

CENTRAL LINN SCHOOL DISTRICT
32344 HWY 228, HALSEY OR

REGULAR SCHOOL BOARD MEETING
HIGH SCHOOL CAFETERIA/ZOOM
Join Zoom Meeting
<https://us02web.zoom.us/j/4480365537>
Meeting ID: 448 036 5537

INDIVIDUALIZED EDUCATION FOR ALL LEARNERS

March 14, 2022

6:30 P.M.

1.0 ROLL CALL

Dena Crowell

Zone 1, Vacant; Zone 2, Tony Isom; Zone 3, Parker Leigh; Zone 4, Suzanne Parker; Zone 5, Brian Tenbusch; Zone 6, Kirt Glenn; Zone 7, David Karo.

2.0 GOOD OF THE ORDER / COMMUNICATIONS

David Karo

2.1 Agenda Adjustments

David Karo

2.2 ASB Report

ASB Representative

2.3 Building Report

Heidi Hermansen

3.0 AUDIENCE COMMENTS

David Karo

The Board is interested in hearing from our community. Public comments are welcome at the specified place on the agenda. Comments need to be about district operations and programs. The Board is unable to hear in open session any matters related to personnel or students. If you have personnel concerns, please share those directly with the superintendent. If you have a complaint, you wish the district to address, please follow our policy KL (public) or GBM (staff).

4.0 ACTION / BUSINESS

4.1 Approve Minutes of the February Regular Board Meeting

David Karo

4.2 Approve Complaint Response #1

David Karo

4.3 Approve Complaint Response #2

David Karo

4.4 Staff Acknowledgements

Candace Pelt

4.5 Determine District Transfers

Candace Pelt

4.6 Acknowledge 2022-2023 School Calendar

Candace Pelt

4.7 Non-Renew Temporary Staff

Candace Pelt

4.8 Approve Licensed Staff for 2022-2023 School Year

Candace Pelt

4.9 Approve School Board and Superintendent Priorities

Candace Pelt

4.10 Board Policy. First Reading:

Celeste Van Cleave

EFA, Local Wellness Program

4.11 Board Policies. Second Reading:

Candace Pelt

AC, Non-Discrimination

AC-AR, Discrimination Complaint Procedure

GBA, Equal Employment Opportunity

GBEA, Workplace Harassment

GBL, Personnel Records

IGBAF-AR, Special Education - Individualized Education Program (IEP)

IGBAG-AR, Special Education - Procedural Safeguards

IGBB, Talented and Gifted Program

IGBHA, Alternative Educational Programs
IGBI, Bilingual Education
JFC, Student Conduct
JHFE/GBNAB and GBNAB/JHFE, Reporting of Suspected Abuse of a Child
JHFF/GBNAA and GBNAA/JHFF, Reporting Requirements for Suspected Sexual
Conduct with Students
KBA, Public Records

- 5.0 REPORTS David Karo
5.1 Financial Report Celeste Van Cleave
5.2 Superintendent Candace Pelt
- 6.0 RECESS TO EXECUTIVE SESSION David Karo
Under the authority of ORS 192.660 (2)(f), to consider information or records that are exempt
from disclosure by law, including advice from attorney
- 7.0 RECONVENE TO OPEN SESSION David Karo
- 8.0 ADJOURN David Karo

The meeting location is accessible to persons with disabilities. A request for an interpreter for the hearing impaired or for other accommodations for persons with disabilities should be made at least 72 hours before the meeting to Dena Crowell, Executive Assistant, 32433 Hwy. 228, Halsey, Oregon, 97348, 541-657-8192. If needed, you may contact the Oregon Telecommunications Relay Service at 1-800-735-9200 for assistance in contacting the District. Central Linn is an equal opportunity educator and employer.

AGENDA EXPLANATIONS

4.2-3 Approve Complaint Response - The Board will respond to KL-AR Complaints received.

4.4 Staff Acknowledgements - Acknowledge the hire of Tiffani Day and Rodney Baney as Co-Assistant Varsity Softball Coaches; Wendi Farris, Varsity Softball Coach; Clinton Archer as JH Baseball Coach and the resignation of Danee' Kallai at the end of the 2021-2022 school year.

4.5 Determine District Transfer - Superintendent Pelt is recommending the Board continue to accept inter-district transfers for 2022-2023 and establish the elementary numbers for each grade capacity as follows: 50 Kindergarten; 50 first; 50 second graders; 52 third graders; 54 fourth graders; 54 fifth graders; 58 sixth graders. The Junior/Senior High School will allow a maximum capacity of 60 per grade level and will not allow senior transfers. Inter-district transfer of kindergarten through junior classes will be considered after the close of building registration days.

4.6 Acknowledge School Calendar - Board Policy IC states a school calendar will be presented to the Board by the March Board Meeting. The District asks the Board to acknowledge the postponing of adopting the 2022-2023 School Calendar until the April Board Meeting.

Resignation of Amanda Gorton effective 6/17/22

4.7 Non-Renew Temporary Staff - The Board should take action to non-renew the following temporary teaching staff: Mary Arnold, Tinamarie Standley, Savannah Ashcraft, Sarah Curtis, Wendi Farris, Rodney Baney and Kathleen Parker. These employees have been personally contracted and know that if these positions are posted for next year they may reapply. This is the practice of the district and bears no reflection on an employee's performance.

4.8 Approve Licensed Staff for 2022-2023 - Superintendent Pelt is recommending the Board take action on the following motions:

- Move to approve second year probationary contracts for Sarah Bright and Cassidy Shryock.
- Move to approve third year probationary contracts for Tami Lux, Shannon Edwards, Robert Cleary, Miranda Leatherman, Mary Barnett and AJ Rise.
- Move to approve two-year contract status for DeAnna Thoma, Madeline Elliott and Denise Johnson.
- Move to approve rolling two-year contracts for teaching staff as submitted in the Board packet.

4.9 Approve School Board and Superintendent Priorities: The Board is to approve whether they wish to base Superintendent Pelt's evaluation on the enclosed '2021-2023 School Board and Superintendent Priorities' that was shared at January's Regular Board meeting. Community input was received through a survey which was shared in the February District Newsletter.

4.10 Board Policies, Second Reading - All listed policies are required updates. The Board can acknowledge as second reading or adopt.

UPCOMING EVENTS

OSBA Bonds, Ballots and Buildings - April 8, 2022 @ Salem Convention Center. Registration is required. Please let Dena know if you need assistance registering.

Next Board Meeting: April 11, 2022 @ 6:30 p.m. held in the CLHS Cafeteria and via Zoom.

Budget Committee Worksessions: April 18, 2022 and April 25, 2022 @ 6:30 p.m. Location T.B.D.

First Budget Committee Meeting: May 16, 2022 @ 6:30 p.m. held in the CLHS Cafeteria.



CENTRAL LINN

JUNIOR & SENIOR HIGH SCHOOL

Board Report for March 2022

A. Activities

1. Spring Dance Saturday March 12th at the elementary school (winter formal rescheduled due to COVID).
2. Leadership is offering free prom dress giveaway for Linn County students on April 2nd
3. The week of March 14th-17th is Unity Week. Each day there are dress-up days, and during high school lunch time a ping-pong tournament and a corn-hole tournament will be held.

B. Sources of Strength

1. Originated as a suicide prevention program, but many schools are adopting to use as a strength-based curriculum for students. The program focus is on building student resiliency.
2. The program has peer leaders which will be trained on April 1st, alongside of staff adult trainers.
3. Central Linn Jr/Sr High was awarded a \$1000 grant to buy supplies for implementing the program this school year.
4. The program is implemented over three-years: spring of 2022 will be Central Linn's first year of implementation

C. Athletics

1. Six high school wrestlers went to state this year
 - a. Girls; Anna McDougal, Hannah Ertz
 - b. Boys; Malakai Hansen, Jacob Beauchamp, Hagen Johnson, Cole Gorake, Colby Shaw, and Jimmy Donaldson
2. The girls high school basketball team took 3rd at the state tournament in Pendleton last weekend.
3. Middle school and high school spring sports (baseball, softball, and track) began practice on February 28th. We're excited to hold home track meets this spring for the first time in over a decade.

STATUS OF LICENSED STAFF

March 2022

LEVEL	ELIGIBLE FOR SECOND YEAR PROBATIONARY CONTRACT	ELIGIBLE FOR THIRD YEAR PROBATIONARY CONTRACT	ELIGIBLE FOR TWO YEAR TEACHER CONTRACT
ELEMENTARY		Tami Lux - <i>Elem.Special Education</i> Shannon Edwards - <i>2nd Grade</i>	DeAnna Thoma - <i>6th Grade</i> Madeline Elliott - <i>Kindergarten</i>
SECONDARY	Kassidy Shryock – <i>HS English</i> Sarah Bright – <i>HS Science</i>	Robert Cleary – <i>JH Math</i> Miranda Leatherman – <i>HS Math</i> AJ Rise – <i>HS Math</i> Mary Barnett – <i>JH Special Education</i>	Denise Johnson – <i>Health</i>
ADMINISTRATIVE			

Current Temporary Contracts

Savannah Ashcraft
Tinamarie Standley
Mary Arnold
Sarah Curtis
Wendi Farris
Kathleen Parker
Rodney Baney

Current Administrative Contracts

Heidi Hermansen 3 year – 2020-2023
Rachel McKee 1 year – 2021-2022
Candace Pelt 19 month - 1/1/2022-7/31/2023

**LICENSED STAFF ELIGIBLE FOR EXTENDING
THEIR CONTRACT FOR A NEW TWO-YEAR TERM
2022-2023 and 2023-2024**

<u>SCHOOL</u>	<u>NAME</u>	<u>CURRENT ASSIGNMENT</u>
<u>Elementary</u>	Katti Baney	Kindergarten
	Stuart Koehnen	Grade 1
	Wendy Cortright	Grade 1
	Stephanie Roth	Grade 3
	Leah Klein	Grade 3
	Deborah Branson	Grade 4
	Alichelen Kjosness	Grade 4
	Debbie Davis	Grade 5
	Courtney Cunningham	Grade 5
	Jamie Derrickson	Grade 6
	Dena Weber	PE
	Silvia Alloway	ELL
	<u>High School</u>	Patricia Adams
Lindsay Androy-Koberstein		English/AVID
Marty Coatney		Science
Mike Day		PE/AD
Tiffani Day		English/AVID
Maria Guerrero		Spanish/ELL
Shawn Hampton		Social Studies 7/8
Sue Harte		Counselor
Danee Kallai		Social Studies/Humanities Lab
Kyle Kivett		Band/Drama
Wendy Kivett		Choir/Photography
Darrelle Parker		Science
Jessica Patterson		Ag Education/Dean
Kathy Smith	Ag Education	

A school board can extend a contract teacher's employment for a new two-year term by providing written notice by March 15, in the first year of the contract. If the Board chooses not to extend the contract, the teacher must be placed on a program of assistance for improvement.

If a Board does not extend the contract for a new two-year term, the teacher must receive written notice no later than March 15, of the second year of the contract that the term of employment will not be extended.

2021-2023 School Board and Superintendent Priorities

Vision: An Individualized Education for all Learners

Mission: The mission of the Central Linn School District, in partnership with family and community, is to ensure a safe and caring environment where each student has the opportunity to reach his/her potential in the changing world.

- 1. Successfully improve the academic, social-emotional, and overall well being of students and staff in the District.**
 - Develop and implement listening sessions and survey tools for the community with regards to the District's Mission and Vision, a long-term leadership plan (including the attributes of the Superintendent), and District goals.
 - Provide on-going, high impact communication with the school community about decisions that are being made to ensure the safety of students and staff.
 - Implement additional support for students who are struggling with academics or behavior.
 - Create more opportunities for class meetings, interpersonal connections with students, and building relationships. Create and utilize a mentor system with outside support and peer connections.
 - Provide staff ongoing training on integrating technology into classroom instruction.

- 2. Foster a culture of trust by openly sharing District processes, decisions, and information in a timely manner. Elevate student and family voices to inform decision-making, provide feedback, and ultimately help educators create systems that are more responsive to student needs.**
 - Seek out feedback from students and families who we have not successfully served or those who have had adverse experiences with the School system.
 - Create and administer a Climate Survey each Spring to families and community members.
 - Work with building leaders to include student perspectives and student-centered data at staff meetings, during data team meetings, and when making decisions that impact student learning.
 - Develop systems of support for families and students who are impacted by drugs, alcohol, trauma, or other social-emotional needs.
 - Enhance internal communications to build employee trust and morale by informing employees of District planning, decisions, improvement efforts and celebrations.
 - Define a small group to review strong examples of internal communication structures in comparable organizations.
 - Review and define current internal communication structures and identify gaps in internal communication opportunities.
 - Create a feedback structure that supports the District in evaluating its processes and communication.

- 3. Design and implement high-quality professional development that accelerates the knowledge, will, and skill of teachers and staff to ensure that all students have a strong sense of belonging with their school community and are academically successful. This professional development will focus on:**
 - Instructional practices and classroom environments that connect students' knowledge and personal experiences with what is being taught in the classroom.
 - Strategies that increase student resilience and restorative practices.
 - [Universal Design for Learning](#) and language rich instruction.
 - Implementing Improvement Science and Plan, Do, Study, Act mini cycles of instructional improvement.
 - Effective instructional practices, approaches, and classroom routines.
 - Supporting high achievement for all learners in heterogeneous classroom environments.

2021-2023 School Board and Superintendent Priorities

- Early literacy and numeracy instruction for k-3 students.
4. **Prepare high school students to be successful for the future they choose.**
 - Partner with community organizations and businesses to increase the number of CL students with paid positions, internships, and supported job placements.
 - Create new and expanded Career and Technical Education opportunities including middle school options.
 - Routinely review disaggregated student data as part of the continued development and implementation of instructional supports to increase graduation rates.
 5. **Communicate and collaborate with staff, community, and alumni partners to provide meaningful family and community engagement opportunities which contributes to the overall goal of supporting all CL students.**
 - Through the Student Success Act and High School Success Grant, allocate funding to support implementation of extended learning time, interventions for students, and the expansion of mental health supports.
 - Improve community engagement by seeking meaningful ways to connect, inform, and better receive timely input from the community at large, local businesses, retirees, and the faith community (E-Mail expansion, audience-specific fliers, presentations, etc.).
 - Sustain on-going partnerships with business and faith-based leaders in the community. Improve access and formal communication channels.
 6. **Partner with staff, parents and families, community, and alumni partners to develop a focused and long-term facility improvement plan that ensures safe, modernized and effective learning environments for all students, and considers the following: Safety/security; Career-Technical Courses; Class size and enrollment projections; and District facility use.**
 - Develop and Implement a Long- Term Facilities Plan; align 2022-23 Budget Planning Committee to update Budget Goals reflecting Facility improvements.
 - Develop and Publish Facility Committee Agenda and provide public opportunity for input and direction.
 - Host staff and public listening sessions specific to facility needs and direction.
 - Host several student forums to adequately improve the use of student voice in the long-range facility planning process.
 7. **Provide training opportunities for school board members and the superintendent to enable them to be highly effective, deeply knowledgeable about their roles, and understand the students and families they serve in the district.**
 - Conduct a self-assessment with school board members to develop a professional learning plan. The assessment will focus on education equity and student-centered board governance practices that are evidence-based in compliance with [SB 334](#).
 - Develop a professional learning plan based on information from the self-assessment and link the training plan to current school board goals and priorities.
 - Create specific professional learning and training for board members interested in serving as the chair or vice chairperson of the school board and any newly elected members on the board.
 - Post the professional development plan and training sequence on the district website.
 - In May or June, the school board will report on their professional learning and create a revised training plan for the next school year.

RECOMMEND REPLACEMENT

Local Wellness Program

The Board recognizes that childhood obesity has become an epidemic in Oregon as well as throughout the nation. Research indicates that obesity and many diseases associated with obesity are largely preventable through diet and regular physical activity. Additional research indicated that healthy eating patterns and increased physical activity are essential for students to achieve their academic potential, full physical and mental growth and lifelong health and well-being.

To help ensure students possess the knowledge and skills necessary to make healthy choices for a lifetime, the superintendent shall prepare and implement a comprehensive district nutrition program consistent with state and federal requirements for districts sponsoring the National School Lunch Program (NSLP) and/or the School Breakfast Program (SBP). The program shall reflect the Board's commitment to providing adequate time for instruction to promote healthy eating through nutrition education, serving healthy and appealing foods at district schools, developing food-use guidelines for staff and establishing liaisons with nutrition service providers, as appropriate. The input of staff, (including but not limited to, physical education and school health professionals), students, parents, the public, representatives of the school food authority and public health professionals will be encouraged. The superintendent will develop administrative regulations as necessary to implement the goals of this policy throughout the district.

