

CENTRAL LINN SCHOOL DISTRICT
32433 HWY 228, HALSEY OR

REGULAR SCHOOL BOARD MEETING

*CLB Library
& Zoom*

~~HIGH SCHOOL CAFETERIA/ZOOM~~

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Meeting ID: 448 036 5537

INDIVIDUALIZED EDUCATION FOR ALL LEARNERS

October 10, 2022

6:30 P.M.

- 1.0 ROLL CALL Dena Crowell
Zone 1, Carie Simon; Zone 2, Tony Isom; Zone 3, Parker Leigh; Zone 4, Suzanne Parker; Zone 5, Jason Curtis; 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 Community Partnerships Michelle Isom
 - 2.4 Building Report Joel Sauter
 - 2.5 Student Investment Account Report Candace Pelt
- 4.0 ACTION / BUSINESS
- 4.1 Approve Minutes of the September Regular Board Meeting David Karo
 - 4.2 Approve Sept. 10th Board Training & Sept. 26th Work Session Minutes David Karo
 - 4.3 Request to Approve Attending the FFA National Convention FFA Chapter
 - 4.4 Staff Acknowledgements Candace Pelt
 - 4.5 Approve Licensed Staff Candace Pelt
 - 4.6 Acknowledge Annual Division 22 Assurances Report Candace Pelt
 - 4.7 Acknowledge as First Reading, Board Policies: Candace Pelt
IKFB, Graduation Exercises; IKFB-AR, Participation in Graduation
Commencement Exercises; ACB, All Students Matter; ACB-AR,
Bias Incident Complaint Procedure; GBJ, Weapons in School-Staff
 - 4.8 Delete Board Policy GBLA, Disclosure of Information Candace Pelt
- 5.0 REPORTS David Karo
- 5.1 Financial Report Celeste Van Cleave
 - 5.2 Superintendent Candace Pelt
- 6.0 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).
- 6.1 Board Chair Responses David Karo

7.0 RECESS TO EXECUTIVE SESSION

David Karo

Under the Authority of ORS192.660 (2)(i) To review and evaluate the employment-related performance of the chief executive officer of any public body, a public officer, employee or staff member who does not request an open hearing.

8.0 RECONVENE TO REGULAR SESSION

David Karo

9.0 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

4.3 **Request to Approve Attending the FFA National Convention** - FFA Chapter representatives are requesting permission to attend the FFA National Convention. Eleven students plan to attend, four students are competing in the National Milk Quality and Production due to winning state competition, the remaining seven students are/were chapter officers and play an active role in their FFA Chapter.

4.4 **Staff Acknowledgements** - Acknowledge the hire of Jill Schack, part-time Jr/Sr High Educational Assistant and the resignation of Shawn Hampton, Jr/Sr High Teacher.

4.5 **Approve Licensed Staff** - Superintendent Pelt recommends the hire Nanette Holmes, Jr/Sr High Teacher on a temporary contract.

4.6 **Annual Division 22 Assurances Report**- Candace will be reporting on the Oregon Administrative Rules Division 22 report.

4.8 **Delete Board Policy** OSBA reviewed GBL, Personnel Records and GBLA, Disclosure of Information and decided to combine the two policies. GBLA is deleted in lieu of changes made to adopted GBL in March 2022.

UPCOMING EVENTS

National School Lunch Week - October 10th - 14th. Board members are invited to have lunch with our students. Please contact Dena if you wish to participate.

OSBA Fall Regional Meeting - October 17, 2022. Dinner at 5:45 @ Greater Albany School District Office. Please contact Dena if you intend to attend.

OSBA Annual Convention - November 11-13, 2022, Virtual or In-Person at the Portland Downtown Waterfront. Please contact Dena if you plan to attend In-Person, ASAP. Lodging is on a first come, first served basis.

Next Board Meeting - November 14, 2022 @ 6:30p.m. @ CLHS Cafeteria and Zoom.

Next Board Work Session - December 5, 2022 @ 6:00p.m. @ CLHS Room 804.

**Central Linn Elementary
School Board Update
October 10, 2022**

1. Beginning of school year
 - a. Current enrollment
 - b. Classes/Teacher Assignments
 - c. Open House
 - d. Changes/Improvements
2. New programs
 - a. RTI/MTSS/Title Reading Teacher
 - b. PBIS building coordinator
3. Upcoming events
 - a. First student recognition assembly October ~~12th~~? 19th
 - b. PTC sponsored Jog-A-Thon October 20th
 - c. Parent Teacher Conferences October 27th and 28th

Part Four: Data Analysis

Data Sources

We used a variety of data sources to inform our collective thinking and creation of the SIA plan. In addition to the community engagement feedback described above, we also used attendance, 9-12 on-track data, and graduation data. For student achievement, we utilized state test data, as well as local diagnostic data MAP data to review student progress.

Part Five: SIA Plan

Must include SIA integrated planning tool and SIA budget

Outcomes

Outcome 1	Increased support for students' mental and behavioral health needs
Outcome 2	Increased instructional support opportunities for all learners
Outcome 3	Increased instructional and academic opportunities for all learners

We will establish baseline metrics for each of the strategies and measures of evidence provided below during the 2020-21 school year. Each outcome is connected to the District CIP and incorporates an integrated and balanced plan that leverages resources for a small district to efficiently sustain efforts to improve outcomes for all learners.

