

**Lebanon Community School
District**

**School Board Meeting
May 14, 2026**

14 May 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	
	 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 SOCIAL SCIENCE CURRICULUM ADOPTION	
	 Memo Social Sciences.pdf	2
	 K-5 Social Science Recommendation.pdf	4
	 6-12 Social Science Recommendation.pdf	5
	Motion: Approval Requested	
18:23 - 18:33	4 HEALTH CURRICULUM ADOPTION	
	 Memo - Health Adoption.pdf	6
	 K-5 Health Recommendation.pdf	8
	 6-8 Health Recommendation.pdf	9
	 9-12 Health Recommendation.pdf	10
	Motion: Approval Requested	
18:33 - 18:43	5 2027-28 CERTIFIED CALENDAR	
	 27-28 Draft.pdf	11
	 26-27 Adopted .pdf	13
	Motion: Approval Requested	

18:43 - 18:53	6 FIRE PANEL REPLACEMENT PROJECT	
	 Fire Panel Recommendation.pdf	15
	Motion: Approval Requested	
18:53 - 19:03	7 SEVEN OAK SEISMIC PROJECT	
	 Seven Oak Seismic...racting Method.pdf	17
	 Request to Consid...racting Method.pdf	23
	 Public Notice - A...racting Method.pdf	24
	 Findings for Alte...racting Method.pdf	25
	Motion: Approval Requested	
19:03 - 19:13	8 CONSENT AGENDA	
	Motion: Approval Requested	
19:13 - 19:14	8.1 April 9, 2026 Work Session Meeting Minutes	
	 draft April 9, 20...ession Minutes.pdf	26
19:14 - 19:15	8.2 April 9, 2026 Board Meeting Minutes	
	 draft April 9, 20...eeting Minutes.pdf	29
19:15 - 19:16	8.3 First Reading Policy Updates	
	 Policy Table - First Reading.pdf	34
	 OSBA Policy Update Overview.pdf	36
	 OSBA Update Summary.pdf	44
	 CBG.pdf	53
	 EBB.pdf	55
	 GBN-JBA.pdf	58
	 JBA-GBN.pdf	67
	 BD - New.pdf	76
	 BDC - Delete.pdf	82
	 BDC - New.pdf	85
	 BDDC - Delete.pdf	89
	 BDDC - New.pdf	91
	 BDDG - Delete.pdf	92

📄 BDDG - New.pdf	93
📄 CBA .pdf	95
📄 DBEA .pdf	98
📄 EBBA.pdf	100
📄 IIA-AR (1).pdf	103
📄 BBAA - Delete.pdf	106
📄 BBAA - New.pdf	108
📄 BBE - Delete.pdf	111
📄 BBE - New.pdf	112
📄 BBE-AR - New.pdf	114
📄 BCB .pdf	117
📄 BCE - Delete.pdf	119
📄 BCE - New.pdf	121
📄 BCF - Delete.pdf	123
📄 BD-BDA - Delete.pdf	125
📄 BDD - Delete.pdf	129
📄 BDD - New.pdf	130
📄 CEA.pdf	132

19:16 - 19:17

8.4 Second Reading Policy Updates

📄 Policy Table - Second Reading .pdf	134
📄 IIA.pdf	135
📄 LBEA .pdf	138

19:17 - 19:18

8.5 Hiring/Leave of Absence

📄 LOA Table.pdf	140
-----------------------	-----

19:18 - 19:18

9 DEPARTMENT REPORTS

19:18 - 19:28

9.1 Operations

📄 05.14.2026 Operat... Report & Memo.pdf	141
--	-----

19:28 - 19:38

9.2 Financial

📄 05.14.2026 Financial Report & Memo.pdf	143
--	-----

19:38 - 19:38	10 COMMUNICATION
19:38 - 19:43	10.1 Board
19:43 - 19:48	10.2 Student Board
19:48 - 19:53	10.3 Superintendent
19:53 - 19:58	10.4 Jen's Zens
19:58 - 20:08	11 PUBLIC COMMENTS
20:08 - 20:09	12 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: Tonya Cairo, Director of School Improvement

Date: May 8, 2026 **Meeting Date:** May 14, 2026

Re: K-12 Social Sciences Adoption: Timeline and Overview

Teachers, administrators, and community members actively engaged in updating the K-12 Social Sciences curriculum to align with Oregon Department of Education requirements. The following list highlights the actions and meetings that guided this work.

5/23/25 and 6/5/25 - Curriculum Adoption Interest Survey

- K-12 Social Sciences Adoption Team established
 - Elementary: 10 teachers/staff, 2 administrators, 1 parent
 - Secondary: 7 teachers/staff, 2 administrators, 1 parent

8/26/25 - Social Sciences Back to School PD Session

9/18/25 - Board Announcement of K-12 Health and Social Science Adoption

9/24/25 - Emailed Adoption Meeting Notes and Update

- Emailed to elementary and secondary teams

10/22/25 - Secondary Adoption Team Meeting

- Reviewed Adoption Criteria
- Reviewed State IMET evaluation tool
- Mini Checklist developed for use
- Reviewed State Approved Materials list
- Chose publishers for presentations/review

11/12/25 - Elementary Adoption Team Meeting

- Presentation of McGraw-Hill elementary materials

11/19/25 - Secondary Adoption Team Meeting

- Presentation of McGraw-Hill secondary materials

11/24/25 - TCI Meeting

- School Improvement Director meeting with TCI

12/1/25 - Survey for Post-Presentation Review

- Sent to both elementary and secondary teams
 - Utilizes the Mini Checklist IMET

1/7/26 - Secondary Adoption Team Meeting

- Presentation of Imagine Learning secondary materials
 - Post-Presentation Survey sent to secondary staff

1/14/26 - Elementary Adoption Team Meeting

- Presentation of TCI elementary materials

1/21/26 - Secondary Adoption Team Meeting

- Presentation of TCI secondary materials
 - Post-Presentation Survey sent to elementary and secondary staff

2/18/26 - Elementary Adoption Team Meeting

- Review of all materials presented and curriculum mapping
- Discuss survey feedback and data

3/18/26 - Secondary Adoption Team Meeting

- Review of all materials presented and curriculum mapping
- Discuss survey feedback and data

4/1/26 - Elementary Adoption Team Meeting

- Final reviews
- Plan for Community Viewing Night

4/15/26 - Secondary Adoption Team Meeting

- Final reviews
- Plan for Community Viewing Night

4/23/26 - Curriculum Adoption Community Viewing Night

- K-12 Health and Social Science materials available for public viewing and feedback

5/14/26 - LCSD Board Meeting

- Final recommendation goes before the School Board for approval

BOARD MEMORANDUM



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

From: Tonya Cairo, Director of School Improvement

Date: May 8, 2026

Meeting Date: May 14, 2026

Re: Kindergarten through Fifth Grade Social Science Curriculum Adoption

The proposed curriculum for Kindergarten through Fifth Grade Social Science is McGraw Hill's IMPACT Social Studies. This curriculum is state approved and aligned to the new Oregon Social Science standards. It is an inquiry-based, knowledge-building program designed to integrate rich social studies content with critical thinking, analysis skills, and ELA strategies. The curriculum is structured to progressively expand students' understanding of their world, starting with their immediate surroundings and broadening to the history of the United States.

Below is a high-level summary of the program's progressive focus by grade level:

- **Kindergarten: Learning and Working Together**
 - Focuses on foundational concepts of identity, diversity, cooperation, and citizenship within their immediate surroundings, including national symbols and holidays.
- **Grade 1: Our Place in the World**
 - Covers citizenship (rights/responsibilities/voting), geography and map skills, American monuments, and fundamental economics (goods, services, and money).
- **Grade 2: Exploring Who We Are**
 - Investigates our country and world through the lenses of history (past and present daily life), geography, economy, and government.
- **Grade 3: Our Communities**
 - Studies communities in the U.S. and the world, focusing on the impact of geography, culture, history, government, and economics.
- **Grade 4: Regions of the United States**
 - Exploration of the history, geography, government, and economics of specific U.S. regions, including topics from the Industrial Revolution to the Civil War, the Civil Rights movement, and a focus on Oregon History.
- **Grade 5: U.S. History – Making a New Nation**
 - Covers early Native peoples, the Age of Exploration, the American Revolution, the formation of the Constitution, westward expansion, and the profound societal impacts of the Civil War and Reconstruction.

Recommendation: Adoption of McGraw Hill's IMPACT Social Studies for grades K-5

We recommend the adoption of McGraw Hill's IMPACT Social Studies for grades K–5. This curriculum is state approved and aligned to the new Oregon Social Science standards. Based on the program's foundation in inquiry-based learning, its progressive structure that builds a foundational understanding of social studies concepts, and its integration of critical thinking and ELA strategies, the comprehensive, grade-level specific content is designed to empower young students to become informed citizens by exploring their world from their local community to the nation's history.

BOARD MEMORANDUM



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

From: Tonya Cairo, Director of School Improvement

Date: May 8, 2026 **Meeting Date:** May 14, 2026

Re: Sixth through Twelfth Grade Social Science Curriculum

Background:

The proposed curriculum for Middle and High School Social Science is TCI: Social Studies Alive!, published by Teachers' Curriculum Institute (TCI). This comprehensive, inquiry-based program is fully aligned with the Oregon Social Sciences Standards and is specifically designed to meet the academic and developmental needs of students in grades six through twelve. TCI's core mission is to empower students to become active, informed citizens through engaging, hands-on learning experiences.

The curriculum is structured into thematic units addressing a wide spectrum of critical topics from ancient civilizations and global conflicts to civil rights and financial literacy. At its foundation, TCI is an inquiry-based program, integrating a "Student Discovery" activity into every lesson. This provides hands-on practice in core competencies such as analyzing primary sources, evaluating multiple perspectives, developing evidence-based arguments, and collaborative problem-solving. The program ensures accessibility and engagement through differentiated resources, features like "Reading Further" and "Investigating History," and its design supports interdisciplinary learning. Furthermore, all curriculum materials are available in both English and Spanish.

The TCI curriculum has been formally approved by the Oregon Department of Education (ODE) and is highly recognized for its strong alignment with the state's Social Sciences Standards. A key component of the program is the inclusion of robust digital tools and flexible lesson plans that strictly adhere to ODE requirements for inclusive and comprehensive history education. These specific lessons are delivered via a user-friendly digital platform, allowing for seamless integration of current events and local history, ensuring the curriculum remains relevant and engaging for all students.

Recommendation: Adoption of TCI Social Studies Alive! for grades 6-12

Based on the thorough review of materials and the strong consensus from the instructional team, we recommend the Adoption of TCI: Social Studies Alive! for grades 6–12. The program's exceptional alignment with Oregon Standards, its focus on critical thinking and inquiry, and its commitment to providing flexible, high-quality resources in both English and Spanish make it the superior choice. The availability of both print and digital components meets the diverse needs of our classrooms, while the robust teacher support ensures a high-quality, sustainable curriculum for all students over the next adoption cycle.

BOARD MEMORANDUM



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

From: Tonya Cairo, Director of School Improvement

Date: May 8, 2026 **Meeting Date:** May 14, 2026

Re: K-12 Health Adoption: Timeline and Overview

Teachers, administrators, and community members have been hard at work to update the K-12 Health curriculum as outlined by the Oregon Department of Education. The following list highlights the actions and meetings that guided this work.

5/23/25 and 6/5/25 Elementary Curriculum Adoption Interest Survey

- K-12 Health Adoption Team established including 11 teachers, 3 administrators and 2 parents/community members

9/17/25 Elementary Health Adoption Meeting

- Board Policy and Oregon Health standards review
- Review of Elementary Health state choices
 - The Great Body Shop - Program Review
- Development of staff Google feedback form and determination of adoption route

9/18/2025 Board Announcement of K-12 Health and Social Science Adoption

9/24/25 Middle School / High School Health Adoption Communication and Review

- Review of Middle School Health state choices
 - The Great Body Shop - Program Review
 - The Goodheart-Wilcox Company, Inc
 - Human Kinetics, Inc: Live Well Middle School Health
- Review of High School Health state choice and Independent Adoption
 - Human Kinetics, Inc: Live Well High School Health
 - Independent Adoption - Glencoe Health (2022 Digital Edition)
- Review of Health Education Instructional Materials per Oregon Law

10/1/25 Communication provided to Elementary staff on results of staff survey

- Results from survey favoring The Great Body Shop

10/8/25 LHS Health Team Meeting and Discussion

- Independent Adoption - Glencoe Health (2022 Digital Edition)
- Division 22 required comprehensive sexual health and continuing partnership with Obria
- Alignment w/ Oregon Statutes and Rules

10/21/25 Review of K-12 Health materials

- Director of School Improvement met with board member for K-12 Health materials informative review

10/29/25 Presentation from The Great Body Shop K-8

- Review of materials, IMET, comprehensive sexual health

11/13/25 Elementary Health Adoption Meeting

- Review of sexual health requirements, exemption process, and curriculum mapping.
- Plan for curriculum display and community review.
- Review of community feedback form

12/3/25 Presentation from LiveWell Publishers for 6-8

- Human Kinetics K-12 Curriculum Specialist provided team with presentation

1/28/26 LHS McGraw Hill Health Presentation

- Publisher presentation of Glencoe Digital Health Curriculum to LHS Health staff

2/26/26 Elementary Health Adoption Meeting

- Plan for Curriculum Adoption Community Viewing Night

3/18/26 Elementary District PLC Meeting

- Publisher presentation of The Great Body Shop to staff

4/23/26 Curriculum Adoption Community Viewing Night

- K-12 Health and Social Science materials available for public viewing and feedback
- LCSD Health Education Exemption aligned with state requirements

5/14/26 - LCSD Board Meeting

- Final recommendation goes before the School Board for approval

BOARD MEMORANDUM



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

From: Tonya Cairo, Director of School Improvement

Date: May 8, 2026 **Meeting Date:** May 14, 2026

Re: Kindergarten through Fifth Grade Health Curriculum

Background:

The Great Body Shop (GBS) is a PreK-8th grade comprehensive health education resource published by The Children's Health Market. Developed over nearly four decades, it is designed to be a sequential, developmentally appropriate, and medically accurate program. Its hallmark is a strong family component, which includes monthly student issues, family bulletins, and home activities designed to encourage parent and family partnership in their children's health education.

The curriculum focuses on a wide range of topics including Wellness and Health Promotion, Safety and First Aid, Substance Use/Abuse, Social/Emotional/Mental Health, and Healthy Relationships/Violence Prevention, including mandated child sexual abuse prevention programs (often referred to as Erin's Law).

It is a skill-based program, integrating Social and Emotional Learning (SEL) competencies such as self-awareness, self-management, social awareness, and responsible decision-making into every unit.

The Great Body Shop has been adopted by many school districts in Oregon and is widely recognized for its strong alignment with the Oregon Health Education Standards for K-5. Furthermore, the curriculum aligns with national standards, including the National Health Education Standards and the National Sexuality Education Standards, ensuring a high-quality, research-informed approach to health education.

Recommendation: Adoption of The Great Body Shop for grades K-5.

After a thorough review of the materials and consideration of the needs of our school community, we are confident that The Great Body Shop offers the most comprehensive, engaging, and developmentally appropriate health curriculum available. Its alignment with the Oregon Health Education Standards ensures our students will gain the essential knowledge and critical life skills needed to make informed, healthy decisions throughout their lives. The unique home-to-school connection is an invaluable asset, reinforcing classroom lessons and engaging our families as partners in the wellness and safety of their children.

BOARD MEMORANDUM



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

From: Tonya Cairo, Director of School Improvement

Date: May 8, 2026 **Meeting Date:** May 14, 2026

Re: Sixth through Eighth Grade Health Curriculum

Background:

The proposed curriculum for Middle School Health is LiveWell: Middle School Health, published by Human Kinetics. This comprehensive, skills-based program is fully aligned with the Oregon Health Education Standards and is specifically designed to meet the developmental needs of students in grades six through eight. LiveWell's core mission is to empower students to build health literacy and acquire the essential skills necessary for lifelong well-being.

The curriculum is structured into five units containing 14 chapters, addressing a wide spectrum of critical topics from personal health, nutrition, and emotional well-being to substance abuse, public health, and healthy relationships. At its foundation, LiveWell is a skills-based program, integrating a "skill building challenge" into every lesson. This provides hands-on practice in core competencies such as decision-making, communication, goal setting, advocacy, and self-management. The program ensures accessibility and engagement through differentiated resources, features like "career connections" and "diversity matters," and its design supports interdisciplinary learning. Furthermore, all curriculum materials, including the eBook, slides, worksheets, quizzes, and tests, are available in both English and Spanish.

The LiveWell curriculum has been formally approved by the Oregon Department of Education (ODE) and is highly recognized for its strong alignment with the state's Health Education Standards. A key component of the program is the inclusion of separate, comprehensive reproductive and sexual health lessons, which strictly adhere to ODE requirements. These specific lessons are delivered digitally via the Interactive Web Text (IWT), allowing for controlled access necessary to efficiently manage the mandatory parental opt-out process required by the district.

Recommendation: Adoption of Live Well for grades 6-8.

Based on the thorough review of materials and the strong consensus from the instructional team, we recommend the Adoption of LiveWell: Middle School Health for grades 6–8. The program's exceptional alignment with Oregon Standards, its focus on practical skill-building, and its commitment to providing flexible, high-quality resources in both English and Spanish make it the superior choice. The availability of a hard copy text meets the needs of our low-tech instruction classrooms, while the digital resources and robust teacher support ensure a high-quality, sustainable curriculum for all students over the next adoption cycle.

BOARD MEMORANDUM



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

From: Tonya Cairo, Director of School Improvement

Date: May 8, 2026 **Meeting Date:** May 14, 2026

Re: Nine – Twelfth Health Curriculum

Recommendation: Independent Adoption of Glencoe Health (©2022) Digital Upgrade

Background: The Need for Material Compliance

LHS currently relies on an older version of Glencoe Health (©2015) as its foundational high school health curriculum. Oregon adopted new 2023 State Health Education Standards. Upgrading to the new materials will ensure our curriculum is legally compliant and highly relevant, effectively meeting the contemporary health needs of our students.

The proposed Independent Adoption focuses on securing the 2022 digital component of Glencoe Health. This strategic upgrade is essential because it allows the district to seamlessly integrate the new, compliant materials with our existing curriculum resources, ensuring the entire program is brought up to the current standard.

This targeted upgrade addresses high-priority areas and legislative mandates, including:

- 2023 Oregon Standards Alignment: The new digital content is built to align with the revised state standards, closing compliance gaps.
- Contemporary Health Issues: It provides critical, up-to-date information on the COVID-19 Pandemic, opioid and heroin abuse, e-cigarettes/vaping, and cyberbullying.
- Legal Mandates: It ensures we deliver the legally required content on sexual abuse prevention (Erin's Law).
- Instructional Flexibility: The digital materials offer a robust, accessible eBook (also in Spanish), new videos, customizable assessments, and a wraparound Teacher's Edition, providing necessary support for all teaching models.

By adopting the 2022 digital materials, we are making a cost-effective and immediate investment that keeps our foundational curriculum current, comprehensive, and fully aligned with the 2023 Oregon State Health Education Standards.

We ask the School Board to adopt this recommendation and authorize the Independent Adoption of the Glencoe Health (©2022) digital materials to ensure our current materials remain relevant and compliant with state standards.

[Independent Adoption](#)

Lebanon Community Schools 2027-28 Calendar

D=Staff Development
P=Preparation
Shaded = Non Contract
H=Holiday
C=Parent Conferences
S=Semester
Q=Quarter
E=Early Release

AUG 2027						
S	M	T	W	H	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	D30	D31				

SEP 2027						
S	M	T	W	H	F	S
			D1	P2	P3	4
5	H6	*7	E8	9	10	11
12	13	14	E15	16	17	18
19	20	21	E22	23	24	25
26	27	28	E29	30		

Class: 0
Other: D= 2

Class: 18 D= 1
Other: H= 1 P= 2

OCT 2027						
S	M	T	W	H	F	S
					1	2
3	4	5	E6	7	8	9
10	11	12	E13	14	15	16
17	18	19	E20	21	22	23
24	25	26	E27	28	Q29	30
31						

Class: 21 P= 0
Other: C= 0 H= 0

NOV 2027						
S	M	T	W	H	F	S
	P1	C2	C3	4	5	6
7	8	9	E10	H11	12	13
14	15	16	E17	18	19	20
21	22	23	24	H25	26	27
28	29	30				

Class: 15 P= 1
Other: C= 2 H= 2

DEC 2027						
S	M	T	W	H	F	S
			E1	2	3	4
5	6	7	E8	9	10	11
12	13	14	E15	16	E17	18
19	20	21	22	23	H24	25
26	27	28	29	30	H31	

Class: 13
Other: H= 2

JAN 2028						
S	M	T	W	H	F	S
						1
2	3	4	E5	6	7	8
9	10	11	E12	13	14	15
16	H17	18	E19	20	21	22
23	24	25	E26	27	S28	29
30	P31					

Class: 19
Other: H= 1 P= 1

FEB 2028						
S	M	T	W	H	F	S
		P1	E2	3	4	5
6	7	8	E9	10	11	12
13	14	15	E16	17	18	19
20	H21	22	E23	24	25	26
27	28	29				

Class: 19
Other: H= 1 P= 1

MAR 2028						
S	M	T	W	H	F	S
			E1	2	3	4
5	6	7	E8	9	10	11
12	13	14	E15	16	17	18
19	20	21	22	23	24	25
26	27	28	E29	30	31	

Class: 18
Other: C= 0 P= 0

APR 2028						
S	M	T	W	H	F	S
						1
2	3	4	E5	6	7	8
9	10	Q11	P12	C13	C14	15
16	17	18	E19	20	21	22
23	24	25	E26	27	28	29
30						

Class: 17
Other: C= 2 P= 1

MAY 2028						
S	M	T	W	H	F	S
	1	2	E3	4	5	6
7	8	9	E10	11	12	13
14	15	16	E17	18	19	20
21	22	23	E24	25	26	27
28	H29	30	E31			

Class: 21
Other: H= 1

JUN 2028						
S	M	T	W	H	F	S
				1	E2	3
4	5	6	E7	8	9	10
11	12	E13	P14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

Class: 9
Other: P= 1

Class	P	C	D	H	Contract
18	2	0	3	1	24
49	1	2	0	4	56
56	2	0	0	2	60
47	2	2	0	1	52
170	7	4	3	8	192

ALL SUBJECT TO BARGAINING CONTRACT

Adoption Date: 5/14/2026

2027

August 30-September 1, 2027	Staff Professional Development Days
September 2-3, 2027	Staff Preparation Days
September 6, 2027	Holiday - Labor Day
September 7, 2027	Open House/Orientation
September 8, 2027	First Day of School
October 29, 2027	End of First Quarter
November 1, 2027	Staff Preparation Day - NO SCHOOL
November 2-3, 2027	Parent Conferences - NO SCHOOL
November 11, 2027	Holiday - Veterans' Day - NO SCHOOL
November 24, 2027	Non-Contract Day - NO SCHOOL
November 25, 2027	Holiday - Thanksgiving Day - NO SCHOOL
November 26, 2027	Non-Contract Day - NO SCHOOL
December 20-23, 2027	Non-Contract Day - Winter Break - NO SCHOOL
December 24, 2027	Holiday - Christmas Eve - NO SCHOOL
December 27-30, 2027	Non-Contract Day - Winter Break - NO SCHOOL
December 31, 2027	Holiday - New Years Eve - NO SCHOOL

2028

January 3, 2028	Classes Resume
January 17, 2028	Holiday - Martin Luther King Jr. Day - NO SCHOOL
January 28, 2028	End of First Semester
January 31, 2028	Staff Preparation Days - NO SCHOOL
February 1, 2028	Staff Preparation Days - NO SCHOOL
February 21, 2028	Holiday - Presidents' Day - NO SCHOOL
March 20-24, 2028	Non-Contract Days - Spring Break - NO SCHOOL
April 11, 2028	End of Third Quarter
April 12, 2028	Staff Preparation Day - NO SCHOOL
April 13-14, 2028	Parent Conferences - NO SCHOOL
May 26, 2028	Non-Contract Day (Snow Make Up)
May 29, 2028	Holiday - Memorial Day - NO SCHOOL
June 2, 2028	Strawberry Festival - Early Release
June 6, 2028	High School Graduation
June 13, 2028	Classes End
June 14, 2028	Staff Preparation Day

* Some students may begin school later due to incoming student orientation.
More information will be provided by the school.

*Early Release Collaboration Days will be every Wednesday, beginning September 8, 2027 for **ALL** schools.*

ALL SUBJECT TO BARGAINING CONTRACT

Adoption Date: 5/14/2026

Lebanon Community Schools 2026-27 Calendar

D=Staff Development
P=Preparation
Shaded = Non Contract
H=Holiday
C=Parent Conferences
S=Semester
Q=Quarter
E=Early Release

AUG 2026						
S	M	T	W	H	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	D31					

Class: 0
Other: D= 1

SEP 2026						
S	M	T	W	H	F	S
		D1	D2	P3	P4	5
6	H7	*8	E9	10	11	12
13	14	15	E16	17	18	19
20	21	22	E23	24	25	26
27	28	29	E30			

Class: 17 D= 2
Other: H= 1 P= 2

OCT 2026						
S	M	T	W	H	F	S
				1	2	3
4	5	6	E7	8	9	10
11	12	13	E14	15	16	17
18	19	20	E21	22	23	24
25	26	27	E28	29	30	31

Class: 22 P= 0
Other: C= 0 H= 0

NOV 2026						
S	M	T	W	H	F	S
1	2	Q3	P4	C5	C6	7
8	9	10	H11	12	13	14
15	16	17	E18	19	20	21
22	23	24	25	H26	27	28
29	30					

Class: 14 P= 1
Other: C= 2 H= 2

DEC 2026						
S	M	T	W	H	F	S
		1	E2	3	4	5
6	7	8	E9	10	11	12
13	14	15	E16	17	18	19
20	21	22	23	24	H25	26
27	28	29	30	31		

Class: 14
Other: H= 1

JAN 2027						
S	M	T	W	H	F	S
					H1	2
3	4	5	E6	7	8	9
10	11	12	E13	14	15	16
17	H18	19	E20	21	22	23
24	25	26	E27	28	S29	30
31						

Class: 19
Other: H= 2 P= 0

FEB 2027						
S	M	T	W	H	F	S
	P1	P2	E3	4	5	6
7	8	9	E10	11	12	13
14	H15	16	E17	18	19	20
21	22	23	E24	25	26	27
28						

Class: 17
Other: H= 1 P= 2

MAR 2027						
S	M	T	W	H	F	S
	1	2	E3	4	5	6
7	8	9	E10	11	12	13
14	15	16	E17	18	19	20
21	22	23	24	25	26	27
28	29	30	E31			

Class: 18
Other: C= 0 P= 0

APR 2027						
S	M	T	W	H	F	S
				1	2	3
4	5	6	E7	8	9	10
11	12	Q13	P14	C15	C16	17
18	19	20	E21	22	23	24
25	26	27	E28	29	30	

Class: 19
Other: C= 2 P= 1

MAY 2027						
S	M	T	W	H	F	S
						1
2	3	4	E5	6	7	8
9	10	11	E12	13	14	15
16	17	18	E19	20	21	22
23	24	25	E26	27	28	29
30	H31					

Class: 19
Other: H= 1

JUN 2027						
S	M	T	W	H	F	S
		1	E2	3	E4	5
6	7	8	E9	10	11	12
13	14	E15	P16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

Class: 11
Other: P= 1

Class	P	C	D	H	Contract
17	2	0	3	1	23
50	1	2	0	3	56
54	2	0	0	3	59
49	2	2	0	1	54
170	7	4	3	8	192

ALL SUBJECT TO BARGAINING CONTRACT

Adoption Date: 3/13/2025

2026

August 31-September 2, 2026	Staff Professional Development Days
September 3-4, 2026	Staff Preparation Days
September 7, 2026	Holiday - Labor Day
September 8, 2026	Open House/Orientation
September 9, 2026	First Day of School
November 3, 2026	End of First Quarter
November 4, 2026	Staff Preparation Day - NO SCHOOL
November 5-6, 2026	Parent Conferences - NO SCHOOL
November 11, 2026	Holiday - Veterans' Day - NO SCHOOL
November 25, 2026	Non-Contract Day - NO SCHOOL
November 26, 2026	Holiday - Thanksgiving Day - NO SCHOOL
November 27, 2026	Non-Contract Day - NO SCHOOL
December 21-24, 2026	Non-Contract Day - Winter Break - NO SCHOOL
December 25, 2026	Holiday - NO SCHOOL
December 28-31, 2026	Non-Contract Day - Winter Break - NO SCHOOL

2027

January 1, 2027	Holiday - NO SCHOOL
January 4, 2027	Classes Resume
January 18, 2027	Holiday - Martin Luther King Jr. Day - NO SCHOOL
January 29, 2027	End of First Semester
February 1-2, 2027	Staff Preparation Days - NO SCHOOL
February 15, 2027	Holiday - Presidents' Day - NO SCHOOL
March 22-26, 2027	Non-Contract Days - Spring Break - NO SCHOOL
April 13, 2027	End of Third Quarter
April 14, 2027	Staff Preparation Day - NO SCHOOL
April 15-16, 2027	Parent Conferences - NO SCHOOL
May 28, 2027	Non-Contract Day (Snow Make Up)
May 31, 2027	Holiday - Memorial Day - NO SCHOOL
June 4, 2027	Strawberry Festival - Early Release
June 8, 2027	High School Graduation
June 15, 2027	Classes End
June 16, 2027	Staff Preparation Day

* Some students may begin school later due to incoming student orientation.
More information will be provided by the school.

