1,944,174)	\$ 60,252,790	\$ 63,469,391
Less Estimated Requirements				\$ 58,172,712			
Estimated Ending Fund Balance				\$ 7,557,146			

	2025-26 Budget	Actual YTD EXP 3/3/2026	Projected through 6/30/2026	Total Estimated 2025-26	(Over)/ Under Budget	% Committed	2024-25 Budget	Actual YTD Exp. 6/30/2025
Instruction								
1111 Elementary, K-5 or K-6	10,585,076	5,106,640	5,055,033	10,161,673	423,403	96.00%	10,586,787	9,561,671
1113 Elementary Extracurricular	5,616	28,253	-	28,253	(22,637)	503.09%	5,616	42,365
1121 Middle/Junior High Programs	4,597,566	2,282,349	2,314,723	4,597,073	493	99.99%	4,170,438	4,169,990
1122 Middle/Junior High School Extracurricular	39,022	31,213	10,457	41,670	(2,648)	106.79%	39,021	55,510
1131 High School Programs	6,178,293	2,999,173	2,992,813	5,991,986	186,307	96.98%	6,072,856	5,889,729
1132 High School Extracurricular	86,068	69,582	43,872	113,453	(27,385)	131.82%	86,066	113,451
1140 Pre Kindergarten Programs	0	6,139	2,673	8,812	(8,812)	500.00%	236,870	70
1210 Programs for the Talented and Gifted	61,705	7,866	10,833	18,699	43,006	30.30%	94,195	28,545
1220 Restrictive Pgms for Students w/Disabilities	3,342,824	1,645,999	1,596,541	3,242,539	100,285	97.00%	3,144,309	2,842,738
1250 Programs for Students w/Severe Disabilities	4,301,573	2,032,319	2,097,191	4,129,510	172,063	96.00%	3,735,302	3,793,628
1272 GF Title I Support	143,968	107,080	74,508	181,588	(37,620)	126.13%	45,337	102,481
1280 Alternative Education	1,481,326	654,865	669,560	1,324,425	156,901	89.41%	906,261	810,270
1281 Alternative Education	0	-	-	-	0	0.00%	10,000	-
1288 Charter School - Sand Ridge & Evergreen	3,608,458	2,831,664	1,055,568	3,887,232	(278,774)	107.73%	2,900,000	3,229,842
1291 English Second Language Programs	466,190	246,395	211,894	458,289	7,901	98.31%	495,964	421,233
1300 Adult/Continuing Education Programs	0	-	-	-	0	0.00%	26,317	-
1400 Summer School Programs	24,460	60,871	-	60,871	(36,411)	248.86%	26,191	18,455
Total Instruction	\$ 34,922,145	\$ 18,110,408	\$ 16,135,666	\$ 34,246,073	\$ 676,072		\$ 32,581,530	\$ 31,079,980

	2025-26 Budget	Actual YTD EXP 3/3/2026	Projected through 6/30/2026	Total Estimated 2025-26	(Over)/ Under Budget	% Committed	2024-25 Budget	Actual YTD Exp. 6/30/2025
Support Services								
2110 Attendance and Social Work Services	270,969	62,423	70,236	132,659	138,310	48.96%	227,581	111,417
2114 Student Accounting Services	281,217	182,220	97,721	279,941	1,276		269,325	268,103
2115 Student Safety	518,602	242,613	157,519	400,131	118,471	77.16%	527,042	310,410
2120 Guidance Services	1,501,591	746,393	700,517	1,446,910	54,681	96.36%	1,280,507	1,208,154
2130 Health Services	547,223	276,831	270,392	547,223	-	100.00%	343,129	475,161
2135 Health	132,020	78,008	59,810	137,818	(5,798)	104.39%	126,242	131,786
2140 Psychological Services	250	-	-	-	250	0.00%	250	-
2150 Speech Pathology and Audiology Services	492,611	343,975	158,493	502,468	(9,857)	102.00%	683,130	412,137
2190 Service Directions, Student Support Svcs	553,622	290,005	262,438	552,442	1,180	99.79%	476,332	475,317
2210 Improvement of Instruction Services	448,164	161,249	219,691	380,939	67,225	85.00%	513,007	318,858
2220 Library/Media Center	507,531	262,700	232,383	495,083	12,448	97.55%	475,366	463,707
2230 Assessment and Testing	55,000	27,637	240	27,877	27,123	50.69%	65,000	7,228
2240 Staff Development	93,915	71,829	16	71,845	22,070	76.50%	101,469	69,244
2310 Board of Education	151,070	42,631	85,778	128,410	22,661	85.00%	133,000	120,354
2321 Office of the Superintendent Services	842,693	569,576	268,433	838,009	4,684	99.44%	790,144	785,753
2410 Office of the Principal Services	4,251,489	2,637,621	1,575,764	4,213,386	38,103	99.10%	3,970,133	3,934,551
2520 Fiscal Services	952,118	618,728	297,131	915,859	36,259	96.19%	967,643	930,793
2540 Insurance & Judgements	538,174	670,529	-	670,529	(132,355)	124.59%	440,000	489,486
2542 Care and Upkeep of Buildings Services	3,271,363	2,096,731	1,100,110	3,196,841	74,522	97.72%	3,182,957	3,110,449
2543 Care and Upkeep of Grounds Services	183,068	187,894	53,859	241,753	(58,685)	132.06%	176,043	211,147
2544 Maintenance	1,780,223	1,596,526	311,505	1,908,031	(127,808)	107.18%	1,472,909	1,938,602
2548 Land Lab	8,499	2,479	-	2,479	6,020	29.17%	61,931	7,878
2550 Student Transportation Services	2,492,366	1,867,269	874,334	2,741,603	(249,237)	110.00%	2,204,733	2,566,022
2573 Warehousing and Distributing Services	28,550	17,783	10,767	28,550	-	100.00%	27,130	27,955
2630 Information Services	241,805	179,745	63,112	242,857	(1,052)	100.43%	238,991	235,089
2640 Staff Services	775,424	510,022	265,402	775,424	-	100.00%	730,995	792,024
2660 Technology Services	893,861	635,791	228,564	864,355	29,506	96.70%	899,550	869,856
2680 Interpretation & Translation Services	6,316	2,022	2,152	4,174	2,142	66.09%	6,316	4,174
2700 Supplemental Retirement	500	(57)	100	44	456	8.74%	500	44
Total Support Services	\$ 21,820,234	\$ 14,381,171	\$ 7,366,468	\$ 21,747,639	\$ 72,595		\$ 20,391,355	\$ 20,275,697
		-				-		
Community Services								
3100 Food Services	40,691	633	21,020	21,653		53.21%	16,727	8,901
3300 Community Services	-	359	-	359		0.00%	0	182
Total Community Services	\$ 40,691	\$ 993	\$ 21,020	\$ 22,013	\$ -	\$ 1	\$ 16,727	\$ 9,083
Other Requirements								
5200 Transfers of Funds	2,179,000	1,870,000	309,000	2,179,000	-	100.00%	2,280,000	2,280,000
6110 Contingency	930,191	-	-	-	930,191	100.00%	1,983,178	-
7000 Unappropriated Ending Fund Balance	4,000,000	-	-	-	4,000,000	100.00%	3,000,000	-
Total Other Requirements	\$ 7,109,191	\$ 1,870,000	\$ 309,000	\$ 2,179,000	\$ 4,930,191		\$ 7,263,178	\$ 2,280,000
Total Requirements	\$ 63,892,261	\$ 34,362,572	\$ 23,832,153	\$ 58,172,712	\$ 5,678,858		\$ 60,252,790	\$ 53,644,760