Nutrition Education

Nutrition promotion supports the integration of nutrition education throughout the school environment. Nutrition education topics shall be integrated within the sequential, comprehensive health education program taught at every grade level, prekindergarten through grade 12, and coordinated with the district's nutrition and food services operation.

Nutrition Guidelines

It is the intent of the Board that district schools take a proactive effort to encourage students to make nutritious food choices. All food and beverages items sold to students in a K-12 public school as part of the regular or extended school day shall meet minimum state and federal standards. Exceptions to this requirement include items that are part of the USDA National School Lunch Program or School Breakfast Program. Other exceptions are foods and beverages provided in the following instances:

1. When the school is the site of school-related events or events for which parents and other adults are a significant part of an audience; or
2. The sale of food or beverage items before, during or after a sporting event, interscholastic activity, a play, band or choir concert.

Although the Board believes that the district's nutrition and food services operation should be financially self-supporting, it recognizes, however, that the nutrition program is an essential educational and support

activity. Therefore, budget neutrality or profit generation must not take precedence over the nutrition needs of its students. In compliance with federal law, the district's NSLP and SBP shall be nonprofit.

The superintendent will direct all food service personnel to implement this policy.

Physical Education Activity

The Board realizes that a quality physical education program is an essential component for all students to learn about and participate in physical activity. Every public school student in kindergarten through grade 8 shall participate in physical education for the entire school year. Students in kindergarten through grade 5 shall participate for a least 150 minutes during each school week and students in grades 6 through 8 for at least 225 minutes per school week. At least 50 percent of the weekly physical education class time shall be devoted to actual physical activity. Instruction, provided by adequately prepared teachers, will meet the state adopted academic content standards for physical education, ORS 329.045. Teachers of physical education shall regularly participate in professional development activities.

Students with disabilities shall have suitably adapted physical education incorporated as part of the individualized education program (IEP) developed for the student under ORS 343.151. A student who does not have an IEP but has chronic health problems, other disabling conditions or other special needs that preclude them from participating in regular physical education instruction, shall have suitably adapted physical education incorporated as part of an individualized health plan developed for the student by the district or public charter school.¹

Physical activity should be included in a school's daily education program from grades pre-K through 12. Physical activity should include regular instructional physical education as well as co-curricular activities, and recess. The district will develop and assess student performance standards and program minute requirements¹ in order to meet the Oregon Department of Education's physical education content standards and state law¹.

Reimbursable School Meals

The district may enter into an agreement with the Oregon Department of Education (ODE) to operate reimbursable school meal programs. The superintendent will develop administrative regulations as necessary to implement this policy and meet the requirements of state and federal law. These guidelines shall not be less restrictive than regulations and guidance issued by the Secretary of Agriculture pursuant to subsections (a) and (b) of section 10 of the Child Nutrition Act (42 U.S.C. 1779) and section 9(f)(1) and 17(a) of the Richard B. Russell National School Lunch Act (42 U.S.C. 1758(f)(1), 1766(a)(0).

School Employee Wellness²

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

¹HB 3141 (effective 2017-2018 school year)

²This language is optional and is not required by state or federal law.

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

Other School-Based Activities

The district will promote district and community based activities that foster healthy eating and create environments that promote physical activity. Families and the community will be encouraged to provide healthy food choices in all situations where food is served. Educational workshops, screenings and literature related to healthy food choices and physical activity may be offered to families.

Evaluation of the Local Wellness Policy

The Board will involve staff (including but not limited to, physical education and school health professionals), parents, students, representatives of the school food authority, public health professionals, school administrators and the public in the development, implementation and review and yearly update of this policy. The Board shall establish a Wellness Advisory Committee to advise the district in the creation of the local wellness policy. The policy will be reviewed every four years. In an effort to measure the implementation of this policy the Board designates the superintendent and district principals as the people who will be responsible for ensuring the district meets the goals outlined in this policy. The district will make available to the public annually, an assessment of the implementation, including the extent to which the schools are in compliance with policy, how the policy compares to model policy and a description of the progress being made in attaining the goals of this policy.

END OF POLICY

Legal Reference(s):

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

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

[OAR 581-051-0310](#)
[OAR 581-051-0400](#)

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

Local Wellness Program

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

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

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

WELLNESS POLICY IMPLEMENTATION, MONITORING, ACCOUNTABILITY AND COMMUNITY ENGAGEMENT

Implementation Plan

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

The plan will:

1. Delineate roles, responsibilities, actions and timelines specific to each school;
2. Include information about who will be responsible to make what change, by how much, where and when;
3. Include specific goals and objectives for nutrition standards for all foods and beverages available on the school campus, and in food and beverage marketing; and
4. Include specific goals and objectives for nutrition promotion and education, physical activity, physical education and other school-based activities that promote student wellness.

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

Record Keeping

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

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

Annual Notification of Policy

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

Triennial Progress Assessments

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

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

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

Revisions and Updating the Policy

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

Community Involvement, Outreach and Communications

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

NUTRITION PROMOTION AND NUTRITION EDUCATION

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

School Meals

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

Staff Qualifications and Professional Development

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

Water

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

Competitive Foods and Beverages

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

Celebrations and Rewards

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

Fund Raising

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

Food and Beverage Marketing in Schools

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

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

PHYSICAL ACTIVITY

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

Physical activity during the school day (including, but not limited to, recess, classroom physical activity breaks or physical education) will not be withheld as punishment and alternative solutions determined for behavior.

The Board realizes that a quality physical education program is an essential component for all students to learn about and participate in physical activity. The district will develop and assess student performance standards and program minute requirements in order to meet the ODE’s physical education content standards and state law. Every public school student in kindergarten through grade 8 shall participate in physical education for the entire school year and students in kindergarten through grade 8 shall participate for at least the minimum number of minutes required during the current school week.

At least 50 percent of the weekly physical education class time shall be devoted to actual physical activity. Instruction, provided by adequately prepared teachers, will meet the state adopted academic content standards for physical education (Oregon Revised Statute (ORS) 329.045). Teachers of physical education shall regularly participate in professional development activities.

A student with a disability shall have suitably adapted physical education incorporated as part of their individualized education program (IEP) developed under ORS 343.151. A student who does not have an IEP but has chronic health problems, other disabling conditions or other special needs that preclude them from participating in regular physical education instruction, shall have suitably adapted physical education incorporated as part of their individualized health plan, developed by the district.

Employee Wellness

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

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

Other Activities that Promote Student Wellness

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

END OF POLICY

Legal Reference(s):

[ORS 329.496](#)
[ORS 332.107](#)
[ORS 336.423](#)
[OAR 581-051-0100](#)
[OAR 581-051-0305](#)
[OAR 581-051-0306](#)
[OAR 581-051-0310](#)
[OAR 581-051-0400](#)

Healthy, Hunger-Free Kids Act of 2010, 42 U.S.C. §1758b (2012).
National School Lunch Program, 7 C.F.R. Part 210 (2017).
School Breakfast Program, 7 C.F.R. Part 220 (2017).

Central Linn School District 552-C

Code: AC
Adopted: 8/11/97
Revised: 4/14/05; 12/13/10;
3/13/17; 11/13/17
10/14/19

Second Reading: 3/14/22

Non-Discrimination

The district prohibits discrimination and harassment on any basis protected by law, including but not limited to, an individual's perceived or actual race¹, color, religion, sex, sexual orientation², gender identity, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, or veterans' status, or because of the perceived or actual race, color, religion, sex, sexual orientation, gender identity, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, veterans' status of any other persons with whom the individual associates.

The district prohibits discrimination and harassment in, but not limited to, employment, assignment, and promotion of personnel; educational opportunities and services offered students; student assignment to schools and classes; student discipline; location and use of facilities; educational offerings and materials; and accommodating the public at public meetings.

The Board encourages staff to improve human relations within the schools, to respect all individuals and to establish channels through which patrons can communicate their concerns to the administration and the Board.

The superintendent shall appoint individuals at the district to contact on issues concerning the Americans with Disabilities Act of 1990 and Americans with Disabilities Act Amendments Act of 2008 (ADA), Section 504 of the Rehabilitation Act, Title VI, Title VII, Title IX and other civil rights or discrimination issues, and notify students, parents, and staff with their names, office addresses, and phone numbers. The district will publish complaint procedures providing for prompt and equitable resolution of complaints from students, employees, and the public; and such procedures will be available at the district's administrative office and available on the home page of the district's website.

The district prohibits retaliation and discrimination against an individual who has opposed any discrimination act or practice; because that person has filed a charge, testified, assisted or participated in an investigation, proceeding or hearing; and further prohibits anyone from coercing, intimidating, threatening or interfering with an individual for exercising any rights guaranteed under state and federal law.

END OF POLICY

¹ Includes discriminatory use of a Native American mascot pursuant to OAR 581-021-0047. Race also includes physical characteristics that are historically associated with race, including but not limited to natural hair, hair texture, hair type and protective hairstyles as defined by ORS 659A.001 (as amended by House Bill 2935 (2021)).

² “Sexual orientation” means an individual’s actual or perceived heterosexuality, homosexuality, bisexuality or gender identify, regardless of whether the individual’s gender identify, appearance, expression or behavior differs from that traditionally associated with the individual’s sex at birth.

Legal Reference(s):

[ORS 174.100](#)
[ORS 192.630](#)
[ORS 326.051\(1\)\(e\)](#)
[ORS 408.230](#)
[ORS 659.805](#)
[ORS 659.815](#)
[ORS 659.850 - 659.860](#)
[ORS 659.865](#)
~~[ORS 659.870](#)~~
[ORS 659A.001](#)
[ORS 659A.003](#)
[ORS 659A.006](#)
[ORS 659A.009](#)
[ORS 659A.029](#)
[ORS 659A.030](#)

[ORS 659A.040](#)
[ORS 659A.103 - 659A.145](#)
[ORS 659A.230 - 659A.233](#)
[ORS 659A.236](#)
[ORS 659A.309](#)
[ORS 659A.321](#)
[ORS 659A.409](#)
[OAR 581-002-0001 – 002-0005](#)
[OAR 581-021-0045](#)
[OAR 581-021-0046](#)
[OAR 581-021-0047](#)
[OAR 581-022-2310](#)
[OAR 581-022-2370](#)
[OAR 839-003](#)

Age Discrimination Act of 1975, 42 U.S.C. §§ 6101-6107 (~~2012~~2018).

Age Discrimination in Employment Act of 1967, 29 U.S.C. §§ 621-6343 (~~2012~~2018); 29 C.F.R Part 1626 (~~2018~~2019).

Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12112 (~~2012~~2018); 29 C.F.R. Part 1630 (~~2018~~2019); 28 C.F.R. Part 35 (~~2018~~2019).

Equal Pay Act of 1963, 29 U.S.C. § 206(d) (~~2012~~2018).

Rehabilitation Act of 1973, 29 U.S.C. §§ 791, 793-794 (~~2012~~2018); 34 C.F.R. Part 104 (~~2018~~2019).

Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683, 1701, 1703-1705, 1720 (~~2012~~2018);

Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (~~2018~~2020).

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (~~2012~~2018); 28 C.F.R. §§ 42.101-42.106 (~~2018~~2019).

Title VII of the Civil Rights Act of 1964, 42 U.S.C. § 2000e (~~2012~~2018); 29 C.F.R. § 1601 (~~2018~~2019).

Wygant v. Jackson Bd. of Educ., 476 U.S. 267 (1989).

Americans with Disabilities Act Amendments Act of 2008, 42 U.S.C. §§ 12101-12133 (~~2012~~2018); 29 C.F.R. Part 1630 (~~2019~~); 28 C.F.R. Part 35 (~~2019~~).

The Vietnam Era Veterans’ Readjustment Assistance Act of 1974, 38 U.S.C. § 4212 (~~2012~~2018).

Genetic Information Nondiscrimination Act of 2008, 42 U.S.C. § 2000ff-1 (~~2012~~2018); 29 C.F.R. Part 1635 (~~2019~~).

House Bill 2935 (2021).

House Bill 3041 (2021).

Discrimination Complaint Procedure

Complaints regarding discrimination or harassment, on any basis protected by law, shall be processed in accordance with the following procedures:

Step I: Complaints shall be oral or in writing and must be filed with the principal. Any staff member that received an oral or written complaint shall report the complaint to the principal. The principal will scribe onto the complaint form and verify the information is accurate with the person filing the complaint. The building principal shall investigate and determine the action to be taken, if any, and reply in writing, to the complainant within ten (10) school days of receipt of the complaint.

Step II: If the complainant wishes to appeal the decision of the principal, the complainant may submit a written appeal to the superintendent within ten (10) working days after receipt of the building principal's response to the complaint.

The superintendent shall review the principal's decision within five school days and may meet with all parties involved. The superintendent will review the merits of the complaint and the principal's decision and respond in writing, to the complainant within ten (10) school days.

Step III: If the complainant is not satisfied with the decision of the superintendent, a written appeal may be filed with the Board within ten (10) school days of receipt of the superintendent's response to Step II. The Board may decide to hear or deny the request for appeal at a Board meeting. The Board may meet with the concerned parties and their representative at the next regular or special Board meeting. The Board's decision will be final and will address each allegation in the complaint and contain reasons for the Board's decision. A copy of the Board's final decision shall be sent to the complainant in writing or electronic form within ten (10) days of this meeting.

If the principal is the subject of the complaint, the individual may start at Step II and should file a complaint with the superintendent. If the superintendent is the subject of the complaint, the complaint may start at Step III and should be referred to the Board chair. The Board may refer the investigation to a third party.

Complaints against the Board as a whole or against an individual Board member, may start at Step III and should be submitted to the Board chair and may be referred to district counsel. Complaints against the Board chair may start at Step III and be referred directly to the Board vice chair.

The timelines established in each step of the procedure may be extended upon mutual consent of the district and the complainant in writing, but will not be longer than 30 days from the date of the submission of the complaint at any step. The overall timeline of this complaint procedure may be extended beyond 90 days from the initial filing of the complaint upon written mutual consent of the district and the complainant.

The complainant, if a person who resides in the district, or a parent or guardian of a student who attends school in the district or a student, is not satisfied after exhausting local complaint procedures, the district fails to render a written decision within 30 days of submission of the complaint at any step or fails to resolve the complaint within ninety (90) days of the initial filing of the complaint, may appeal¹ the district's final decision to the Deputy Superintendent of the Public Instruction under Oregon Administrative Rules (OAR) 581-002-0001 – 002-0023.

¹ An appeal must meet the criteria found in OAR 581-002-0005(1)(a).

DISCRIMINATION COMPLAINT FORM

Name of Person Filing Complaint Date School or Activity

Student/Parent Employee Job applicant Other _____

Type of discrimination:

- | | | |
|---|--|---|
| <input type="checkbox"/> Race | <input type="checkbox"/> Mental or physical disability | <input type="checkbox"/> Sexual orientation |
| <input type="checkbox"/> Color | <input type="checkbox"/> Marital status | <input type="checkbox"/> Pregnancy |
| <input type="checkbox"/> Religion | <input type="checkbox"/> Familial status | <input type="checkbox"/> Discriminatory use of a Native American mascot |
| <input type="checkbox"/> Sex | <input type="checkbox"/> Economic status | <input type="checkbox"/> Other _____ |
| <input type="checkbox"/> National or ethnic origin | <input type="checkbox"/> Veterans' status | |
| <input checked="" type="checkbox"/> Gender identity | <input type="checkbox"/> Age | |

Specific complaint: (Please provide detailed information including names, dates, places, activities, and results of informal discussion.)

Who should we talk to and what evidence should we consider? _____

Suggested solution/resolution/outcome: _____

Signature of Person Filing Complaint

This complaint form should be mailed or submitted to the principal. Direct complaints related to educational programs and services may be made to the U.S. Department of Education, Office for Civil Rights. Direct complaints related to employment may be filed with the Oregon Bureau of Labor and Industries, Civil Rights Division, or the U.S. Department of Labor, Equal Employment Opportunities Commission.

Central Linn School District 552-C

Code: **GBA**
Adopted: 9/11/89
Revised: 4/14/05; 12/13/10
1/9/17; 4/13/20

Second Reading: 3/14/22

Equal Employment Opportunity

Equal employment opportunity and treatment will be practiced by the district regardless of the race, color, national origin, religion, sex, sexual orientation, **gender identity**, age, marital status, pregnancy, childbirth or a related medical condition, age, veteran's status, service in uniformed service, familial status, genetic information, an individual's juvenile record that has been expunged, and disability if the employee, with or without reasonable accommodation, is able to perform the essential functions of the position.