*Early Release Collaboration Days will be every Wednesday, beginning September 9, 2026 for **ALL** schools.*

ALL SUBJECT TO BARGAINING CONTRACT

Adoption Date: 3/13/2025



May 7, 2026

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

Re: Lebanon Community School District
Fire Alarm Panel Project
District Wide
Recommendation to Award Contract for Design Build Services

Dear Will,

After careful review and consideration, the Scoring Committee and HMK Company recommend that the Lebanon Community School District Board take action to award the contract for Design-Build Services to New Certified Systems LLC for the District Wide Fire Alarm Panel Project, in the amount of \$15,000.00 for Program-Level Pre-Construction Fee, with the additional charges of \$16,500 per site, 8% Overhead and Profit, and 10% General Conditions Markup to be implemented per site GMP at time of work.

On behalf of the District, HMK Company issued a Request for Proposals (RFP) on April 17, 2026 for the District Wide Fire Alarm Panel Project. On the May 6, 2026 four (4) proposals were received. New Certified Systems LLC submitted a proposal. The District Scoring Committee selected New Certified Systems LLC as the top-ranking firm.

New Certified Systems LLC is a firm of good reputation. The Lebanon Community School District is in compliance in awarding to New Certified Systems LLC.

We are requesting that the Lebanon Community School District Board award the contract for Design Build Services for the District Wide Fire Alarm Panel Project to New Certified Systems LLC at the meeting on May 14, 2026, for the Program-Level Preconstruction Contract amount of \$15,000.00.

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

Sincerely,
Paul Chamberlin

Paul Chamberlin
Regional Director
HMK Company

Att: Scoring Tally



LEBANON COMMUNITY SCHOOL DISTRICT
FIRE ALARM PANEL
DESIGN BUILD REQUEST FOR PROPOSAL
6-May-26

	Certified Systems									Innova									Northside									IES								
Criteria	1	2	3	4	5	6	7	8	Total	1	2	3	4	5	6	7	8	Total	1	2	3	4	5	6	7	8	Total	1	2	3	4	5	6	7	8	Total
Scorer 1 (WL)	0	14	14	14	15	17	15	4	93	0	14	14	14	15	18	12	4	91	0	13	15	14	15	17	15	4	93	0	14	13	14	15	18	11	4	89
Scorer 2 (BE)	0	13	11	11	11	18	12	3	79	0	12	13	13	12	17	10	3	80	0	12	13	12	12	17	11	3	80	0	10	10	10	12	15	10	3	70
Scorer 3 (PK)	0	14	9	10	13	12	15	5	78	0	12	13	12	13	15	9	5	79	0	8	10	12	12	13	13	5	73	0	13	13	13	10	15	6	5	75
Scorer 4 (DP)	0	10	10	10	10	14	10	3	67	0	9	10	8	9	13	5	3	57	0	8	11	9	6	15	10	4	63	0	5	5	4	8	11	5	3	41
Totals	0	51	44	45	49	61	52	15	317	0	47	50	47	49	63	36	15	307	0	41	49	47	45	62	49	16	309	0	42	41	41	45	59	32	15	275
Average	79.25									76.75									77.25									68.75								

Criteria

100 Possible Points

- 1 Qualifications: (P/F)
- 2 Program Approach Narrative: (15 Points Max)
- 3 Similar Project History: (15 Points Max)
- 4 Firm Experience: (15 Points Max)
- 5 Staffing & Staff Qualifications: (15 Points Max)
- 6 Project Approach: (20 Points Max)
- 7 Fees: (15 Points Max)
- 8 General Conditions: (5 Points Max)



EXHIBIT B TO BOARD RESOLUTIONS

PROPOSED FINDINGS PURSUANT TO ORS 279C.335 AND OAR 137-049-0610, -0620, -0630, and -0690 BY THE LEBANON COMMUNITY SCHOOL DISTRICT 7 OAK MIDDLE SCHOOL GYM SEISMIC UPGRADE PROJECT

On May 14, 2026, the Lebanon Community School District (the "District") submitted a request for exemption from the competitive bidding requirements of ORS Chapter 279C.335(1), pursuant to ORS 279C.335(2), for a project referred to as the 7 Oak Middle School Gym Seismic Upgrade Project. This exemption is sought to allow the District to utilize an alternative contracting method for this Project. Specifically, the District proposes to implement a Two-Step Request for Qualifications | Invitation to Bid (RFQ|ITB) selection process.

- (a) **A Request for Qualifications (RFQ)** to identify contractors who demonstrate exceptional qualifications based on experience, personnel, and resources to perform the Project in alignment with the District's requirements; and
- (b) **An Invitation to Bid (ITB)** conducted in accordance with the competitive bidding standards and procedures of the Oregon Public Contracting Code. Participation in the ITB process will be limited to contractors pre-qualified through the RFQ process. The District plans to utilize this single pre-qualification process to identify highly qualified contractors, issuing separate ITBs for each individual Project.

Approving exemption of this Class from the competitive bidding requirement of ORS 279C.335 will benefit the District by allowing for utilization of the Two-Step RFQ|ITB procurement process, and the resultant benefits to the District outlined in the below findings.

ORS 279c.335(2)(b)-- In approving a finding under this paragraph, the...the local contract review board shall consider the type, cost and amount of the contract...

OAR 137-049-0630 Descriptions. Findings supporting a competitive bidding exemption must describe with specific any Alternative Contracting Method to be used in lieu of competitive bidding, including, but not limited to, whether a one-step (request for Proposals), two-step (beginning with a Request for Qualifications, followed by a Invitation to Bid) or other solicitation process will be utilized. The Findings may also describe anticipated characteristics or features of the resulting Public Improvement Contract. However, the purpose of an exemption from competitive bidding is limited to a determination of the Procurement method. Any unnecessary or incidental descriptions of the specific details of the anticipated Contract within the supporting Findings are not binding upon the Contracting Agency. The parameters of the Public Improvement Contract are those characteristics or specifics that are announced in the Solicitation Document.

The Board is requested to approve the following findings:

The Lebanon Community School Board, having considered the evidence at the public hearing concerning this request, finds:

1. The Lebanon Community School District is a local government body organized and existing under the laws of the State of Oregon.
2. The Lebanon Community School Board is the local contract review board for the Lebanon Community School District.



LEBANON COMMUNITY SCHOOL DISTRICT
7 OAK MIDDLE SCHOOL GYM SEISMIC UPGRADE PROJECT
TWO STEP RFQ | ITB ALTERNATIVE CONTRACTING METHOD
FINDINGS

With regarding to ORS 279C.335, the Lebanon Community School Board has considered the following in its decision to exempt the Project from competitive bidding and use the Two Step RFQ|ITB method:

- a. The exemption is unlikely to encourage favoritism in the awarding of the public improvement contract or substantially diminish competition for the public improvement contract.

Analysis: The Lebanon Community School Board will select four qualified contractors through a competitive request for qualification process that fosters competition and focuses on delivering value to the Lebanon Community School District with no favoritism through an objective point-scoring system. The Lebanon Community School District will administer an openly advertised RFQ process in a manner that will attract competition. They will issue an Invitation to Bid to the prequalified contractors with the bid being awarded to the bidder with the low responsive bid. ITB will be publicly advertised with instructions for interested sub-contractors and material suppliers to submit bids to the pre-qualified contractors.

"Sub-contractable" work will be procured through the ITB process that will be issued with instructions to subcontractors to submit their bids to the pre-qualified contractors.

Finding: The process used by the Lebanon Community School District makes the exemption unlikely to encourage favoritism in the awarding of the Projects or substantially diminish competition for the Projects.

- b. Awarding a public improvement contract under the exemption is likely to result in substantial cost savings and other substantial benefits to the Lebanon Community School District.

Analysis:

- i. Public benefits

The renovated Lebanon Community School District facilities will facilitate better working environments, providing safer and more efficient buildings. The Two Step process will help to maximize the quality of work by the highly qualified contractors having been prequalified.

Findings Under ORS 279C.335(2)(b)

Information related to each of the requirements of ORS 279C.335(2)(b) is as follows:

- (A) How many persons are available to bid.

Information considered by the Lebanon Community School District:

The District has identified a minimum of five highly qualified contractors who possess extensive experience in delivering public projects. This pool of contractors demonstrates a strong capability to meet the District's project needs, ensuring a competitive and competent bidding process.

- (B) The construction budget and the projected operating costs for the completed public improvement.

Information considered by the Lebanon Community School District:



The total construction budget is approximately:

- 7 Oak Middle School Gym Seismic Upgrade is \$1,900,000.00

(C) Public benefits that may result from granting the exemption.

Information considered by the Lebanon Community School District:

The public benefits anticipated from granting this exemption include significant cost savings for the District and, by extension, the public. These savings are derived from ensuring that only highly qualified contractors are eligible to compete for the Project. By pre-qualifying bidders, the District ensures that participating contractors are both responsible and responsive, with demonstrated capacity, experience, and commitment to quality. This process preserves the benefits of competitive bidding while safeguarding against the risks of underqualified or unresponsive contractors.

- i. A reduction in both the quantity and complexity of requests for information (RFIs) and clarifications, minimizing potential delays and administrative burdens during the Project;
- ii. A decrease in the number, intricacy, and monetary impact of change order requests, fostering budget stability throughout the Project.;
- iii. Streamlined submission and approval processes for shop drawings, enhancing efficiency and maintaining schedule integrity;
- iv. A simplified close-out process, achieved by reducing the number and scope of "punch list" items requiring contractor corrections, ensuring a timely and organized conclusion to the Project; and
- v. Minimized post-completion deficiencies, which will lessen the District's administrative effort related to warranty claims and ensure long-term value from the completed Project.

(D) Whether value engineering techniques may decrease the cost of the public improvement.

Information considered by the Lebanon Community School District:

The District anticipates that engaging a highly qualified contractor will result in advantageous engineering and construction design modifications throughout the Project. A contractor selected through the Two-Step Process outlined in these Findings is better positioned to identify value engineering opportunities, implement those opportunities effectively, and contribute to accurate assessments of their cost implications. This approach is expected to optimize project outcomes and achieve cost efficiencies.

(E) The cost and availability of specialized expertise that is necessary for the public improvement.

Information considered by the Lebanon Community School District:

The Project requires specialized expertise in local government construction to mitigate the risks of cost and schedule overruns by promoting greater contractor efficiency and accuracy. The District's adoption of the RFQ/ITB alternative contracting methodology is specifically designed to enhance its ability to select a highly qualified contractor possessing the necessary specialized expertise to ensure successful Project delivery.

(F) Any likely increases in public safety.

Information considered by the Lebanon Community School District:



Construction work for the Project will be conducted in strict compliance with OR-OSHA safety regulations. Prequalified contractors will be required to demonstrate exceptional qualifications and provide evidence of construction safety practices that uphold the highest standards of integrity. Ensuring the safety of staff and other individuals during construction is a paramount priority for the District.

- (G) Whether granting the exemption may reduce risks to the contracting agency, the state agency or the public that are related to the public improvement.

Information considered by the Lebanon Community School District:

Utilizing the RFQ|ITB alternative contracting method enables the District to mitigate the risk of engaging an underqualified or minimally qualified contractor, a potential drawback of the traditional competitive-bid process. This approach preserves the cost-efficiency benefits of competitive bidding during the second stage of the selection process while ensuring the selection of a contractor with the necessary qualifications to successfully execute the Project.

- (H) Whether granting the exemption will affect the sources of funding for the public improvement;

Information considered by the Lebanon Community School District:

Granting the exemption will not influence the sources of funding for the Project, which is a reimbursement grant through the State of Oregon. Given the critical nature of the Project budget, it is essential to minimize cost overruns. For the reasons outlined in these Findings, it is reasonable to anticipate that selecting and retaining a highly qualified contractor will significantly enhance the likelihood of adhering to the Project budget.

- (I) Whether granting the exemption will better enable the contracting agency to control the impact that market conditions may have on the cost of and time necessary to complete the public improvement.

Information considered by the Lebanon Community School District:

Current market conditions in the region are a concern. The construction industry is experiencing a slowdown, with a limited number of projects available for bidding. As a result, contractors lacking the specialized expertise required for the Project may nevertheless submit bids. In a traditional competitive-bid process, without the rigorous pre-selection criteria outlined in these Findings, the District could be compelled to award the Project contract to a minimally qualified contractor who, either intentionally or inadvertently, underestimated Project costs. Such a scenario would undermine the benefits outlined in these Findings and significantly increase the risk of delays, cost overruns, and substandard work quality.

- (J) Whether granting the exemption will better enable the contracting agency to address the size and technical complexity of the public improvement.

Information considered by the Lebanon Community School District:

Granting the exemption and awarding the contract to a highly qualified and experienced prime contractor will enhance the Project team's ability to effectively coordinate the



modernization of an occupied building. This expertise is essential to managing the size and technical complexity of the Project while minimizing disruptions and ensuring successful execution.

- (K) Whether the public improvement involves new construction or renovates or remodels an existing structure.

Information considered by the Lebanon Community School District:

The 7 Oak Middle School Gym Seismic Rehabilitation Grant Project primarily involves the structural strengthening and modernization of an existing, occupied school facility. This work is not new construction but the rehabilitation of an essential community asset to meet current seismic safety standards. Construction activities will focus on seismic upgrades designed to significantly improve the building's ability to withstand a major earthquake event, thereby safeguarding the lives of students, staff, and community members who rely on the facility.

The scope of work requires careful phasing, sequencing, and staging to minimize disruption to daily school operations while ensuring that no hazards are introduced into the learning environment. Successful execution of this Project necessitates a contractor with proven experience in seismic rehabilitation, occupied-campus construction, and adherence to strict safety management protocols.

By undertaking this seismic rehabilitation, the District ensures compliance with the State of Oregon's Seismic Rehabilitation Grant Program objectives, which prioritize life safety, resilience, and the preservation of critical educational facilities.

- (L) Whether the public improvement will be occupied or unoccupied during construction.

Information considered by the Lebanon Community School District:

Construction will occur while 7 Oak Middle School remains an active and occupied campus. Students, staff, and community members will be present during portions of the seismic rehabilitation work, requiring the highest level of planning, communication, and safety oversight. The District recognizes that rehabilitation of an existing school facility within an occupied environment introduces unique challenges, particularly when the scope involves seismic strengthening and modernization of critical structural elements.

To ensure the safety of all building occupants, the Project will require strict adherence to site-specific safety protocols, careful sequencing of work, and close coordination with school administration. The District will rely on the selected contractor's proven experience in seismic rehabilitation of occupied educational facilities, ensuring minimal disruption to teaching and learning while maintaining compliance with the objectives of the State of Oregon's Seismic Rehabilitation Grant Program—protecting life safety, enhancing resilience, and preserving essential educational infrastructure.

- (M) Whether the public improvement will require a single phase of construction work or multiple phases of construction work to address specific project conditions; **and**

Information considered by the Lebanon Community School District:

- (N) Whether the contracting agency or state agency has, or has retained under contract, and will use contracting agency or state agency personnel, consultants and legal counsel that



LEBANON COMMUNITY SCHOOL DISTRICT
7 OAK MIDDLE SCHOOL GYM SEISMIC UPGRADE PROJECT
TWO STEP RFQ | ITB ALTERNATIVE CONTRACTING METHOD
FINDINGS

have necessary expertise and substantial experience in alternative contracting methods to assist in developing the alternative contracting method that the contracting agency or state agency will use to award the public improvement contract and to help negotiate, administer and enforce the terms of the public improvement contract.

Information considered by the Lebanon Community School District:

The District has engaged consultants from HMK Company and ZCS, INC all of whom possess substantial training and experience in alternative contracting methods. These consultants bring expertise in the use of RFQ and other alternative contracting methodologies, ensuring that the implementation of the RFQ/ITB process for the Project will achieve meaningful cost savings and other benefits. Additionally, their involvement provides the District with the necessary capability and resources to effectively manage, negotiate, administer, and enforce the terms of the public improvement contract.



REQUEST TO CONSIDER AN ALTERNATIVE CONTRACT METHOD
TWO STEP PROCUREMENT
REQUEST FOR QUALIFICATIONS / INVITATION TO BID

Background on the Request for an Alternative Contracting Method

The Lebanon Community School Board, acting as the local contract review board, is being asked to consider an exemption from the standard public bidding process. The request is to use a two-step procurement process called Request for Qualifications | Invitation to Bid (RFQ|ITB).

Oregon law (ORS 279C) outlines the process public agencies must follow for public improvement contracts, requiring contracts to be awarded to the lowest responsive bidder. While this approach can work well for some projects, it has significant limitations. The law does not provide a way to confirm if the lowest bidder is truly qualified to handle the complexity of a project. Without a qualification process, there is a risk of selecting a contractor who might not be the best fit for the job.

To address this concern, we are recommending the RFQ|ITB process, which allows the District to pre-qualify contractors before bidding. This approach ensures that only experienced, capable contractors are considered for the project, while still maintaining a competitive bidding process.

How the RFQ|ITB Process Works

1. Step 1: Request for Qualifications (RFQ)

The District will publicly advertise a Request for Qualifications. Contractors interested in the project will submit their qualifications, which will include details about their experience with public construction, their team's capabilities, and their capacity to take on the project. A selection committee will review and score the submissions, choosing the top four most qualified contractors.

2. Step 2: Invitation to Bid (ITB)

Once the four contractors have been pre-qualified, they will be invited to submit bids for the project. The bidding documents will be publicly advertised, specifying the date and time for bid submission. These documents will also be shared with regional plan centers—organizations that distribute bidding documents to subcontractors and suppliers—ensuring a fair and transparent process.

On the bid date, the bids from the pre-qualified contractors will be publicly opened and read aloud. The contract will then be recommended for award to the lowest bidder among the pre-qualified contractors.

Why This Process is Beneficial

HMK Company has successfully implemented the RFQ|ITB process on numerous projects, and the results have consistently been positive. This method has ensured that contracts are awarded to highly qualified contractors, all of whom have successfully completed their projects on time and within budget.

Recommended Motion

"I, [Board Member's Name], move to accept the findings of fact for the two-step alternative contracting method RFQ|ITB as presented."



**NOTICE OF PUBLIC HEARING
LEBANON COMMUNITY SCHOOL DISTRICT
REQUEST FOR QUALIFICATIONS | INVITATION TO BID**

On May 14, 2026, at 6:00 PM the **Lebanon Community School District Board** will hold a public hearing at the Lebanon Public Library, 55 Academy St, Lebanon, OR 97355, and sit as the contract review board to consider the request of the for an exemption from the competitive bidding requirements of ORS 279C.335(1), pursuant to ORS 279C.335(2), to engage in the alternate contracting method, Request for Qualifications | Invitation to Bid form of delivery for a construction project consisting of projects to complete seismic remodeling and modernization to an existing building within the District. The public hearing is for the purpose of taking comments on the draft findings for an exemption from the competitive bidding requirement.

Copies of the draft findings are available to be picked up from the following contact:

Lebanon Community School District
C/O HMK Company
Darren Lee, Senior Project Manager
363 State Street
Salem, OR 97301

Published:
Daily Journal of Commerce, Friday, April 17, 2026



LEBANON COMMUNITY SCHOOL DISTRICT
7 OAK MIDDLE SCHOOL GYM SEISMIC UPGRADE PROJECT
TWO STEP RFQ | ITB ALTERNATIVE CONTRACTING METHOD
PROPOSED FINDINGS

Based upon the findings set forth herein, the School Board for Lebanon Community School District (the "District"), sitting as the local contract review board for the District on its request for exemption from the public contracting rules under ORS 279C.335(2) hereby resolves, finds and concludes:

1. Based upon the findings set forth above, the Board, sitting as the local contract review board for the District on its request for exemption from the public contracting rules under ORS 279C.335(2), concludes:
2. Notice of public hearing was published in at least one trade newspaper of general statewide circulation a minimum of 14 days prior to the hearing.
3. A copy of the notice is attached hereto as Exhibit "A" and incorporated by this reference.
4. At the public hearing, the Board gave an opportunity for any interested party to appear and present comment.
5. Based upon the notice to the public, and the use of the two-step RFQ | ITB process as the manner of selecting the proposed contractor for the Project, it is unlikely that an exemption from the competitive bidding requirements of the public contracting statutes will encourage favoritism in the awarding of a public contract for the Project, or substantially diminish competition for public contracts of the like nature.
6. It is reasonably anticipated that the awarding of a public contract using the alternative method of RFQ | ITB pursuant to an exemption under ORS 279C.335(2) will result in a substantial cost saving to the District by increasing the efficiency and accuracy of the contractor's performance of its work on the Project, by reducing the District's administrative costs and burden for the Project, and by reducing the time required for completion of the Project, which will allow the District to occupy the premises with minimum impact on the educational programs or operations of the District.
7. The District is granted an exemption under ORS 279C.335(2) from the competitive bidding requirements of ORS 279C.335(1) for the class of Projects, so that it can utilize the RFQ | ITB method as the alternative contract method, provided the District also remains permitted, at the District's discretion, to use traditional bidding for the Project pursuant to ORS 279C.335(1).
8. For any Project utilizing the RFQ|ITB method of procurement, the procurement shall be in accordance with the Attorney General Model Rules adopted under ORS 279A.065.

These resolutions shall take effect immediately.

DATED _____.

**LEBANON COMMUNITY SCHOOL DISTRICT
BOARD OF DIRECTORS**

By: _____
Its Chairperson

And By: _____
Its Superintendent



School Board Work Session Minutes

April 9, 2026, 5PM
55 Academy St. Lebanon, OR 97355

Present:

Nichole Piland

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 5:00 PM by Board Chair, Nichole Piland.

Kyle Lair, Leader of Assist Education Services, and his Communications Lead, Carol Fenstermacher, present to the Board.

2. PRESENTATION REVIEW

Kyle references prior polling results to frame the district's facility needs and outlines a roadmap for next steps, including establishing a phased facilities approach, setting a long-range bond goal, defining readiness benchmarks, convening a quarterly Superintendent's Facilities Committee, implementing "Walk the Halls" tours, and conducting additional polling in July 2027.

He reviewed building ages, noting most will exceed 70 years by 2030—beyond the typical 50–70-year lifespan without major renovation—and describes two approaches to addressing facilities: short-term capital fixes that may lead to greater long-term issues, and a more strategic phased replacement model based on building age and need. Kyle also highlighted that the district has already completed phase one with the replacement of Pioneer and Riverview in 2001. He discusses financing strategies, including the benefits of maintaining a consistent tax rate through bond structuring. The group discussed pairing refinancing strategies with future measures, and Kyle emphasized a goal of placing a bond measure on the ballot by May 2030. When discussing establishing benchmarks, Kyle explains that if the 38% of supporters gets to 50% it is worth the conversation to consider placing a measure on the ballot sooner than 2030.

He explains that the Superintendent’s Facilities Committee should meet quarterly (September, December, March, and June) and will include a diverse group of stakeholders, such as community members, staff, school board members, architects, engineers, financial experts, and other relevant partners. The purpose of the committee is to review facility conditions, assess needs, and develop informed recommendations to support effective long-term facilities planning for the district.

Kyle presents the “Walk the Halls” campaign, a year-long initiative designed to educate the community on district facilities by highlighting one building each month. The campaign will include regular board updates, clear and accessible fact sheets, facility assessment videos, social media highlights, and opportunities for the public to tour each site. Superintendent Meckley also plans to schedule listening sessions with staff at each building.

Kyle then explains that the next step would be to conduct polling again in July of 2027 following the work during the 2026-27 school year.

3. GROUP DISCUSSION - Q & A

The board engages in discussion following the presentation, asking questions about the proposed phased facilities approach and how priorities will be determined given that many buildings fall within a similar age range, noting that further analysis and conversation will be needed to guide those decisions. Discussion also includes potential bond amounts and strategies to maintain stable tax rates over time. Board members emphasized the importance of a comprehensive communication strategy that reaches a broad audience, including aging populations, through a variety of methods such as print media, newsletters, and community partnerships—not solely social media. The value of student voice was acknowledged, with recognition of the importance of student-led involvement. Broader concerns are raised about declining enrollment trends and contributing factors, reinforcing the need to incorporate enrollment considerations into long-term planning. The group also discusses methods for gauging community engagement, including surveys, and explored opportunities for community events to increase involvement, noting that shared responsibility among the district, board, and community groups would be key to successful outreach efforts.

4. ADJOURNMENT at 5:50 PM.

Signed:
(Board Chair)

Date:.....

Signed:
(Superintendent)

Date:.....



School Board Meeting Minutes

April 9, 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. BOARD-SUPERINTENDENT OPERATING AGREEMENTS

As discussed during the March Board Meeting and informed by individual board member input, the original agreement has been refined into two draft agreements for the Board's consideration, along with an accompanying note regarding Board governance.

Discussion takes place regarding the further development of the operating agreements, including options for support from OSBA. It is shared that OSBA could offer a shortened facilitated session with pre-work if the board chooses not to move forward with the current drafts. Board members express a range of perspectives, with some indicating comfort selecting and refining an existing draft, while others supported the value of a facilitated work session, noting the benefit of third-party expertise. There was also discussion about the purpose of the agreements in maintaining clear roles, boundaries, and communication.

The board considers next steps and agrees to hold a work session in June prior to the regular board meeting, with High School Principal Craig Swanson acting as a facilitator.

4. SUPERINTENDENT EVALUATION SUMMARY AND CONTRACT EXTENSION

Board Chair, Nichole, provides a summary of Superintendent Jennifer Meckley's annual evaluation, specifically acknowledging the Superintendent's leadership in advancing district priorities, noting progress in early learning, school safety, communication, and financial stewardship. The Board expresses appreciation for the collaborative approach and looks forward to continued partnership in supporting student success.

Mike motions to extend Jennifer's contract for an additional year, and Clyde seconds the motion. All in favor, the motion passes.

5. WALK THE HALLS COMMUNITY ENGAGEMENT PLAN

The "Walk the Halls" initiative is presented for Board approval, with a request for Board member involvement in community tours. It was proposed that at least one Board member attend each tour, with a sign-up process to be coordinated, and members are encouraged to participate in at least three tours. These tours will be informal community engagement opportunities rather than official meetings, allowing board members to listen, observe, and share insights amongst multiple other Board members. Additional plans include future listening sessions and efforts to capture and share authentic stories that reflect the day-to-day experiences of students and staff.

Discussion addresses how materials for the "Walk the Halls" campaign will be developed, with clarification that content will be a combination of internally created resources and support from external experts such as architects. Board members emphasize the importance of presenting a complete and transparent picture of facility conditions, including less visible areas such as roofs, attics, and infrastructure systems. There is consensus that highlighting critical needs—such as safety, security, and electrical systems is essential, and suggestions were made to use technology, such as cameras, to help share hard-to-access areas with the public.

Clyde motions to approve the "Walk the Halls" campaign and Melissa seconds the motion. All in favor, the motion passes.

6. POTENTIAL REDUCTION IN FORCE NOTICE

Superintendent Meckley shares that, in accordance with the certified contract, the district has notified the union and is preparing for the possibility of a reduction in force (RIF), while emphasizing the goal of avoiding it if possible. Discussion clarified that the RIF process follows established procedures, which can be complex depending on staffing structures, such as single-teacher programs at the secondary level or class size considerations at the elementary level. Board members expressed interest in understanding how reductions would be determined and requested general guidance on the process. It was noted that the Board would receive

high-level information, such as overall staffing reduction numbers, while specific personnel details would remain confidential, and that the district would follow all required procedures and keep the Board appropriately informed.

It is noted that the memo in the Board packet reads "this memo serves as formal notification that the district is projecting a budget reduction of approximately \$2.0 million for the 2027–2028 school year.", though it should read 2026-27. Clyde motions to update the document language, and Mike seconds the motion, all in favor the motion passes.

Melissa motioned to approve the district implementing the layoff/recall process if necessary, and Lorlee seconded. All in favor, the motion passes.

7. CONSENT AGENDA

It is noted that policy IIA-AR should be updated as well to reflect the changes on IIA.

Mike motions to approve the consent agenda as presented, and Clyde seconds the motion. All approved with a unanimous vote, the consent agenda made up of March 12, 2026 Budget Meeting Minutes, March 12, 2026 Board Meeting Minutes, and First Reading Policy Updates IIA and LBEA is approved in its entirety.

8. DEPARTMENT REPORTS

8.1. Operations

Chief Operations Officer, William Lewis, informed the Board that the seismic project has been delayed until 2027 due to bids exceeding the available grant funding, requiring project adjustments and a new bidding process anticipated in fall 2027. Discussion included the status of payments to contractors, with clarification that payments have been made for work completed to date and that there is a maximum allowable amount the district can pay under current agreements, even if the project is restructured or rebid. Board members also inquired about the grant timeline and funding considerations moving forward.

8.2. Financial

Director of Finance, Steven Prososki, reviewed Fund 3103 (State School Fund) and explained that the state is currently reconciling the 2024–25 school year, with districts asked to verify the accuracy of reported data. He noted that this report reflects the second estimate received and outlined the differences between the first and second estimates, including the reasons for adjustments. An updated estimate received most recently shows an improved financial position for the district, bringing attention to the ongoing fluctuations in state funding.

Steven reviewed miscellaneous revenue, noting the district budgeted \$50,000 but received \$72,000 last year and \$130,000 this year. He also explained adjustments on page 2, including separating Sand Ridge and Evergreen for clearer reporting. On page 3 (Function 2000), he outlined areas of overspending, including increased insurance premiums, facility maintenance and improvements, and transportation costs related to repairs and equipment delays. A budget adjustment resolution was discussed to ensure expenditures remain within appropriations. Additional discussion included the MAC (Medicaid Administrative Claiming) study. Steven also explained that internal service funds are being used to cover unemployment claims through reserves, which will not impact the General Fund ending

balance. The district's ending fund balance is currently projected at approximately \$7 million, with a goal of reaching closer to \$8 million.

8.3. Resolution #26-0409

Mike motioned to approve Resolution #26-0409 Appropriation Transfer, and Clyde seconded the motion. All in favor, the motion passes.

9. COMMUNICATION

9.1. Board

An update was requested regarding the stadium and if the district is still accepting online donations. It was confirmed that online donations are still being accepted, with ongoing support from the booster club, though no additional updates are provided at this time. Positive feedback was also shared about the Warrior Showcase event, which was noted as a success.

9.2. Student Board

It is shared that LHS leadership continues to visit Pioneer and Cascades for the buddy systems program, and that they are seeing growth in the student's social emotional skills.

9.3. Superintendent

Jennifer presents Jen's Zens, starting with a shout out to LHS teacher Tim Rowley who was recognized with the Apple Award, earning an enthusiastic applause at the pep assembly. Nominated by both a parent and a student, he was praised for truly caring about his students and for creating a kind, supportive, and engaging classroom. Jennifer congratulates Mr. Rowley, and thanks him for his positive impact on students.

Jennifer highlights that in March, Lacombe students attended Outdoor School at Grove Camp, south of Eugene, where they engaged in hands-on STEM learning and interactive activities. Organized by teacher Kim Coleman with support from parent volunteers, students experienced storytelling, live animal presentations, and lessons on Native American culture from a representative of the Confederated Tribes of Grand Ronde. The flexible, student-centered program made it a memorable experience, and students are eager to return next year.

She also provides a reminder that the Curriculum Viewing night is on April 23rd. She explains that this will take place from 4:30 to 6:30 at LHS, and is the culmination of many months of work from our teachers, staff, and parents. She adds that this year, we have updates in our social sciences and health curriculum across all grade levels. The process has been led by Director of School Improvement Tonya Cairo. During the viewing night, families will have the opportunity to review the curriculum materials and collect feedback.

10. PUBLIC COMMENTS

No public comments were made.

11. ADJOURNMENT at 6:57 PM.

Signed:
(Board Chair)

Date:.....

Signed:
(Superintendent)

Date:.....

CODE	TITLE
FIRST READING	REQUIRED
CBG	Evaluation of the Superintendent
EBB	Integrated Pest Management
GBN/JBA JBA/GBN	Sexual Harassment
FIRST READING	HIGHLY RECOMMENDED
BD	Board Meetings, Notices and Communications - <i>Completely New</i>
BDC	Executive Sessions - <i>Delete and Adopt New Version</i>
BDDC	Board Meeting Agenda - <i>Delete and Adopt New Version</i>
BDDG	Recordings and Minutes of Board Meetings - <i>Delete and Adopt New Version</i>
CBA	Qualifications and Duties of the Superintendent
DBEA	Budget Committee
EBBA	Student Health Services*/**
IIA-AR (1)	Instructional Materials
FIRST READING	OPTIONAL
BBAA	Board Member's Authority and Responsibilities - <i>Delete and Adopt New Version</i>
BBE	Vacancies on the Board - <i>Delete and Adopt New Version</i>
BBE-AR	Board Vacancy Application - <i>Completely New</i>
BCB	Board Officers
BCE	Board Committees - <i>Delete and Adopt New Version</i>

BCF	Advisory Committees to the Board - <i>Completely Delete</i>
BD/BDA	Board Meetings/Regular Board Meetings - <i>Completely Delete</i>
BDD	Board Meeting Procedures - <i>Delete and Adopt New Version</i>
CEA	Educational Equity Advisory Committee

May 2026 POLICY UPDATES – REVIEW AND RECOMMENDATIONS

Code	Title	OSBA Recommendation	DO Staff Lead(s)	Changes/DO Staff Comments	Recommended Adoption? (Yes/No)
CBG	Evaluation of the Superintendent	Required	Jen	There have been several changes to Oregon Public Meetings laws over the last few years. These include statutes from the Oregon Legislature and rules from the Oregon Government Ethics Commission. IN 2026, the Legislature passed HB 4177, but it will not go into effect as it was vetoed by the governor. This policy includes language that matches the new laws.	Yes
EBB	Integrated Pest Management	Required	Jen	HB 2684 (2025) added some new requirements to law for Integrated Pest Management Plans. The policy contains the newly required language.	Yes

GBN/JBA JBA/GBN	Sexual Harassment	Required	Jen	Policy language updated to include requirements in Oregon law to provide notice to individuals involved in reports of sexual harassment.	Yes
BD	Board Meetings, Notices, and Communication	New - Highly Recommended	Jen	There have been several changes to Oregon Public Meetings laws over the last few years. These include statutes from the Oregon Legislature and rules from the Oregon Government Ethics Commission. IN 2026, the Legislature passed HB 4177, but it will not go into effect as it was vetoed by the governor. This policy includes language that matches the new laws.	Yes
BDC	Executive Session	New - Highly Recommended to adopt and delete current policy	Jen	There have been several changes to Oregon Public Meetings laws over the last few years. These include statutes from the Oregon Legislature and rules from the Oregon Government Ethics Commission.	Yes

				IN 2026, the Legislature passed HB 4177, but it will not go into effect as it was vetoed by the governor. This policy includes language that matches the new laws.	
				There have been several changes to Oregon Public Meetings laws over the last few years. These include statutes from the Oregon Legislature and rules from the Oregon Government Ethics Commission. IN 2026, the Legislature passed HB 4177, but it will not go into effect as it was vetoed by the governor. This policy includes language that matches the new laws.	Yes
BDDC	Board Meeting Agenda	New - Highly Recommended to adopt and delete current policy	Jen		
BDDG	Recordings and Minutes of the Board	New - Highly Recommend to adopt and Delete current policy	Jen	There have been several changes to Oregon Public Meetings laws over the last few years. These include statutes from the Oregon Legislature	Yes

				and rules from the Oregon Government Ethics Commission. In 2026, the Legislature passed HB 4177, but it will not go into effect as it was vetoed by the governor. This policy includes language that matches the new laws.	
				There have been several changes to Oregon Public Meetings laws over the last few years. These include statutes from the Oregon Legislature and rules from the Oregon Government Ethics Commission. IN 2026, the Legislature passed HB 4177, but it will not go into effect as it was vetoed by the governor. This policy includes language that matches the new laws.	Yes
CBA	Qualifications and Duties of the Superintendent	Highly Recommended	Jen		
DBEA	Budget Committee	Highly Recommended	Jen	HB 4066 modified the requirement that a member of the Educational Equity Advisory Committee	Yes

				be on the Budget Committee.	
EBBA	Student Health Services	Highly Recommended	Jen	SB 2948 add language in ORS 342.458 regarding nurse delegation. This policy reflects the updated language.	Yes
BBA	Board Member's Authority and Responsibilities	New - Optional to adopt and delete current policy	Jen	There have been several changes to Oregon Public Meetings laws over the last few years. These include statutes from the Oregon Legislature and rules from the Oregon Government Ethics Commission. IN 2026, the Legislature passed HB 4177, but it will not go into effect as it was vetoed by the governor. This policy includes language that matches the new laws.	Yes
BBE BBE-AR	Vacancies on the Board	Optional - Adopt new and delete old	Jen	OSBA has provided this updated policy and AR to support school boards when a vacancy occurs outside of elections.	Up to the Board

BCB	Board Officers	Optional	Jen	OSBA has provided new language to clarify replacement of a board officer, timing of actions, board chair duties, and spokesperson delegation.	Yes
BCE	Board Committees	New - Optional to adopt - and delete current policy	Jen	There have been several changes to Oregon Public Meetings laws over the last few years. These include statutes from the Oregon Legislature and rules from the Oregon Government Ethics Commission. IN 2026, the Legislature passed HB 4177, but it will not go into effect as it was vetoed by the governor. This policy includes language that matches the new laws.	Yes
BCF	Advisory Committee to the Board	Delete	Jen	There have been several changes to Oregon Public Meetings laws over the last few years. These include statutes from the Oregon Legislature and rules from the Oregon Government	Yes

				Ethics Commission. IN 2026, the Legislature passed HB 4177, but it will not go into effect as it was vetoed by the governor. This policy includes language that matches the new laws.	
				There have been several changes to Oregon Public Meetings laws over the last few years. These include statutes from the Oregon Legislature and rules from the Oregon Government Ethics Commission. IN 2026, the Legislature passed HB 4177, but it will not go into effect as it was vetoed by the governor. This policy includes language that matches the new laws.	Yes
BD/BDA	Board Meetings/Regular Board Meetings	Delete	Jen		
BDD	Board Meeting Procedures	New - Highly Recommended to adopt and delete current policy	Jen	There have been several changes to Oregon Public Meetings laws over the last few years. These include statutes from the	Yes

				Oregon Legislature and rules from the Oregon Government Ethics Commission. IN 2026, the Legislature passed HB 4177, but it will not go into effect as it was vetoed by the governor. This policy includes language that matches the new laws.
CEA	Educational Equity Advisory Committee	Optional	Jen	HB 4066 modified the requirement that a member of this committee must serve on the Budget Committee. Yes



Policy Update
webinar scheduled
for Tuesday, May 12,
2026.

Watch for information
coming soon to
register for the *Policy*
Update webinar.

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

Emielle Nischik

Executive Director

Haley Percell

Chief Legal Officer

Interim Deputy Executive

Director

Michael Miller

Interim Director of Legal

Services

Spencer Lewis

Director of Policy Services

Rick Stucky

Policy Services Specialist

Leslie Fisher

Policy Services Specialist

Colleen Allen

Senior Policy Services

Assistant

Jean Chiappisi

Senior Policy Services

Assistant

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

CONTENTS

BBAA – Individual Board Member’s Authority and Responsibilities, Optional, Delete
BBAA – Board Member’s Authority and Responsibilities, Highly Recommended, *New*
BBE – Vacancies on the Board, (Version 1) Optional, Delete
BBE – Vacancies on the Board, Optional, *New*
BBE-AR – Board Member Vacancy Application, Optional, *New*
BCB – Board Officers, Optional
BCE – Board Committees, Optional, Delete
BCE – Board Committees, Optional, *New*
BCF – Advisory Committees to the Board, Optional, Delete
BD – Board Meetings, Notices and Communications, Highly Recommended, *New*
BD/BDA – Board Meetings, Optional, Delete
BDC – Executive Sessions, Highly Recommended, *New*
BDC – Executive Sessions, Optional, Delete
BDD – Board Meeting Procedures, Optional, Delete
BDD – Board Meeting Procedures, Optional, *New*
BDDC – Board Meeting Agenda, Optional, Delete
BDDC – Board Meeting Agenda, Highly Recommended, *New*
BDDG – Minutes of Board Meetings, Optional, Delete
BDDG – Recordings and Minutes of Board Meetings, Highly Recommended, *New*
CBA – Qualifications and Duties of the Superintendent, Highly Recommended
CBG – Evaluation of the Superintendent, Required
CEA – Educational Equity Advisory Committee, Optional
DBEA – Budget Committee (version 1 or version 2), Highly Recommended
EBB – Integrated Pest Management, Required
EBBA – Student Health Services */**, Highly Recommended
ECAA – Access to Buildings, Optional
GAA – Personnel Definitions *, Optional, Delete
GBA – Equal Employment Opportunity, Required
GBA-AR – Veteran and State Servicemember Preference, Highly Recommended
GBN/JBA – Sexual Harassment, Required
GCBDA/GDBDA-AR(1) – Family and Medical Leave *(Version 1 – FMLA/OFLA), Highly Recommended
GCBDA/GDBDA-AR(1) – Family Leave *(Version 2 - OFLA), Highly Recommended
GCBDD/GDBDD – Sick Time *, Highly Recommended
JBA/GBN – Sexual Harassment, Required

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.

BOARD VACANCIES

Summary

Boards often struggle establishing a procedure when there is a vacancy on the board. Consequently, OSBA has updated this policy to incorporate legal requirements into a set of steps boards can follow in order to fill the vacancy. Additionally, an application form has been created and placed in the Administrative Regulation (AR). Both the policy and the AR are optional.

Collective Bargaining Impact

None

Local District Responsibility

Review the board's policy manual for the identified policies and make updates as suggested. Policies should be submitted to the board for readoption. Consider implementing new AR.

Policy(ies) and ARs Impacted by these Revisions

BBE – Vacancies on the Board, (Version 1) Optional, Delete

BBE – Vacancies on the Board, Optional, *New*

BBE-AR – Board Member Vacancy Application, Optional, *New*

BOARD OFFICERS

Summary

Language has been updated to clarify replacement of a board officer, timing of actions, board chair duties and spokesperson delegation.

Collective Bargaining Impact

None.

Local District Responsibility

Review the board's policy manual for this policy. If present, update policy to present for readoption.

Policy(ies) and ARs Impacted by these Revisions

BCB – Board Officers, Optional

INTEGRATED PEST MANAGEMENT PLANS

Summary

House Bill 2684 (2025) added some new requirements to law for Integrated Pest Management Plan requirements. The first requires posting the Integrated Pest Management Plan and list of low-impact pesticides to the website (can be included in the Healthy and Safe Schools Plan); the second requires a review of a IPM plan every five years to identify updates, if any, and readoption.

Collective Bargaining Impact

None

Local District Responsibility

Review the recommended updates to policy EBB - Integrated Pest Management, and readopt to implement the new requirements. Notify appropriate staff.

Policy(ies) and ARs Impacted by these Revisions

EBB – Integrated Pest Management, Required

NURSE DELEGATION**Summary**

Senate Bill 2948 (2025, now in ORS 342.458) added language regarding nurse delegation. This update reflects the new language.

Collective Bargaining Impact

Review collective bargaining to see if any language is impacted.

Local District Responsibility

Review the board’s policy manual for this policy. If present, update policy to present for readoption.

Policy(ies) and ARs Impacted by these Revisions

EBBA – Student Health Services */**, Highly Recommended

PANIC ALARM SYSTEMS**Summary**

The Oregon Legislature passed House Bill 3083 (2025), which amends ORS339.408 requiring schools to have emergency safeguards to protect students and staff, including “policies and procedures relating to school building security.”

HB 3083 also requires the Board to consider the installation of a panic alarm when reviewing policies and procedures relating to school building security. Language reminding the district of this requirement has been added to Board policy ECAA – Access to Buildings.

Collective Bargaining Impact

None

Local District Responsibility

Review existing policy and update with new language.

Policy(ies) and ARs Impacted by these Revisions

ECAA – Access to Buildings, Optional

EDUCATIONAL EQUITY ADVISORY COMMITTEES

Summary

The Oregon Legislature passed House Bill 4066, modifying the requirement requiring a member of the educational equity advisory committee serve on the district's budget committee. The amendment clarifies that this requirement does not apply if no member of the educational equity advisory committee is willing or eligible to serve on the budget committee.

Collective Bargaining Impact

None.

Local District Responsibility

Review the board's policy manual for this policy. If present, update policy to present for readoption.

Policy(ies) and ARs Impacted by these Revisions

CEA – Educational Equity Advisory Committee, Optional

DBEA – Budget Committee (version 1 or version 2), Highly Recommended

ETHICS

Summary

House Bill 4161 (2026, effective on passage) added new provisions to Oregon ethics laws. Under the new law, public officials are permitted to receive food and beverage provided during meetings or official events, and up to \$100 of merchandise in a calendar year.

OSBA will be updating sample policies and including them in a future update.

PERSONNEL DEFINITIONS

Summary

Sample policy GAA – Personnel Definitions * has been reviewed recently and the recommendation is to delete this policy from the board's policy manual, if present. This policy is largely definitions already found in statute under ORS Chapter 342 and/or outlined in an agreement.

A recent change to ORS 342.815 includes a modification to the definition of "contract teacher"; the change is reflected in [House Bill 2900](#) (2025) and is effective January 1, 2026. The most noticeable change adds an additional category to the definition of "contract teacher" to include "any teacher who has been regularly employed by a fair dismissal district for two successive years, who has already satisfied the initial three-year probationary term in another Oregon school district, and who has been retained for the next succeeding school year."

Collective Bargaining Impact

Review the definition change and any applicable bargaining agreement and update as appropriate.

Local District Responsibility

If the district has this optional policy in its board policy manual, consider rescinding policy.

Policy(ies) and ARs Impacted by these Revisions

GAA – Personnel Definitions *, Optional, Delete

PUBLIC MEETINGS

Summary

There have been several changes to Oregon Public Meetings laws over the last few years. These include statutes from the Oregon Legislature and rules from the Oregon Government Ethics Commission. In 2026, the Legislature passed House Bill 4177, but it will not go into effect as it was vetoed by the governor. The policies included in this update include language that matches the new laws.

Collective Bargaining Impact

None

Local District Responsibility

Review the policies listed below. If the policy is marked for deletion, delete that policy and adopt the new version of the policy, if included. If the policy includes updates, consider applying the updates to the district's current policies and adopting the updated policies.

Policy(ies) and ARs Impacted by these Revisions

BBAA – Individual Board Member's Authority and Responsibilities, Optional, Delete
BBAA – Board Member's Authority and Responsibilities, Highly Recommended, *New*
BCE – Board Committees, Optional, Delete
BCE – Board Committees, Optional, *New*
BCF – Advisory Committees to the Board, Optional, Delete
BD – Board Meetings, Notices and Communications, Highly Recommended, *New*
BD/BDA – Board Meetings, Optional, Delete
BDC – Executive Sessions, Optional, Delete
BDC – Executive Sessions, Highly Recommended, *New*
BDD – Board Meeting Procedures, Optional, Delete
BDD – Board Meeting Procedures, Optional, *New*
BDDC – Board Meeting Agenda, Optional, Delete
BDDC – Board Meeting Agenda, Highly Recommended, *New*
BDDG – Minutes of Board Meetings, Optional, Delete
BDDG – Recordings and Minutes of Board Meetings, Highly Recommended, *New*
CBA – Qualifications and Duties of the Superintendent, Highly Recommended
CBG – Evaluation of the Superintendent, Required

VETERAN OR STATE SERVICEMEMBER PREFERENCE

Summary

Senate Bill 808 (2025) amended ORS 408.225, 408.230 and 408.235, which discusses issuing preferences to veterans and disabled veterans during a hiring or promotion process, and defined and added state servicemembers and former state servicemembers. These are servicemembers who are current servicemembers of the Oregon National Guard or former servicemembers of the Oregon National Guard, and who meet the new provisions.

As a result, board policy GBA – Equal Employment Opportunity and administrative regulation GBA-AR – Veteran and State Servicemember Preference has been updated to reflect SB 808 and to account for the four different employment preferences now allowed under Oregon law effective January 1, 2026.

Additionally, OAR 581-022-2405 requires districts have policies regarding equal employment opportunities and affirmative action. Language has been added to more clearly meet these requirements.

After adoption, notify appropriate staff and other parties in accordance with policy BFD – Board Policy Implementation and/or BFCA – Administrative Regulations.

Collective Bargaining Impact

Review the policy changes to determine whether additional review of an applicable agreement is needed for alignment.

Local District Responsibility

Review the board's policy manual for this policy and administrative regulation (AR). If present, update policy to present for readoption and update the AR to provide as an information to the board for their review.

Policy(ies) and ARs Impacted by these Revisions

GBA – Equal Employment Opportunity, Required

GBA-AR – Veteran and State Servicemember Preference, Highly Recommended

SEXUAL HARASSMENT

Summary

Multiple laws address sexual harassment in Oregon schools. Oregon laws include requirements to provide notice to individuals involved in reports of sexual harassment. This update is to clarify these notice requirements.

Collective Bargaining Impact

None

Local District Responsibility

Review existing policy and update with new language.

Policy(ies) and ARs Impacted by these Revisions

GBN/JBA – Sexual Harassment, Required

JBA/GBN – Sexual Harassment, Required

OREGON LEAVE LAWS

Summary

Many changes have been made to leave laws over the last few years. This update reflects those changes.

Collective Bargaining Impact

None

Local District Responsibility

Review the changes and apply to existing administrative regulations as needed. Administrative regulations (AR) can be issued to the board for review as an information item unless existing board policy provides other procedures for processing ARs.

Policy(ies) and ARs Impacted by these Revisions

GCBDA/GDBDA-AR(1) – Family and Medical Leave *(Version 1 – FMLA/OFLA), Highly Recommended

Or

GCBDA/GDBDA-AR(1) – Family Leave *(Version 2 - OFLA), Highly Recommended

OREGON SICK TIME

Summary

The change from Senate Bill 1108 (2025) added another allowable use for earned sick time: to donate blood in connection with a voluntary program that is approved or accredited by the American Association of Blood Banks or the American Red Cross.

Collective Bargaining Impact

Review an applicable agreement to determine if other language needs to be updated.

Local District Responsibility

Review the district's existing policy and apply the recommended edits, then present to the board for readoption.

Policy(ies) and ARs Impacted by these Revisions

GCBDD/GDBDD – Sick Time *, Highly Recommended

IMMIGRATION ENFORCEMENT

Summary

Three laws regarding immigration enforcement policies were passed by the Oregon Legislature in 2026:

- Senate Bill 1538 (2026, effective July 1, 2026). This law requires the Attorney General's office to publish model policies regarding federal immigration law enforcement and requires school districts to provide all employees applicable model

policies published by the Attorney General. Additionally, this law adds “immigration or citizenship status” to the list of protected classes in ORS 659.850.

- Senate Bill 1594 (2026, relevant portion effective July 1, 2026). This law duplicates portions of Senate Bill 1538, requiring Attorney General model policies be provided to employees.
- House Bill 4079 (effective September 30, 2026). This law requires school district boards to adopt a policy for “providing notice when a federal immigration authority is confirmed to have entered school property for immigration enforcement.” This policy must be consistent with model policies published by the Attorney General and requires the policy be included in the student handbook and on the district’s website.

OSBA will release updated samples prior to the July 1, 2026 effective date, but is waiting for updates to the model policies from the Attorney General’s office. Current versions of the Attorney General’s model policies can be found [here](#).

WEBSITE ACCESSIBILITY

Summary

The American with Disabilities Act prohibits discrimination on the basis of disability. Included in this prohibition is a requirement that websites be accessible to those with disabilities. In order to meet this requirement, district websites must be compliant with Web Content Accessibility Guidelines (WCAG) 2.1, Level AA by April 24, 2026 (districts with a population of 50,000 or more) or April 24, 2027 (districts with a population of less than 50,000).

OSBA has been working on an updated policy hosting site for a few years to meet these requirements and provide additional functionality for districts. OSBA anticipates this will be available for use soon.