The superintendent will appoint an employee to serve as the officer in charge of compliance with the Americans with Disabilities Act ~~of 1990~~, and the Americans with Disabilities Act Amendments Act ~~of 2008~~ (ADA), and Section 504 of the Rehabilitation Act. The superintendent will also designate a Title IX coordinator to comply with the requirements of Title IX of the Education Amendments ~~of 1972~~. The Title IX coordinator will investigate complaints communicated to the district alleging noncompliance with Title IX. The name, address and telephone number of the Title IX coordinator will be provided to all students and employees.

The superintendent will develop other specific recruiting, interviewing and evaluation procedures as are necessary to implement this policy.

END OF POLICY

Legal Reference(s):

House Bill 2341 (2019)	ORS 659A.805
Senate Bill 479 (2019)	ORS 652.210-652.220
ORS 174.100	ORS 659A.040
ORS 326.051	ORS 659A.082
ORS 332.505	ORS 659A.112
ORS 342.934	ORS 659A.820
ORS 408.225 to -408.238	OAR 581-021-0045
ORS 659.850	OAR 581-022-1720
ORS 659.870	OAR 839-003-0000
ORS 659A.003	OAR 839-006-0435
ORS 659A.006	OAR 839-006-0440
ORS 659A.009	OAR 839-006-0445
ORS 659A.029	OAR 839-006-0450
ORS 659A.030	OAR 839-006-0455
ORS 659A.109	OAR 839-006-0460
ORS 659A.233	OAR 839-006-0465
ORS 659A.236	
ORS 659A.309	
ORS 659A.321	
ORS 659A.409	

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (~~2012~~2018).

Title VII of the Civil Rights Act of 1964, 42 U.S.C. § 2000e, et. seq. (~~2012~~2018).

Age Discrimination in Employment Act of 1967, 29 U.S.C. §§ 621-634 (2018); 29 C.F.R Part 1626 (2019).

Age Discrimination Act of 1975, 42 U.S.C. §§ 6101-6107 (~~2012~~2018).

Equal Pay Act of 1963, 29 U.S.C. § 206(d) (2018).

Rehabilitation Act of 1973, 29 U.S.C. §§ 791, 794 (~~2012~~2018); 34 C.F.R. Part 104 (2019).

Title IX of the Education Amendments of 1972, 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 (~~2019~~2020).

Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213 (~~2012~~2018); 29 C.F.R. Part 1630 (2019); 28 C.F.R. Part 35 (2019).

Wygant v. Jackson Bd. of Educ., 476 U.S. 267 (1989).

Americans with Disabilities Act Amendments Act of 2008, 42 U.S.C. §§ 12101-12133 (~~2012~~2018).

The Vietnam Era Veterans' Readjustment Assistance Act of 1974, 38 U.S.C. § 4212 (2018).

Genetic Information Nondiscrimination Act of 2008, 42 U.S.C. 2000ff-1 (~~2012~~2018).

Chevron USA Inc. v. Echazabal, 536 U.S. 736 (2002).

Workplace Harassment

Workplace harassment is prohibited and shall not be tolerated. This includes workplace harassment that occurs between district employees or between a district employee and the district in the workplace or at a work-related event that is off district premises and coordinated by or through the district, or between a district and a district employee off district premises. Elected school board members, volunteers and interns are subject to this policy.

Any district employee who believes they have been a victim of workplace harassment may file a report with the district employee designated in the administrative regulation GBEA-AR - Workplace Harassment Reporting and Procedure, may file a report through the Bureau of Labor and Industries' (BOLI) complaint resolution process or under any other available law. The reporting of such information is voluntary. The district employee making the report is advised to document any incidents of workplace harassment.

“Workplace harassment” means conduct that constitutes discrimination prohibited by Oregon Revised Statute (ORS) 659A.030 (discrimination in employment based on race, color, religion, sex, sexual orientation, gender identity, national origin, marital status, age, or expunged juvenile record), including conduct that constitutes sexual assault¹ or that constitutes conduct prohibited by ORS 659A.082 (discrimination against person in uniformed service) or 659A.112 (discrimination in employment based on disability).

The district, upon receipt of a report from a district employee who believes they are a victim of workplace harassment, shall provide information about legal resources and counseling and support services, including any available employee assistance services. The district employee receiving the report, whether a supervisor of the employer or the district employee designated to receive reports, is advised to document any incidents of workplace harassment, and shall provide a copy of this policy and accompanying administrative regulation to the victim upon their disclosure about alleged workplace harassment.

All incidents of behavior that may violate this policy shall be promptly investigated.

Any person who reports workplace harassment has the right to be protected from retaliation.

The district may not require or coerce a district employee to enter into a nondisclosure² or nondisparagement³ agreement.

¹ “Sexual assault” means unwanted conduct of a sexual nature that is inflicted upon a person or compelled through the use of physical force, manipulation, threat or intimidation.

² A “nondisclosure” agreement or provision prevents either party from disclosing the contents of or circumstances surrounding the agreement.

³ A “nondisparagement” agreement or provision prevents either party from making disparaging statements about the other party.

The district may not enter into an agreement with an employee or prospective employee, as a condition of employment, continued employment, promotion, compensation, or the receipt of benefits, that contains a nondisclosure provision, a nondisparagement provision or any other provision that has the purpose or effect of preventing the employee from disclosing or discussing workplace harassment that occurred between district employees or between a district employee and the district, in the workplace or at a work-related event that is off district premises and coordinated by or through the district, or between a district employee and employer off district premises.

The district may enter into a settlement agreement, separation or severance agreement that includes one or more of the following provisions only when a district employee claiming to be aggrieved by workplace harassment requests to enter into the agreement: 1) a nondisclosure or nondisparagement provision; 2) a provision that prevents disclosure of factual information relating to the claim of workplace harassment; or 3) a no-rehire provision that prohibits the employee from seeking reemployment with the district as a term or condition of the agreement. The agreement must provide the district employee at least seven days after signing the agreement to revoke it.

If the district determines in good faith that an employee has engaged in workplace harassment, the district may enter into a settlement, separation or severance agreement that includes one or more of the provisions described in the previous paragraph.

It is the intent of the Board that appropriate corrective action will be taken by the district to stop workplace harassment, prevent its recurrence and address negative consequences. Staff members in violation of this policy shall be subject to discipline, up to and including dismissal and/or additional workplace harassment awareness training, as appropriate. Other individuals (e.g., board members, witnesses, and volunteers) whose behavior is found to be in violation of this policy shall be subject to appropriate sanctions as determined and imposed by the superintendent or the Board.

The district shall make this policy available to all district employees and shall be made a part of district orientation materials provided and copied to new district employees at the time of hire.

The superintendent will establish a process of reporting incidents of workplace harassment and the prompt investigation.

END OF POLICY

Legal Reference(s):

[ORS 243.317 - 243.323](#)

[ORS 659A.001](#)

[ORS 659A.003](#)

[ORS 659A.006](#)

[ORS 659A.029](#)

[ORS 659A.030](#)

[ORS 659A.082](#)

[ORS 659A.112](#)

[ORS 659A.820](#)

[ORS 659A.875](#)

[ORS 659A.885](#)

[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). House Bill 3041 (2021)

Central Linn School District 552-C

Code: **GBL**
Adopted: 12/8/97
Revised: 04/14/05; 2/08/21
Second Reading: 3/14/22

Personnel Records

An official personnel file will be established for each person employed by the district. Personnel files will be maintained in a central location.

All records containing employee medical condition information such as workers' compensation reports and release/permission to return to work forms will be kept confidential, in a separate file from personnel records. Such records will be released only in accordance with the requirements of the Americans with Disabilities Act or other applicable law.

The superintendent will be responsible for establishing regulations regarding the control, use, safety and maintenance of all personnel records. Employees will be given a copy of evaluations, complaints and written disciplinary actions placed in their personnel file. All charges resulting in disciplinary action shall be considered a permanent part of a teacher's personnel file and shall not be removed for any reason. Employees may submit a written response to any materials placed in their personnel file.

Except as provided below, or required by law, district employees' personnel records will be available for use and inspection only by the following:

1. The individual employee. An employee may arrange with the personnel office to inspect the contents of their personnel file on any day the personnel office is open for business;
2. Others designated by the employee in writing may arrange to inspect the contents of the employee's personnel file in the same manner described above;
3. The comptroller or auditor, when such inspection is pertinent to carrying out their respective duties, or as otherwise specifically authorized by the Board. Information so obtained will be kept confidential. No files will be removed from their central location for personal inspection;
4. The superintendent and members of the central administrative staff designated by the superintendent;
5. District administrators and supervisors who currently or prospectively supervise the employee;
6. Employees of the personnel office;
7. Attorneys for the district or the district's designated representative on matters of district business;
8. Two Board members when specifically authorized by the Board. Information will be kept confidential. No files will be removed from their central location for personal inspection;

9. Upon receiving a request from a prospective employer issued under Oregon Revised Statute (ORS) 339.374(1)(b), the district, pursuant to ORS 339.378(1), shall disclose the requested information if it has or has had an employment relationship with a person who is the subject of the request, no later than 20 days after receiving such request. The Records created by the district pursuant to ORS 339.388(8)(c) are confidential and are not public records as defined in ORS 192.331. The district may use the record as a basis for providing the information required to be disclosed about an employee under ORS 339.378(1);
10. Upon request from a law enforcement agency; the Oregon Department of Human Services, the Teacher Standards and Practices Commission, or the Oregon Department of Education, conducting an investigation related to suspected abuse or suspected sexual conduct, to the extent allowable by state and federal law, including laws protecting a person from self-incrimination;
11. Upon request from a prospective employer or a former employee, authorized district officials may disclose information about a former employee's job performance to a prospective employer and such disclosure is presumed to be in good faith. Presumption of good faith is rebutted by showing the information disclosed was knowingly false or deliberately misleading, was rendered with malicious purpose or violated any civil right of the former employee protected under ORS 659 or ORS 659A.

The superintendent may permit persons other than those specified above to use and to inspect personnel records when, in their opinion, the person requesting access has a legitimate official purpose. The superintendent will determine in each case the appropriateness and extent of such access.

Release of personnel records to parties other than those authorized to inspect them will be only upon receipt of a court order.

END OF POLICY

Legal Reference(s):

ORS 30.178
ORS 339.370-339.374
ORS 339.378
ORS 339.388
ORS 342.143
ORS 342.850
ORS 652.750
ORS Chapter 659
ORS Chapter 659A
OAR 581-022-2405

OSEA v. Lake County School District, Case No. C-202-83, 8 PECBR 7837 (1985); rev'd, 81 Or App 623 (1986); order on remand, 9 PECBR 9501 (1987); aff'd, 93 Or App 481 (1988).

Americans with Disabilities Act of 1990, 42 U.S.C. Sections 12101-12112 (2018); 29 CFR Part 1630 (2019); 28 CFR Part 35 (2019).

Americans with Disabilities Act Amendments Act of 2008, 42 U.S.C. Sections 2000ff-1 (2018)

Special Education - Individualized Education Program (IEP)**

1. General IEP Information

- a. The district ensures that an IEP is in effect for each eligible student:
 - (1) Before special education and related services are provided to a student;
 - (2) At the beginning of each school year for each student with a disability for whom the district is responsible; and
 - (3) Before the district implements all the special education and related services, including program modifications, supports and/or supplementary aids and services, as identified on the IEP.
- b. The district uses:
 - (1) The Oregon standard IEP; or
 - (2) An IEP form that has been approved by the Oregon Department of Education.
- c. The district develops and implements all provisions of the IEP as soon as possible following the IEP meeting.
- d. The IEP will be accessible to each of the student's regular education teacher(s), the student's special education teacher(s) and the student's related services provider(s) and other service provider(s).
- ~~e. The district informs all teachers and service providers of their specific responsibilities for implementing the IEP accommodations, modifications and/or supports that must be provided for or on behalf of the student to fully implement the IEP, including any amendments the district and parents agreed to make between annual reviews.~~
- f. The district takes steps to ensure that parent(s) are present at each IEP meeting or have the opportunity to participate through other means.
- g. The district ensures that each teacher and service provider is informed of:
 - (1) Their specific responsibilities for implementing the IEP specific accommodations, modifications and/or supports that must be provided for, or on behalf of the student; and
 - (2) Their responsibility to fully implement the IEP including any amendments the district and parents agreed to make between annual reviews.

The district takes whatever action is necessary to ensure that parents understand the proceedings of the IEP team meeting, including arranging for an interpreter for parents with deafness or whose native language is other than English.

h. The district provides a copy of the IEP to the parents at no cost.

2. IEP Meetings

- a. The district conducts IEP meetings within 30 calendar days of the determination that the student is eligible for special education and related services.
- b. The district convenes IEP meetings for each eligible student periodically, but not less than once per year.
- c. At IEP meetings, the team reviews and revises the IEP to address any lack of expected progress toward annual goals and in the general curriculum, new evaluation data or new information from the parent(s), the student's anticipated needs, or the need to address other matters.
- d. Between annual IEP meetings, the district and the parent(s) may amend or modify the student's current IEP without convening an IEP team meeting using the procedures in the Agreement to Amend or Modify IEP subsection.
- e. When the parent(s) requests a meeting, the district will either schedule a meeting within a reasonable time or provide timely written prior notice of the district's refusal to hold a meeting.
- f. If an agency other than the district fails to provide agreed upon transition services contained in the IEP, the district convenes an IEP meeting to plan alternative strategies to meet the transition objectives and, if necessary, to revise the IEP.

3. IEP Team Members

- a. The district's IEP team members include the following:
 - (1) The student's parent(s);
 - (2) The student, if the purpose of the IEP meeting is to consider the student's postsecondary goals and transition services (beginning for IEPs in effect at age 16), or for younger students, when appropriate;
 - (3) At least one of the student's special education teachers or, if appropriate, at least one of the student's special education providers;
 - (4) At least one of the student's regular education teachers if the student is or may be participating in the regular education environment. If the student has more than one regular education teacher, the district will determine which teacher or teachers will participate;
 - (5) A representative of the district (who may also be another member of the team) who is qualified to provide or supervise the provision of special education and is knowledgeable about district resources. The representative of the district will have the authority to commit district resources, and be able to ensure that all services identified in the IEP can be delivered;
 - (6) An individual, who may also be another member of the team, who can interpret the instructional implications of the evaluation results; and
 - (7) At the discretion of the parent or district, other persons who have knowledge or special expertise regarding the student.
- b. Student participation:

- (1) Whenever appropriate, the student with a disability is a member of the team.
- (2) If the purpose of the IEP meeting includes consideration of postsecondary goals and transition services for the student, the district includes the student in the IEP team meeting.
- (3) If the purpose of the IEP meeting includes consideration of postsecondary goals and transition services for the student, and the student does not attend the meeting, the district will take other steps to consider the student's preferences and interests in developing the IEP.

c. Participation by other agencies:

- (1) With parent or adult student written consent, and where appropriate, the district invites a representative of any other agency that is likely to be responsible for providing or paying for transition services if the purpose of the IEP meeting includes the consideration of transition services (beginning at age 16, or younger if appropriate); and
- (2) If the district refers or places a student in an ESD, state operated program, private school or other educational program, IEP team membership includes a representative from the appropriate agencies. Participation may consist of attending the meeting, conference call or participating through other means.

4. Agreement for Nonattendance and Excusal

- a. The district and the parent may consent to excuse an IEP team member from attending an IEP meeting, in whole or in part, when the meeting involves a discussion or modification of team member's area of curriculum or service. The district designates specific individuals to authorize excusal of IEP team members.
- b. If excusing an IEP team member whose area is to be discussed at an IEP meeting, the district ensures:
 - (1) The parent and the district consent in writing to the excusal;
 - (2) The team member submits written input to the parents and other members of the IEP team before the meeting; and
 - (3) The parent is informed of all information related to the excusal in the parent's native language or other mode of communication according to consent requirements.