Additionally, OSBA is looking at potential updates to various policies to remind districts of this requirement. Edits may be included in the next policy update.

Collective Bargaining Impact

None at this time.

Local District Responsibility

Review website and other materials to ensure compliance.

Policy(ies) and ARs Impacted by these Revisions

None at this time.

ABOUT *POLICY UPDATE*

Policy Update is a subscription newsletter providing a brief discussion of current policy issues of concern to Oregon school districts, education service districts, community colleges, and public charter schools.

Sample model 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 model 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 or 503-588-2800.

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.

Lebanon Community Schools

Code: CBG
Adopted: 6/06/24
Orig. Code: CBG

Evaluation of the Superintendent

The superintendent's job performance will be evaluated at least once during the course of each fiscal year. The evaluation will be based on any applicable standards of performance and progress in attaining any goals for the year established by the superintendent and the Board.

Additional criteria for the evaluation, if any, will be developed at a public Board meeting prior to conducting the evaluation and the superintendent will be notified of the additional criteria prior to the evaluation.

The Board's discussion and conference with and about the superintendent and his/her performance will be in executive session, unless the superintendent requests an open session¹. However, such an executive session will not include directives about or a general evaluation of any district goal, objective or operation **or of any directive to personnel concerning district goals, objectives, operations or programs**. Results of the evaluation will be written and placed in the superintendent's personnel file.

At the Board's discretion, it may notify the superintendent in writing of specific areas to be remedied, and the superintendent may be given an opportunity to correct the problem(s). Where the Board provided written notice pursuant to the prior sentence, if the Board determines the superintendent's performance remains unsatisfactory, the Board may dismiss or non-renew the superintendent pursuant to Board policy, the superintendent's employment contract and state law and rules. In those situations where the superintendent's employment contract includes an evaluation, dismissal or non-renewal provision, it shall take precedent over this policy.

END OF POLICY

Legal Reference(s):

[ORS 192.660\(2\), \(8\)](#)
[ORS 332.107](#)
[OAR 199-040-0027](#)
[OAR 199-040-0030](#)

[ORS 332.505](#)

[OAR 581-022-2405](#)

¹ Notice must be provided to the superintendent in accordance with OAR 199-0040-0030. The superintendent must receive written notice of the meeting no less than one business day or 24 hours, whichever is greater, in advance of the meeting. The notice must include:

- a. Identification of the Board;
- b. The time, date and location of the meeting;
- c. The purpose for which the Board proposes to convene the executive session, including the citation to the applicable section of ORS 192.660 and the fact that the Board will be reviewing and evaluating the performance of the superintendent; and
- d. Information on how the superintendent may make a request for an open hearing.

Hanson v. Culver Sch. Dist. (FDAB 1975)

Cross Reference(s):

BDC - Executive Sessions

CB - Superintendent

CBA - Qualifications and Duties of the Superintendent

Lebanon Community Schools

Code: EBB
Adopted: 12/18/14

Integrated Pest Management

To ensure the health and safety concerns of student, staff and community members, the ~~district~~ Board shall adopt an integrated pest management plan (IPM)¹ which emphasizes the least possible risk to students, staff and community members and shall adopt a list² of low-impact pesticides for use with the IPM plan. ~~The IPM plan and list shall be available to the public through the district's website³.~~

The IPM plan is a proactive strategy that:

1. Focuses on the long-term prevention or suppression of pest problems through economically sound measures that:
 - a. Protect the health and safety of students and staff;
 - b. Protect the integrity of district buildings and grounds;
 - c. Maintain a productive learning environment; and
 - d. Protect local ecosystem health.
2. Focuses on the prevention of pest problems by working to reduce or eliminate conditions of property construction, operation and maintenance that promote or allow for the establishment, feeding, breeding and proliferation of pest populations or other conditions that are conducive to pests or that create harborage for pests;
3. Incorporates the use of sanitation, structural remediation or habitat manipulation or of mechanical, biological and chemical pest control measures that present a reduced risk or have a low-impact and, for the purpose of mitigating a declared pest emergency, the application of pesticides that are not low-impact pesticides;
4. Includes regular monitoring and inspections to detect pests, pest damage and unsanctioned pesticide usage;
5. Evaluates the need for pest control by identifying acceptable pest population density levels;
6. Monitors and evaluates the effectiveness of pest control measures;
7. Excludes the application of pesticides on a routine schedule for purely preventive purposes, other than applications of pesticides designed to attract or be consumed by pests;
8. Excludes the application of pesticides for purely aesthetic purposes;

¹See Model Integrated Pest Management Plan for Oregon Schools at http://www.ipmnet.org/tim/IPM_in_Schools/Model_School_IPM_Plan_Main_Page.html

² See ORS 634.705(5).

³ Inclusion of the list and IPM in the district's Healthy and Safe Schools Plan satisfies this requirement as long as it is posted on the district's website.

9. Includes school staff education about sanitation, monitoring, inspection and pest control measures;
10. Gives preference to the use of nonchemical pest control measures;
11. Allows the use of low-impact pesticides if nonchemical pest control measures are ineffective; and
12. Allows the application of a pesticide that is not a low-impact pesticide only to mitigate a declared pest emergency or if the application is by, or at the direction or order of, a public health official.

The ~~Director of Facilities district shall designate the Assistant Superintendent of Operations~~ is designated as the Integrated Pest Management Plan Coordinator ~~give them and has~~ the authority for overall implementation and evaluation of the IPM plan.

Integrated Pest Management Plan Coordinator

The IPM Plan Coordinator shall:

1. Attend not less than six hours of IPM training each year. The training shall include at least a general review of integrated pest management principles and the requirements of IPM as required by Oregon statute;
2. Ensure appropriate prior notices are given and posted warnings have been placed when pesticide applications are scheduled;
3. Oversee pest prevention efforts;
4. Ensure identification and evaluation of pest situation;
5. Determine the means of appropriately managing pest damage that will cause the least possible hazard to people, property and the environment;
6. Ensure the proper use and application of pesticide applications when non-pesticide controls have been unsuccessful;
7. Evaluate pest management results; and
8. Keep for at least four years following the application date, records of applied pesticides that include:
 - a. A copy of the label;
 - b. A copy of the Safety Data Sheet (SDS);
 - c. The brand name and USEPA⁴ registration number of the product;
 - d. **The pest condition that prompted the application;**
 - e. The approximate amount and concentration of pesticide applied;
 - f. The location **and description of the area** where the pesticide was applied;
 - g. The type of application and whether the application was effective;
 - h. The name(s) of the person(s) applying the pesticide;
 - i. The pesticide applicator's license numbers and pesticide trainee or certificate numbers of the person applying the pesticide;

⁴U.S. Environmental Protection Agency

- j. The dates and times for the placement and removal of warning signs; and
 - k. Copies of all required notices given, including the dates the IPM Coordinator[s] gave the notices.
9. Respond to inquiries about the IPM plan and refer complainants to Board policy KL - Public Complaints; **and**
10. Conduct outreach to district staff about the district's IPM plan.

At least once every five years, the Board shall review the IPM plan, make any necessary updates and readopt the IPM plan⁵. The final IPM plan shall include the day, month and year the Board adopted or readopted the plan.

END OF POLICY

Legal Reference(s):

[ORS 634.116](#)
[ORS 634.700 to-750](#)

Cross Reference(s):

EB - Safety Program
GBE - Staff Healthy and Safety

⁵ For IPMs adopted prior to January 1, 2026, the Board shall review, updated and readopt the IPM no later than January 1, 2027, or five years from the date of the most recent approval of the plan, whichever is later.

Lebanon Community Schools

Code: GBN/JBA
Adopted: 6/06/24

Sexual Harassment

The district is committed to eliminating sexual harassment. Sexual harassment will not be tolerated in the district. All students, staff members and other persons are entitled to learn and work in an environment that is free of harassment. All staff members, students and third parties are subject to this policy. Any person may report sexual harassment.

The district processes complaints or reports of sexual harassment under Oregon Revised Statute (ORS) 342.700 et. al. and federal Title IX laws found in Title 34 C.F.R. Part 106. Individual complaints may require both of these procedures, and may involve additional complaint procedures.

General Procedures

When information, a report or complaint regarding sexual harassment is received by the district, the district will review such information, report or complaint to determine which law applies and will follow the appropriate procedures. When the alleged conduct could meet both of the definitions in ORS Chapter 342 and Title IX, both complaint procedures should be processed simultaneously (see JBA/GBN-AR(1) - Sexual Harassment Complaint Procedure and JBA/GBN-AR(2) - Federal Law (Title IX) Sexual Harassment Complaint Procedure). The district may also need to use other complaint procedures when the alleged conduct could meet the definitions for other complaint procedures.

OREGON DEFINITION AND PROCEDURES

Oregon Definition

Sexual harassment of students, staff members or third parties¹ shall include:

1. A demand or request for sexual favors in exchange for benefits;
2. Unwelcome conduct of a sexual nature that is physical, verbal, or nonverbal and that:
 - a. Interferes with a student's educational activity or program;
 - b. Interferes with a school or district staff member's ability to perform their job; or
 - c. Creates an intimidating, offensive or hostile environment.
3. Assault when sexual contact occurs without consent².

¹ "Third party" means a person who is not a student or a school or district staff member and who is: 1) on or immediately adjacent to school grounds or district property; 2) At a school-sponsored activity or program; or 3) Off school grounds or district property if a student or a school or district staff member acts toward the person in a manner that creates a hostile environment for the person while on school or district property, or at a school- or district-sponsored activity.

² "Without consent" means an act performed: (a) without the knowing, voluntary and clear agreement by all parties to participate in the specific act; or (b) when a person who is a party to the act is incapacitated by drugs or alcohol; unconscious; or pressured through physical force, coercion or explicit or implied threats to participate in the act.

Sexual harassment does not include conduct that is necessary because of a job duty of a school or district staff member or because of a service required to be provided by a contractor, agent, or volunteer, if the conduct is not the product of sexual intent or a person finding another person, or another person's action, offensive because of that other person's sexual orientation or gender identity.

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

Oregon Procedures

Reports and complaints of sexual harassment should be made to the following individual(s):

Name	Position	Phone	Email
Kim Grousbeck	Director of HR	541-259-8948	kim.grousbeck@lebanon.k12.or.us
Jennifer Meckley	Superintendent	541-451-8511	jennifer.meckley@lebanon.k12.or.us

These individual(s) are responsible for accepting and managing complaints of sexual harassment. Persons wishing to report should contact them using the above information. *See JBA/GBN-AR(1) - Sexual Harassment Complaint Procedure.*

Response

Any staff member who becomes aware of behavior that may violate this policy shall immediately report to a district official. The district official (with coordination involving the reporting staff member when appropriate) will take any action necessary to ensure the:

1. Student is protected and to promote a nonhostile learning environment;
2. Staff member is protected and to promote a nonhostile work environment; or
3. Third party who is subjected to the behavior is protected and to promote a nonhostile environment.

This includes providing resources for support measures to the student, staff member or third party who was subjected to the behavior and taking any actions necessary to remove potential future impact on the student, staff member or third party, but are not retaliatory against the student, staff member or third party being harassed or the person who reported to the district official.

Any student or staff member who feels they are a victim of sexual harassment are encouraged to **immediately** report their concerns to district officials, this includes officials such as the principal, compliance officer or superintendent. Students may also report concerns to a teacher, counselor or school nurse, who will promptly notify the appropriate district official.

Investigation

All reports and complaints about behavior that may violate this policy shall be investigated. The district may use, but is not limited to, the following means for investigating incidents of possible harassment:

1. Interviews with those involved;
2. Interviews with witnesses;
3. Review of video surveillance;
4. Review of written communications, including electronic communications;
5. Review of any physical evidence; and
6. Use of third-party investigator.

The district will use a reasonable person standard when determining whether a hostile environment exists. A hostile environment exists if a reasonable person with similar characteristics and under similar circumstances would consider the conduct to be so severe as to create a hostile environment.

The district may take, but is not limited to, the following procedures and remedial action to address and stop sexual harassment:

1. Discipline of staff and students engaging in sexual harassment;
2. Removal of third parties engaged in sexual harassment;
3. Additional supervision in activities;
4. Additional controls for district electronic systems;
5. Trainings and education for staff and students; and
6. Increased notifications regarding district procedures and resources.

When a student or staff member is harassed by a third party, the district will consider the following:

1. Removing that third party's ability to contract or volunteer with the district, or be present on district property;
2. If the third party works for an entity that contracts with the district, communicating with the third party's employer;
3. If the third party is a student of another district or school, communicate information related to the incident to the other district or school;
4. Limiting attendance at district events; and
5. Providing for additional supervision, including law enforcement if necessary, at district events.

No Retaliation

Retaliation against persons who initiate complaint or otherwise report sexual harassment or who participate in an investigation or other related activities is prohibited. The initiation of a complaint, reporting of behavior, or participation in an investigation, in good faith about behavior that may violate this policy may not adversely affect the:

1. Educational assignments or educational environment of a student or other person initiating the complaint, reporting the behavior, or participating in the investigation; or
2. Any terms or conditions of employment or of work or educational environment of a school or district staff member or other person initiating the complaint, reporting the behavior, or participating in the investigation.

Students who initiate a complaint or otherwise report harassment covered by the policy or who participate in an investigation may not be disciplined for violations of the district's drug and alcohol policies that occurred in connection with the reported prohibited conduct and that were discovered because of the report or investigation, unless the student gave another person alcohol or drugs without the person's knowledge and with the intent of causing the person to become incapacitated and vulnerable to the prohibited conduct.

Notices

When a person³ who may have been affected by this policy files a complaint or otherwise reports behavior that may violate the policy, the district shall provide written notification to the following:

1. Each reporting person;
2. If appropriate, any impacted person who is not a reporting person;
3. Each reported person; and
4. Where applicable, a parent or legal guardian of a reporting person, impacted person, or reported person.

The written notification must include⁴:

1. Name and contact information for all persons⁵ designated by the district to receive complaints;
2. The rights of the person that the notification is going to;
3. Information about the internal complaint processes available through the school or district that the person who filed the complaint may pursue, including the person designated for the school or district for receiving complaints and any timelines.

³ Student, staff member, or third party, or if applicable, the student or third party's parent. If the person is a minor, the district should consider when to contact the person's parent.

⁴ Remember confidentiality laws when providing any information.

4. Notice that civil and criminal remedies that are not provided by the school or district may be available to the person through the legal system and that those remedies may be subject to statutes of limitation;
5. Information about services available to the student or staff member through the school or district, including any counseling services, nursing services or peer advising;
6. Information about the privacy rights of the person and legally recognized exceptions to those rights for internal complaint processes and services available through the school or district;
7. Information about, and contact information for, services and resources that are available to the person, including but not limited to:
 - a. For the reporting person, state and community-based resources for persons who have experienced sexual harassment; or
 - b. For the reported persons, information about and contact information for state and community-based mental health services.
8. Notice that students who report about possible prohibited conduct and students who participate in an investigation under this policy may not be disciplined for violations of the district's drug and alcohol policies that occurred in connection with the reported prohibited conduct and that were discovered as a result of a prohibited conduct report or investigation unless the student gave another person alcohol or drugs without the person's knowledge and with the intent of causing the person to become incapacitated and vulnerable to the prohibited conduct; and
9. Prohibition of retaliation.

~~Notification, to the extent allowable under state and federal student confidentiality laws, must be provided when the investigation is initiated and concluded. The notification at the conclusion must include whether a violation of the policy was found to have occurred.~~

The notice must:

1. Be written in plain language that is easy to understand;
2. Use print that is of a color, size and font that allows the notification to be easily read; and
3. Be made available to students, students' parents, staff members and member of the public at each office, at the district office and on the website of the school or district.

~~Additionally, notice must be provided to the person who initiated the complaint and, if applicable, the person's parents, when an investigation is initiated and when it is concluded. The notification at the conclusion of the investigation must include whether a violation of the policy was found to have occurred, to the extent allowable under state and federal student confidentiality laws.~~

Oregon Department of Education (ODE) Support

The ODE will provide technical assistance and training upon request.

Federal Definition and Procedures

Federal Definition

Sexual harassment means conduct on the basis of sex that satisfies one or more of the following:

1. An employee of the district conditioning the provision of an aid, benefit, or service of the district on an individual's participation in unwelcome sexual conduct;
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the district's education program or activity⁵;
3. "Sexual assault": an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation;
4. "Dating violence": violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim and where the existence of such a relationship shall be determined based on a consideration of the length of the relationship, the type of relationship and the frequency of interaction between the persons involved in the relationship;
5. "Domestic Violence": felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction receiving grant monies, or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction; or
6. "Stalking": engaging in a course of conduct directed at a specific person that would cause a reasonable person fear for the person's own safety or the safety of others, or suffer substantial emotional distress.

This definition only applies to sex discrimination occurring against a person who is a subject of this policy in the United States. A district's treatment of a complainant or a respondent in response to a formal complaint of sexual harassment may constitute discrimination on the basis of sex under Title IX.

Federal Procedures

The district will adopt and publish grievance procedures that provide for the prompt and equitable resolution of the student and employee complaints alleging any action that would be prohibited by this policy. *See JBA/GBN-AR(2) - Federal Law (Title IX) Sexual Harassment Complaint Procedure.*

⁵ "Education program or activity" includes locations, events, or circumstances over which the recipient exercised substantial control over both the respondent and the context in which the sexual harassment occurs." (Title 34 C.F.R. § 106.44(a))

Reporting

Any person may report sexual harassment. This report may be made in person, by mail, by telephone, or by electronic mail, or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report. The report can be made at any time.

Kim Grousbeck is designated as the Title IX Coordinator and can be contacted at 541-259-8948. The Title IX Coordinator will coordinate the district's efforts to comply with its responsibilities related to this AR. The district prominently will display the contact information for the Title IX Coordinator on the district website and in each handbook.

Response

The district will promptly respond to information, allegations or reports of sexual harassment when there is actual knowledge of such harassment, even if a formal complaint has not been filed.⁶ The district shall treat complainants and respondents equitably by providing supportive measures⁷ to the complainant and by following a grievance procedure⁸ prior to imposing any disciplinary sanctions or other actions that are not supportive measures against a respondent. The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures.

The Title IX Coordinator must promptly contact the complainant to discuss the availability of supportive measures, consider the complainant's wishes, with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint.⁹

If after an individualized safety and risk analysis, it is determined that there is an immediate threat to the physical health or safety of any person, an emergency removal of the respondent can take place.¹⁰ The district must provide the respondent with notice and an opportunity to challenge the decision immediately following the removal. A non-student employee may also be placed on non-disciplinary administrative leave pending the grievance process.

⁶ (Title 34 C.F.R. §106.44(a)) Response cannot be deliberately indifferent. A recipient is deliberately indifferent only if its response to sexual harassment is clearly unreasonable in light of the known circumstances.

⁷ (Title 34 C.F.R. § 106.44(a)) Supportive measures means non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to the recipient's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the district's educational environment, or deter sexual harassment.⁷ The district must maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of the recipient to provide supportive measures. (Title 34 C.F.R. § 99.30(a))

⁸ This grievance procedure must meet the requirements of Title 34 C.F.R. § 106.45 (included in accompanying administrative regulation, *see* JBA/GBN-AR(2) - Federal Law (Title IX) Sexual Harassment Complaint Procedure).

⁹ The Title IX Coordinator may also discuss that the Title IX Coordinator has the ability to file a formal complaint.

¹⁰ The district may still have obligations under Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973 or the American with Disabilities Act (ADA). (Title 34 C.F.R. § 106.44(c))

Notice

The district shall provide notice to all applicants for admission and employment, students, parents or legal guardians, employees, and all unions or professional organizations holding collective bargaining or professional agreements with the district of the following:

1. The name or title, office address, electronic mail address, and telephone number of the Title IX Coordinator(s);
2. That the district does not discriminate on the basis of sex in the education program or activity that it operates, as required by Title IX. This includes admissions and employment; and
3. The grievance procedure and process, how to file a formal complaint of sex discrimination or sexual harassment, and how the district will respond.

Inquiries about the application to Title IX and its requirements may be referred to the Title IX Coordinator.

No Retaliation

Neither the district or any person may retaliate¹¹ against an individual for reporting, testifying, providing evidence, being a complainant, otherwise participating or refusing to participate in any investigation or process in accordance with this procedure. The district must keep confidential the identity of parties and participating persons, except as disclosure is allowed under Family Educational Rights and Privacy Act (FERPA), as required by law, or to carry out the proceedings herein. Complaints of retaliation may be filed using these procedures.

Charging an individual with a code of conduct violation for making a materially false statement in bad faith in the course of a grievance proceeding does not constitute retaliation.

Publication

This policy shall be made available to students, parents of students and staff members. This policy and contact information for the Title IX Coordinator shall be prominently published in the district student handbook and on the district website. This policy shall also be made available at each school office and at the district office. The district shall post this policy on a sign in all grade 6 through 12 schools, on a sign that is at least 8.5 inches by 11 inches in size. A copy of the policy will be made available to any student, parent of a student, school or district staff member, or third party upon request.

END OF POLICY

¹¹ Retaliation includes, but is not limited to, intimidation, threats, coercion, and discrimination.

Legal Reference(s):

[ORS 243.706](#)
[ORS 332.107](#)
[ORS 342.700](#)
[ORS 342.704](#)
[ORS 342.708](#)

[ORS 342.850](#)
[ORS 342.865](#)
[ORS 659.850](#)
[ORS 659A.006](#)
[ORS 659A.029](#)

[ORS 659A.030](#)
[OAR 581-021-0038](#)
[OAR 584-020-0040](#)
[OAR 584-020-0041](#)

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (2018).

Title VII of the Civil Rights Act of 1964, 42 U.S.C. § 2000e (2018).

Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683 (2018); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2020).

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

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

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

Cross Reference(s):

AC - Nondiscrimination and Civil Rights

ACB - Every Student Belongs

GBNA - Hazing, Harassment, Intimidation, Bullying, Menacing or Cyberbullying - Staff

GBNAA/JHFF - Suspected Sexual Conduct with Students and Reporting Requirements

GBNAB/JHFE - Suspected Abuse of a Child Reporting Requirements

JBA/GBN - Sexual Harassment

JFCF - Hazing, Harassment, Intimidation, Bullying, Menacing, Teen Dating Violence, or Domestic Violence - Student

JFE - Pregnant and Parenting Student

JHFE/GBNAB - Suspected Abuse of a Child Reporting Requirements

Lebanon Community Schools

Code: JBA/GBN
Adopted: 6/06/24

Sexual Harassment

The district is committed to eliminating sexual harassment. Sexual harassment will not be tolerated in the district. All students, staff members and other persons are entitled to learn and work in an environment that is free of harassment. All staff members, students and third parties are subject to this policy. Any person may report sexual harassment.

The district processes complaints or reports of sexual harassment under Oregon Revised Statute (ORS) 342.700 et. al. and federal Title IX laws found in Title 34 C.F.R. Part 106. Individual complaints may require both of these procedures, and may involve additional complaint procedures.

General Procedures

When information, a report or complaint regarding sexual harassment is received by the district, the district will review such information, report or complaint to determine which law applies and will follow the appropriate procedures. When the alleged conduct could meet both of the definitions in ORS Chapter 342 and Title IX, both complaint procedures should be processed simultaneously (see JBA/GBN-AR(1) - Sexual Harassment Complaint Procedure and JBA/GBN-AR(2) - Federal Law (Title IX) Sexual Harassment Complaint Procedure). The district may also need to use other complaint procedures when the alleged conduct could meet the definitions for other complaint procedures.

OREGON DEFINITION AND PROCEDURES

Oregon Definition

Sexual harassment of students, staff members or third parties¹ shall include:

1. A demand or request for sexual favors in exchange for benefits;
2. Unwelcome conduct of a sexual nature that is physical, verbal, or nonverbal and that:
 - a. Interferes with a student's educational activity or program;
 - b. Interferes with a school or district staff member's ability to perform their job; or
 - c. Creates an intimidating, offensive or hostile environment.
3. Assault when sexual contact occurs without consent².

¹ "Third party" means a person who is not a student or a school or district staff member and who is: 1) on or immediately adjacent to school grounds or district property; 2) At a school-sponsored activity or program; or 3) Off school grounds or district property if a student or a school or district staff member acts toward the person in a manner that creates a hostile environment for the person while on school or district property, or at a school- or district-sponsored activity.

² "Without consent" means an act performed: (a) without the knowing, voluntary and clear agreement by all parties to participate in the specific act; or (b) when a person who is a party to the act is incapacitated by drugs or alcohol; unconscious; or pressured through physical force, coercion or explicit or implied threats to participate in the act.

Sexual harassment does not include conduct that is necessary because of a job duty of a school or district staff member or because of a service required to be provided by a contractor, agent, or volunteer, if the conduct is not the product of sexual intent or a person finding another person, or another person's action, offensive because of that other person's sexual orientation or gender identity.

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

Oregon Procedures

Reports and complaints of sexual harassment should be made to the following individual(s):

Name	Position	Phone	Email
Kim Grousbeck	Director of HR	541-259-8948	kim.grousbeck@lebanon.k12.or.us
Jennifer Meckley	Superintendent	541-451-8511	jennifer.meckley@lebanon.k12.or.us

These individual(s) are responsible for accepting and managing complaints of sexual harassment. Persons wishing to report should contact them using the above information. *See JBA/GBN-AR(1) - Sexual Harassment Complaint Procedure.*

Response

Any staff member who becomes aware of behavior that may violate this policy shall immediately report to a district official. The district official (with coordination involving the reporting staff member when appropriate) will take any action necessary to ensure the:

1. Student is protected and to promote a nonhostile learning environment;
2. Staff member is protected and to promote a nonhostile work environment; or
3. Third party who is subjected to the behavior is protected and to promote a nonhostile environment.

This includes providing resources for support measures to the student, staff member or third party who was subjected to the behavior and taking any actions necessary to remove potential future impact on the student, staff member or third party, but are not retaliatory against the student, staff member or third party being harassed or the person who reported to the district official.

Any student or staff member who feels they are a victim of sexual harassment are encouraged to **immediately** report their concerns to district officials, this includes officials such as the principal, compliance officer or superintendent. Students may also report concerns to a teacher, counselor or school nurse, who will promptly notify the appropriate district official.

Investigation

All reports and complaints about behavior that may violate this policy shall be investigated. The district may use, but is not limited to, the following means for investigating incidents of possible harassment:

1. Interviews with those involved;
2. Interviews with witnesses;
3. Review of video surveillance;
4. Review of written communications, including electronic communications;
5. Review of any physical evidence; and
6. Use of third-party investigator.

The district will use a reasonable person standard when determining whether a hostile environment exists. A hostile environment exists if a reasonable person with similar characteristics and under similar circumstances would consider the conduct to be so severe as to create a hostile environment.

The district may take, but is not limited to, the following procedures and remedial action to address and stop sexual harassment:

1. Discipline of staff and students engaging in sexual harassment;
2. Removal of third parties engaged in sexual harassment;
3. Additional supervision in activities;
4. Additional controls for district electronic systems;
5. Trainings and education for staff and students; and
6. Increased notifications regarding district procedures and resources.

When a student or staff member is harassed by a third party, the district will consider the following:

1. Removing that third party's ability to contract or volunteer with the district, or be present on district property;
2. If the third party works for an entity that contracts with the district, communicating with the third party's employer;
3. If the third party is a student of another district or school, communicate information related to the incident to the other district or school;
4. Limiting attendance at district events; and
5. Providing for additional supervision, including law enforcement if necessary, at district events.

No Retaliation

Retaliation against persons who initiate complaint or otherwise report sexual harassment or who participate in an investigation or other related activities is prohibited. The initiation of a complaint, reporting of behavior, or participation in an investigation, in good faith about behavior that may violate this policy may not adversely affect the:

1. Educational assignments or educational environment of a student or other person initiating the complaint, reporting the behavior, or participating in the investigation; or
2. Any terms or conditions of employment or of work or educational environment of a school or district staff member or other person initiating the complaint, reporting the behavior, or participating in the investigation.

Students who initiate a complaint or otherwise report harassment covered by the policy or who participate in an investigation may not be disciplined for violations of the district's drug and alcohol policies that occurred in connection with the reported prohibited conduct and that were discovered because of the report or investigation, unless the student gave another person alcohol or drugs without the person's knowledge and with the intent of causing the person to become incapacitated and vulnerable to the prohibited conduct.

Notices

When a person³ who may have been affected by this policy files a complaint or otherwise reports behavior that may violate the policy, the district shall provide written notification to the following:

1. Each reporting person;
2. If appropriate, any impacted person who is not a reporting person;
3. Each reported person; and
4. Where applicable, a parent or legal guardian of a reporting person, impacted person, or reported person.

The written notification must include⁴:

1. Name and contact information for all persons^s designated by the district to receive complaints;
2. The rights of the person that the notification is going to;
3. Information about the internal complaint processes available through the school or district that the person who filed the complaint may pursue, including the person designated for the school or district for receiving complaints and any timelines.

³ Student, staff member, or third party, or if applicable, the student or third party's parent. If the person is a minor, the district should consider when to contact the person's parent.

⁴ Remember confidentiality laws when providing any information.

4. Notice that civil and criminal remedies that are not provided by the school or district may be available to the person through the legal system and that those remedies may be subject to statutes of limitation;
5. Information about services available to the student or staff member through the school or district, including any counseling services, nursing services or peer advising;
6. Information about the privacy rights of the person and legally recognized exceptions to those rights for internal complaint processes and services available through the school or district;
7. Information about, and contact information for, services and resources that are available to the person, including but not limited to:
 - a. For the reporting person, state and community-based resources for persons who have experienced sexual harassment; or
 - b. For the reported persons, information about and contact information for state and community-based mental health services.
8. Notice that students who report about possible prohibited conduct and students who participate in an investigation under this policy may not be disciplined for violations of the district's drug and alcohol policies that occurred in connection with the reported prohibited conduct and that were discovered as a result of a prohibited conduct report or investigation unless the student gave another person alcohol or drugs without the person's knowledge and with the intent of causing the person to become incapacitated and vulnerable to the prohibited conduct; and
9. Prohibition of retaliation.

~~Notification, to the extent allowable under state and federal student confidentiality laws, must be provided when the investigation is initiated and concluded. The notification at the conclusion must include whether a violation of the policy was found to have occurred.~~

The notice must:

1. Be written in plain language that is easy to understand;
2. Use print that is of a color, size and font that allows the notification to be easily read; and
3. Be made available to students, students' parents, staff members and member of the public at each office, at the district office and on the website of the school or district.

~~Additionally, notice must be provided to the person who initiated the complaint and, if applicable, the person's parents, when an investigation is initiated and when it is concluded. The notification at the conclusion of the investigation must include whether a violation of the policy was found to have occurred, to the extent allowable under state and federal student confidentiality laws.~~

Oregon Department of Education (ODE) Support

The ODE will provide technical assistance and training upon request.

Federal Definition and Procedures

Federal Definition

Sexual harassment means conduct on the basis of sex that satisfies one or more of the following:

1. An employee of the district conditioning the provision of an aid, benefit, or service of the district on an individual's participation in unwelcome sexual conduct;
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the district's education program or activity⁵;
3. "Sexual assault": an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation;
4. "Dating violence": violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim and where the existence of such a relationship shall be determined based on a consideration of the length of the relationship, the type of relationship and the frequency of interaction between the persons involved in the relationship;
5. "Domestic Violence": felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction receiving grant monies, or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction; or
6. "Stalking": engaging in a course of conduct directed at a specific person that would cause a reasonable person fear for the person's own safety or the safety of others, or suffer substantial emotional distress.

This definition only applies to sex discrimination occurring against a person who is a subject of this policy in the United States. A district's treatment of a complainant or a respondent in response to a formal complaint of sexual harassment may constitute discrimination on the basis of sex under Title IX.

Federal Procedures

The district will adopt and publish grievance procedures that provide for the prompt and equitable resolution of the student and employee complaints alleging any action that would be prohibited by this policy. *See JBA/GBN-AR(2) - Federal Law (Title IX) Sexual Harassment Complaint Procedure.*

⁵ "Education program or activity" includes locations, events, or circumstances over which the recipient exercised substantial control over both the respondent and the context in which the sexual harassment occurs." (Title 34 C.F.R. § 106.44(a))

Reporting

Any person may report sexual harassment. This report may be made in person, by mail, by telephone, or by electronic mail, or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report. The report can be made at any time.

Kim Grousbeck is designated as the Title IX Coordinator and can be contacted at 541-259-8948. The Title IX Coordinator will coordinate the district's efforts to comply with its responsibilities related to this AR. The district prominently will display the contact information for the Title IX Coordinator on the district website and in each handbook.

Response

The district will promptly respond to information, allegations or reports of sexual harassment when there is actual knowledge of such harassment, even if a formal complaint has not been filed.⁶ The district shall treat complainants and respondents equitably by providing supportive measures⁷ to the complainant and by following a grievance procedure⁸ prior to imposing any disciplinary sanctions or other actions that are not supportive measures against a respondent. The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures.

The Title IX Coordinator must promptly contact the complainant to discuss the availability of supportive measures, consider the complainant's wishes, with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint.⁹

If after an individualized safety and risk analysis, it is determined that there is an immediate threat to the physical health or safety of any person, an emergency removal of the respondent can take place.¹⁰ The district must provide the respondent with notice and an opportunity to challenge the decision immediately following the removal. A non-student employee may also be placed on non-disciplinary administrative leave pending the grievance process.

⁶ (Title 34 C.F.R. §106.44(a)) Response cannot be deliberately indifferent. A recipient is deliberately indifferent only if its response to sexual harassment is clearly unreasonable in light of the known circumstances.

⁷ (Title 34 C.F.R. § 106.44(a)) Supportive measures means non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to the recipient's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the district's educational environment, or deter sexual harassment.⁷ The district must maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of the recipient to provide supportive measures. (Title 34 C.F.R. § 99.30(a))

⁸ This grievance procedure must meet the requirements of Title 34 C.F.R. § 106.45 (included in accompanying administrative regulation, *see* JBA/GBN-AR(2) - Federal Law (Title IX) Sexual Harassment Complaint Procedure).

⁹ The Title IX Coordinator may also discuss that the Title IX Coordinator has the ability to file a formal complaint.

¹⁰ The district may still have obligations under Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973 or the American with Disabilities Act (ADA). (Title 34 C.F.R. § 106.44(c))

Notice

The district shall provide notice to all applicants for admission and employment, students, parents or legal guardians, employees, and all unions or professional organizations holding collective bargaining or professional agreements with the district of the following:

1. The name or title, office address, electronic mail address, and telephone number of the Title IX Coordinator(s);
2. That the district does not discriminate on the basis of sex in the education program or activity that it operates, as required by Title IX. This includes admissions and employment; and
3. The grievance procedure and process, how to file a formal complaint of sex discrimination or sexual harassment, and how the district will respond.

Inquiries about the application to Title IX and its requirements may be referred to the Title IX Coordinator.

No Retaliation

Neither the district or any person may retaliate¹¹ against an individual for reporting, testifying, providing evidence, being a complainant, otherwise participating or refusing to participate in any investigation or process in accordance with this procedure. The district must keep confidential the identity of parties and participating persons, except as disclosure is allowed under Family Educational Rights and Privacy Act (FERPA), as required by law, or to carry out the proceedings herein. Complaints of retaliation may be filed using these procedures.

Charging an individual with a code of conduct violation for making a materially false statement in bad faith in the course of a grievance proceeding does not constitute retaliation.

Publication

This policy shall be made available to students, parents of students and staff members. This policy and contact information for the Title IX Coordinator shall be prominently published in the district student handbook and on the district website. This policy shall also be made available at each school office and at the district office. The district shall post this policy on a sign in all grade 6 through 12 schools, on a sign that is at least 8.5 inches by 11 inches in size. A copy of the policy will be made available to any student, parent of a student, school or district staff member, or third party upon request.

END OF POLICY

¹¹ Retaliation includes, but is not limited to, intimidation, threats, coercion, and discrimination.

Legal Reference(s):

[ORS 243.706](#)
[ORS 332.107](#)
[ORS 342.700](#)
[ORS 342.704](#)
[ORS 342.708](#)

[ORS 342.850](#)
[ORS 342.865](#)
[ORS 659.850](#)
[ORS 659A.006](#)
[ORS 659A.029](#)

[ORS 659A.030](#)

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

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (2018).

Title VII of the Civil Rights Act of 1964, 42 U.S.C. § 2000e (2018).

Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683 (2018); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2020).

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

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

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

Cross Reference(s):

GBN/JBA - Sexual Harassment

GBNA - Hazing, Harassment, Intimidation, Bullying, Menacing or Cyberbullying - Staff

GBNAA/JHFF - Suspected Sexual Conduct with Students and Reporting Requirements

GBNAB/JHFE - Suspected Abuse of a Child Reporting Requirements

JFCF - Hazing, Harassment, Intimidation, Bullying, Menacing, Teen Dating Violence, or Domestic Violence - Student

JFE - Pregnant and Parenting Student

JHFE/GBNAB - Suspected Abuse of a Child Reporting Requirements

JHFF/GBNAA - Suspected Sexual Conduct with Students and Reporting Requirements

OSBA Model Sample Policy

Code:
Adopted:

BD

Board Meetings, Notices and Communications

Definitions

“Communication” means the expression or transmission of information from one person to another through verbal, non-verbal, written, or electronic means. Non-verbal means include gestures, such as thumbs-up and thumbs-down, as well as sign language.

“Convening” means gathering in a physical location, using electronic, video or telephonic technology to be able to communicate contemporaneously among participants, using serial electronic written communication among participants, or using an intermediary to communicate among participants.

“Decision” means any determination, action, vote or final disposition upon a motion, proposal, resolution, order, ordinance or measure on which a vote of the Board¹ is required, at any meeting at which a quorum is present.

“Decision-making process” means the process the Board engages in to make a decision, such as: (a) identifying or selecting the nature of the decision to be made; (b) gathering information related to the decision to be made; (c) identifying and assessing alternatives; (d) weighing information; and (e) making a decision.

“Deliberation” means discussion or communication that is part of a decision-making process.

“Executive session” means any meeting or part of a meeting of the Board that is closed to certain persons for deliberation on certain matters.

“Intermediary” means a person who is used to facilitate communications among members of the Board about a matter subject to deliberation or decision by the Board, by sharing information received from a member of the Board with other members of the Board. The term “intermediary” can include a member of the Board.

“Meeting” means the convening of the Board for which a quorum is required in order to make a decision or to deliberate toward a decision on any matter. Meeting does not include any on-site inspection of any project or program or the attendance of members of the Board at any national, regional or state association to which the Board or the members belong.

“Public Meetings Law” means Oregon Revised Statutes (ORS) 192.610 – 192.705 and Oregon Administrative Rules (OAR) 199-040 and 199-050.

¹ This policy is written to apply to the Board. Other bodies, including Board committees, may be subject to public meeting laws. This policy may help other bodies understand what is required, but is intended as direction for the Board.

“Quorum” means the minimum number of members of the Board required to legally transact business. For the Board, a quorum is [three²] Board members.

“Work session” or “workshop” means meetings held for the purpose of either presenting information to the Board to prepare for a regular or special meeting, or to allow the Board to engage in preliminary discussions or deliberations.

Board Authority at Meetings

The Board has the authority to act only when a quorum is present at a properly noticed regular, special or emergency meeting. The affirmative vote of [three³] members of the Board is required to transact any business.

Types of Meetings

The Public Meetings Law applies to all regular, special, emergency, executive session and work session meetings of the Board.

1. Regular Meetings

The regular meeting schedule will be established at the annual organizational meeting each year and may be changed by the Board with public notice. The purpose of each regular meeting will be to conduct the regular Board business.

2. Special Meetings

A special meeting may be scheduled when less than a quorum is present at a regular meeting and therefore no business may be conducted, additional business still needs to be conducted at the ending time of a meeting, conducting business prior to the next regular meeting would be advantageous to the district, or other reasons. Special meetings may be convened by the Board chair, upon request of three Board members, or by common consent of the Board.

3. Emergency Meetings

Emergency meetings may be called in the case of an actual emergency upon appropriate notice under the circumstances. Only topics necessitated by the emergency may be discussed or acted upon at the emergency meeting.

4. Work Sessions

The Board may use regular or special meetings for the purpose of conducting work sessions to provide its members with opportunities for planning and thoughtful discussion. Work sessions will

² {ORS 332.055 establishes the quorum as a majority. If the Board has five members, three constitute a quorum. If the Board has seven members, four constitute a quorum. If the Board has nine members, five constitute a quorum.}

³ {ORS 332.055 provides “the affirmative vote of the majority of members of the board is required to transact any business.” If the Board has five members, three votes are required. If the Board has seven members, four votes. If the Board has nine members, five votes.}

be conducted in accordance with Public Meetings Law. The Board may make official decisions during a work session.

5. Executive Sessions

Executive sessions may be held during regular, special or emergency meetings for a reason permitted by law. (See Board policy BDC – Executive Sessions).

Communications Outside of a Board Meeting (Serial Meetings Prohibited)

Private meetings where a quorum of the Board engages in discussions or communications that are part of the Board's decision-making process on matters within the authority of the Board violate Public Meetings Law, except as part of an executive session.

A quorum of Board members shall not, outside of a meeting conducted in compliance with Public Meetings Laws, use a series of communications of any kind, directly or through intermediates, for the purpose of deliberating or deciding on any matter that is within the jurisdiction of the Board. This prohibition applies to using any one or a combination of the following methods of communication:

1. In-person;
2. Telephone calls;
3. Videos, videoconferencing, or electronic video applications;
4. Written communication, including electronic written communications, such as email, texts, and other electronic applications;
5. Use of one or more intermediaries to convey information among members; and
6. Any other means of conveying information.

Communications outside of a Board meeting may contain communications between or among members of the Board, including a quorum, that are:

1. Purely factual or educational in nature and that convey no deliberation or decision on any matter that might reasonably come before the Board;
2. Not related to any matter that, at any time, could reasonably be foreseen to come before the Board for deliberation and decision; or
3. Nonsubstantive in nature, such as communication relating to scheduling, leaves of absence and other similar matters.

E-mails sent to other Board members are encouraged to have the following notice:

Important: Please do not reply or forward this communication if this communication could constitute a decision or deliberation toward a decision between and among members of the district board. Board member electronic communications on district business are subject to Public Meetings and Public Records Law.

A quorum of Board members may attend social meetings or gatherings so long as no discussions or deliberations are had.

Meeting Location, Public Accommodations and Logistical Requirements

All meetings will be open to the public except as provided by law.

All Board meetings, including Board retreats and work sessions, will be held within district boundaries, except as allowed by law⁴. The Board may attend training sessions outside the district boundaries but may not deliberate or discuss district business. No meeting will be held at any place where discrimination on the basis of disability, race, creed, color, sex, sexual orientation, gender identity, age or national origin is practiced. Meeting locations shall be accessible to persons with disabilities.

Any Board meeting may be held in person, through the use of electronic or telephonic means, or in some combination of in-person, electronic or telephonic means.

Access to and the ability to attend all meetings (excluding executive sessions) by telephone, video or other electronic or virtual means will be made available when reasonably possible. For Board meetings (excluding executive session) held by telephone or other electronic means of communication, the district shall make available a place or an electronic means by which the public can listen to or view the meetings in real time. The place provided may be a place where no Board member is present.

For executive sessions where the media are statutorily authorized to be present, if any person, including any Board member, is attending the executive session by telephone, video, or other electronic means, the district shall provide members of the media the same attendance option. The district may establish reasonable security measures to ensure the media's attendance by telephone, video, or other electronic means is conducted through a secure connection or method.

If requested to do so at least 48 hours before a meeting held in public, the Board shall make a good faith effort to provide an interpreter for persons who are deaf or hard of hearing. The request should include the name of the requester, sign language preference and any other relevant information requested. If the meeting is being held upon less than 48 hours' notice and a request for an interpreter is made, the Board shall make a reasonable effort to have an interpreter present. Other appropriate aids and services may be provided upon request and appropriate advance notice.

[If requested to do so at least 72 hours before a meeting held in public, the Board will make a reasonable effort to provide translation services.]{⁵}

Recordings or minutes will be kept for all meetings in accordance with state law and Board policy BDDG – Recordings or Minutes of Board Meetings.

All meetings shall comply with applicable provisions of the Oregon Indoor Clean Air Act.

⁴ ORS 192.630(4). Meetings of the governing body of a public body shall be held within the geographic boundaries over which the public body has jurisdiction, or at the administrative headquarters of the public body or at the other nearest practical location. Training sessions may be held outside the jurisdiction if no deliberations toward a decision are involved.

⁵ {Districts are encouraged to evaluate translation needs and resources prior to adding this language. A district may decide that translating the agenda, minutes or other documents, or public comment is sufficient.}

[The possession of a firearm, deadly weapon or any other instrument used as a dangerous weapon is prohibited at Board meetings, except as authorized by law.{⁶}]

Public Notice Requirements

The district posts public notice{⁷} of its meetings on the district's website or on a publicly accessible website hosted by a third-party that is linked to the district's website.

The public notice shall identify the following:

1. The time, date, location of the meeting, and, to the extent reasonably possible, will include the electronic link or telephone access information to allow members of the public to attend the meeting by telephone or electronic means;
2. The agenda or list of the principal subjects anticipated to be considered at the meeting and will be specific enough to permit the public to recognize matters in which they are interested. The Board may amend the agenda or may add or remove items from the list of principal subjects prior to or during a meeting. See Board policy BDDC – Board Meeting Agenda for additional meeting agenda information; and
3. The name, telephone number, and email address of a person at the district office to contact to request an interpreter or other communication aids or a statement that the district will provide a sign language interpreter or other communication aids at the meeting.

The district will provide notice to interested persons and news representatives who have requested notice through means reasonably calculated to provide actual notice to interested persons known to the Board.

For all regular meetings, the meeting notice shall be provided with as much advance notice as reasonably possible, but no less than 48 hours' advance notice.

For all special meetings, the meeting notice shall be provided with no less than 24 hours' advance notice.

For an emergency meeting, public notice shall be provided with as much advance notice as reasonably possible given the emergency circumstances. The district shall attempt to contact the media and other interested persons to inform them of the emergency meeting by telephone, email, social media, or other method reasonably calculated to provide actual notice. If reasonably possible under the emergency circumstances, the emergency meeting notice shall be conspicuously displayed on the district's website or on a publicly accessible website hosted by a third-party hosted and linked to the district's website.

⁶ {ORS 166.670(1)(a) prohibits the possession of firearms or "any other instrument used as a dangerous weapon" on school grounds and in facilities occupied by the district, unless an exception applies. ORS 166.370(3)(g) provides an exception for persons "licensed under ORS 166.291 and 166.292 to carry a concealed handgun." ORS 166.377 allows districts to adopt a policy stating that this defense (the exception in ORS 166.670(3)(g)) does not apply "on the grounds of the schools controlled by the board." Some districts have adopted policy KGBB to do so.}

⁷ {The public notice must be displayed conspicuously on the district's website. If the district does not maintain a publicly accessible website, the district shall satisfy the public notice requirements through other means such as posting on the Oregon Transparency Website, community postings, bulletin boards, newspaper notice, or any other means reasonably calculated to provide actual notice to the general public. Modify this sentence to communicate how the district publishes its public notices. }

If a meeting will include an executive session, the notice shall comply with the above notice requirements and the notice shall also identify the specific statutory citation and appropriate subsection and paragraph authorizing the executive session, as well as a general description of the statutory authorization. Example:

“The Board will meet in executive session under ORS 192.660(2)(a) to consider the employment of a public officer, employee, staff member or individual agent.”

If an executive session is to be part of an open regular, special, or emergency meeting, the notice shall comply with the above notice requirements and prior to entering the executive session, the Board chair shall make a public announcement and identify in open session the specific statutory provision and appropriate subsection and paragraph authorizing the executive session, as well as a general description of the statutory authorization (See Board policy BDC – Executive Sessions for additional information on executive sessions.)

Complaints

Complaints regarding Public Meetings Laws can be filed in accordance with Public Meetings Law complaint procedures outlined in Board policy KL – Public Complaints. Complaints must be filed within 30 days of the alleged violation.

[⁸]Mandatory Training

Every member of the Board shall attend or view a training on Public Meetings Law as required by ORS 192.700 and Board policy BBAA – Board Member’s Authority and Responsibilities.]

END OF POLICY

Legal Reference(s):

[ORS Chapter 192](#)
[ORS 332.040 - 332.061](#)

[ORS 332.107](#)
[ORS 433.835 - 433.875](#)

[OAR 199-050-0005 – 199-050-0085](#)

OR. ATTY. GEN. *Public Records and Meetings Manual*.

⁸ {Training is only required for districts with annual fiscal expenditures of \$1M or more. See ORS 192.700.}

Lebanon Community Schools

Code: BDC
Adopted: 11/09/23
Orig. Code: BDC

Executive Sessions

The Board may meet in executive session to discuss subjects allowed by statute but may not take final action except for the expulsion of a student and matters pertaining to or examination of the confidential records of the student.

An executive session may be included as an agenda item of an existing meeting or held as its own meeting. Proper notice is required.

If open session is held prior to the executive session the presiding officer will announce the executive session by identifying the authorization under Oregon Revised Statute (ORS) 192.660 or ORS 332.061 for holding such session and by noting the subject of the executive session.

The Board may hold an executive session:

1. To consider the employment of a public officer, employee, staff member or individual agent¹. (ORS 192.660(2)(a))
2. To consider the dismissal or disciplining of, or to hear complaints or charges brought against, a public officer², employee, staff member or individual agent who does not request an open hearing. (ORS 192.660(2)(b))
3. To conduct deliberations with persons designated by the governing body to carry on labor negotiations. (ORS 192.660(2)(d))
4. To conduct deliberations with persons designated by the governing body to negotiate real property transactions. (ORS 192.660(2)(e))

¹ This provision does not apply to the filling of a vacancy in elective office or on any public committee, commission or other advisory group; or for the consideration of general employment policies. Prior to holding an executive session under ORS 192.660(2)(a), the Board must ensure

a. The vacancy has been advertised;

b. Regular hiring procedures have been adopted;

c. If hiring an officer, the public has had the opportunity to comment on the employment of the officer; and

If hiring a chief executive officer, the Board has adopted hiring standards, criteria and policy directives in meetings open to the public in which the public has had the opportunity to comment on the standards, criteria and policy directives.

² To determine whether the individual involved is considered a public officer, consult with legal counsel.

5. To consider information or records that are exempt by law from public inspection. (ORS 192.660(2)(f))
6. To consult with counsel concerning the legal rights and duties of a public body with regard to current litigation or litigation likely to be filed. (ORS 192.660(2)(h))
7. To review and evaluate the employment-related performance of the chief executive officer of any public body, a public officer, employee or staff member who does not request an open hearing. (ORS 192.660(2)(i))
8. To consider matters relating to school safety or a plan that responds to safety threats made toward a school. (ORS 192.660(2)(k))
9. To consider matters relating to the safety of the governing body and pf public body staff and volunteers and the security of public body facilities and meeting spaces. (ORS 192.660(2)(o))
10. To consider matters relating to cyber security infrastructure and responses to cyber security threats, (ORS 192.660(2)(p))
11. To review the expulsion of a minor student from a public elementary or secondary school. (ORS 332.061(1)(a))
12. To review matters pertaining to or examination of the confidential records of a student. (ORS 332.061(1)(b))

Members of the press may attend executive sessions except those matters pertaining to:

1. Deliberations with persons designated by the Board to carry on labor negotiations;
2. Hearings on the expulsion of a minor student or examination of the confidential records of a student; and
3. Current litigation or litigation likely to be filed if the member of the news media is a party to the litigation or is an employee, agent or contractor of a news media organization that is a party to the litigations.

If an executive session is held pursuant to ORS 332.061, the following shall not be made public: the name of the minor student; the issue, including the student's confidential records; the discussion; and each Board member's vote on the issue.

Minutes shall be kept for all executive sessions.

Content discussed in executive sessions is confidential except as provided by law. Board members and the media are instructed not to disclose information obtained in executive session except when specifically authorized to do so or as required by law.

END OF POLICY

Legal Reference(s):

[ORS 192.660](#)

[ORS 332.045](#)

[ORS 332.061](#)

House Bill 2514 (2019)

Cross Reference(s):

BD/BDA - Board Meetings/Regular Board Meetings

BDDG - Minutes of Board Meetings

CBG - Evaluation of the Superintendent

DELETED

OSBA Model Sample Policy

Code:
Adopted:

BDC

Executive Sessions

The Board may meet in executive session to discuss subjects allowed by statute under Oregon Revised Statute (ORS) 192.660 or ORS 332.061 but may not take final action in executive session except for the expulsion of a student and matters pertaining to or examination of the confidential records of the student in accordance with ORS 332.061.

An executive session may be included as an agenda item of a meeting open to the public in accordance with Board policy BDDC - Board Meeting Agenda or held as its own meeting. Public notice is required as outlined in Board policy BD – Board Meetings, Notices and Communications.

If an executive session is held as part of a meeting open to the public, the Board chair will announce the executive session in compliance with Board policy BD – Board Meetings, Notices and Communications and include and identify the appropriate statutory citation, appropriate subsection and the paragraph authorizing the session under ORS 192.660 or ORS 332.061 for holding such session and by noting the general subject of the executive session.

Example:

“The Board will now meet in executive session under ORS 192.660(2)(a) to consider the employment of a public officer, employee, staff member or individual agent.”

Prior to or at the beginning of the executive session, the Board chair may read the following¹:

“Representatives of the news media and designated staff shall be allowed to attend the executive session. All other members of the audience are asked to leave the room. Representatives of the news media are specifically directed not to report on or otherwise disclose any of the deliberations or anything said about these subjects during the executive session, except to state the general subject of the session as previously announced. No decision may be made in executive session. At the end of the executive session, we will return to open session and welcome the audience back into the room.”

The Board may hold an executive session:

1. To consider the employment of a public officer, employee, staff member or individual agent; may not include a discussion or negotiation of compensation (including salaries and benefits).²

¹ This statement should be amended if ORS 192.660 does not require that representatives of the news media be allowed to attend, ORS 332.061 allows the Board to vote in executive session, or the Board will not be returning to open session following the executive session. This statement can also be included on the agenda.