5. IEP Content

- a. In developing the IEP, the district considers the student's strengths, the parent's concerns, the results of the initial or most recent evaluation, and the academic, developmental and functional needs of the student.
- b. The district ensures that IEPs for each eligible student includes:
 - (1) A statement of the student's present levels of academic achievement and functional performance that:

- (a) Includes a description of how the disability affects the progress and involvement in the general education curriculum;
 - (b) Describes the results of any evaluations conducted, including functional and developmental information;
 - (c) Is written in language that is understood by all IEP team members, including parents;
 - (d) Is clearly linked to each annual goal statement;
 - (e) Includes a description of benchmarks or short term objectives for children with disabilities who take alternative assessments aligned to alternate achievement standards.
- (2) A statement of measurable annual goals, including academic and functional goals, or for students whose performance is measured by alternate assessments aligned to alternate achievement standard, statements of measurable goals and short term objectives. The goals and, if appropriate, objectives:
- (a) Meet the student's needs that are present because of the disability, or because of behavior that interferes with the student's ability to learn, or impedes the learning of other students.
 - (b) Enable the student to be involved in and progress in the general curriculum, as appropriate; and
 - (c) Clearly describe the anticipated outcomes, including intermediate steps, if appropriate, that serve as a measure of progress toward the goal.
- (3) A statement of the special education services, related services, supplementary aids and services that the district provides to the student:
- (a) The district bases special education and related services, modifications and supports on peer-reviewed research to the extent practicable to assist students in advancing toward goals, progressing in the general curriculum and participating with other students (including those without disabilities), in academic, nonacademic and extracurricular activities.
 - (b) Each statement of special education services, related or supplementary services, aids, modifications or supports includes a description of the inclusive dates, amount or frequency, location and who is responsible for implementation.
- (4) A statement of the extent, if any, to which the student will not participate with nondisabled students in regular academic, nonacademic and extracurricular activities.
- (5) A statement of any individual modifications and accommodations in the administration of state or district wide assessments of student achievement.
- (a) A student will not be exempt from participation in state or district wide assessment because of a disability unless the parent requests an exemption;
 - (b) If the IEP team determines that the student will take an alternate assessment in any area instead of a regular state or district wide assessment, a statement of why the student cannot participate in the regular assessment and why the alternate assessment selected is appropriate for the student.

- (6) A statement describing how the district will measure student's progress toward completion of the annual goals and when periodic reports on the student's progress toward the annual goals will be provided.

6. Agreement to Amend or Modify IEP

Between annual IEP meetings, the district and the parent may agree to make changes in the student's current IEP without holding an IEP meeting. These changes require a signed, written agreement between the district and the parent.

- a. The district and the parent record any amendments, revisions or modifications on the student's current IEP. If additional IEP pages are required these pages must be attached to the existing IEP.
- b. The district files a complete copy of the IEP with the student's education records and informs the student's IEP team and any teachers or service providers of the changes.
- c. The district provides the parent prior written notice of any changes in the IEP and upon request, provides the parent with a reserved copy of the IEP with the changes incorporated.

7. IEP Team Considerations and Special Factors

- a. In developing, reviewing and revising the IEP, the IEP team considers:
 - (1) The strengths of the student and concerns of the parent for enhancing the education of the student;
 - (2) The results of the initial or most recent evaluation of the student;
 - (3) As appropriate, the results of the student's performance on any general state or districtwide assessments;
 - (4) The academic, developmental, and functional needs of the child.
- b. In developing, reviewing and revising the student's IEP, the IEP team considers the following special factors:
 - (1) The communication needs of the student; and
 - (2) The need for assistive technology services and/or devices.
- c. As appropriate, the IEP team also considers the following special factors:
 - (1) For a student whose behavior impedes ~~his or her~~ **their** learning or that of others, strategies, positive behavioral intervention and supports to address that behavior;
 - (2) For a student with limited English proficiency, the language needs of the student as those needs relate to the IEP;
 - (3) For a student who is blind or visually impaired, instruction in Braille and the use of Braille unless the IEP team determines (after an evaluation of reading and writing skills, needs and media, including evaluation of future needs for instruction in Braille or the use of Braille, appropriate reading and writing), that instruction in Braille or the use of Braille is not appropriate; ~~and~~

- (4) For a student who is deaf or hard of hearing, the student's language and communication needs, including opportunities for direct communication with peers and professional personnel in the student's language and communication mode, academic level and full range of needs, including opportunities for direct instruction in the student's language and communication mode;
 - (5) If a student is deaf, deafblind, or hard of hearing, the district will provide information about relevant services and placements offered by the school district, the education service district, regional programs, and the Oregon School for the Deaf; and
 - (6) A statement of any device or service needed for the student to receive a Free Appropriate Public Education (FAPE).
- d. In addition to the above IEP contents, the IEP for each eligible student of transition age includes:
- (1) Beginning not later than the first IEP in effect when the student turns 16, or as early as 14 or younger; if determined appropriate by the IEP team (including parent(s)), and updated annually thereafter, the IEP must include:
 - (a) Appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training education, employment, and where appropriate, independent living skills; and
 - (b) The transition services (including courses of study) needed to assist the student in reaching those goals.
 - (i) Regarding employment planning, the parent shall be provided information about and opportunities to experience employment services provided by Oregon Vocational Rehabilitation or the Oregon Office of Developmental Disability Services. These services must be provided in a competitive integrated employment setting, as defined by Oregon Administrative Rule 441-345-0020. Information about these services shall also be provided to the parent by the district at each annual review for IEPs to be in effect when the child turns 16, or as early as 14 or younger, if determined appropriate by the IEP team (including parent(s))
 - (2) At least one year before a student reaches the age of majority (student reaches the age of 18, or has married or been emancipated, whichever occurs first), a statement that the district has informed the student that all procedural rights will transfer at the age of majority; and
 - (3) If identified transition service providers, other than the district, fail to provide any of the services identified on the IEP, the district will initiate an IEP meeting as soon as possible to address alternative strategies and revise the IEP if necessary.
- e. To promote self-determination and independence, the district shall provide the student and the student's parents with information and training resources regarding supported decision-making as a less restrictive alternative to guardianship, and with information and resources regarding strategies to remain engaged in the student's secondary education and post-school outcomes. The district shall provide this information at each IEP meeting that includes discussion of post-secondary educational goals and transition services.

8. Incarcerated Youth

- a. For students with disabilities who are convicted as adults, incarcerated in adult correctional facilities and otherwise entitled to FAPE, the following IEP requirements do not apply:
 - (1) Participation of students with disabilities in state and districtwide assessment; and
 - (2) Transition planning and transition services, for students whose eligibility will end because of their age before they will be eligible to be released from an adult correctional facility based on consideration of their sentence and eligibility for early release.
- b. The IEP team may modify the student's IEP, if the state has demonstrated a bona fide security or other compelling interest that cannot be otherwise accommodated.

9. Extended School Year Services

- a. The district makes extended school year (ESY) services available to all students for whom the IEP team has determined that such services are necessary to provide a free appropriate public education (FAPE) and.
- b. ESY services are:
 - (1) Provided to a student with a disability in addition to the services provided during the typical school year;
 - (2) Identified in the student's IEP; and
 - (3) Provided at no cost to the parent.
- c. The district does not limit consideration of ESY services to particular categories of disability or unilaterally limit the type, amount or duration of service.
- d. The district provides ESY services to maintain the student's skills or behavior, but not to teach new skills or behaviors.
- e. The district's criteria for determining the need for extended school year services include:
 - (1) Regression (a significant loss of skills or behaviors) and recoupment time based on documented evidence; or
 - (2) If no documented evidence, on predictions according to the professional judgment of the team.
- f. "Regression" means significant loss of skills or behaviors in any area specified on the IEP as a result of an interruption in education services.
- g. "Recoupment" means the recovery of skills or behaviors specified on the IEP to a level demonstrated before the interruption of education services.

9. Assistive Technology

- a. The district ensures that assistive technology devices or assistive technology services, or both, are made available if they are identified as part of the student's IEP. These services and/or

devices may be part of the student's special education, related services or supplementary aids and services.

- b. On a case-by-case basis, the district permits the use of district-purchased assistive technology devices in the student's home or in other settings if the student's IEP team determines that the student needs access to those devices to receive a free appropriate public education. In these situations, district policy will govern liability and transfer of the device when the student ceases to attend the district.

10. Transfer Students

- a. In state:

If a student with a disability (who had an IEP that was in effect in a previous district in Oregon) transfers into the district and enrolls in a district school within the same school year, the district (in consultation with the student's parents) provides a free appropriate public education to the student (including services comparable to those described in the student's IEP from the previous district), until the district either:

- (1) Adopts the student's IEP from the previous district; or
- (2) Develops, adopts and implements a new IEP for the student in accordance with all of the IEP provisions.

- b. Out of state:

If a student transfers into the district with a current IEP from a district in another state, the district, in consultation with the student's parents, will provide a free appropriate public education to the student, including services comparable to those described in the student's IEP from the previous district, until the new district:

- (1) Conducts an initial evaluation (if determined necessary by the new district to determine Oregon eligibility) with parent consent and determines whether the student meets eligibility criteria described in Oregon Administrative Rules.
- (2) If the student is eligible under Oregon criteria, the district develops, adopts and implements a new IEP for the student using the Oregon Standard IEP or an approved alternate IEP.
- (3) If the student does not meet Oregon eligibility criteria, the district provides prior written notice to the parents explaining that the student does not meet Oregon eligibility criteria and specifying the date when special education services will be terminated.

Special Education - Procedural Safeguards

1. Procedural Safeguards

a. The district provides procedural safeguards to:

- (1) Parents, guardians (unless the guardian is a state agency) or persons in parental relationship to the student;
- (2) Surrogate parents; and
- (3) Students who have reached the age of 18, the age of majority, or are considered emancipated under Oregon law and to whom rights have transferred by statute, identified as adult students (called “eligible students”).

b. The district gives parents a copy of the *Procedural Safeguards Notice*, published by the Oregon Department of Education (ODE):

- (1) At least once a year; and
- (2) At the first referral or parental request for evaluation to determine eligibility for special education services;
- (3) When the parent (or adult student) requests a copy;
- (4) To the parent and the student one year before the student’s 18th birthday or upon learning that the student is considered emancipated.

c. The *Procedural Safeguards Notice* is:

- (1) Provided written in the native language or other communication of the parents (unless it is clearly not feasible to do so) and in language clearly understandable to the public.
- (2) If the native language or other mode of communication of the parent is not a written language, the district takes steps to ensure that:
 - (a) The notice is translated orally or by other means to the parent in **his/her their** native language or other mode of communication;
 - (b) The parent understands the content of the notice; and
 - (c) There is written evidence that the district has met these requirements.

2. Content of Procedural Safeguards Notice

The procedural safeguards notice includes all of the content provided in the *Procedural Safeguards Notice* published by the Oregon Department of Education.

3. Parent or Adult Student Meeting Participation

- a. The district provides parents or adult students an opportunity to participate in meetings with respect to the identification, evaluation, IEP and educational placement of the student, and the provision of a free appropriate public education to the student.
- b. The district provides parents or adult students written notice of any meeting sufficiently in advance to ensure an opportunity to attend. The written notice:
 - (1) States the purpose, time and place of the meeting and who is invited to attend;
 - (2) Advises that parents or adult students may invite other individuals who they believe have knowledge or special expertise regarding the student;
 - (3) Advises the parents or adult student that the team may proceed with the meeting even if they are not in attendance;
 - (4) Advises the parent or adult students who to contact before the meeting to provide information if they are unable to attend; and
 - (5) Indicates if one of the meeting's purposes is to consider transition services or transition service needs. If so:
 - (a) Indicates that the student will be invited; and
 - (b) Identifies any agencies invited to send a representative.
- c. The district takes steps to ensure that one or both of the parents of a student with a disability are present at each IEP or placement meeting or are afforded the opportunity to participate, including:
 - (1) Notifying parents of the meeting early enough to ensure that they will have an opportunity to attend; and
 - (2) Scheduling the meeting at a mutually agreed on time and place.
- d. If neither parent can participate, the district will use other methods to ensure participation, including, but not limited to, individual or conference phone calls or home visits.
- e. The district may conduct an evaluation planning or eligibility meeting without the parent or adult student if the district provided meeting notice to the parent or adult student sufficiently in advance to ensure an opportunity to attend.
- f. The district may conduct an IEP or placement meeting without the parent or adult student if the district is unable to convince the parents or adult students that they should participate. Attempts to convince the parent to participate will be considered sufficient if the district:
 - (1) Communicates directly with the parent or adult student and arranges a mutually agreeable time and place and sends written notice to confirm the arrangement; or
 - (2) Proposes a time and place in the written notice stating that a different time and place might be requested and confirms that the notice was received.
- g. If the district proceeds with an IEP meeting without a parent or adult student, the district must have a record of its attempts to arrange a mutually agreed upon time and place such as:

- (1) Detailed records of telephone calls made or attempted and the results of those calls;
 - (2) Copies of correspondence sent to the parents and any responses received; and
 - (3) Detailed records of visits made to the parents' home or place of employment and the results of those visits.
- h. The district takes whatever action is necessary to ensure that the parent or adult student understands the proceedings at a meeting, including arranging for an interpreter for parents or adult students who are deaf or whose native language is other than English.
- i. After the transfer of rights to an adult student at the age of majority, the district provides written notice of meetings to the adult student and parent, if the parent can be reasonably located. After the transfer of rights to an adult student at the age of majority, a parent receiving notice of an IEP meeting is not entitled to attend the meeting unless invited by the adult student or the district.
- j. An IEP meeting does not include:
- (1) Informal or unscheduled conversations involving school district personnel;
 - (2) Conversations on issues such as teaching methodology, lesson plans or coordination of service provision if those issues are not addressed in the student's IEP; or
 - (3) Preparatory activities that district or public personnel engage in to develop a proposal or response to a parent proposal that will be discussed at a later meeting.

4. Surrogate Parents

- a. The district protects the rights of a student with a disability, or suspected of having a disability, by appointing a surrogate parent when:
- (1) The parent cannot be identified or located after reasonable efforts;
 - (2) The student is a ward of the state or an unaccompanied homeless youth and there is reasonable cause to believe that the student has a disability, and there is no foster parent or other person available who can act as the parent of the student; or
 - (3) The parent or adult student requests the appointment of a surrogate parent.
- b. The district secures nominations of persons to serve as surrogates. The district appoints surrogates within 30 days of a determination that the student needs a surrogate, unless a surrogate has already been appointed by juvenile court.
- c. The district will only appoint a surrogate who:
- (1) Is not an employee of the district or the Oregon Department of Education;
 - (2) Is not an employee of any other agency involved in the education or care of the student;
 - (3) Is free of any personal or professional interest that would interfere with representing the student's special education interests; and
 - (4) Has the necessary knowledge and skills that ensure adequate representation of the student in special education decisions. The district will provide training, as necessary, to ensure that surrogate parents have the requisite knowledge.
- d. The district provides all special education rights and procedural safeguards to appointed surrogate parents.

- e. A surrogate will not be considered an employee of the district solely on the basis that the surrogate is compensated from public funds.
- f. The duties of the surrogate parent are to:
 - (1) Protect the special education rights of the student;
 - (2) Be acquainted with the student's disability and the student's special education needs;
 - (3) Represent the student in all matters relating to the identification, evaluation, IEP and educational placement of the student; and
 - (4) Represent the student in all matters relating to the provision of a free appropriate public education to the student.
- g. A parent may give written consent for a surrogate to be appointed.
 - (1) When a parent requests that a surrogate be appointed, the parent shall retain all parental rights to receive notice and all of the information provided to the surrogate. When the district appoints a surrogate at parent request, the district will continue to provide to the parent a copy of all notices and other information provided to the surrogate.
 - (2) The surrogate, alone, shall be responsible for all matters relating to the special education of the student. The district will treat the surrogate as the parent unless and until the parent revokes consent for the surrogate's appointment.
 - (3) If a parent gives written consent for a surrogate to be appointed, the parent may revoke consent at any time by providing a written request to revoke the surrogate's appointment;
- h. An adult student to whom rights have transferred at age of majority may give written consent for a surrogate to be appointed. When an adult student requests that a surrogate be appointed, the student shall retain all rights to receive notice and all of the information provided to the surrogate. The surrogate, alone, shall be responsible for all matters relating to the special education of the student. The district will treat the surrogate as the adult student unless and until the adult student revokes consent for the surrogate's appointment. If an adult student gives written consent for a surrogate to be appointed, the adult student may revoke consent at any time by providing a written request to revoke the surrogate's appointment.
- i. The district may change or terminate the appointment of a surrogate when:
 - (1) The person appointed as surrogate is no longer willing to serve;
 - (2) Rights transfer to the adult student or the student graduates with a regular diploma;
 - (3) The student is no longer eligible for special education services;
 - (4) The legal guardianship of the student is transferred to a person who is able to carry out the role of the parent;
 - (5) A foster parent or other person is identified who can carry out the role of parent;
 - (6) The parent, who previously could not be identified or located, is now identified or located;
 - (7) The appointed surrogate is no longer eligible;
 - (8) The student moves to another school district; or
 - (9) The student is no longer a ward of the state or unaccompanied homeless youth.

- j. The district will not appoint a surrogate solely because the parent or student to whom rights have transferred is uncooperative or unresponsive to the special education needs of the student.

5. Transfer of Rights at Age of Majority

- a. When a student with a disability reaches the age of majority, marries or is emancipated, rights previously accorded to the student's parents under the special education laws, transfer to the student. A student for whom rights have transferred is considered an "adult student" under OAR 581-015-2000(1).
- b. The district provides notice to the student and the parent that rights (accorded by statute) will transfer at the age of majority. This notice is provided at an IEP meeting and documented on the IEP:
 - (1) At least one year before the student's 18th birthday;
 - (2) More than one year before the student's 18th birthday, if the student's IEP team determines that earlier notice will aid transition; or
 - (3) Upon actual knowledge that within a year the student will likely marry or become emancipated before age 18.
- c. The district provides written notice to the student and to the parent at the time of the transfer.
- d. These requirements apply to all students, including students who are incarcerated in a state or local adult or juvenile correctional facility or jail.
- e. After transfer of rights to the student, the district provides any written prior notices and written notices of meetings required by the special education laws to the adult student and to the parent if the parent can be reasonably located.
- f. After rights have transferred to the student, receipt of notice of an IEP meeting does not entitle the parent to attend the meeting unless invited by the student or the district.
- g. To promote self-determination and independence, the district shall provide the student and the student's parents with information and training resources regarding supported decision-making as a less restrictive alternative to guardianship, and with information and resources regarding strategies to remain engaged in the student's secondary education and post-school outcomes. The district shall provide the information at each IEP meeting that includes discussion of post-secondary goals and transition services.

6. Prior Written Notice

- a. The district provides prior written notice to the parent of a student, or student, within a reasonable period of time, before the district:
 - (1) Proposes to initiate or change, the identification, evaluation or educational placement of the student, or the provision of a FAPE to the child; or
 - (2) Refuses to initiate or change the identification, evaluation or educational placement of the student, or the provision of a FAPE to the child.
- b. The content of the prior written notice will include:
 - (1) A description of the action proposed or refused by the district;

- (2) An explanation of why the district proposed or refused to take the action;
- (3) A description of each evaluation procedure, test, assessment, record or report used as a basis for the proposal or refusal;
- (4) A statement that the parents of a student with a disability have procedural safeguards and, if this notice is not an initial referral for evaluation, how a copy of the *Procedural Safeguards Notice* may be obtained;
- (5) Sources for parents to contact to obtain assistance in understanding their procedural safeguards;
- (6) A description of other options the IEP team considered and the reasons why those options were rejected; and
- (7) A description of other factors that are relevant to the agency's proposal or refusal.

c. The prior written notice is:

- (1) Written in language understandable to the general public; and
- (2) Provided in the native language of the parent or other mode of communication used by the parent, unless it is clearly not feasible to do so;
- (3) If the native language or other mode of communication of the parent is not a written language, the district shall take steps to ensure that:
 - (a) The notice is translated orally or by other means to the parent in the parent's native language or other mode of communication;
 - (b) The parent understands the content of the notice; and
 - (c) There is written evidence that the requirements of this rule have been met.

7. Consent¹ – Initial Evaluation

- a. The district provides notice and obtains informed written consent from the parent or adult student before conducting an initial evaluation to determine whether a student has a disability (as defined by Oregon law) and needs special education. Consent for initial evaluation is not consent for the district to provide special education and related services.
- b. The district makes reasonable efforts to obtain informed consent from a parent for an initial evaluation to determine a child's eligibility for special education services. If a parent does not provide consent for an initial evaluation or does not respond to a request for consent for an initial evaluation, the school district may, but is not required to, pursue the initial evaluation of the child through mediation or due process hearing procedures. The district does not violate its child find obligations if it declines to pursue the evaluation using these procedures.

8. Consent – Initial Provision of Special Education Services

- a. The district provides notice and obtains informed written consent from the parent or adult student before the initial provision of special education and related services to the student.
- b. The district makes reasonable efforts to obtain informed consent, but if a parent or adult student does not respond or refuses consent for initial provision of special education and related services, the district does not convene an IEP meeting, develop an IEP or seek to provide special education and related services through mediation or due process hearing procedures. The district will not be considered to be in violation of the requirement to make

FAPE available to the student under these circumstances. The district stands ready to serve the student if the parent or adult student later consents.

9. Consent – Reevaluation

- a. The district obtains informed parent consent before conducting any reevaluation of a child with a disability, except:
 - (1) The district does not need written consent for a reevaluation, if, after reasonable efforts to obtain informed consent, the parent does not respond. However, the district does not conduct individual intelligence tests or tests of personality without consent.
 - (2) If a parent refuses to consent to the reevaluation, the district may, but is not required to, pursue the reevaluation by using mediation or due process hearing procedures.
- b. A parent or adult student may revoke consent at any time before the completion of the activity for which they have given consent. If a parent or adult student revokes consent, that revocation is not retroactive.

10. Consent – Other Requirements

- a. The district documents its reasonable efforts to obtain parent consent, such as phone calls, letters and meeting notes.
- b. If a parent of a student who is home schooled or enrolled by the parents in a private school does not provide consent for the initial evaluation or the reevaluation, or if the parent does not respond to a request for consent, the district:
 - (1) Does not use mediation or due process hearing procedures to seek consent; and
 - (2) Does not consider the child as eligible for special education services.
- c. If a parent or adult student refuses consent for one service or activity, the district does not use this refusal to deny the parent or child any other service, benefit or activity, except as specified by these rules and procedures.
- d. If, at any time subsequent to the initial provision of special and related services, the parent of a child revokes consent in writing for the continued provision of special education and related services, the district:
 - 1) May not continue to provide special education and related services to the child, but must provide prior written notice before ceasing the provision of special education and related services;
 - 2) May not use mediation or due process procedures to obtain an agreement or ruling that the services may be provided to the child;
 - 3) The district will not be considered to be in violation of the requirement to make FAPE available to the child because of the failure to provide the child with further special education and related services; and
 - 4) The district is not required to convene an IEP team meeting or develop an IEP for the child for further provision of special education or related services.

11. Exceptions to Consent

- a. The district does not need written parent or adult student consent before:
 - (1) Reviewing existing data as part of an evaluation or reevaluation;
 - (2) Administering a test or other evaluation administered to all students without consent unless, before administration of that test or evaluation, consent is required of parents of all students;
 - (3) Conducting evaluations, tests, procedures or instruments that are identified on the student's individualized education program (IEP) as a measure for determining progress; or
 - (4) Conducting a screening of a student by a teacher or specialist to determine appropriate instructional strategies for curriculum implementation.
- b. The district does not need written parent consent to conduct an initial special education evaluation of a student who is a ward of the state and not living with the parent if:
 - (1) Despite reasonable efforts to do so, the district has not been able to find the parent;
 - (2) The parent's rights have been terminated in accordance with state law; or
 - (3) The rights of the parent to make educational decisions have been subrogated by a judge in accordance with state law and consent for an initial evaluation has been given by an individual appointed by the judge to represent the child.
- c. The district does not need written parental consent if an administrative law judge (ALJ) determines that the evaluation or reevaluation is necessary to ensure that the student is provided with a free appropriate public education.

12. Independent Educational Evaluations (IEE)

- a. A parent of a student with a disability has a right to an independent educational evaluation at public expense if the parent disagrees with an evaluation obtained by the school district.
- b. If a parent requests an independent educational evaluation at public expense, the district provides information to parents about where an independent educational evaluation may be obtained, and the district criteria applicable for independent educational evaluations.
- c. If a parent requests an independent educational evaluation at public expense, the district, without unnecessary delay, either:
 - (1) Initiates a due process hearing to show that its evaluation is appropriate; or
 - (2) Ensures that an independent educational evaluation is provided at public expense unless the district demonstrates in a hearing that the evaluation obtained by the parent did not meet district criteria.
- d. The district criteria for independent educational evaluations are the same as for district evaluations including, but not limited to, location, examiner qualifications and cost.
 - (1) Criteria established by the district do not preclude the parent's access to an independent educational evaluation.
 - (2) The district provides the parents the opportunity to demonstrate the unique circumstances justifying an IEE that does not meet the district's criteria.

- (3) A parent may be limited to one independent educational evaluation at public expense each time the district conducts an evaluation with which the parent disagrees.
- e. If a parent requests an independent educational evaluation, the district may ask why the parent disagrees with the public evaluation. The parent may, but is not required to, provide an explanation. The district may not:
 - (1) Unreasonably delay either providing the independent educational evaluation at public expense or initiating a due process hearing to defend the public evaluation;
 - (2) Except for the criteria listed above in c., impose conditions or timelines related to obtaining an IEE at public expense.
 - f. The district considers an independent educational evaluation submitted by the parent, in any decision made with respect to the provision of a free appropriate public education to the student, if the submitted independent evaluation meets district criteria.

13. Dispute Resolution – Mediation

- a. The district or parent may request mediation from ODE for any special education matter, including before the filing of a complaint or due process hearing request.
- b. The district acknowledges that:
 - (1) Mediation must be voluntary on the part of the parties, must be conducted by a qualified and impartial mediator who is trained in effective mediation techniques and may not be used to deny or delay a parent's right to a due process hearing or filing a complaint.
 - (2) Each mediation session must be scheduled in a timely manner and must be held in a location that is convenient to the parties to the dispute.
 - (3) An agreement reached by the parties to the dispute in the mediation process must be set forth in a legally binding written mediation agreement that:
 - (a) States the terms of the agreement;
 - (b) States that all discussions that occurred during the mediation process remain confidential and may not be used as evidence in any subsequent due process hearing or civil proceeding; and
 - (c) Is signed by the parent and a representative of the school district who has the authority to bind the district to the mediation agreement.
 - (4) Mediation communication is not confidential if it relates to child or elder abuse and is made to a person who is required to report abuse, or threats of physical harm, or professional conduct affecting licensure.
 - (5) The mediation agreement is enforceable in any state court of competent jurisdiction or in a district court of the United States.

14. Dispute Resolution – Complaint Investigation

- a. Any organization or person may file a signed, written complaint with the State Superintendent of Public Instruction alleging that a school district or ESD is violating or has violated the Individuals with Disabilities Education Act or associated regulations within one year before

the date of the complaint. Upon receiving a parent complaint, the Oregon Department of Education (ODE) forwards the complaint to the district or ESD along with a request for a district response to the allegations in the complaint.

- b. Upon receiving a request for response from ODE, the district responds to the allegations and furnishes any requested information or documents within 10 business days.
- c. The district sends a copy of the response to the complainant. If ODE decides to conduct an on-site investigation, district personnel participate in interviews and provide additional documents as needed.
- d. The district and the complainant may attempt to resolve a disagreement that led to a complaint through mediation. If they decide against mediation, or if mediation fails to produce an agreement, ODE will pursue the complaint investigation.
- e. If ODE substantiates some or all of the allegations in a complaint, it will order corrective action. The district satisfies its corrective action obligations in a timely manner.
- f. If the district disagrees with the findings and conclusions in a complaint final order, it may seek reconsideration by ODE or judicial review in county circuit court.

15. Due Process Hearing Requests

- a. The district acknowledges that parents may request a due process hearing if they disagree with a district proposal or refusal relating to the identification, evaluation, educational placement or provision of a free appropriate education to a student who may have a disability and be eligible for special education.
- b. The district may request a due process hearing regarding the identification, evaluation, educational placement or provision of a free appropriate education to a student who may have a disability and be eligible for special education.
- c. When requesting a due process hearing, the district or the attorney representing the district provides notice to the parent and to ODE.
- d. The party, including the district, that did not file the hearing request must, within 10 days of receiving the request for a hearing, send to the other party a response that specifically addresses the issues raised in the hearing request.
- e. If the parent had not yet received prior written notice of the district's proposal or refusal, the district, within 10 days of receiving the hearing request for a due process hearing, sends to the parent a response that includes:
 - (1) An explanation of why the district proposed or refused to take the action raised in the hearing request;
 - (2) A description of other options that the district considered and the reasons why those options were rejected;
 - (3) A description of each evaluation procedure, assessment, record or report the district used as the basis for the proposed or refused action; and
 - (4) A description of the factors relevant to the district's proposal or refusal.

16. Resolution Session

- a. Within 15 days of receiving a due process hearing request, the district will hold a resolution session with the parents and the relevant members of the IEP team who have specific knowledge of the facts identified in the due process hearing request.

- b. This meeting will include a representative of the district who has decision-making authority for the district.
 - (1) The district will not include an attorney unless the parent brings an attorney.
 - (2) The district will provide the parent with an opportunity for the parent to discuss the hearing request and related facts so that the district has an opportunity to resolve the dispute.
 - (3) The district and parent may agree in writing to waive the resolution meeting. If so, the 45 day hearing timeline will begin the next business day, unless the district and parent agree to try mediation in lieu of the resolution session.

17. Time Limitations and Exception

- a. A parent must request a due process hearing within two years after the date of the district act or omission that gives rise to the parent's hearing request.
- b. This timeline does not apply to a parent if the district withheld relevant information from the parent or incorrectly informed the parent that it had resolved the problem that led the parent's hearing request.

18. Hearing Costs

- a. The district reimburses the Oregon Department of Education (ODE) for costs related to conducting the hearing, including pre-hearing conferences, scheduling arrangement and other related matters.
- b. The district provides the parent with a written or, at the option of the parent, an electronic verbatim recording of the hearing, within a reasonable time of the close of the hearing
- c. The district does not use IDEA funds to pay attorney's fees or other hearing costs.

19. Discipline and Placement in Interim Alternative Setting

See Board policy JGDA/JGEA - Discipline of Disabled Students.

¹“Consent” means that the parent or adult student: a) has been fully informed, in **his/her their** native language or other mode of communication, of all information relevant to the activity for which consent is sought; and b) understands and agrees in writing to the carrying out of the activity for which **his/her their** consent is sought. Consent is voluntary of the part of the parent and meeting the requirements of consent provision for OAR 581-015-2090, IDEA and Family Education Rights and Privacy Act (FERPA).

Central Linn School District 552-C

Code: **IGBB**
Adopted: **NEW**
Revised:
Second Reading: **3/14/22**

Talented and Gifted Program

The district is committed to an educational program that recognizes, identifies and serves the unique needs of talented and gifted students. Talented and gifted students are those who have been identified as academically talented and/or intellectually gifted.

The Board directs the superintendent to develop a written identification process for identifying academically talented and intellectually gifted students in grades K through 12.

A written plan shall be developed that identifies programs or services needed to address the assessed levels of learning and accelerated rates of learning of identified students and provides an opportunity for the student's parents to discuss with the district programs and services available to the student and to provide input on the programs and services to be made available to the student.

The plan will be provided at the school or the district office when requested and the district's website. The website shall also provide the name and contact information of the district's coordinator of special education and programs for talented and gifted.

The district may also identify and provide programs for students who demonstrate creative abilities, leadership abilities or unusual abilities in visual or performing arts.

END OF POLICY

Legal Reference(s):

ORS 343.391-343.401
ORS 343.407-343.41
OAR 581-022-2325
OAR 581-022-2330
OAR 581-022-2500

RECOMMEND REPLACEMENT

Alternative Educational Programs

The Board is dedicated to keeping all students enrolled in the regular educational program. It is recognized however, that there will be students in the district who may benefit educationally in an alternative education program.

A list of alternative education programs may be approved by the Board annually, based on superintendent recommendations and contract requirements. The superintendent shall provide for the involvement of staff, parents and the community in alternative education programs recommendations. Annual evaluation of alternative programs and student performance will be made in accordance with ORS 336.655 and OAR 581-022-1350. The superintendent will develop administrative regulations as necessary to implement this requirement.

Alternative education programs will consist of instruction or instruction combined with other approaches. These programs may be public or private. Private alternative education programs shall be registered with the Oregon Department of Education. Alternative education programs must meet all the requirements set forth in ORS 336.625, 336.631 and 336.637. Home schooling by the parent is not alternative placement. The parent is responsible for enrolling the student. If the student is 18 years of age, the student is responsible.

Students, upon parent request, may be placed in an alternative education program if the district determines that the placement serves the student's educational needs and interests and assists the student in achieving district and state academic content standards. Such placement must have the approval of the student's resident district and, as appropriate, the attending district. The district will also consider and propose alternative education programs for students prior to expulsion or leaving school as required by law.

The district shall pay the actual alternative education program cost or an amount equal to 80 percent of the district's state average per-student net operating expenditure, whichever is less. The district will enter into a written contract with district-approved private alternative education programs.

If a parent receives an exemption on a semi-annual basis to withdraw a student age 16 or 17, the district has no obligation to pay for an alternative education program.

If a student is not successful in the alternative education program, there is no obligation to propose or fund other alternatives.

END OF POLICY

Legal Reference(s):

ORS 329.035
ORS 329.485
ORS 332.072
ORS 336.135 - 336.183
ORS 336.615 - 336.665
ORS 339.030
ORS 339.250
OAR 581-021-0045
OAR 581-021-0065
OAR 581-021-0070
OAR 581-021-0071
OAR 581-022-1350
OAR 581-022-1620
OAR 581-023-0006
OAR 581-023-0008

Central Linn School District 552-C

Code: **IGBHA**
Adopted: 7/8/96
Revised: 04/14/05
Second Reading: 3/14/22

Alternative Education Programs**

The Board is dedicated to providing educational options for all students. It is recognized there will be students in the district whose needs and interests are best served by participation in an alternative education program.