² This provision does not apply to the filling of a vacancy in elective office or on any public committee, commission or other advisory group; or for the consideration of general employment policies. It also does not apply to the employment of the chief executive officer, other public officers, employees and staff members of the district unless:

- a. The vacancy has been advertised;
- b. Regular hiring procedures have been adopted;
- c. If hiring an officer, the public has had the opportunity to comment on the employment of the officer; and

(ORS 192.660(2)(a))

2. To consider the dismissal or disciplining of, or to hear complaints or charges brought against, a public officer³, employee, staff member or individual agent who does not request an open hearing⁴; may not include a discussion or negotiation of compensation (including salaries and benefits). (ORS 192.660(2)(b))
3. To conduct deliberations with persons designated by the governing body to carry on labor negotiations. (ORS 192.660(2)(d))
4. To conduct deliberations with persons designated by the governing body to negotiate real property transactions. (ORS 192.660(2)(e))
5. To consider information or records that are exempt by law from public inspection.⁵ (ORS 192.660(2)(f))
6. To consult with counsel concerning the legal rights and duties of a public body with regard to current litigation or litigation likely to be filed.⁶ (ORS 192.660(2)(h))
7. To review and evaluate the employment-related performance of the chief executive officer of any public body, a public officer, employee or staff member who does not request an open hearing⁷; may not include a discussion or negotiation of compensation (including salaries and benefits or a general

d. If hiring a chief executive officer, the Board has adopted hiring standards, criteria and policy directives in meetings open to the public in which the public has had the opportunity to comment on the standards, criteria and policy directives.

³ To determine whether the individual involved is considered a public officer, consult with legal counsel.

⁴ Notice must be provided to the public officer, employee, staff member or individual agent in accordance with OAR 199-0040-0030. The public official must receive written notice of the meeting no less than one business day or 24 hours, whichever is greater, in advance of the meeting. The notice must include:

- a. Identification of the governing body before which the matter will be considered (the Board);
- b. The time, date and location of the meeting;
- c. The purpose for which the governing body proposes to convene the executive session, including the citation to the applicable section of ORS 192.660 and the fact that the governing body will be considering the dismissal or disciplining of, hearing complaints or charges against, or reviewing and evaluating the performance of the public official receiving the notice; and
- d. Information on how the public official may make a request for an open hearing.

⁵ Consider including a reference to the law that exempts the information or records from public inspection in the notice.

⁶ Legal counsel must be present in the executive session, either in-person or via electronic or telephonic communications.

⁷ Notice must be provided to the chief executive officer, public officer, employee or staff member in accordance with OAR 199-0040-0030. The public official must receive written notice of the meeting no less than one business day or 24 hours, whichever is greater, in advance of the meeting. The notice must include:

- a. Identification of the governing body before which the matter will be considered (the Board);
- b. The time, date and location of the meeting;
- c. The purpose for which the governing body proposes to convene the executive session, including the citation to the applicable section of ORS 192.660 and the fact that the governing body will be considering the dismissal or disciplining of, hearing complaints or charges against, or reviewing and evaluating the performance of the public official receiving the notice; and
- d. Information on how the public official may make a request for an open hearing.

evaluation of an agency, goal, objective or operation or any directive to personnel concerning agency goals, objectives, operations or programs.

(ORS 192.660(2)(i))

8. To consider matters relating to school safety or a plan that responds to safety threats made toward a school. (ORS 192.660(2)(k))
9. To consider matters relating to the safety of the governing body and of public body staff and volunteers and the security of public body facilities and meeting spaces. (ORS 192.660(2)(o))
10. To consider matters relating to cyber security infrastructure and responses to cyber security threats. (ORS 192.660(2)(p))
11. To review the expulsion of a minor student from a public elementary or secondary school. (ORS 332.061(1)(a))
12. To review matters pertaining to or examination of the confidential records of a student. (ORS 332.061(1)(b))

Members of the press may attend executive sessions except those matters pertaining to:

1. Deliberations with persons designated by the Board to carry on labor negotiations;
2. Hearings on the expulsion of a minor student or examination of the confidential records of a student; and
3. Current litigation or litigation likely to be filed if the member of the news media is a party to the litigation or is an employee, agent or contractor of a news media organization that is a party to the litigation.

If an executive session is held pursuant to ORS 332.061, the following shall not be made public: the name of the minor student; the issue, including the student's confidential records; the discussion; and each Board member's vote on the issue.

Recordings or minutes shall be kept for all executive sessions in accordance with state law and Board policy – BDDG – Recordings and Minutes of Board Meetings.

Content discussed in executive sessions and recordings or minutes for executive sessions are confidential except as provided by law. Board members, district employees and the media are instructed not to disclose information obtained in executive session except when specifically authorized to do so or as required or allowed by law.

END OF POLICY

Legal Reference(s):

[ORS 192.660](#)
[ORS 192.685](#)
[ORS 192.705](#)
[ORS 332.045](#)

[ORS 332.061](#)
[OAR 199-040-0015 - 0060](#)
[OAR 199-050-0015](#)
[OAR 199-050-0040](#)

[OAR 199-050-0050](#)
[OAR 199-050-0060](#)

Lebanon Community Schools

Code: BDDC
Adopted: 2/04/10
Orig. Code: BDDDB/BDDC

Board Meeting Agenda

The Board chair and the superintendent will prepare an agenda for all regular meetings of the Board. Items of business may be suggested by any Board member, staff member, student or citizen of the district by notifying the superintendent at least five working days prior to the meeting.

Opportunities for the audience to be heard will be included in all regular Board agendas. The Board will follow the order of business set up by the agenda unless the order is altered by a consensus of the Board. Items of business not on the agenda may be discussed and acted upon if the majority of the Board agrees to consider them.

The agenda, together with supporting materials, will be distributed to Board members at least three full working days prior to the meeting. The agenda will be available to the press and to interested patrons through the superintendent's office at the same time it is available to the Board members. Copies of the agenda for the press and public will not contain any confidential information included in the Board members' packets.

A consent agenda may be used by the Board for noncontroversial business. The consent agenda will consist of routine business that requires action but not necessarily discussion. These items may all be approved at the same time. A Board member may ask that any item be removed from the consent agenda. The removed item will then be placed on the regular agenda.

A copy of the agenda will be posted in appropriate district facilities prior to the meeting. Members of the public may request a copy of the agenda at the superintendent's office.

The district will ensure equally effective communications are provided to qualified persons with disabilities upon request as required by the Americans with Disabilities Act.

Appropriate auxiliary aids and services available to ensure equally effective communications with qualified persons with disabilities may include large print, Braille, audio recordings and readers. Primary consideration will be given to the requests of the disabled person in the selection of appropriate auxiliary aids and services. Should the Board demonstrate such requests would result in a fundamental alteration in the service, program or activity or in undue financial and administrative burdens, alternate, equally effective communications will be used.

Auxiliary aids and services for persons with disabilities will be available at no charge to the individual.

END OF POLICY

Legal Reference(s):

[ORS 192.640](#)

Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213; 29 C.F.R. Part 1630 (2006); 28 C.F.R. Part 35 (2006).

Cross Reference(s):

BDDG - Minutes of Board Meetings

BDDH - Public Comment at Board Meetings

DELETED

OSBA Model Sample Policy

Code:
Adopted:

BDDC

Board Meeting Agenda

{¹}The Board chair will direct the preparation of an agenda for all meetings of the Board. The Board chair may seek assistance from the superintendent or another Board member. Items of business may be suggested by any Board member, staff member, student or patron of the district by notifying the Board chair or superintendent at least [five] working days prior to the meeting. The agenda will include the principal subjects anticipated to be considered at the meeting and be specific enough to permit the public to recognize the matters in which they are interested. When the agenda includes an executive session, the agenda shall identify the specific statutory citation and appropriate subsection and paragraph authorizing the executive session, as well as a general description of the statutory authorization. (See Board policy BDC – Executive Sessions for additional information.)

The Board chair may direct an amendment to the agenda until it is posted, including adding or removing items. The Board may also amend the agenda during a meeting by a majority vote of the Board. This includes adding items to the agenda during the meeting.

A consent agenda may be used by the Board. The consent agenda will consist of routine business that requires action but not necessarily discussion. These items may all be voted on and approved at the same time. An item on the consent agenda will be removed from the consent agenda upon request of a Board member prior to the consent agenda's consideration. The item removed from the consent agenda will then be placed on the regular agenda.

The agenda, together with supporting materials, will be distributed to Board members at least [three] full working days prior to the meeting. A copy of the agenda will be posted on the district website at least 48 hours prior to any regular meeting and 24 hours prior to any special meeting.

Copies of the agenda for the press and public will not contain any confidential information included in Board member packets.

END OF POLICY

Legal Reference(s):

[ORS 192.630](#)

[ORS 192.640](#)

[OAR 199-050-0040](#)

Americans with Disabilities Act/Americans with Disabilities Act Amendments Act, 42 U.S.C. §§ 12101-12213 (2018); 29 C.F.R. Part 1630 (2020); 28 C.F.R. Part 35 (2020).

¹ {The Board is encouraged to review current practices for agenda preparation and Public Meetings Law.}

Lebanon Community Schools

Code: BDDG
Adopted: 3/12/20
Orig. Code: BDDG/BDDK

Minutes of Board Meetings

The Board secretary will take written minutes of all Board meetings. The written minutes will be a true reflection of the matters discussed at the meeting and the views of the participants. The minutes will include, but not be limited to, the following information:

1. All members of the Board who were present;
2. All motions, proposals, resolutions, orders, and measures proposed and their disposition;
3. The results of all votes and the vote of each member by name;
4. The substance of any discussion on any matter;
5. Any other information required by law.

All minutes shall be available to the public within a reasonable time after the meeting. The public and patrons of the district may receive, upon request, copies of minutes from the administration office. A copy of the minutes of each regular and special Board meeting as they are drafted for approval will be distributed after such meeting to each Board member and administrator.

The district will maintain a hard copy¹ of the meeting minutes and make them available to staff and other interested patrons.

Minutes of executive sessions will be kept in accordance with the requirements of Oregon's Public Meetings Law with essentially the same level of details as for public sessions. If disclosure of material in the executive session minutes would be inconsistent with the purpose for which executive session was held under Oregon Revised Statute (ORS) 192.660, then material may be withheld from disclosure.

If an executive session is held pursuant to ORS 332.061, the following shall not be made public: the name of the minor student; the issue, including a student's confidential records; the discussion; and each Board member's vote on the issue.

END OF POLICY

Legal Reference(s):

[ORS 192.610](#) - 192.710

[ORS 332.061](#)

House Bill 2514 (2019)

Letter Opinion, Office of the OR Attorney General (Nov. 20, 1970)

¹ Oregon Administrative Rule 166-400-0010(9)

OSBA Model Sample Policy

Code:
Adopted:

BDDG

Recordings and Minutes of Board Meetings

[¹]The Board will ensure a [²]video recording is made of all of its meetings and portions of meetings that are not held in executive session. These recordings will be posted on the district's website or social media site within seven days following the meeting.]

A video or audio recording of a meeting can be kept as the official record as long as all required content is included and it is kept in an allowable format³. Alternatively, the district may create written minutes. Written minutes do not need to be a verbatim transcript and can be kept in hard copy or electronic form⁴.

The official record must give a true reflection of the matters discussed at the meeting and the views of the participants, and must include the following information:

1. All members of the Board present;
2. All motions, proposals, resolutions, orders, ordinances and measures proposed and their disposition;
3. The results of all votes and the vote of each member by name for all actions taken⁵;
4. The substance of any discussion on any matter; and
5. A reference to any document discussed at the meeting.

If written minutes are created for meetings which do not take place in executive session, those minutes shall be available to the public within a reasonable time⁶ after the meeting. These minutes [will be published to the district website and] may be requested from the district office.

¹ {ORS 192.655 requires districts with an ADMr of 50 or more to record board meetings, and post the recording within seven days. Districts with fewer than 50 ADMr are exempt from this requirement and do not need to adopt this language.}

² {If the district lacks broadband internet, an audio recording is sufficient. See ORS 192.655.}

³ Oregon Administrator Rule (OAR) 166-017-0045(4) requires moving images or audio recordings be kept in MP2, MP3, MP4, or WAVE formats.

⁴ Oregon Administrator Rule (OAR) 166-017-0045(4) requires textual data or still images be kept in XML, ODT, TXT, PDF, RTF, PREG, JFIF, PNG, or TIFF formats.

⁵ If minutes are kept in a recorded form, all voting will use a roll call vote and if minutes are kept in written form the minutes will identify the vote of each member by name under each board action.

⁶ {The Oregon Attorney General's *Public Records and Meetings Manual* says, "three weeks arguably is within the reasonable time allowed by statute."}

Recordings or minutes⁷ of executive sessions will be kept in the same manner as other meetings of the Board. If disclosure of material from executive session recordings or minutes would be inconsistent with the purpose for which executive session was held under Oregon Revised Statute (ORS) 192.660, the material may be withheld from disclosure. Executive session minutes of a hearing held under ORS 332.061 shall contain only material not excluded under ORS 332.061(2) and information⁸ will not be disclosed in accordance with ORS 332.061.

Either the recording or minutes of Board meetings will be kept permanently. If written minutes are created for any meetings of the Board, any recordings will be kept for at least one year after the minutes are created.

END OF POLICY

Legal Reference(s):

[ORS 192.610 - 192.705](#)
[ORS 332.061](#)

[OAR 166-017-0005 - 0095](#)
[OAR 166-400-0010\(9\)](#)

[OAR 199-050-0060](#)

Attorney General's PUBLIC RECORDS AND MEETINGS MANUAL.

⁷ "...a record of any executive session may be kept in the form of a sound or video tape or digital recording, which need not be transcribed unless otherwise provided by law." ORS 192.650(2)

⁸ORS 332.061 prohibits the disclosure of:

1. The name of the minor student;
2. The issue, including a student's confidential records;
3. The discussion; and
4. The school board member's vote on the issue.

Lebanon Community Schools

Code: CBA
Adopted: 5/16/13
Orig. Code: CBA

Qualifications and Duties of the Superintendent

POSITION: Superintendent of Schools

- QUALIFICATIONS:
1. A current Oregon administrative license with an authorization for all levels, superintendent's endorsement or a transitional superintendent license;
 2. Successful experience as an educational leader and administrator;
 3. In lieu of the experience and training requirements above, the Board may consider as a candidate for its superintendent's position an individual who meets transitional administrator requirements. The Board may, jointly with the individual, submit an application for such license for Teacher Standards and Practices Commission approval pursuant to OAR 584-080-0151 and 584-080-0161;
 4. Other qualifications as determined by the Board.

REPORTS TO: Board of Directors

SUPERVISES: Central office administrators and school principals; and through them, all district personnel.

JOB GOAL: Provide effective administration of all schools and departments, and educational leadership throughout the school system and community.

Performance Responsibilities

The superintendent:

1. Serves as chief executive officer of the Board except as otherwise provided by law, makes rules not in conflict with law or with Board policies and decides all matters of administrative and supervisory detail in connection with the operation and maintenance of the schools;
2. Initiates and directs the development of policies for approval by the Board, delegating such responsibility to associates and subordinates as deemed desirable;
3. Attends all meetings of the Board except those concerned with his/her own contract status and takes part in the deliberations, but does not vote;
4. Support the Board with scheduling meeting places, providing for required notices, and ensuring any required recordings or minutes are created for all Board meetings and for all committee meetings authorized by the Board, as appropriate;

5. Assists the Board in reaching sound judgments, establishing policies and approving those matters which the law requires the Board to approve; places before the Board necessary and helpful facts, comparisons, investigations, information and reports; and makes available the personal advice on special or technical matters by those persons who are qualified to furnish it;
6. Implements and interprets Board policies;
7. Recommends the appointment, renewal, contract extension, contract nonrenewal, contract nonextension or discharge of licensed employees of the Board as provided by law, Board policies and the employee's collective bargaining agreement, as applicable, and with such recommendations reported to the Board for approval;
8. Assigns or transfers licensed employees as provided by state law, Board policies, collective bargaining agreements and meet and confer agreements, as applicable and with such recommendations reported to the Board for approval.
9. Appoints, assigns, and transfers, classified and non-represented employees as provided by state law, Board policies, collective bargaining agreements and meet and confer agreements, as applicable.
10. Promotes, demotes or discharges classified and non-represented employees with such recommendations reported to the Board for approval.
11. Directs the professional supervisory staff in visits to the schools under his/her charge; through this staff, directs, assigns and assists teachers and all other educational employees in the performance of their duties; classifies, assigns and controls the promotion of students; and performs other duties as the Board determines;
12. Directs the work of the professional staff in evaluating curriculum and instructional materials and, upon the basis of such study, makes recommendations to the Board;
13. Supervises the establishment or modification of attendance and transportation area boundaries subject to Board approval;
14. Directs the preparation of the budget showing the estimated receipts and disbursements necessary to cover the needs of the district for the ensuing budget period, and submits this estimate to the Board in accordance with law;
15. Approves and directs, in accordance with law and Board policy, purchases and expenditures, within the limits of the budget;
16. Exercises leadership in directing studies of sites and buildings, considering the population trend and the educational and cultural needs of the district, to ensure timely decisions by the Board and electorate regarding construction and renovation projects;
17. Represents the district in dealings with other school systems, social institutions, business firms, government agencies and the general public;
18. Keeps the public informed about current educational practices, educational trends and issues confronting the district.

The specific enumeration of the superintendent's duties as detailed above will not act to limit the broad authority and responsibility of the office.

END OF POLICY

Legal Reference(s):

[ORS 327.133](#)
[ORS 332.075](#)
[ORS 332.515](#)
[ORS 342.125](#)
[ORS 342.140](#)
[ORS 342.143](#)
[ORS 342.173](#)

[ORS 342.175](#)
[ORS 342.200](#)

[OAR 581-022-0102 to -1940](#)
[OAR 581-023-0006 to -0050](#)
[OAR 584-020-0000 to -0045](#)
[OAR 584-036-0035\(1\)](#)

[OAR 584-046-0003 to -0024](#)
[OAR 584-048-0085 to -0095](#)
[OAR 584-080-0151](#)
[OAR 584-080-0152](#)
[OAR 584-080-0161](#)

Cross Reference(s):

CBG - Evaluation of the Superintendent

Lebanon Community Schools

Code: DBEA
Adopted: 12/04/25
Orig. Code: DBEA

Budget Committee

Organization, Membership and Terms of Office

The district budget committee will consist of the five members of the Board and five electors appointed by the Board as required by law. The budget committee may be constituted of less than 10 members if positions remain unfilled. Terms of the appointed members of a budget committee in a district that prepares an annual budget will be three years each with appointments made so that, as nearly as practicable, the terms of one-third of the members expire each year. Appointive members of a budget committee in a district that prepares a biennial budget shall be appointed for four-year terms. The term shall be staggered so that as near as practicable, one-fourth of the terms of the appointive members end each year. At least one member of the budget committee must be a member of the district's educational equity advisory committee¹. The Board will establish appropriate timelines and procedures for appointment of budget committee members.

A majority of the constituted committee Board, is required for passing an action item. Majority for a 10-member budget committee is six. Therefore, if only six members are present, a unanimous vote is needed for passing an action item.

Presiding Officer and Orientation of Budget Committee

1. Organization: The budget committee will hold its first regular organizational meeting on a day set by the Board. A presiding officer shall be elected from among its members at this meeting. Such meeting may be prior to or on the date the budget message and document are presented.
2. Background Information: Budget committee members will be provided with data for the ensuing year(s), such as the Board's educational plan, and other pertinent material bearing on the preparation of a school budget.

Meetings of the Budget Committee

The budget committee shall hold one or more meetings to receive the budget message, the budget document and to provide members of the public with an opportunity to ask questions about and comment on the budget document. The budget officer shall announce the time and place for all such meetings, as provided by law. All meetings of the budget committee are open to the public.

¹ ~~Districts with ADM over 10,000 must convene an educational equity advisory committee no later than September 15, 2022. Districts with ADM of 10,000 or under are not required to convene an educational equity advisory committee until September 15, 2025. The budget committee is not required to include a member of the educational equity advisory committee until a vacancy on the budget committee occurs by a member who is not also a member of the school district board. The district is not required to include a member of the educational equity advisory committee on a budget committee if no member of the committee is willing or able to serve on the budget committee.~~

Function of the Budget Committee

It is the function of the budget committee to approve budget estimates for an educational plan previously determined by the Board. No new program should be considered for the budget estimate that has not previously been submitted to the Board and approved as a part of the educational plan. The budget committee will determine levels of spending, but will not determine programs.

Final Action

The budget committee will approve an estimated budget document for submission to the Board.

END OF POLICY

Legal Reference(s):

[ORS 174](#).130
[ORS 192](#).610 - 192.710
[ORS 294](#).305 - 294.565
[ORS 328](#).542
[ORS 329](#).711
[ORS 433](#).835-433.875
[OAR 581](#)-.022-2307

House Bill 4066 (2026)

Cross Reference(s):

DBG - Budget Hearing

Lebanon Community Schools

Code: EBBA
Adopted: 6/06/24

Student Health Services**/**

Although the district's primary responsibility is to educate students, the students' health and general welfare is also an important Board responsibility. 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. A health services plan shall be developed, implemented, and updated annually. The plan shall describe a health services program for all students at each facility that is owned or leased where students are present for regular programming.

The district shall maintain a written prevention-oriented health services plan for all students. The health services plan will¹:

1. Explain available health care space that is appropriately supervised and adequately equipped for providing health care and administering medication or first aid;
2. Refer to available communicable disease prevention and management plan that includes school-level protocols²;
3. Outline a district-to-school communication plan³;
4. Provide information about health screenings, including immunizations and TB certificate requirements;
5. Describe how services for all students, including those who are medically complex, medically fragile or nursing dependent, and those who have approved 504 plans, individual education program plans, and individualized health care plans or special health care needs are managed⁴;
6. Integrate school health services with school health education programs and coordinate with health and social service agencies, public and private;
7. Describe how hearing, vision and dental screenings are managed and/or verified for required students⁵;
8. Include a process to assess and determine a student's health services needs, including availability of a nurse to assess student nursing needs upon, during, and following enrollment with one or more new

¹ For exact language and complete requirement, see OAR 581-022-2220(1).

² For specific protocol content requirements, see OAR 581-022-2220(1)(b).

³ For requirements of this plan see OAR 581-022-2220(1)(c).

⁴ For more information regarding these requirements see ORS 336.201 and 339.869, OARs 581-021-0037, 581-015-2040, 581-015-2045, 851-045-0040 – 0060, and 851-047-0010 – 0030.

⁵ For vision screening or eye examination or dental screening information see ORS 336.211 and 336.213.

medical diagnose(s) impacting a student's access to education, and implement a student's individual health plan prior to attending school⁶;

9. Comply with OR-OSHA Bloodborne Pathogens Standards for all persons who are assigned to job tasks which may put them at risk for exposure to body fluids⁷;

10. Refer to adopted policy and procedures for medications in accordance with Oregon law⁸;

11. Include guidelines for the management of students who are medically complex, medically fragile, or nursing dependent as defined by ORS 336.201, including students with life-threatening food allergies and adrenal insufficiency while the student is in school, at a school-sponsored activity, under the supervision of school personnel, in before-school or after-school care programs on school-owned property, and in transit to or from school or school-sponsored activities⁹

12. List the positions in the district which shall be required to obtain and maintain a first-aid/CPR/AED card in accordance with OAR 581-022-2220(3); and.

13. This policy is not in reference to a school-based health center.

Any nurse(s) employed by the district and providing services to students on behalf of the district shall be licensed in Oregon to practice as a registered nurse or nurse practitioner or be a licensed practical nurse (LPN) in alignment with LPN supervision requirements of OAR 851-045-0050 – 0060.

A nurse employed by the district shall follow all applicable requirements of ORS Chapter 678 and OAR Chapter 851. This includes, but is not limited to, delegation in accordance with OAR 851-047, which includes performing a nursing assessment of a student prior to delegation, providing adequate supervision during the delegation, and evaluating the skills, ability and willingness of the delegee.¹⁰

An administrator or other staff who is not a nurse may supervise, evaluate or direct a school nurse or registered nurse for purposes related to the nurse's role as a school employee, including but not limited to assigning the nurse's work hours, locations and workload and other matters addressed through a collective bargaining agreement. An administrator may not direct the school nurse or registered nurse in the practice of nursing.

A nurse employed by the district will function as an integral member of the instructional staff, serving as a resource person to teachers in securing appropriate information and materials on health-related topics.]

⁶ For definitions for this policy see ORS 336.201.

⁷ OAR 437-002-0360 lists various health and safety regulations that apply in the employment setting.

⁸ Medication laws can be found in ORS 339.866 – 339.874 and OAR 581-021-0037; relevant Board policy includes JHCD/JHCDA - Medications.

⁹ For guideline requirements see OAR 581-022-2220(1)(k).

¹⁰ For additional delegation requirements see OAR [851-047-0030](#).

14. The district provides a menstrual product dispenser with a variety of products in every student bathroom¹¹ which meets the requirements of law.

END OF POLICY

Legal Reference(s):

ORS 329.025	ORS 336.211 – 336.214	OAR 581-021-0590
ORS 332.107	ORS 342.458	OAR 581-022-2050
ORS 336.201	OAR 581-021-0017	OAR 581-022-2220
ORS 336.204	OAR 581-021-0031	OAR 581-022-2515
	OAR 581-021-0587	

Every Student Succeeds Act, 20 U.S.C. § 7928 (~~2018~~2024).

Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g (~~2018~~2024).

Cross Reference(s):

GBE - Staff Healthy and Safety

GBEBC/JHCCC/EBBAA - Infection Control - HIV, AIDS, HBV

JHCCC/EBBAA/GBEBC - Infection Control - HIV, AIDS, HBV

¹¹ “Student bathroom” means a bathroom that is accessible by students, including a gender-neutral bathroom, a bathroom designated for females, and a bathroom designated for males. (OAR 581-021-0587)

Lebanon Community Schools

Code: IIA-AR(1)
Adopted: 11/13/25

Instructional Materials

Core Instructional Materials¹

The Board selects core instructional materials. The responsibility to ensure procedures on selection and recommendations for core instructional materials are followed rests with the superintendent. The responsibility for coordinating the distribution of core instructional materials to classes also rests with the superintendent. It is the principal's responsibility to implement and maintain the core instructional materials, and teachers are expected to use selected core instructional materials in the classroom.

The process for selecting materials will reflect respect for all individuals and groups and be free from bias or discrimination based on 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.

~~Any person responsible for the adoption of textbooks may not prohibit the use of, or refuse to approve the use of, textbooks on the basis that the textbooks 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.~~

Materials selection committees will be appointed by the administration at the time necessary adoption areas are determined. The committee will review the materials and the general criteria for materials selection and provide a recommendation to the superintendent. The superintendent may make changes to the recommendation and shall submit a recommendation(s) to the Board for adoption prior to use. The meetings of a selection committee for core instructional materials will follow Public Meetings Law.

If the district chooses to adopt core instructional materials which are not on the state-approved list, the rules outlined in OAR 581-022-2350 will apply and are represented in administrative regulation IIA-AR(6) - Independent Adoption of Core Instructional Materials.

Supplemental Instructional Materials²

¹ "Core instructional material," 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.

² "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.

The responsibility for evaluating and selecting supplemental instructional materials is delegated to [teachers, principals, librarians, and/or others, as determined appropriate], who may collaborate as part of the process. Other authoritative matter experts may be included when practicable, as determined by the district.