“Alternative education program” means a school or separate class group designed to best serve students’ educational needs and interests and assist students in achieving the academic standards of the school district and the state.

A list of alternative education programs will be approved by the Board annually. The superintendent may provide for the involvement of staff, parents or guardians and the community in recommending alternative education programs for Board approval, and in the development of related Board policy and an administrative regulation. Annual evaluation of alternative education programs will be made in accordance with Oregon Revised Statute (ORS) 336.655 and Oregon Administrative Rule (OAR) 581-022-2505. The superintendent will develop administrative regulations as necessary to evaluate the district’s alternative education programs.

Alternative education programs will consist of instruction or instruction combined with counseling. These programs may be public or private. A private alternative education program shall be registered with the Oregon Department of Education. Alternative education programs must meet all the requirements set forth in state law and rules, and federal law, as applicable. A qualified district may contract with a qualified private alternative education program to provide services to a qualified home-schooled child.

Students, after consultation with a parent or guardian, may be placed in an alternative education program if the district determines that the placement serves the student’s educational needs and interests, and assists the student in achieving district and state academic content standards. Such placement must have the approval of the student’s resident district and, as appropriate, the attending district. The district will also consider and propose alternative education programs for students prior to expulsion or leaving school as required by law.

The district shall pay the actual cost of an alternative education program or an amount equal to 80 percent of the district’s estimated current year’s average per-student net operating expenditure, whichever is less. When contracting with a private alternative education program, the district’s contract will meet the requirements of law.

END OF POLICY

Legal Reference(s):

[ORS329.035](#)
[ORS 329.485](#)
[ORS 332.072](#)
[ORS 336.014](#)
[ORS 336.175](#)
[ORS 336.135-336.183](#)
[ORS 336.615-336.665](#)
[ORS 339.030](#)
[ORS 339.250](#)
[OAR 581-021-0045](#)

[OAR 581-021-0065](#)
[OAR 581-021-0070](#)
[OAR 581-021-0071](#)
[OAR 581-022-1350](#)
[OAR 581-022-1620](#)
[OAR 581-022-2320](#)
[OAR 581-022-2505](#)
[OAR 581-023-0006](#)
[OAR 581-023-0008](#)

Central Linn School District 552-C

Code: **IGBI**
Adopted: 12/8/97
Revised: 4/14/05; 2/12/18
Second Reading: 3/14/22

Bilingual Education

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

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

END OF POLICY

Legal Reference(s):

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

Title VI of the Civil Rights Act of 1964, as amended, 42 U.S.C. Section 2000(d) (~~2206~~2018)
Every Student Succeeds Act of 2015, 20 U.S.C. 6801-7014 (~~2015~~2018)

Central Linn School District 552-C

Code: **JFC**
Adopted: 12/12/88
Revised: 4/14/05; 5/12/14;
9/11/17

Second Reading: 3/14/22

Student Conduct

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

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

A student handbook code of conduct, or other document shall be developed by district administration, in cooperation with staff, and will be made available and distributed to parents, students and employees outlining student conduct expectations and possible disciplinary actions, including consequences for disorderly conduct. In addition, each school in the district shall publish a student/parent handbook detailing additional rules specific to that school.

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

Students are prohibited from making knowingly false statements or knowingly submitting false information in bad faith as part of a complaint or report, or associated with an investigation into misconduct.¹

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

END OF POLICY

¹ The district is prohibited from retaliating against any student 'for the reason that the student has in good faith reported information that the student believes is evidence of a violation of a state or federal law, rule or regulation.' ORS 659.852

Legal Reference(s):

[ORS 339.240](#)
[ORS 339.250](#)
[ORS 659.850](#)
[OAR 581-021-0050 to -0075](#)

[Nondiscrimination on the Bases of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 \(2020\)](#)

[Tinker v. Des Moines Sch dist](#) 393 US 503 1969

[Hazelwood School District v. Kuhlmeier](#), 484 U.S. 260 (1988).

[Bethel School District No. 478 v. Fraser](#), 478 U.S. 675 (1986).

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

[Ferguson v. Phoenix Talent School District #4](#), 172 Or App 389 (2001).

[Morse v. Frederick](#), 551 US 393 127 S Ct 2618 2007

[CR v. Eugene SD 4J No. 12-1042 US Dist Court of OR](#) 2013

Reporting of Suspected Abuse of a Child Reporting Requirements

Any district employee who has reasonable cause to believe that **any child** with whom the employee has come in contact has suffered abuse¹ shall orally report or cause an oral report immediately by telephone or otherwise to the local office of the Oregon Department of Human Services (DHS) or its designee or to the law enforcement agency within the county where the person making the report is located at the time of the contact pursuant to Oregon Revised Statute (ORS) 419B.010. Any district employee who has reasonable cause to believe that **any adult or student person** with whom the employee is in contact has abused a child shall immediately report or cause a report to be made in the same manner to DHS or its designee or to the law enforcement agency within the county where the person making the report is located at the time of the contact pursuant to ORS 419B.010. If known, the report shall contain the names and addresses of the child and the parents of the child or other persons responsible for the child's care, the child's age, the nature and extent of the suspected abuse, including any evidence of previous abuse, the explanation given for the suspected abuse, any other information that the person making the report believes might be helpful in establishing the possible cause of the abuse and the identity of a possible perpetrator.

Abuse of a child by district employees, contractors³, agents⁴, volunteers⁵, or students will not be tolerated. All district employees, contractors, agents, volunteers and students are subject to this policy and the accompanying administrative regulation.

¹ Includes the neglect of a child; abuse is defined in ORS 419B.005.

² "Person" could include adult, student or other child.

³ "Contractor" means a person providing services to the district under a contract in a manner that requires the person to have direct, unsupervised contact with students.

⁴ "Agent" means a person acting as an agent for the district in a manner that requires the person to have direct, unsupervised contact with students.

⁵ "Volunteer" means a person acting as a volunteer for the district in a manner that requires the person to have direct, unsupervised contact with students.

⁶ ~~Senate Bill 155 (2019) requires the district to designate a licensed administrator and an alternate licensed administrator in the event the licensed administrator is the alleged abuser for each school building to receive these reports.~~ ORS 339.3972 requires the district to post the names and contract information of the persons, i.e., a licensed administrator and an alternate licensed administrator, who are designated to receive reports of sexual abuse for a school building in the respective school building. A "licensed administrator" is a person employed as an administrator by the district and holds an administrative license issued by TSPC or may be a person employed by the district that does not hold an administrative license issued by TSPC if the district does not require the administrator to be licensed by TSPC.

⁷ A licensed administrator is a person employed as an administrator by the district and holds an administrative license issued by TSPC or may be a person employed by the district that does not hold an administrative license issued by TSPC if the district does not require the administrator to be licensed by TSPC.

Any district employee who has reasonable cause to believe that another district employee, contractor, agent, volunteer or student has engaged in abuse, or that a student has been subjected to abuse by another district employee, contractor, agent, volunteer or student shall immediately report such to the Oregon Department of Human Services (DHS) or its designee or the local law enforcement agency pursuant to ORS 419B.015, and to the designated licensed administrator.

The district will designate a ⁶ licensed administrator and an alternate licensed administrator, in the event that the designated licensed administrator is the suspected abuser, for each school building to receive reports of suspected abuse of a child by district employees, contractors, agents, volunteers or students.

If the superintendent is the alleged perpetrator the report shall be submitted to the ⁷ ~~elementary principal~~ **business manager** who shall also report to the Board chair.

The district will post the names and contact information of the designees for each school building, **in the respective school**, designated to receive reports of suspected abuse and the procedures **in JHFE/GBNAB-AR(1) – Reporting of Suspected Abuse of a Child** the designee will follow upon receipt of a report, the contact information for local law enforcement and the local DHS office or its designee, and a statement that ~~the~~**-this** duty to report suspected abuse is in addition to the requirements of reporting to a designated licensed administrator.

When a designee receives a report of suspected abuse, the designee will follow procedure established by the district and set forth in administrative regulation JHFE/GBNAB-AR(1) - Reporting of Suspected Abuse of a Child. All such reports of suspected abuse will be reported to a law enforcement agency or DHS, or its designee, for investigation, and the agency will complete an investigation regardless of any changes in the relationship or duties of the person who is the alleged abuser.

When there is reasonable cause to support ~~the~~ **a** report, a district employee suspected of abuse shall be placed on paid administrative leave pending an investigation and the district will take necessary actions to ensure the student's safety. When there is reasonable cause to support ~~the~~ **a** report, a district contractor, agent or volunteer suspected of abuse shall be removed from providing services to the district and the district will take necessary actions to ensure the student's safety.

The district will notify the person, as allowed by state and federal law, who was subjected to the suspected abuse about any actions taken by the district as a result of the report.

A substantiated report of abuse by an employee shall be documented in the employee's personnel file. A substantiated report of abuse by a student shall be documented in the student's education record.

The initiation of a report in good faith, pursuant to this policy, may not adversely affect any terms or conditions of employment or the work environment of the person initiating the report or who may have been subjected to abuse. If a student initiates a report of suspected abuse of a child by a district employee, contractor, agent, volunteer or student, in good faith, the student will not be disciplined by the district or any district employee, contractor, agent or volunteer. Intentionally making a false report of abuse of a child is a Class A violation.

The district shall provide **information and** training each school year to district employees on the prevention and identification of abuse, the obligations of district employees under ORS 339.388 and ORS 419B.005 - 419B.050 and as directed by Board policy to report suspected abuse of a child, and appropriate electronic

communications with students. The district shall make available each school year the training described above to contractors, agents, volunteers, and parents and legal guardians of students attending district-operated schools, and will be made available separately from the training provided to district employees. The district shall provide each school year information on the prevention and identification of abuse, the obligations of district employees under Board policy to report abuse, and appropriate electronic communications with students to contractors, agents and volunteers. The district shall make available each school year training that is designed to prevent abuse to students attending district-operated schools.

The district shall provide to a district employee at the time of hire, or to a contractor, agent, or volunteer at the time of beginning service for the district, the following:

1. A description of conduct that may constitute abuse;
2. A description of the investigatory process and possible consequences if a report of suspected abuse is substantiated; and
3. A description of the prohibitions imposed on district employees, contractors, and agents when they attempt to obtain a new job, as provided under ORS 339.378. A district employee, contractor or agent will not assist another district employee, contractor or agent in obtaining a new job if the individual knows, or has reasonable or probable cause to believe the district employee, contractor or agent engaged in abuse, unless criteria found in ORS 339.378(2)(c) are applicable.

Nothing in this policy prevents the district from disclosing information required by law or providing the routine transmission of administrative and personnel files pursuant to law.

The district shall make available to students, district employees, contractors, agents, and volunteers a policy of appropriate electronic communications with students.

Any electronic communications with students by a contractor, agent or volunteer for the district will be appropriate and only when directed by district administration. When communicating with students electronically regarding school-related matters, contractors, agents or volunteers shall use district e-mail, using mailing lists and/or other internet messaging **approved by the district** to a group of students rather than individual students or as directed by district administration. Texting or electronically communicating with a student through contact information gained as a contractor, agent or volunteer for the district is prohibited.

The superintendent shall develop administrative regulations as are necessary to implement this policy and to comply with state law.

END OF POLICY

Legal Reference(s):

[ORS 339.370 - 339.400](#)
[ORS 418.257 - 418.259](#)
[ORS 419B.005 - 419B.050](#)
[OAR 581-022-2205](#)
[Senate Bill 155 \(2019\)](#)

Greene v. Camreta, 588 F.3d 1011 (9th Cir. 2009), vacated in part by, remanded by Camreta v. Greene, 131 S. Ct. 2020 (U.S. 2011); vacated in part, remanded by Greene v. Camreta 661 F.3d 1201
[Senate Bill 51 \(2021\)](#)

Reporting Requirements for Suspected Sexual Conduct with Students and Reporting Requirements

Sexual conduct by district employees, contractors¹, agents², and volunteers³ is **prohibited and will not be tolerated**. All district employees, contractors, agents, and volunteers are subject to this policy. **Students are also subject to this policy if they are acting as an employee, contractor, agent or volunteer.**

“Sexual conduct,” means verbal or physical conduct or verbal, written or electronic communications by a school employee, a contractor, an agent or a volunteer that involve a student and that are sexual advances or requests for sexual favors directed toward the student, or of a sexual nature that are directed toward the student or that have the effect of unreasonably interfering with a student’s educational performance, or of creating an intimidating, ~~or~~ hostile ~~or offensive~~ educational environment. “Sexual conduct” does not include touching that is necessitated by the nature of the school employee’s job duties or by the services required to be provided by the contractor, agent or volunteer, and for which there is no sexual intent; **verbal, written or electronic communications that are provided as part of an education program that meets state educational standards or a policy approved by the Board; or conduct or communications described in the definition of sexual conduct herein if the school employee, contractor, agent or volunteer is also a student and the conduct or communications arise out of a consensual relationship between students, do not create an intimidating or hostile educational environment and are not prohibited by law, any policies of the district or any applicable employment agreements.**

“Student” means any person who is in any grade from prekindergarten through grade 12 or 21 years of age or younger and receiving educational or related services from the district that is not a post-secondary institution of education, or who was previously known as a student by the person engaging in sexual conduct and who left school or graduated from high school within 90 days prior to the sexual conduct.

Any district employee⁴, contractor, agent or volunteer who has reasonable cause to believe that a student has been subjected to sexual conduct by another district employee, contractor, agent or volunteer, or that another district employee, contractor, agent or volunteer has engaged in sexual conduct with a student shall

¹ “Contractor” means a person providing services to the district under a contract in a manner that requires the person to have direct, unsupervised contact with students.

² “Agent” means a person acting as an agent for the district in a manner that requires the person to have direct, unsupervised contact with students.

³ “Volunteer” means a person acting as a volunteer for the district in a manner that requires the person to have direct, unsupervised contact with students.

⁴ The following language in brackets, i.e., contractor, agent or volunteer, is optional language for the district to consider including. If the language is kept, the district must make these groups aware of the policy and its administrative regulation and their responsibilities under both. This may also be included in contracts with agents and contractors and include reference to this policy.

immediately report such suspected sexual conduct to the⁵ designated licensed administrator or the alternate designated licensed administrator, ~~in the event the designated administrator is the suspected perpetrator~~, for their school building. ~~If the conduct also constitutes child abuse, the employee must make mandatory reports in accordance with Board policy JHFE/GBNAB-Suspected Abuse of a Child Reporting Requirements.~~

If the superintendent is the alleged perpetrator the report shall be submitted to the ~~business manager elementary principal~~ who shall report the suspected sexual conduct to the Board chair.

If an employee fails to report suspected sexual conduct or fails to maintain confidentiality of records, the employee will be disciplined up to and including dismissal.

When ~~the a~~ designated licensed administrator receives a report of suspected sexual conduct by a district employee, contractor, agent or volunteer, the administrator will follow procedures established by the district and set forth in the district's administrative regulation JHFF/GBNAA-AR - Suspected Sexual Conduct Report Procedures and Form. All such reports will be reported to the Oregon Department of Education (ODE) or Teacher Standards and Practices Commission (TSPC) ~~as appropriate, for investigation in accordance with such administrative regulation~~. The agency receiving a report will complete an investigation regardless of any changes in the relationship or duties of the person who is the alleged perpetrator.

When there is reasonable cause to support the report, a district employee suspected of sexual conduct shall be placed on paid administrative leave pending an investigation and the district will take necessary actions to ensure the student's safety.

When there is reasonable cause to support the report, a district contractor, agent or volunteer suspected of sexual conduct shall be removed from providing services to the district and the district will take necessary actions to ensure the student's safety.

The district will post in each school building the names and contact information of the employees⁶ designated for the school building to receive reports of suspected sexual conduct and the procedures the designee will follow upon receipt of the report.

The district will notify, as allowed by state and federal law, the person who was subjected to the suspected sexual conduct about any actions taken by the district as a result of the report.

A district employee, contractor or agent will not assist another district employee, contractor or agent in obtaining a new job if the individual knows, or has reasonable cause to believe the district employee, contractor or agent engaged in sexual conduct. Nothing in this policy prevents the district from disclosing information required by law or providing the routine transmission of administrative and personnel files pursuant to law.

The initiation of a report in good faith about suspected sexual conduct may not adversely affect any terms or conditions of employment or the work environment of the person who initiated the report or who may have been subject to sexual conduct. If a student initiates a report of suspected sexual conduct by a district employee, contractor, agent or volunteer in good faith, the student will not be disciplined by the district or any district employee, contractor, agent or volunteer.