Anyone responsible for the approval of supplemental instructional materials may not prohibit the use of, or refuse to approve the use of, textbooks on the basis that the textbooks 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.

1. Materials will contain suitable readability levels and support the district's adopted curriculum content.
2. Recommendations for selection may be solicited from staff and may include students.
3. Donated materials will be evaluated using the district's selection criteria and will be accepted or rejected based on those criteria.
4. Selection is an ongoing process which should include the removal of materials which no longer meet the selection criteria and the replacement of lost and worn materials still of educational value.

School Library Materials

1. When making decisions on selection or retention of materials for the school library³ or media center, a librarian, under supervision of the principal, will evaluate the existing collection and the curriculum needs. The librarian will consult reputable, professionally prepared selection aids and other professional sources. Materials will contain suitable readability levels. The librarian or other staff may not prohibit the selection or retention of, or refusal 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.
2. Recommendations for selection may be solicited from staff and students.
3. Donated materials will be evaluated using the established selection criteria and will be accepted or rejected based on those criteria.
4. Selection is an ongoing process which should include the removal of materials which no longer meet the selection criteria and the replacement of lost and worn materials still of educational value.

³ "School library" means any collection of library materials (as defined in policy), made available to students at school, either at a central location of the school, at a common area for one or more grades of 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 Materials⁴

1. When selecting or retaining materials for a classroom library, the teacher may consult staff and/or accept recommendations from staff and students. The teacher or other staff may not prohibit the selection or retention of, or refusal 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.
2. Donated materials will be evaluated and may be accepted or rejected by the teacher.
3. Selection is an ongoing process which should include the removal of materials which no longer meet the selection criteria.

⁴ “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.

Lebanon Community Schools

Code: BBAA
Adopted: 4/14/22
Orig. Code: BBAA

Individual Board Member's Authority and Responsibilities

An individual Board member exercises the authority and responsibility of his/her position when the Board is in legal session only.

A Board member has the authority to act in the name of the Board when authorized by a specific Board motion. When authorized to act as the district's designated representative in collective bargaining, a Board member may make and accept proposals in bargaining subject to subsequent approval by the Board.

When expressing personal opinions in public, the Board member should clearly identify the opinions as their own.

Members will be knowledgeable of information requested through Board action, supplied by the superintendent, gained through attendance at district activities and through professional Board activities.

Members of the Board will adhere to the following in carrying out the responsibilities of membership:

1. Request for Information

Any individual Board member who desires a copy of an existing written report or survey prepared by the administrative staff will make such a request to the superintendent. A copy of the material may be made available to each member of the Board. Requests for the generation of reports or information which require additional expense to the district must be submitted to the Board for consideration.

2. Requests for Legal Opinions

Requests for legal advice or opinions by a Board member must be approved by a majority vote of the Board before the request is made to legal counsel. The Board chair is authorized to obtain legal advice or opinions if advantageous to do so prior to the next meeting (e.g., advice regarding an executive session or a decision to invite district legal counsel) without a need for Board approval. Legal counsel is responsible to the Board.

3. Action on Complaints or Requests Made to Board Members

When Board members receive complaints or requests for action from staff, students or members of the public, such information is to be conveyed to the superintendent for action.

4. Board Member's Relationship to Administration

Individual Board members will be informed about the district's educational program, may visit schools or other facilities to gain information, and may request information from the superintendent. No individual Board member may direct the superintendent to action without Board authorization. Board members will not intervene in the administration of the district or its schools.

5. Contracts or Agreements

Contracts or agreements made by individual Board members without the Board's authority are invalid.

END OF POLICY

Legal Reference(s):

[ORS 332.045](#)

[ORS 332.055](#)

[ORS 332.057](#)

[ORS 332.075](#)

38 OR. ATTY. GEN. OP. 1995 (1978)

S. Benton Educ. Ass'n v. Monroe Union High Sch. Dist., 83 Or. App. 425 (1987).

Cross Reference(s):

BHD - Board Member Compensation and Expense Reimbursement

DFEA - Admissions to District Events

OSBA Model Sample Policy

Code:
Adopted:

BBAA

Board Member's Authority and Responsibilities

An individual Board member exercises the authority and responsibility of their position when the Board is in a meeting which is being held in accordance with Oregon's Public Meetings Law. A Board member has the authority to act in the name of the Board only when authorized by a specific Board motion. The affirmative vote of the majority of members of the Board is required to transact any business.

When authorized to act as the district's designated representative in collective bargaining, a Board member may make and accept proposals in bargaining subject to subsequent approval by the Board.

Board members may speak on behalf of the Board or district only when specifically authorized to do so. Any other statements do not represent the position of the Board or district. When expressing personal opinions in public, Board members are encouraged to clearly identify the opinions as their own.

All Board members shall maintain awareness of relevant district information and participate in Board functions and professional Board development activities.

All members of the Board will adhere to the following in carrying out the responsibilities of membership:

1. Request for Records

Any individual Board member who desires a copy of an existing record may make such a request to the superintendent. Requests involving confidential records or significant staff time will be referred to the Board for approval.

2. Requests for Legal Opinions^{1}

Requests for legal advice or opinions by a Board member that will incur a cost for the district must be approved by a majority vote of the Board before the request is made to legal counsel. The Board chair is authorized to obtain legal advice or opinions if advantageous to do so prior to the next meeting (e.g., advice regarding an executive session or a decision to invite district legal counsel) without a need for Board approval. Legal counsel is responsible to the Board.

3. Action on Complaints or Requests Made to a Board Member

When a Board member receives complaints or requests for action from staff, students or members of the public, the Board member will direct the staff, students, members of the public to the public

¹ {Consider how board members obtain legal advice and whether a cost is associated with that. Does the Board want individual board members to be able to contact attorneys at PACE or OSBA (no bill accrued) on their own, or does the Board want them to get Board approval first? Do you want individual Board members to be able to contact attorneys that will bill the district on their own, or do you want them to get board approval first?}

complaint policy Board policy KL – Public Complaints. Such information will be conveyed to the superintendent. An individual Board member is not authorized to independently act on complaints.

4. Board Member’s Communication with Administration

No individual Board member may direct the superintendent or other staff to action without Board authorization. No Board member will intervene in the administration of the district or its schools.

5. Contracts or Agreements

All district contracts must be approved by the Board, unless otherwise delegated by the Board to the superintendent or designee for approval before an order can be drawn for payment. If a contract is made without authority of the Board, the individual making such contract shall be personally liable.

6. Visits to Schools

A Board members may visit schools in accordance with Board policy BG – Board–Staff Communications.

7. Public Meetings Law

All Board members will comply with Public Meetings Law[, including participating in an approved² training at least once during each term of office^{³}].

8. Mandatory Reporting

A Board member having reasonable cause to believe that any child with whom the Board member comes in contact has suffered abuse or that any person with whom the Board member comes in contact has abused a child shall immediately make an oral report or cause an oral report be made to Department of Human Services⁴ or local law enforcement.

9. Oregon Ethics Laws

All Board members will adhere to Oregon Government Ethics laws, including filing the statement of economic interest as required by Oregon Revised Statute (ORS) 244.

10. Confidential Information

All Board members will not disclose confidential information received as part of Board service.

11. Other Laws, Policies, Agreements and Procedures

All Board members will follow all laws, Board policies, working agreements, and any other procedures established by the district.

² Approved by the Oregon Government Ethics Commission.

³ {Training is only required for districts with annual fiscal expenditures of \$1M or more. See ORS 192.700.}

⁴ (855) 503-SAFE (7233)

END OF POLICY

Legal Reference(s):

[ORS 192.311 – 192.478](#)
[ORS 192.610 – 192.705](#)
[ORS Chapter 244](#)

[ORS 332.045](#)
[ORS 332.055](#)
[ORS 332.057](#)

[ORS 332.075](#)
[ORS 332.107](#)
[ORS 419B.010](#)

38 OR. ATTY. GEN. OP. 1995 (1978)

S. Benton Educ. Ass’n v. Monroe Union High Sch. Dist., 83 Or. App. 425 (1987).

PROPOSED

Lebanon Community Schools

Code: BBE
Adopted: 2/04/10
Orig. Code: BBE

Vacancies on the Board

Vacancies will be filled through Board appointment. The Board appointee must be a legally registered voter and a resident within the district for one year immediately preceding the appointment and a resident of the zone from which the vacancy has occurred. If the vacancy occurs in a zone, the Board shall advertise for a 20-day period to find an eligible resident from the same zone. If an eligible zone resident cannot be found, the Board shall appoint one of the eligible residents from the district.

Board elections are held every odd-numbered year which for the purposes of this policy are termed “election” years. The appointee:

1. Will serve until June 30 following the next “election,” at which time the individual elected in May of that year will fill the remaining portion of an unexpired term or, if applicable, serve a full four year term; or
2. Will serve until June 30 of a subsequent “election” year if the vacancy occurs after the filing date in an “election” year.

A Board member so elected as a replacement will serve the remaining year(s) of the term of office of the Board member being replaced.

In the event of multiple vacancies, the position vacated first will be filled first.

Upon appointment by the Board, the newly appointed Board member(s) will be sworn and seated immediately.

If the offices of a majority of Board members are vacant at the same time, the directors of the Linn-Benton-Lincoln Education Service District shall appoint persons to fill the vacancies from qualified district voters.

END OF POLICY

Legal Reference(s):

[ORS 249.865 - 249.877](#)
[ORS 255.245](#)

[ORS 255.335](#)
[ORS 332.030](#)

[ORS 332.122](#)
[ORS 332.124](#)

Cross Reference(s):

BBBA - Board Member Qualifications
BBC - Board Member Resignation
BBD - Board Member Removal from Office

OSBA Model Sample Policy

Code:
Adopted:

BBE

Vacancies on the Board

Vacancies on the Board will be filled through the following procedures:

1. At a Board meeting, the Board will declare the vacancy¹;
2. The Board or designee will establish an application period of at least 20 days. Applicants will be required to submit an application to the district office by the designated date. Deadlines and instructions will be posted on the district website. The Board can vote to extend or re-open the application period at any time;
3. After the application period has ended, the superintendent or designee will verify applicant eligibility. Applicants must:
 - a. Be an elector of the district.² This requires being registered to vote within the district;
 - b. Have resided in the district for a period of one year immediately preceding the appointment;
 - c. [Be a resident of the zone of the vacant position, if the position is zoned;]
 - d. Not be an employee of the district or a charter school located within the district^{3}, except as a substitute bus driver in accordance with ORS 332.016].
4. The Board will review applicant materials in an open Board meeting;
5. The Board may select applicants to interview. Any interview will be held in an open Board meeting;
6. During an open Board meeting, the Board will vote to appoint one of the applicants. In the event that no applicant receives a majority of votes⁴, the Board may re-vote or vote to re-open the application period;

¹ In accordance with ORS 332.030, the Board shall declare a vacancy upon any of the following:

1. The death or resignation of any Board member;
2. When a Board member is removed from office or the election of the Board member has been declared void by the judgment of any court;
3. When a Board member ceases to be a resident of district [or zone from which nominated (see exception for board members who move out of the zone, but remain residents of the district in ORS 332.030(2) - (3))];
4. When a Board member ceases to discharge the duties of office for two consecutive months unless prevented by sickness or other unavoidable cause;
5. When a Board member ceases to discharge the duties of office for four consecutive months for any reason; or
6. When a Board member is recalled.

² ORS 254.005(4) provides “‘Elector’ means an individual qualified to vote under section 2, Article II, Oregon Constitution.” District staff may verify this with local elections officials.

³ {Include this bracketed language only if the district has an ADM or 50 or fewer.}

⁴ ORS 332.055 requires the affirmative vote of a majority of Board members to transact any business. Consequently [three] votes are necessary to appoint a board member, regardless of how many vacancies exist.

7. The newly appointed Board member(s) will take an oath of office before assuming the duties of office and will be seated immediately thereafter.

[If the vacancy occurs in a zone and an eligible zone resident cannot be found, the Board shall appoint one of the eligible residents from the district to serve in accordance with ORS 332.124.]

The appointee will serve until June 30 following the next election. At that election, either the remainder of the term for the position, or a full term for the position will be on the ballot.

If the offices of a majority of Board members are vacant at the same time, the directors of the [] Education Service District shall appoint persons to fill the vacancies from qualified individuals.

END OF POLICY

Legal Reference(s):

[ORS 249.865 - 249.877](#)
[ORS 254.005](#)
[ORS 255.245](#)

[ORS 255.335](#)
[ORS 332.030](#)
[ORS 332.122](#)

[ORS 332.124](#)

OSBA Model Sample Administrative Regulation

Code:

BBE-AR

Revised/Reviewed:

Board Member Vacancy Application

When a Board vacancy is declared, the Board will appoint a qualified person in accordance with Board policy BBE – Vacancies on the Board. To be considered for appointment, this form must be submitted to the district office by the deadline communicated by the district. Submitted applications become public records and may be disclosable upon request.

Name: _____

Motivation and Experience

Why do you want to serve on the Board?

Which experiences or perspectives will help you represent and serve all students and families?

How will you help advance the district's mission and goals?

How will you engage respectfully with individuals whose viewpoints differ from your own?

Knowledge, Time Commitment and Governance

Availability: Board meetings, work sessions, and committee service often occur in the evenings and occasionally during the daytime. How will you balance Board obligations with other commitments?

Laws applying to public entities: Briefly share any familiarity you have with Oregon public meetings and public records laws: _____

Policy and Budget: What experience do you have with policy development, budgets, or strategic planning?

P

Student-Centered Decision-Making: How will you ensure decisions reflect student outcomes, safety, and well-being?

R

O

P

O

S

E

D

This page is intended for internal and verification purposes. It is not intended to be provided to the Board or discussed at a Board meeting. Once submitted, it is a public record and may be subject to disclosure.

Contact and Personal Information

Name (as it appears on voter registration): _____

Preferred name (if different): _____

Position applying for: _____

Note: Your address is used only to verify residency within the district/zone, as required by Oregon law. Verification may be required.

Home street address (as it appears on voter registration): _____

City: _____ State: OR

Primary phone: _____ Alternative phone: _____

Email: _____

Best way to contact you? ☐ Phone ☐ Email ☐ Text

Accessibility and Accommodations

We welcome applicants with disabilities. Do you need an accommodation to participate in interviews or meetings (e.g., ASL interpreter, materials in alternative formats, physical access, assistive technology)?

☐ No ☐ Yes (please describe): _____

Attestations (Required)

- ☐ The information I have provided is true and complete to the best of my knowledge.
- ☐ I meet the statutory eligibility for appointment: registered elector and one-year residency (ORS 332.018).
- ☐ [I reside in the zone corresponding to this vacancy (ORS 332.030 and ORS 332.122).]
- ☐ I am not disqualified by employee status (ORS 332.016).
- ☐ I understand the appointment duration (through June 30 after the next regular district election) (ORS 332.030(4)).

Signature: _____

Date: _____

Lebanon Community Schools

Code: BCB
Adopted: 2/04/10
Orig. Code: BCB

Board Officers

~~At No later than the next regular its first scheduled meeting after July 1, but not later than July 31 in odd numbered years, the Board will elect one of its members to serve as chair and one to serve as vice chair. In an election year, this meeting must occur no later than the last day of July. No member of the Board may serve as chair more than four years in succession. If a Board member is unable to continue to serve as an officer during the year, a replacement will be elected immediately. The replacement officer will serve the remainder of the term until the following July.~~

The Board chair will:

1. Assist the superintendent in establishing the agenda for regular Board meetings;
2. Call special meetings when required;
3. Preside at ~~all~~ meetings of the Board and enforce the rules of order. ~~The Board chair has inherent authority to keep order and to impose any reasonable restrictions necessary for the efficient and orderly conduct of a meeting. If public comment is part of a meeting, the Board chair may regulate the order and length of appearances and limit appearances to presentations of relevant points in accordance with Board policy BDDH – Public Comment at Board Meetings;~~
4. Sign ~~the minutes and other~~ official documents that require the signature of the chair;
5. Represent the district and the Board at official functions, unless this duty is delegated by the chair or the Board to another Board member;
6. Appoint ~~all Board members to~~ committees unless otherwise ordered by the Board;
7. Have the right to discuss issues and vote on any issue; ~~and~~
8. ~~Perform such other duties as may be prescribed by law or by action of the Board.~~

In the absence, ~~incapacitation or death~~ of the chair, the vice chair will perform the duties of the chair and, when so acting, will have the chair's powers. The vice chair will perform other functions as designated by the Board.

~~If a Board member is unable to continue to serve as an officer, a replacement will be elected. The replacement officer will serve the remainder of the officer's term, until the officer resigns or ceases to remain on the Board, or until the officer is removed or replaced by the Board.~~

The superintendent will designate a staff member to serve as Board secretary and will directly supervise and evaluate the secretary. The secretary to the Board will take notes at Board meetings, compile minutes and perform related work as assigned by the superintendent or requested by the Board chair.

The Board secretary will:

1. Record the disposition of all matters on which the Board considered action;
2. Prepare, check and distribute minutes in advance for approval at the next Board meeting;
3. Maintain properly authenticated official copies of the minutes;
4. Maintain the official record of Board policies.

Board ~~or District~~ Spokesperson

~~The Board may designate the chair, vice chair or another Board member as the Board's spokesperson. The Board may appoint one of its members, usually the chair, or another person to make authorized statements to the public or the media when the Board deems that, under the circumstances, the district's position should be articulated by a single voice. The spokesperson serves at the Board's direction and may be removed or replaced at any time by action of the Board.~~ A Board member speaks on behalf of the Board only when specifically authorized by the Board. Official Board statements will be made using official district or Board communication channels, websites or social media accounts, or at official district events. When a Board member expresses personal opinions in public, the Board member is encouraged to clearly identify the opinions as personal. Comments made by Board members when not authorized by the Board are considered personal comments of the Board member.

END OF POLICY

Legal Reference(s):

[ORS 255.335](#)
[ORS 332.040](#)
[ORS 332.045](#)
[ORS 332.057](#)
[OAR 166](#)
[OAR 199-050-0050](#)

Cross Reference(s):

BC/BCA - Board Organization/Board Organizational Meeting

Lebanon Community Schools

Code: BCE
Adopted: 2/04/10
Orig. Code: BCE

Board Ad Hoc Study Committees

In an effort to increase communications with the public and to provide for citizen involvement, the Board may appoint ad hoc study committees to advise the Board on matters of interest. Ad hoc Board study committees will be appointed for temporary examination of a particular area. The budget committee and advisory (standing) committees are not addressed in this policy.

Committee Direction

The Board shall give clear directions to any committee it appoints. The Board chair will give a succinct summary committee direction statement to the appointed committee, which shall be recorded in the official Board minutes.

Committee Member Selection

The Board shall determine a minimum and maximum number of members. The desire of the Board to determine the composition of the committee with regard to representation from different district groups should be determined at the Board meeting at the time the committee is established. All committees of the Board will have a district administrator as a member of that committee to act as an advisor in their duties. Board representation on the committee is required, but shall not involve more than two members.

Committee Time Line

The Board, at the time of creation, will establish a timeline for the newly created committee. No study committee shall continue functioning beyond twelve months from the date of creation without the Board's reconfirmation at an official Board meeting.

Parameters of the Committee

The Board, at the meeting which the committee is created, will establish guidelines appropriate for the newly created committee. Guidelines should speak to the ability of the committee to expend district funds, to use district staff time to assist in their performance and other appropriate limits.

Committee Officers

The committee will select a chair and recorder.

Meeting Schedule Announcement

Meetings of a committee shall be open to the public and notice of meetings shall be provided to the news media and posted at least twenty-four hours in advance of any meeting.

Meeting Minutes

Committees shall record minutes of all meetings with distribution to all Board members and requesting members of the community.

Scope of Responsibility

The Board's responsibility cannot be delegated or surrendered to others; therefore, all recommendations of an ad hoc study committee must be submitted to the Board for action and must be recognized as advisory in nature.

END OF POLICY

Legal Reference(s):

[ORS 192.610](#) - 192.690

[ORS 332.045](#)

[ORS 332.105](#)

Cross Reference(s):

BCF - Advisory Committees to the Board

OSBA Model Sample Policy

Code:
Adopted:

BCE

Board Committees

The Board may establish committees. A Board committee is a group of Board members, staff, students and/or community members tasked by the Board to make a decision on behalf of the Board or make a recommendation to the Board on policy or administration. The district may have additional administrative committees.

Board committees may be classified into two general types based on membership:

1. Board subcommittees are primarily made up of Board members, e.g., superintendent evaluation committee, long-range planning committee, policy committee;
2. Advisory committees are primarily made up of non-Board members, e.g., bond steering committee.

Regardless of classification, the Board can include Board members and non-Board members on committees.

Board committees will not have the power to act for the Board except as the Board has specifically authorized. Committee meetings may be called by the committee in accordance with any direction from the Board and committee procedures. Committee recommendations and reports will be provided to the Board.

All meetings of Board committees will follow the Public Meetings Law¹, including the requirement to record the meetings or take meeting minutes. A committee may sit in an executive session when such meeting is in accordance with the committee's assigned purpose and when such session is permitted by law. Administrative committees, including superintendent committees, are generally not subject to Public Meetings Law.²

When establishing a Board committee, the Board will determine:

1. Committee membership and appointment process;
2. The task of the committee;
3. What resources are needed and will be provided to the committee;

¹ OAR 199-050-0010(1)(b) provides that Public Meetings Law apply to bodies "with authority to make recommendations to a public body on policy or administration."

² OAR 199-050-0010(2)(b) provides that Public Meetings Law does not apply to "bodies appointed by an individual public official with authority to make recommendations only that individual public official who has the authority to act on the body's recommendation and is not required to pass the recommendations on unchanged to a public body."

4. The length of time the committee will exist³;
5. Expectations regarding any actions or recommendations of the committee.

END OF POLICY

Legal Reference(s):

[ORS 192.610 - 192.705](#)
[ORS 332.045](#)

[ORS 332.105](#)

[OAR 199-040](#)
[OAR 199-050](#)

³ The Board can establish a standing committee, which has a continuing existence or a special committee, which goes out of existence as soon as the committee has completed a specified task.

Lebanon Community Schools

Code: BCF
Adopted: 2/04/10
Orig. Code: BCF

Advisory Committees to the Board

To increase communications with the public and to provide for citizen involvement, the Board may appoint advisory committees to advise them on specific matters. Board advisory committees will be standing committees with continuing existence unless terminated by the Board. The budget committee and Board AD HOC Study committees are not addressed in this policy.

Committee Direction

The Board shall provide clear directions to any advisory committee at the time of creation. The Board chair will give a succinct summary committee direction statement for the appointed committee, which shall be recorded in the official Board minutes.

Committee Member Selection

The Board shall determine a minimum and maximum number of members. The desire of the Board to determine the composition of the committee with regard to representation from different groups should be determined at the Board meeting at the time the committee is established. All committees of the Board will have a district administrator as a member of that committee to act as an advisor in their duties. Board representation on the committee is not required.

At the time of the original Board appointment, membership will be equally distributed to one, two and three year terms. Annually, after July 1 of each year, appointment to open positions will be confirmed by the Board.

Committee Timeline

The Board, at the time of creation, will establish guidelines for committee meeting frequency and direction for Board reports.

Parameters of the Committee

The Board, at the meeting which the committee is created, will establish guidelines appropriate for the newly created committee. Guidelines should speak to the ability of the committee to expend district funds, to use district staff time to assist in their performance and other appropriate limits.

Committee Officers

The committee members shall annually select a chairman and recorder from the membership.

Meeting Schedule Announcement

Meetings of a committee shall be open to the public and notice of meetings shall be provided to the news media and posted at least 24 hours in advance of any meeting.

Meeting Minutes

Committees shall record minutes of all meetings with distribution to all Board members and requesting members of the community.

Scope of Responsibility

The Board's responsibility cannot be delegated or surrendered to others; therefore, all recommendations of an advisory committee must be submitted to the Board for action and must be recognized as advisory in nature.

END OF POLICY

Legal Reference(s):

[ORS 192.610](#)

[ORS 192.630](#)

[ORS 294.336](#)

[ORS 329.704](#)

[ORS 332.107](#)

OR. DEPT OF JUSTICE, OR. ATT'Y GENERAL'S MODEL PUBLIC CONTRACT RULES MANUAL (2003).

Lebanon Community Schools

Code: BD/BDA
Adopted: 11/09/23
Orig. Code: BD/BDA

Board Meetings/Regular Board Meetings

The Board has the authority to act only when a quorum is present at a duly called regular, special or emergency meeting. “Meeting” means the convening¹ of a quorum of the Board as the district’s governing body to make a decision² or to deliberate³ toward a decision on any matter. This includes meeting for the purpose of gathering information to serve as a basis for a subsequent decision or recommendation by the Board, i.e. a work session. “Meeting” does not include any on-site inspection of any project or program the attendance of members of the Board at any national, regional or state association to which the Board or its members belong.

The affirmative vote of the majority of members of the Board is required to transact any business.

All regular, special, and emergency meetings of the Board will be open to the public except as provided by law. Access to and the ability to attend all meetings (excluding executive sessions) by telephone, video or other electronic or virtual means will be made available when reasonably possible. All meetings will be conducted in compliance with state and federal statutes. For information how to give or submit public comment it is outlined in the Board policy BDDH – Public Comment at Board Meetings and/or posted on the district’s website.

All Board meetings, including Board retreats and work sessions, will be held within the boundaries, except as allowed by law⁴. The Board may attend training sessions outside of the district boundaries but cannot deliberate or discuss district business. No meeting will be held at any place where discrimination on the basis of disability, race, creed, color, sex, sexual orientation, gender identity, age or national origin is practiced.

The Board will give public notice reasonably calculated to give actual notice to interested persons, including the news media which have requested notice, of the time and place for all Board meetings and of the principal subjects to be considered. The Board may consider additional subjects at a meeting, even if they are not included in the notice.

¹ “Convening” means: (a) Gathering in a physical location; (b) Using electronic, video or telephonic technology to be able to communicate contemporaneously among participants; (c) Using serial electronic written communications among participants; or (d) Using an intermediary to communicate among participants.

² “Decision” means any determination, action, vote or final disposition upon a motion, proposal, resolution, order, ordinance or measure on which a vote of a governing body is required, at any meeting at which a quorum is present.

³ “Deliberation” means discussion or communication that is part of a decision-making process.

⁴ ORS 192.630(4). Meetings of the governing body of a public body shall be held within the geographic boundaries over which the public body has jurisdiction, or at the administrative headquarters of the public body or at the other nearest practical location. Training sessions may be held outside of the jurisdiction of no deliberations toward a decision are involved.

If requested to do so at least 48 hours before a meeting held in public, the Board shall make a good faith effort to provide an interpreter for hearing impaired persons. If the meeting is being held upon less than 48 hours' notice and a request for an interpreter is made, the Board shall make a reasonable effort to have an interpreter present. Other appropriate auxiliary aids and services will be provided upon request and appropriate advance notice.

If requested to do so at least 72 hours before a meeting held in public, the Board will make reasonable effort to provide translation services.

All meetings held in public shall comply with the Oregon Indoor Clean Air Act.

The possession of dangerous or deadly weapons and firearms, as defined in law and Board policy, is prohibited on district property.

1. Regular, Special and Emergency Meetings

Generally, a regular Board meeting will be held each month. The regular meeting schedule will be established at the annual organizational meeting and may be changed by the Board with proper notice. The purpose of each regular monthly meeting will be to conduct the regular Board business.