⁵ Senate Bill 155 (2019) requires the district to designate a licensed administrator to receive reports of suspected sexual conduct and designate an alternate licensed administrator for each school building.

⁶ Senate Bill 155 (2019) requires the district to designate a licensed administrator and an alternate licensed administrator for each school building.

The district will provide to employees at the time of hire, or to a contractor, agent or volunteer at the time of beginning service for the district, the following:

1. A description of conduct that may constitute sexual conduct;
2. A description of the investigatory process and possible consequences if a report of suspected sexual conduct is substantiated; and
3. A description of the prohibitions imposed on district employees, contractors and agents when they attempt to obtain a new job, pursuant to ORS 339.378(2).

All district employees are subject to Board policy GCAB - Personal Electronic Devices and Social Media - Staff regarding appropriate electronic communications with students.

Any electronic communications with students by a contractor, agent or volunteer for the district will be appropriate and only when directed by district administration. When communicating with students electronically regarding school-related matters, contractors, agents or volunteers shall use district e-mail using mailing lists and/or other internet messaging **approved by the district** to a group of students rather than individual students or as directed by district administration. Texting or electronically communicating with a student through contact information gained as a contractor, agent or volunteer for the district is strongly discouraged.

The superintendent shall develop administrative regulations to implement this policy and to comply with state law.

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)

[ORS 339.370 - 339.400](#)

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

[Senate Bill 155 \(2019\)](#)

Every Student Succeeds Act, 20 U.S.C. § 7926 (2018).

[Senate Bill 51 \(2021\)](#).

[House Bill 2136 \(2021\)](#).

Central Linn School District 552-C

Code: **KBA**
Adopted: 1/9/95
Revised: 04/14/05; 12/12/11
Second Reading: 3/14/22

Public Records**

“Public record” means any information that:

1. Is prepared, owned, used or retained by the district;
2. Is related to an activity, transaction or function of the district; and
3. Is necessary to satisfy the fiscal, legal, administrative or historical policies, requirements or needs of the district.

Public record does not include messages on voice mail or on other telephone message storage and retrieval systems, or spoken communication that is not recorded.

A request to inspect or receive a copy of a public record shall be in writing and will be presented to the superintendent’s office.

Board meetings and records will be matters of public information subject to such restrictions as are set by federal law or regulation, by state statute or by pertinent court rulings.

The Board’s official minutes, its written policies and its financial records will be available at the superintendent’s office for inspection by any citizen desiring to examine them during hours when the superintendent’s office is open. All such information will be made available to individuals with disabilities in any appropriate format, upon request and with appropriate advanced notice. Auxiliary aids and services available to ensure equally effective communications to qualified persons with disabilities may include large print, Braille, audio recordings, readers, assistance in locating materials or other equally effective accommodations.

The Board supports the right of the people to know about programs and services of their schools and will make every effort to disseminate information. Each principal is authorized to use all means available to keep parents and others of a particular school’s community informed about the school’s program and activities.

No records will be released for inspection by the public or any unauthorized persons – either by the superintendent or any other person designated as custodian for district records – if such disclosure would be contrary to the public interest, as described in state law.

The Board reserves the right to establish a fee schedule which will reasonably reimburse the district for the actual cost of making ~~copies of~~ public records available ~~pursuant to law for the public~~. ~~The district will not~~

be obligated to complete a request for which the requester has not paid the fee as permitted by state law. There will be no additional charge for auxiliary aids and services provided for qualified persons with disabilities.

Employee and volunteer addresses, ~~electronic mail addresses (other than district electronic mail addresses assigned by the district to district employees)~~, social security numbers, dates of birth and telephone numbers contained in personnel records maintained by the district are exempt from public disclosure pursuant to Oregon Revised Statute (ORS) ~~192.445~~ 192.368 and ORS ~~192.502-192.355~~(3). Such information may be released only upon the written request of the employee or volunteer or as otherwise provided by law. This exemption does not apply to a substitute teacher, as defined in ORS 342.815, when requested by a professional education association of which the substitute teacher may be a member. ~~District electronic mail addresses assigned by the district to district employees are not exempt.~~

~~Additionally,~~ The district will not disclose the identification badge or card of an employee without the employee's written consent if the badge or card contains the employee's photograph and the badge or card was prepared solely for internal use by the district to identify district employees. A duplicate of the photograph used on the badge or card shall not be disclosed.

~~Upon receipt of a request, the district will respond as soon as practicable and without unreasonable delay. The response must acknowledge the receipt of the request and one of the following:~~

- ~~1. A statement that the district does not possess, or is not the custodian of, the public record;~~
- ~~2. Copies of all requested public records for which the district does not claim an exemption from disclosure under ORS 192.410 and 192.505;~~
- ~~3. A statement that the district is the custodian of at least some of the requested public records, an estimate of the time the district requires before the public records may be inspected or copies of the records will be provided and an estimate of the fees that the requester must pay as a condition of receiving the public records;~~
- ~~4. A statement that the district is the custodian of at least some of the requested public records, an estimate of the time and fees for disclosure of the public records will be provided by the district within a reasonable time;~~
- ~~5. A statement that the district is uncertain whether the district possesses the public record and that the district will search for the record and make an appropriate response as soon as practicable;~~
- ~~6. A statement that state or federal law prohibits the district from acknowledging whether the record exists or that acknowledging whether the record exists would result in the loss of federal benefits or other sanction. A statement under this paragraph must include a citation to the state or federal law relied upon by the district.~~

~~The district may request additional information or clarification from the requester for the purpose of expediting the district's response to the request.~~

~~The district shall not, in accordance with state law, disclose personal information for the purpose of~~

enforcement of federal immigration laws.

The district shall retain and maintain its public records in accordance with Oregon Administrative Rule (OAR) 166, Division 400.

END OF POLICY

Legal Reference(s):

[ORS 180.805](#)
[ORS Chapter 192](#)
[OAR 137-004-0800\(1\)](#)
[OAR 166-400](#)

Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213 (2012); 29 C.F.R. Part 1630 (~~2000~~2017); 28 C.F.R. Part 35 (~~2000~~2017).

OREGON DEP'T OF JUSTICE, OREGON ATTORNEY GENERAL, *Public Records and Meetings Manual*, pp. 24-26 (2014).
Americans with Disabilities Act Amendments Act of 2008.

Central Linn School District 552C

Revenue Month End For the Period 02/01/2022 through 02/28/2022

Fiscal Year: 2021-2022

	<u>02/01/2022 - 02/28/2022</u>	<u>Year To Date</u>	<u>Budget</u>	<u>Budget Balance</u>	
INCOME					
Local Revenue					
Current Year's Taxes (+)	\$9,579.95	\$3,467,661.42	\$3,341,680.00	(\$125,981.42)	103.8%
Prior Year's Taxes (+)	\$2,885.72	\$38,129.96	\$69,994.00	\$31,864.04	54.5%
Tuition From Other Districts (+)	\$0.00	\$0.00	\$5,000.00	\$5,000.00	0.0%
Interest Earnings (+)	\$952.64	\$5,620.46	\$30,000.00	\$24,379.54	18.7%
Pay to Play (+)	\$3,942.00	\$26,065.40	\$20,000.00	(\$6,065.40)	130.3%
Contributions & Donations (+)	\$0.00	\$0.00	\$2,000.00	\$2,000.00	0.0%
Misc Revenue (+)	(\$24.04)	\$47,903.74	\$75,000.00	\$27,096.26	63.9%
Sub-total : Local Revenue	\$17,336.27	\$3,585,380.98	\$3,543,674.00	(\$41,706.98)	101.2%
Intermediate Revenue					
Severe Disability through ESD (+)	\$0.00	\$8,126.00	\$18,000.00	\$9,874.00	45.1%
Sub-total : Intermediate Revenue	\$0.00	\$8,126.00	\$18,000.00	\$9,874.00	45.1%
State Revenue					
School Support Fund (+)	\$304,053.00	\$2,881,531.00	\$3,882,741.00	\$1,001,210.00	74.2%
Common School Fund (+)	\$0.00	\$66,349.90	\$65,650.00	(\$699.90)	101.1%
State Forest Revenue (+)	\$0.00	\$17,525.83	\$25,000.00	\$7,474.17	70.1%
Small High School Grant (+)	\$0.00	\$0.00	\$45,000.00	\$45,000.00	0.0%
Restricted Grants in Aid (+)	\$0.00	\$0.00	\$83,000.00	\$83,000.00	0.0%
Sub-total : State Revenue	\$304,053.00	\$2,965,406.73	\$4,101,391.00	\$1,135,984.27	72.3%
Federal Revenue					
Federal Receipt (+)	\$0.00	\$0.00	\$1,591.00	\$1,591.00	0.0%
Federal Forest Fees (+)	\$0.00	\$0.00	\$20,000.00	\$20,000.00	0.0%
Sub-total : Federal Revenue	\$0.00	\$0.00	\$21,591.00	\$21,591.00	0.0%
Beginning Fund Balance					
Beginning Fund Balance (+)	\$0.00	\$1,068,044.42	\$600,000.00	(\$468,044.42)	178.0%
Sub-total : Beginning Fund Balance	\$0.00	\$1,068,044.42	\$600,000.00	(\$468,044.42)	178.0%
Total : INCOME	\$321,389.27	\$7,626,958.13	\$8,284,656.00	\$657,697.87	92.1%
NET ADDITION/(DEFICIT)	\$321,389.27	\$7,626,958.13	\$8,284,656.00	\$657,697.87	92.1%

End of Report

Central Linn School District 552C

Expenditures Month End For the Period 02/01/2022 through 02/28/2022

Fiscal Year: 2021-2022

Include Pre Encumbrance

	<u>Budget</u>	<u>Range To Date</u>	<u>Year To Date</u>	<u>Balance</u>	<u>Encumbrance</u>	<u>Budget Balance</u>	
EXPENSES							
Instruction							
Elementary K- 6 (+)	\$1,518,162.00	\$122,621.35	\$739,236.20	\$778,925.80	\$660,664.83	\$118,260.97	7.8%
High School Programs (+)	\$1,597,687.00	\$124,880.61	\$802,399.13	\$795,287.87	\$677,854.90	\$117,432.97	7.4%
Athletics (+)	\$215,563.00	\$6,569.58	\$118,937.29	\$96,625.71	\$61,243.53	\$35,382.18	16.4%
Early Literacy Program (+)	\$0.00	\$7,735.34	\$43,417.22	(\$43,417.22)	\$30,422.20	(\$73,839.42)	0.0%
TAG (+)	\$6,964.00	\$344.94	\$6,468.57	\$495.43	\$1,379.72	(\$884.29)	-12.7%
Special Education (+)	\$799,710.00	\$39,707.59	\$312,270.20	\$487,439.80	\$258,898.56	\$228,541.24	28.6%
Remediation (+)	\$7,625.00	\$0.00	\$0.00	\$7,625.00	\$0.00	\$7,625.00	100.0%
Alternative Education (+)	\$20,000.00	\$0.00	\$0.00	\$20,000.00	\$0.00	\$20,000.00	100.0%
English Second Language Program (+)	\$140,954.00	(\$10,887.90)	\$45,125.41	\$95,828.59	\$45,193.77	\$50,634.82	35.9%
Sub-total : Instruction	\$4,306,665.00	\$290,971.51	\$2,067,854.02	\$2,238,810.98	\$1,735,657.51	\$503,153.47	11.7%
Support Services							
Guidance Services (+)	\$71,150.00	\$0.00	\$33,339.45	\$37,810.55	\$4,801.50	\$33,009.05	46.4%
Health/ Homeless Liason Services (+)	\$4,500.00	\$275.64	\$1,001.65	\$3,498.35	\$1,122.94	\$2,375.41	52.8%
Psychological Services (+)	\$0.00	\$0.00	\$358.06	(\$358.06)	\$0.00	(\$358.06)	0.0%
Service Direction (+)	\$9,160.00	\$0.00	\$9,119.55	\$40.45	\$0.00	\$40.45	0.4%
Library Services (+)	\$65,689.00	\$6,737.92	\$32,116.78	\$33,572.22	\$24,641.11	\$8,931.11	13.6%
Board of Education Services (+)	\$180,069.00	\$20,731.81	\$102,463.35	\$77,605.65	\$25,939.36	\$51,666.29	28.7%
Executive Administration Services (+)	\$281,329.00	\$32,125.26	\$306,539.66	(\$25,210.66)	\$117,193.80	(\$142,404.46)	-50.6%
Office of the Principal Services (+)	\$556,378.00	\$56,344.19	\$340,878.26	\$215,499.74	\$207,078.11	\$8,421.63	1.5%
Fiscal Services (+)	\$210,600.00	\$17,069.48	\$138,420.07	\$72,179.93	\$67,671.88	\$4,508.05	2.1%
Operations and Maintenance (+)	\$856,427.00	\$60,588.06	\$529,764.49	\$326,662.51	\$236,329.57	\$90,332.94	10.5%
Student Transportation Services (+)	\$732,032.00	\$53,765.88	\$343,631.55	\$388,400.45	\$208,138.70	\$180,261.75	24.6%
Staff Services (+)	\$7,835.00	\$0.00	\$0.00	\$7,835.00	\$0.00	\$7,835.00	100.0%
Technology Services (+)	\$161,320.00	\$9,035.39	\$106,210.18	\$55,109.82	\$42,902.33	\$12,207.49	7.6%
Retiree Insurance (+)	\$14,500.00	\$791.27	\$6,275.63	\$8,224.37	\$0.00	\$8,224.37	56.7%
Sub-total : Support Services	\$3,150,989.00	\$257,464.90	\$1,950,118.68	\$1,200,870.32	\$935,819.30	\$265,051.02	8.4%

Operating Statement with Encumbrance

Central Linn School District 552C

Expenditures Month End For the Period 02/01/2022 through 02/28/2022

Fiscal Year: 2021-2022

Include Pre Encumbrance

	<u>Budget</u>	<u>Range To Date</u>	<u>Year To Date</u>	<u>Balance</u>	<u>Encumbrance</u>	<u>Budget Balance</u>	
Long Term Debt Service							
Bus loans (+)	\$12,736.00	\$0.00	\$10,031.22	\$2,704.78	\$0.00	\$2,704.78	21.2%
Cool Schools Loan (+)	\$59,185.00	\$4,931.65	\$39,453.20	\$19,731.80	\$0.00	\$19,731.80	33.3%
Roof Life Extension (+)	\$86,220.00	\$0.00	\$86,215.12	\$4.88	\$0.00	\$4.88	0.0%
Sub-total : Long Term Debt Service	\$158,141.00	\$4,931.65	\$135,699.54	\$22,441.46	\$0.00	\$22,441.46	14.2%
Interfund Transfers							
Interfund Transfers (+)	\$17,513.00	\$0.00	\$0.00	\$17,513.00	\$0.00	\$17,513.00	100.0%
Sub-total : Interfund Transfers	\$17,513.00	\$0.00	\$0.00	\$17,513.00	\$0.00	\$17,513.00	100.0%
Contingency							
Planned Reserves (+)	\$254,820.00	\$0.00	\$0.00	\$254,820.00	\$0.00	\$254,820.00	100.0%
Sub-total : Contingency	\$254,820.00	\$0.00	\$0.00	\$254,820.00	\$0.00	\$254,820.00	100.0%
Unappropriated Ending Fund Balance							
Unappropriated Ending Fund Balance (+)	\$396,528.00	\$0.00	\$0.00	\$396,528.00	\$0.00	\$396,528.00	100.0%
Sub-total : Unappropriated Ending Fund Balance	\$396,528.00	\$0.00	\$0.00	\$396,528.00	\$0.00	\$396,528.00	100.0%
Total : EXPENSES	\$8,284,656.00	\$553,368.06	\$4,153,672.24	\$4,130,983.76	\$2,671,476.81	\$1,459,506.95	17.6%
NET ADDITION/(DEFICIT)	\$8,284,656.00	\$553,368.06	\$4,153,672.24	\$4,130,983.76	\$2,671,476.81	\$1,459,506.95	17.6%

End of Report

Operating Statement with Encumbrance

**CENTRAL LINN SCHOOL DISTRICT
ENROLLMENT**

As of March 7, 2022

<i>March 2021</i>	<i>February 2022</i>	<i>March 2022</i>
K 33	K 35	K 34
1 38	1 33	1 33
2 37	2 31	2 31
3 44	3 32	3 32
4 33	4 46	4 46
5 36	5 38	5 38
6 42	6 33	6 34
<i>Total 263</i>	<i>Total 248</i>	<i>Total 248</i>
7 52	7 45	7 45
8 45	8 47	8 49
9 52	9 46	9 45
10 58	10 51	10 52
11 55	11 55	11 53
12 53	12 49	12 48
<i>Total 315</i>	<i>Total 293</i>	<i>Total 292</i>
District Total 578	District Total 541	District Total 540