No later than the next regular meeting following July 1, the Board will hold the annual organizational meeting to elect Board officers for the coming year and to establish the year's schedule of Board meetings. In Board election years (odd numbered years), the first meeting will be held no later than July 31.

Special meetings can be convened by the Board chair, upon request of three Board members, or by common consent of the Board at any time to discuss any topic. A special meeting may be scheduled if less than a quorum is present at a meeting, additional business still needs to be conducted at the ending time of a meeting, conducting business prior to the next regular meeting would be advantageous to the district or other reasons. At least 24 hours' notice must be provided to all Board members, the news media, which have requested notice, and the general public for any special meeting.

Emergency meetings can be called by the Board in the case of an actual emergency upon appropriate notice under the circumstances. The minutes of the emergency meeting must describe the emergency. Only topics necessitated by the emergency may be discussed or acted upon at the emergency meeting.

2. Communications Outside of Board Meetings

Communications, to, by and among a quorum of Board members outside of a legally called Board meeting, in their capacity as Board members, shall not be used for the purpose of discussing district business. This includes electronic, video or telephonic communications, serial electronic communications among participants and using an intermediary to communicate among participants. Such communications among Board members shall be limited to messages not involving deliberation, debate, decision-making or gathering of information on which to deliberate.

Communications outside of a Board meeting may contain:

- a. Communications to, between or among members of a governing body that are:
 - (1) Purely factual or educational in nature and that convey no deliberation or decision on any matter that might reasonably come before the Board (including agendas and information concerning agenda items);

- (2) Not related to any matter that, at any time, could reasonably be foreseen to come before the Board for deliberation and decision; or
 - (3) No substantive in nature, such as communication relating to scheduling, leaves of absence and other similar matters; or
- b. Individual responses to questions posed by community members, subject to other limitations in Board policy.

E-mails sent to Board members will have the following notice:

Important: Please do not reply or forward this communication if this communication constitutes a decision or deliberation toward a decision between and among a quorum of a governing body which could be considered a public meeting. Electronic communications on district business are governed by public records law.

3. Private or Social Meetings

Private or social meetings of a quorum of the Board for the purpose of making a decision or to deliberate toward a decision on any matter are prohibited by public meeting law.

4. Work Sessions

The Board may use regular or special meetings for the purpose of conducting work sessions to provide its members with opportunities for planning and thoughtful discussion. Work sessions will be conducted in accordance with state law on public meetings, including notice and minutes. Generally, Boards do not take official action during work sessions, although there is no legal prohibition to do so.

5. Executive Sessions

Executive sessions may be held as an agenda item during regular, special or emergency meetings for a reason permitted by law. See Board policy BDC - Executive Sessions.

Complaints regarding public meetings laws can be filed with the Board in accordance with Board Policy KL – Public Complaints. The Board will respond and provide a copy of the complaint and response to the Oregon Government Ethics Commission within 21 days in accordance with state law⁵.

Mandatory Training

Every member of the Board shall attend or view a training on public meetings law prepared or approved by the Oregon Government Ethics Commission (OGE) at least once during the Board member's term of office and shall verify attendance in accordance with OGE procedures.

END OF POLICY

⁵ See House Bill 2805 (2023) Section 5(2) for requirements of the response.

Legal Reference(s):

[ORS 255.335](#)

[ORS Chapter 192](#)

[ORS 332.04 - 332](#)

[ORS 433.835 - 433.875](#)

Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213 (2018); 29 C.F.R. Part 1630 (2020); 28 C.F.R. Part 35 (2020). Americans with Disabilities Act Amendments Act of 2008, 42 U.S.C. §§ 12101-12133 (2018). OR. ATTY. GEN. Public Records and Meetings Manual. House Bill 2805 (2023).

Cross Reference(s):

ACA - Americans with Disabilities Act

BDB - Special and Emergency Board Meetings

BDC - Executive Sessions

DELETED

Lebanon Community Schools

Code: BDD
Adopted: 2/04/10
Orig. Code: BDD

Board Meeting Procedures

Quorum

A quorum will consist of the majority of the Board members. (Three of the Board's five members must be present to constitute a quorum.)

Vote Needed for Exercise of Powers

The affirmative vote of a majority of Board members will be necessary for exercising any of the Board's powers.

Board Member Voting

Each member's vote on all motions will be recorded in the minutes.

Abstaining from Vote

If a Board member chooses to abstain from voting, such abstention will be recorded.

Parliamentary Procedure

Official Board business will be transacted by motion or resolution at duly called regular or special meetings.

Except as otherwise provided by state law and/or Board policy, the rules of parliamentary procedure comprised in Robert's Rules of Order Newly Revised, "Procedure in Small Boards" as modified by the Board will govern the Board in its deliberation. Modifications will include the following: Motions will all be seconded prior to consideration for discussion by the Board and motions to close or limit debate will be acceptable.

The chair will decide all questions relative to points of order, subject to an appeal to the Board.

END OF POLICY

Legal Reference(s):

[ORS 192.650](#)
[ORS 244.120\(2\)](#)
38 OR. ATTY. GEN. OP. 1995 (1978)
41 OR. ATTY. GEN. OP. 28 (1980)

[ORS 332.045](#)
[ORS 332.055](#)

[ORS 332.057](#)
[ORS 332.107](#)

OSBA Model Sample Policy

Code:
Adopted:

BDD

Board Meeting Procedures

1. Quorum

A quorum of the Board is [three^{1}] Board members.

2. Vote Needed for Exercise of Powers

The affirmative vote of [three^{2}] Board members will be necessary for exercising any of the Board's powers. All votes of the Board shall be taken by public vote, except when authorized in executive session under Oregon Revised Statute (ORS) 332.061.

3. Board Member Voting

The results of all votes shall be recorded, including the vote of each member's vote by name, on all votes taken by the Board. A written ballot, if used, shall identify the individual Board member by name and their vote, and shall be announced during the meeting at which the vote occurred. Secret ballots are prohibited.

4. Abstaining from Vote

Any conflicts of interest will be handled in accordance with ORS 244.120 and Board policy BBFA – Board Member Ethics and Conflicts of Interest. Board member abstentions will be documented in the meeting minutes or recording.

5. Parliamentary Procedure

Official Board business will be transacted by motion or resolution at properly noticed³ meetings.

Except as otherwise provided by state law and/or Board policy, the rules of parliamentary procedure comprised in *Robert's Rules of Order Newly Revised*, "Procedure in Small Boards"⁴ as modified by the Board will govern the Board in its deliberation. Modifications include the following: Motions

¹ {ORS 332.055 establishes the quorum as a majority. If the Board has five members, three constitute a quorum. If the Board has seven members, four constitute a quorum. If the Board has nine members, five constitute a quorum.}

² {ORS 332.055 provides "the affirmative vote of the majority of members of the board is required to transact any business." If the Board has five members, three votes are required. If the Board has seven members, four votes. If the Board has nine members, five votes.}

³ See ORS 192.640, OAR 199-050-0040 and Board policy BD/BDA – Board Meetings for notice requirements. {In the June 2026 policy update, OSBA will be recommending policy BD/BDA be recoded and renamed: BD – Board Meetings, Notices and Communications.}

⁴ See *Robert's Rules of Order*, 12th Edition, § 49:21.

will all be seconded prior to consideration for discussion by the Board and motions to close or limit debate will be acceptable.

The Board chair will decide all questions relative to points of order, subject to an appeal to the Board.

Failure to follow *Robert's Rules of Order* will not invalidate a lawful Board decision.

END OF POLICY

Legal Reference(s):

[ORS 192.650](#)

[ORS 244.120\(2\)](#)

[ORS 332.045](#)

[ORS 332.055](#)

[ORS 332.057](#)

[ORS 332.107](#)

[OAR 199-050-0005 \(9\)](#)

[OAR 199-050-0055](#)

38 OR. ATTY. GEN. OP. 1995 (1978)

41 OR. ATTY. GEN. OP. 28 (1980)

Lebanon Community Schools

Code: CEA
Adopted: 12/04/25

Educational Equity Advisory Committee

The duties of the district's educational equity advisory committee shall include:

1. Advising the superintendent about the educational equity impacts of policy decisions; and
2. Informing the superintendent when a situation arises in a district school that negatively impacts underrepresented students and advising the superintendent on how best to handle that situation.

The superintendent may act within the superintendent's authority on any recommendations of the educational equity advisory committee without approval from the Board. The superintendent does not have the authority to adopt or amend policy.

The educational equity advisory committee may prepare an annual report that:

1. Contains the following information:
 - a. The successes and challenges the district has experienced in meeting the educational equity needs of students in the district;
 - b. Recommendations the committee made to the superintendent, and the actions that were taken in response to those recommendation; and
 - c. Any other information required by the State Board of Education.
2. Is shared with the Board:
 - a. By the superintendent; and
 - b. If requested by the Board, by the committee as a presentation by the committee at a Board meeting.
3. Is made available by being:
 - a. Distributed to the parents of district students;
 - b. Posted on the district's website; and
 - c. Sent to the State Board of Education.

The educational equity advisory committee shall be selected and appointed by the superintendent and must be composed of parents, employees, students and community members from the district. For the purposes of selecting members, the superintendent:

1. Shall solicit names of possible members from the community;
2. Must ensure that membership is primarily representative of underserved student groups;

3. May not exclude or deny members based on language, immigration status or protected class, including age, disability, national origin, race, color, marital status, religion, sex, sexual orientation, or gender identity;
4. May not appoint a voting member of the Board or the superintendent to the educational equity advisory committee; and
5. Must ensure that the composition of an educational equity advisory committee elevates underrepresented parent, employee, student, and community member voices.
6. The district will provide sufficient support to educational equity advisory committee members to participate in meetings, including, but not limited to access to district-managed emails, translation and interpretation services, and relevant trainings.

A member of the educational equity advisory committee will also serve on the school district budget committee.¹

END OF POLICY

Legal Reference(s):

[ORS 328.542](#)
[ORS 329.711](#)
[OAR 581-022-2307](#)

[ORS 332.107](#)
[OAR 199-050-0010](#)

~~House Bill 2453 (2025)~~
~~House Bill 4066 (2026)~~

¹ ~~The district is not required to add an educational equity advisory committee member to the budget committee until there is a non-board member vacancy on the budget committee.~~ The district is not required to include a member of the educational equity advisory committee on the budget committee if no member of the committee is willing or able to serve on the budget committee.

CODE	TITLE
SECOND READING	
IIA	Instructional Materials**
LBEA	Denial for Virtual Public Charter School Student Enrollment**

Lebanon Community Schools

Code: IIA
Adopted: 12/04/25

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. ~~The process for selecting materials will reflect respect for all individuals and groups and be free from bias or discrimination based on 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.~~

~~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

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

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.

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 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 (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).

Cross Reference(s):

KL - Public Complaints

Lebanon Community Schools

Code: LBEA
Adopted: 12/04/25

Denial for Virtual Public Charter School Student Enrollment**

The district is not required to approve a transfer of a resident student, when more than three percent of the students residing in the district are attending a virtual public charter school not sponsored by the district. The district will semiannually calculate the percentage of students residing in the district, who are attending a virtual public charter school not sponsored by the district. **Calculations will be conducted on July 15 and January 15 of each year.** When the calculated percentage is more than three percent, the district will not approve a students' enrollment to such a virtual public charter school.

A parent¹ must give notice to the district in which the parent resides of their intent to enroll their student in a virtual public charter school. If the calculated percentage is three percent or less, or the district sponsors the desired virtual public charter school, the district will issue a notice of approval or choose not to respond.

If the calculated percentage is more than three percent and the desired virtual public charter school is not sponsored by the district, the district will issue a denial notice² within 10 calendar days of receiving notice from a parent and must include:

1. The notice the student is denied for enrollment to the virtual public charter school.
2. The percentage of students in the district that attend virtual public charter schools that are not sponsored by the district, based on the most recent calculation at the time the intent to enroll was received by the district;
3. A list of two or more other online options available to the student; and
4. A copy of OAR 581-026-0305 and OAR 581-026-0310.

When calculating the percentage, 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 virtual or non-virtual public charter schools located in the district;
3. The number of students residing in the district enrolled in virtual public charter schools not sponsored by the district;

¹ "Parent" means parent, legal guardian or person in parental relationship as defined in ORS 339.133.

² If a parent does not receive a notice of approval or disapproval from the district within 10 days of sending the notice of intent to enroll to the district, the student shall be deemed approved for enrollment by the district. (OAR 581-026-0305 (4))

4. The number of home-schooled students residing in the district and who have registered with an educational service district; and
5. The number of students residing in the district enrolled in private schools located within the district.

A parent may appeal the district's denial for student enrollment to a virtual public charter school to the State Board of Education under OAR 581-026-0310.

If the student was enrolled in a virtual public charter school while living in another district and has maintained continuous enrollment in such school since moving into, and residing in this district, approval is not required.

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)
[ORS 338.125](#)
[OAR 581-026-0305](#)
[OAR 581-026-0310](#)

NAME	POSITION	FTE	START DATE	END DATE
LEAVE OF ABSENCE				
Amanda Gaskey	Preschool Teacher - Cascades School	1.0	8/31/2026	6/16/2027
Mikaela Price	Elementary Teacher - Riverview School	1.0	8/31/2026	6/16/2027

BOARD MEMORANDUM



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

From: William H. Lewis III, Chief Operation Officer

Date: May 7, 2026 **Meeting Date:** May 14, 2026

Re: Operations Report

Operations Report

LHS Reunification Drill: On April 29, the Lebanon Community School District conducted a reunification drill at LHS. Participants included the Lebanon Police Department, Lebanon Fire Department, Linn County Sheriff's Department, Oregon Department of Education, LHS staff, the LCSD Incident Command Team, and representatives from the Salem-Kaiser and Scio School Districts. This was the largest drill LCSD has conducted. The purpose was to evaluate current systems, identify areas for improvement, and ensure readiness for a full or multi-school reunification. The exercise was successful and provided valuable insights. We appreciate our partners' participation and feedback, which will help strengthen our processes.

School Fire Panel Replacement Project: On April 17, 2026, the District issued an RFP for the District-Wide Fire Alarm Panel Project. Four proposals were received and reviewed by the District Scoring Committee on May 6, 2026. New Certified Systems LLC was selected as the top-ranked firm. We request the Board award the Design Build Services contract for this project to New Certified Systems LLC for the Program-Level Preconstruction Contract in the amount of \$15,000.00.

Seven Oak Seismic Project: ZCS Engineering is updating plan drawings to align the project scope with the budget. LCSD administration requests approval to use **an alternative contracting method: Request for Qualifications/Invitation to Bid (RFQ/ITB)**. This two-step procurement process differs from previous methods.

Step 1: Request for Qualifications (RFQ)

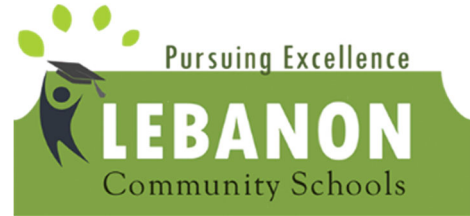
The District will publicly advertise a Request for Qualifications. Interested contractors will submit their qualifications, including experience with public construction, team capabilities, and capacity for the project. A selection committee will review and score submissions, choosing the top four most qualified contractors.

Step 2: Invitation to Bid (ITB)

Once the four contractors are pre-qualified, they will be invited to submit bids. The bidding documents will be publicly advertised with the date and time for submission. These documents will also be shared with regional plan centers, organizations that distribute bidding documents to subcontractors and suppliers, ensuring a fair and transparent process.

On the bid date, the bids from the pre-qualified contractors will be publicly opened and read aloud. The contract will then be recommended for award to the lowest bidder among the prequalified contractors.

BOARD MEMORANDUM



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

From: Steven Prososki, Director of Financial Services

Date: May 07, 2026 **Meeting Date:** May 14, 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 05/07/2026.

Budget Appropriations Check

The 2025-2026 Appropriations check on All Funds and Functions, including encumbered amounts as of 05/07/2026, is included in this packet.

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. 5/7/2026	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	12,669,545	474,916	13,144,461	204,955	12,956,010	12,909,584
1112 Prior Year Property Taxes	201,478	156,184	49,717	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	35,490,120	2,938,880	38,429,000	303,367	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	72,253	125,652	24,348	150,000	109,299
Total SSF Funding	52,934,261	48,649,243	3,742,608	52,338,452	445,809	51,214,790	50,637,160
Total SSF Revenue	\$ 52,934,261	\$ 48,649,243	\$ 3,742,608	\$ 52,338,452	\$ 445,809	\$ 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	9,105	895	10,000	-	10,000	5,678
1510 Earnings on Investments	800,000	874,204	174,841	1,049,044	(249,044)	675,000	1,264,177
1530 Gain or Loss on Sale of Investment (FMV)	-	-	-	-	-	-	-
1910 Facility Use Rentals	1,000	4,352	-	4,352	(3,352)	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	133,519	169,733	303,252	(253,252)	230,000	72,525
1991 Student Transportation - Reimbursed	100,000	98,031	1,969	100,000	-	100,000	105,755
1995 MAC Study	500,000	670,073	271,623	941,696	(441,696)	-	1,060,333
Total Non Formula Local Sources	1,786,000	1,839,004	916,159	2,737,030	(951,030)	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	-	204,488	204,488	70,512	275,000	189,089
4202 Medicaid Reimbursement	-	91,406	20,000	111,406			105,127
4300 Restricted Federal Rev	70,000	41,059	28,941	70,000	-	70,000	85,440
4801 Federal Forest	130,000	282,379	33,717	316,096	(186,096)	130,000	33,717
Total State/Federal Sources	475,000	414,844	287,147	701,991	(115,584)	475,000	413,373
Other Sources							
5300 Sale/Loss of Fixed Assets	2,000	45,753	23,500	69,253	(67,253)	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	9,870,384	23,500	9,893,884	(1,391,884)	7,002,000	9,287,166
Total Non SSF Revenue	\$ 10,958,000	\$ 12,340,845	\$ 1,226,806	\$ 13,549,517	\$ (2,480,111)	\$ 9,038,000	\$ 12,832,231
Total Resources	\$ 63,892,261	\$ 60,990,087	\$ 4,969,414	\$ 65,887,969	\$ (2,034,302)	\$ 60,252,790	\$ 63,469,391
Less Estimated Requirements				\$ 58,466,042			
Estimated Ending Fund Balance				\$ 7,421,927			

	2025-26 Budget	Actual YTD EXP 5/7/2026	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	10,310,076	6,778,194	3,277,628	10,055,822	254,254	97.53%	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	3,051,361	1,545,712	4,597,073	493	99.99%	4,170,438	4,169,990
1122 Middle/Junior High School Extracurricular	39,022	37,863	7,381	45,244	(6,222)	115.94%	39,021	55,510
1131 High School Programs	6,038,293	3,983,235	1,947,926	5,931,161	107,132	98.23%	6,072,856	5,889,729
1132 High School Extracurricular	86,068	86,781	17,199	103,981	(17,913)	120.81%	86,066	113,451
1140 Pre Kindergarten Programs	0	8,391	1,764	10,155	(10,155)	500.00%	236,870	70
1210 Programs for the Talented and Gifted	61,705	8,390	10,309	18,699	43,006	30.30%	94,195	28,545
1220 Restrictive Pgms for Students w/Disabilities	3,247,824	2,192,158	1,050,381	3,242,539	5,285	99.84%	3,144,309	2,842,738
1250 Programs for Students w/Severe Disabilities	4,211,573	2,683,451	1,325,289	4,008,740	202,833	95.18%	3,735,302	3,793,628
1272 GF Title I Support	143,968	138,972	56,367	195,340	(51,372)	135.68%	45,337	102,481
1280 Alternative Education	1,481,326	854,150	360,537	1,214,687	266,639	82.00%	906,261	810,270
1281 Alternative Education	0	-	-	-	0	0.00%	10,000	-
1288 Charter School - Sand Ridge	3,608,458	3,273,585	383,111	3,656,696	(48,238)	101.34%	2,900,000	3,229,842
1288 Charter School - Evergreen	-	154,525	160,000	314,525	(314,525)	500.00%	-	-
1291 English Second Language Programs	466,190	327,010	149,449	476,459	(10,269)	102.20%	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	\$ 34,322,145	\$ 23,667,191	\$ 10,293,054	\$ 33,960,245	\$ 361,900		\$ 32,581,530	\$ 31,079,980

	2025-26 Budget	Actual YTD EXP 5/7/2026	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	246,596	34,189	280,785	(9,816)	103.62%	227,581	111,417
2114 Student Accounting Services	281,217	232,459	54,512	286,971	(5,754)		269,325	268,103
2115 Student Safety	518,602	316,810	94,490	411,301	107,301	79.31%	527,042	310,410
2120 Guidance Services	1,501,591	997,101	498,540	1,495,641	5,950	99.60%	1,280,507	1,208,154
2130 Health Services	547,223	360,360	170,446	530,806	16,417	97.00%	343,129	475,161
2135 Health	132,020	105,626	32,192	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	448,284	112,350	560,634	(68,023)	113.81%	683,130	412,137
2190 Service Directions, Student Support Svcs	553,622	386,988	127,881	514,868	38,754	93.00%	476,332	475,317
2210 Improvement of Instruction Services	448,164	200,686	90,620	291,307	156,857	65.00%	513,007	318,858
2220 Library/Media Center	507,531	344,447	154,379	498,826	8,705	98.28%	475,366	463,707
2230 Assessment and Testing	55,000	27,637	-	27,637	27,363	50.25%	65,000	7,228
2240 Staff Development	93,915	73,707	260	73,967	19,948	78.76%	101,469	69,244
2310 Board of Education	151,070	53,982	21,553	75,535	75,535	50.00%	133,000	120,354
2321 Office of the Superintendent Services	842,693	672,111	165,898	838,009	4,684	99.44%	790,144	785,753
2410 Office of the Principal Services	4,251,489	3,329,538	883,848	4,213,386	38,103	99.10%	3,970,133	3,934,551
2520 Fiscal Services	952,118	768,242	147,617	915,859	36,259	96.19%	967,643	930,793
2540 Insurance & Judgements	688,174	670,185	344	670,529	17,645	97.44%	440,000	489,486
2542 Care and Upkeep of Buildings Services	3,271,363	2,685,618	556,303	3,241,921	29,442	99.10%	3,182,957	3,110,449
2543 Care and Upkeep of Grounds Services	183,068	227,170	28,377	255,548	(72,480)	139.59%	176,043	211,147
2544 Maintenance	1,980,223	1,884,114	252,154	2,136,268	(156,045)	107.88%	1,472,909	1,938,602
2548 Land Lab	8,499	3,390	-	3,390	5,109	39.88%	61,931	7,878
2550 Student Transportation Services	2,742,366	2,447,994	542,845	2,990,839	(248,473)	109.06%	2,204,733	2,566,022
2573 Warehousing and Distributing Services	28,550	22,932	5,618	28,550	-	100.00%	27,130	27,955
2630 Information Services	241,805	214,385	34,546	248,931	(7,126)	102.95%	238,991	235,089
2640 Staff Services	775,424	620,253	108,646	728,899	46,525	94.00%	730,995	792,024
2660 Technology Services	893,861	748,800	115,554	864,355	29,506	96.70%	899,550	869,856
2680 Interpretation & Translation Services	6,316	2,413	1,761	4,174	2,142	66.09%	6,316	4,174
2700 Supplemental Retirement	500	(28)	72	44	456	8.74%	500	44
Total Support Services	\$ 22,420,234	\$ 18,091,801	\$ 4,234,997	\$ 22,326,797	\$ 93,437		\$ 20,391,355	\$ 20,275,697
		-				-		
Community Services								
3100 Food Services	40,691	1,629	20,024	21,653		53.21%	16,727	8,901
3300 Community Services	-	359	-	359		0.00%	0	182
Total Community Services	\$ 40,691	\$ 1,988	\$ 20,024	\$ 22,013	\$ -	\$ 1	\$ 16,727	\$ 9,083
Other Requirements								
5200 Transfers of Funds	2,179,000	2,134,374	44,626	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	\$ 2,134,374	\$ 44,626	\$ 2,179,000	\$ 4,930,191		\$ 7,263,178	\$ 2,280,000
Total Requirements	\$ 63,892,261	\$ 43,895,353	\$ 14,592,701	\$ 58,466,042	\$ 5,385,528		\$ 60,252,790	\$ 53,644,760

Lebanon Community School District Appropriations: Budget Vs. Actual For the Fiscal Year 2025-26

	Appropriations	YTD	Encumbrances	Totals	Resolutions	(Over)/Under Budget
General Fund (100)						
1000 Instruction	34,922,145	23,667,191	9,351,456	33,018,647	(600,000)	1,303,498
2000 Support Services	21,820,234	18,091,801	3,681,653	21,773,454	600,000	646,780
3000 Community Services	40,691	1,988	-	1,988		38,703
4000 Facility Acquisition	-	-	-			-
5200 Transfers	2,179,000	2,134,374	-	2,134,374		44,626
6000 Contingency	930,191	-	-			930,191
Sub Total	\$ 59,892,261	\$ 43,895,353	\$ 13,033,110	\$ 56,928,463		\$ 2,963,798
Special Revenue Funds (200)						
1000 Instruction	8,340,592	5,562,134	1,825,382	7,387,516		953,076
2000 Support Services	5,505,102	2,536,695	731,787	3,268,482		2,236,620
3000 Community Services	4,229,495	2,327,450	543,873	2,871,323		1,358,172
4000 Facility Acquisition	2,112,000	1,109,149	42,533	1,151,681		960,319
5200 Transfers	-	-	-			-
6000 Contingency	3,785,000	-	-	-		3,785,000
Sub Total	\$ 23,972,189	\$ 11,535,428	\$ 3,143,575	\$ 14,679,003		\$ 5,508,186
Debt Service Funds (300)						
	June 2026 payment \$4,071,873					
5100 Debt Service	4,586,334	475,000	-			4,586,334
6000 Contingency	537,214	-	-	-		537,214
Sub Total	\$ 5,123,548	\$ 475,000	\$ -	\$ -		\$ 5,123,548
Enterprise Funds (500) Student Construction Home						
2000 Support Services	53,331	38,432	8,543	46,975		6,356
4000 Facilities Acquisition	800,000	256,913	91,936	348,849		451,151
6000 Contingency	596,669	-	-	-		596,669
Sub Total	\$ 1,450,000	\$ 295,345	\$ 100,479	\$ 395,824		\$ 1,054,176
Internal Service Funds (600) Unemployment Claims						
2000 Support Services	125,000	113,394	16,713	130,107	18,750	13,643
5200 Transfers	-	-	-	-		-
6000 Contingency	125,000	-	-		(18,750)	106,250
Sub Total	\$ 250,000	\$ 113,394	\$ 16,713	\$ 130,107		\$ 119,893
Trust & Agency Funds (700)						
2000 Support Services	-	-	-	-		-
Sub Total	\$ -	\$ -	\$ -	\$ -		\$ -
Total Appropriations	90,687,998	56,314,520	16,293,877	72,133,397		14,769,601
Total Unappropriated	4,000,000	-	-	-		4,000,000
TOTAL	\$ 94,687,998	\$ 56,314,520	\$ 16,293,877	\$ 72,133,397		\$ 18,769,601