September 2003 = 583
September 2004 = 640
September 2005 = 647
September 2006 = 678
September 2007 = 644
September 2008 = 651
September 2009 = 655
September 2010 = 708

September 2011 = 676
September 2012 = 676
September 2013 = 710
September 2014 = 657
September 2015 = 643
September 2016 = 652
September 2017 = 643
September 2018 = 644

September 2019 = 633
September 2020 = 579
September 2021 = 552

Technology Safety School Board Presentation

Current Policies, Supports, and Practices

1. Board Policies
 - a. JFCF, JFCF-AR
 - i. Policy covers cyberbullying, intimidation and related behaviors, along with the steps for reporting and investigating these behaviors.
 - b. IIBGA, IIBGA-AR
 - i. Includes “technology protection measures” which prevent students from accessing “inappropriate matter” from the internet.
 - ii. IIBGA-AR includes additional language prohibiting personal use of computers, internet, or email. Also includes guidelines a section on “General Use Prohibitions/Guidelines/Etiquette for internet, account, and email use.
2. Student Permission Form/Agreement for an Electronic Communications System Account & Student Agreement for an Electronic Communications System Account
 - a. Is part of the student registration process each school year
 - b. Is located on the Jr/Sr High School District website
 - c. Rules for internet use and school district email and access to accounts associated with student email and login. Also includes rules on school equipment, not distributing information, and not downloading or installing data or programs on school equipment.
3. Student Handbook
 - a. Located on the Jr/Sr High School webpage of Central Linn’s website
 - b. Cell phone specific rules not using phones during class time.
4. GoGuardian
 - a. District program that monitors each student’s use of the internet continuously
 - b. Student’s are identified by their email address
 - c. Student example was taking a test in Medical Terminology
 - d. Administrators have access to dashboards where they can view individual student’s use and history
 - e. Students can be put in “Penalty Box”, can email student/parent/teacher directly to notify them of inappropriate use
5. Central Linn Technology Department
 - a. Social media
 - i. Central Linn Technology Department searches & blocks but is very time consuming if we aren’t aware of the platform (ie-Tik Tok, Instagram etc.)
 - b. Blocked 7th & 8th graders ability to use Google Chat feature
 - c. Block individual students ability to login on school account and the internet as needed

Barriers

1. Devices owned by the school district and internet access through school logins can be monitored closely. Devices not owned by the school district aren't monitored by the school district like district owned devices are.
2. High school students use their phones for photography class, Leadership videos, and assessments. Banning phones completely isn't practical.
3. Many parents/guardians don't check their children's phones for inappropriate pictures, videos etc. or use apps for their children's phones to limit use or prohibit content that isn't age appropriate.
 - a. Set parental controls in phone: Age appropriate material, block texts & calls
 - b. Verizon Smart Family App; Content Filter, Screen time & Pause Internet
4. Parents text their children during class, and are resistant to keeping their child's phones at home.
5. Forcing students to turn in their phones causes a power struggle with students. Through trial and error we've found it is best to give students options (ie.put their phone away in their backpack or place it on the teacher's desk).
6. Inappropriate social media sites use name/school logos and can be initiated by anyone (not only students). Students can post on the sites, once the sites are created. This is a very time consuming task to track down a site and block it.
7. Many adults don't use technology appropriately. This is an ongoing societal issue and is not a student specific issue.

Today and the Future

1. Ongoing instruction on how to use technology appropriately, including cell phones and the internet.
2. Continue all the current safety measures in place and add or adjust as technology changes.

Central Linn School District 552C

Student Permission Form/Agreement for an Electronic Communications System Account

Dear Parent or Guardian:

The world and education has changed in the last 10 years. Working with and communicating using technology has become an important part of learning and the learning process. Your student needs access to the school computers, network (both wired and wireless internet connection), software, storage (both local network and Google Apps for Education cloud computing), and possibly e-mail. They will use their accounts to share ideas, collaborate on projects, access library materials, complete many of their assignments, do in-class work, and complete research in school. In order to do this and be successful in school your student needs your permission to participate in Central Linn School District's electronic communications program. Your student may be able to communicate with other schools, colleges, organizations and individuals around the world through the Internet and other electronic information systems/networks. Use of the network and computer systems is necessary for most of your student's courses and educational opportunities, and for students in grades 7-12 a Central Linn issued Google Apps for Education student e-mail and cloud computing account has become very important as well. Many teachers use student e-mail communication for their classes, and this trend will only grow as time goes on.

The Internet is a system which links a web of smaller networks creating a large and diverse communications network. Internet access and network privileges allow your student the opportunity to share information, learn concepts, prepare projects and assignments, and research a vast multitude of subjects using a computer system without leaving the school building or in some cases the classroom itself. With this educational opportunity also comes responsibility. The school network and internet connection is only for educational purposes. It is important that you and your student read the district policy, administrative regulation, and agreement form and discuss these requirements together. Inappropriate system use will result in discipline up to and including expulsion from school, suspension or revocation of your student's access to the district's system and/or referral to law enforcement officials.

Although the district is committed to practices that ensure the safety and welfare of system users, including the use of technology protection measures such as Internet filtering and staff monitoring of student computer use, please be aware that there may still be material or communications on the Internet that district staff, parents, and students may find objectionable. While the district neither encourages nor condones access to such material, it is not possible for us to eliminate that access completely.

Attached to this letter is the **REQUIRED** agreement for your student to read and sign stating his/her agreement to follow the district's Electronic Communications System policy and administrative regulation. This agreement requires **BOTH** your signature and your student's signature. For e-mail **YOU MUST** specify permission if an e-mail account for your student is to be issued. This agreement **must be signed and renewed each year**, and will be kept on file at the school, for your student to be allowed access to the district's computers and communications/e-mail systems. Your student will NOT have access to the school computers for assignments, research, or any projects until this form has been completed and turned in to the office. You may select to only allow computer/internet access and not e-mail (however not having school e-mail could make it more difficult for your student to communicate on assignments and projects and make sharing documents difficult during group projects). You should review the district's complete policy for electronic use (policy IIBGA) at <http://www.centrallinn.k12.or.us/district/policies.php> on the district webpage when signing and agreeing to provide your student electronic access.

Please review these materials carefully with your student and return the signed attached agreement form (keep this letter) to the school office indicating your permission for your student to participate in the district's electronic communications system and permission or denial of permission for e-mail. Please be aware that most classes assign Internet research and/or utilize various websites (and many use student e-mail for communication and website registration) for educational opportunity as part of the curriculum. All computer workstations in the district have Internet access and network login is required. Computer access without internet access is generally not an option. ***You have two options for all grade levels: JH/HS: You may choose to allow your student in grades 7-12 (including students in grades 7 or 8 under the age of 14 with your permission) to have open e-mail that will allow communications with anyone or no e-mail while still maintaining network and internet access. For ELEMENTARY students grades K-6 you may choose to allow inside district only e-mail as implemented by technology and elementary staff or no e-mail while still maintaining network and internet access.***

Central Linn School District 552C

Student Agreement for an Electronic Communications System Account

General Rules for Student Use of the Internet & computer Devices in Central Linn Schools (read full district policy for complete policies)

1. Students may use the Internet at school only when supervised by a staff member. This includes any electronic device with internet access wired or wireless while at school.
2. Students shall not use the district's computers, network, internet access (wired or wireless using any electronic device), and e-mail, for any non-educational activity including but not limited to streaming audio or video not directly related to an assignment (i.e. YouTube), game playing (online or otherwise), non-school related e-mail, chat, or text messaging.
3. Students sending messages to others through the Internet, including but not limited to electronic mail, shall not use inappropriate language or symbols, harass or threaten others, or publish or display objectionable (or potentially objectionable) materials such as pornography.
4. Students shall not use any electronic mail to encourage the use of tobacco, alcohol or other controlled substances or otherwise promote any activity prohibited by school or district policy or by the law.
5. Students shall not use an excessive amount of bandwidth (non-educational audio/video streaming) or storage space on the school's computer system.
6. Students shall not knowingly take steps to avoid the district internet/network filter.
7. Students shall not use another person's login information for any reason (i.e. username, password or other computer user information for access to the school's computer system, network, Internet, Google Apps for Education account, email, or various websites).
8. Students shall not download and/or install any data/program/file/etc., use instant messaging of any kind, or alter settings on any computer system (including electronic equipment issued to the student by the school on or off school property) unless specifically authorized to do so by district technology staff.
9. Students shall not access or utilize school data bases or information systems that are not designed for student use.
10. Students shall not read, copy, change or otherwise interfere in any way with another student's (or staff member's) use of the computer systems, network, Internet, or email.
11. Students shall not vandalize, damage, modify, alter, or destroy school computer equipment, including networking equipment and connections, computer hardware and software, or information contained in the school's computer system online or local network.
12. Students shall not upload, download, use, reproduce or distribute information, data, software or file share music, videos or other copyrighted material on the school system or Internet without the author's permission. Copyright materials include written, musical, graphic or other artistic work created by someone other than the student and protected by copyright laws. Off campus and outside-of-school-time conduct that violates this regulation or the district's Student Code of Conduct may also be the basis for discipline if it has the potential to disrupt or impact the safe and efficient operation of the school or interfere with the rights of others.

Failure to follow any of the rules regarding computer use may result in disciplinary consequences for offending students as per school guidelines for student conduct, including but not limited to the temporary or permanent loss of computer privileges or suspension or expulsion from school. Cyber bullying, electronic harassment, or violation of copyright law may additionally be reported to law enforcement officials and may result in criminal or civil sanctions.

concerns to a teacher, counselor, or school nurse, who will promptly notify the appropriate district official. The student and the student's parents or staff member who initiated the complaint shall be notified of the findings of the investigation and, if appropriate, that remedial action has been taken.

Bullying/Hazing

Hazing is verbal, physical, or written conduct including targeted lists that denigrates or shows hostility or aversion toward an individual or group and that has the purpose or effect of creating an intimidating, hostile or offensive environment; or has the purpose or effect of unreasonably interfering with an individual's performance; or that otherwise affects the individual's academic opportunities.

Cell Phones and other personal electronic devices

Students are not permitted to use any personal type of electronic device (including cell phones) during class time. Students will not be able to respond to texts or calls during class. Any violation of a teacher's classroom or school rule regarding the use of electronic devices will result in an office referral and may result in the loss of the privilege of having the device on school grounds.

Students are to make arrangements with their parent(s) or guardian(s) to contact the school office when attempting to reach them during the school, except during lunch.

If a school staff member finds it necessary to confiscate a device, parents will be notified promptly and the device will be returned in accordance with school rules after the administrator or designee has consulted with the student's parent/guardian. **The school is not responsible for lost or stolen electronic devices.**

The following are inappropriate uses of electronic devices: harassment, threats, intimidation, electronic forgery, cyberbullying/cyber threats, invasion of personal rights, cheating on tests/exams, or other forms of illegal behavior during the instructional and non-instructional day. Students are not to use text messages or other digital communication to invade personal privacy or harass another person, disrupt the instructional day, or engage in dishonest acts.

Students who act in violation of this policy shall be subject to the school discipline matrix, and in some cases may find themselves subject to investigation by law enforcement.

Defiance

Employees are required by state law and school board policy to provide an appropriate atmosphere for learning in the school. The employee at all times has the right and responsibility to deal with students' behavior in order to maintain and create such an atmosphere. Any student refusing to follow an employee's specific request or directive is challenging that employee's authority, and as such is in violation of this policy. When given a directive by an employee that the student believes is unfair or is based on incomplete information, the proper response for the student is to respectfully follow the directive, and then to discuss the problem with the employee after class or at another time. The student has the right to have another adult present when having that discussion. If the student is unsatisfied with the outcome of the discussion, they may schedule a time to talk with the principal about the problem.

Examples of **Overt Defiance** include defying an employee's instructions to remove offensive clothing or to turn over to the employee materials or objects that are not allowed in the

GoGuardian Flagged Activity Alert

1 message

GoGuardian System <system@goguardian.com>
Reply-To: GoGuardian System <system@goguardian.com>
To: Heidi Hermansen <heidi.hermansen@centrallinn.k12.or.us>

Fri, Mar 11, 2022 at 10:52 AM



~~XXXXXXXXXX~~@students.centrallinn.k12.or.us visited
<https://classroom.google.com/w/NDAwMjg1NTE0NDYy/t/all> moments ago.

- Organization Unit: /Students 7-12/2023
- IP Address: 167.128.111.205
- Agent: Mozilla/5.0 (X11; CrOS x86_64 14388.61.0) AppleWebKit/537.36 (KHTML, like Gecko) Chrome/98.0.4758.107 Safari/537.36

Your notification setting is set to: **High Severity**. Please visit <https://admin.goguardian.com/flagged-activity/notification-settings> to change your notification settings.



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Posted Sep 27, 2021

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Module 7 Endocrine System



Endocrine Medical Terminology

Due Today

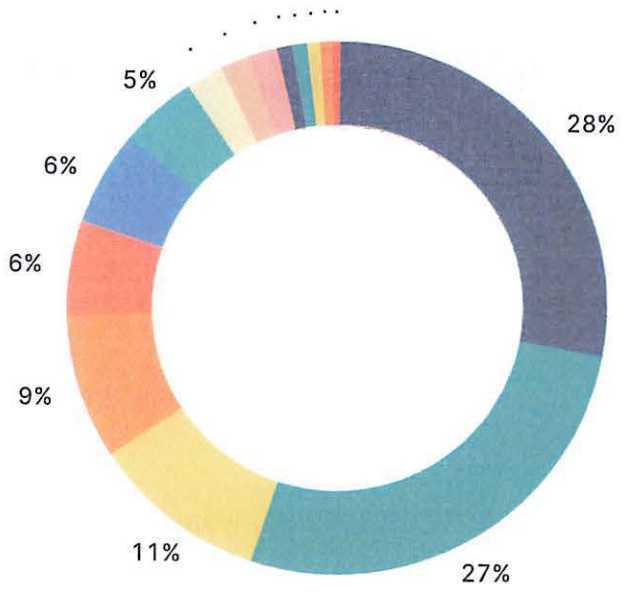
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Posted Mar 9

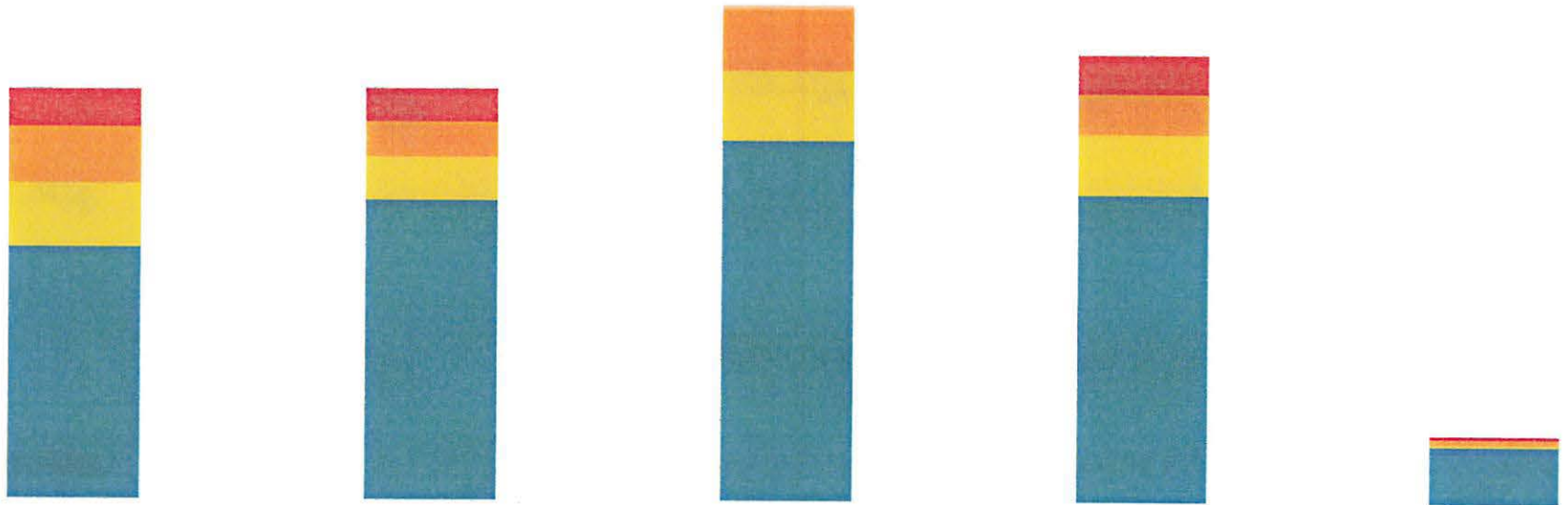




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