Mental and Behavioral Health Supports and Safety

Strategy #1: Establish and implement a comprehensive mental health plan for Central Linn School District.
Three-year Activities: Hire and retain mental health/therapeutic behavior support services
Measures of Evidence: <ol style="list-style-type: none">1. Number of students supported by services2. Number of reported/unexpected and challenging behaviors3. Attendance

Strategy #2: Hire a district Wellness/Health Coordinator
Three-year Activities: One full-time staff at the district level to provide direct services and

support for:

1. Behavioral health
2. Social/emotional learning programs
3. Connect families with community resources
4. Provide direct support for student learning
5. Staff development and parent trainings

Measures of Evidence:

1. Office referrals
2. Attendance
3. Staff professional development for social/emotional development
4. Parent participation in social/emotional/behavioral health trainings, information nights

Strategy #3:

Create and develop a secondary support program for students needing academic support, study skills, restorative practices, and self-regulation skills.

Three-year Activities:

One licensed teacher and one full time assistant to support students in an alternative learning space.

Measures of Evidence:

1. Attendance
2. Graduation rates
3. Student on-track graduation data
4. Office referrals
5. Oregon Healthy Teens Survey data

Strategy #4:

Increase social/emotional health supports

Three-year Activities:

Hire and/or contract for additional staff to provide counseling and social/emotional skills development support:

1. Direct services to students
2. Professional Learning for staff

Measures of Evidence:

1. Number of office referrals
2. Number of students accessing the social emotional skills developer services
3. Attendance

Increased Instructional Support Opportunities for all Learners

Strategy #5:

Friday School for Intervention and Enrichment Opportunities

Three-year Activities:

Licensed and classified staff to support small group interventions:

1. Coordinate intervention efforts K-12
2. Develop sustainable enrichment plan
3. Facilitate professional learning with teachers and administrators
4. Provide administrators with data analysis and instructional strategies supports

Measures of Evidence:

1. Math/Literacy achievement
2. Professional development opportunities
3. Student enrichment opportunities

Strategy #6:

Provide Summer School Learning Opportunities

Three-year Activities:

Hire staff to support summer learning

1. Jr/Sr High school core teachers
2. Reading/intervention teacher
3. Enrichment teachers
4. Support staff
5. Administrative support

Measures of Evidence:

1. Credits earned
2. Attendance
3. Student/Parent summer school follow-up survey

Strategy #7:

Hire bilingual student/family advocate to support Emerging Bilinguals and families

Activities:

Hire and retain qualified staff

1. Hire bilingual (English-Spanish) staff
 - a. Support direct instruction
 - b. Parent-School liaison

Measures of Evidence:

1. Reading achievement
2. Reading growth
3. Graduation rates

Increased instructional and academic opportunities for all learners**Strategy #8:**

Increase literacy and high-yield instructional techniques

Three-year Activities:

Hire instructional coach

1. Provide literacy techniques
2. Provide Professional Learning Opportunities
3. Provide direct support for students

Measures of Evidence:

1. Math achievement
2. Reading achievement
3. Professional Learning Opportunities

Strategy #9:

Provide AVID courses and opportunities for students 7-12

Activities:

Hire and retain qualified staff

2. Hire college tutors for AVID Tutorials
3. Support curriculum implementation
4. Professional Learning Opportunities
5. Provide parallel support for college-prep courses
6. AVID family night, field trips

Measures of Evidence:

4. Reading achievement
5. Reading growth
6. Graduation rates

Strategy #10:

Provide professional development to staff

Three-year Activities:

Provide 12 hours of professional development for licensed and classified staff, specific to

functional area (SPED, EL, reading specialist, etc.)
Measures of Evidence: Math achievement Reading achievement Graduation rates Attendance

Measures of Evidence:

Math achievement
Reading achievement
Graduation rates
Attendance

SIA Integrated Planning Tool

Budget

Equity Lens or Tool

The Central Linn School District has focused the last several years on providing Individualized Education for All Learners and has expanded this to include a clear and focused approach to understanding barriers to students education, commitments to removing barriers, and focusing on the outcomes of students. With this in mind, the goal of using an equity tool is to identify and remove barriers that hinder learners from accessing their education and opportunities. As part of a developed and ongoing plan for understanding the education system, the barriers to access and opportunity, and the outcomes of all learners involves the leadership team reviewing and using the following questions to guide the implementation of the Student Investment Account funds:

- Is the outcome/strategy aligned to the District mission and vision?
- What data have we gathered that informs our decisions? What does it say about outcomes for targeted and specific groups of learners?
- Which students/staff does the decision or initiative affect both positively and negatively?
- Have members of the community been involved in the decision-making process? Is there collective support to move forward supporting the strategies?
- What are the barriers to more equitable outcomes (e.g. mandates, politics, finances, community expectations, etc.)? How will the barriers that cannot be eliminated be mitigated?
- How does this decision build capacity and empowerment for student agency and voice, including students who do not represent the dominant culture?
- Can this initiative be both sustainable and scalable? What are the implications of lack of future funding?
- What data would we like collected to inform reflection on the effects of this decision?

These questions provide us with a touchstone to use as we deliberated on suggestions, revisions and final student outcomes. Our current SIA plan was developed and shared with feedback through a process that involved the CIP development. We will continue to grow our skills and ability to ask probing questions around our investments, outcomes, and next steps as we implement the Student Investment Account Plan.

Central Linn SD 552 - Annual Reporting

Questions

- 1 What changes in behavior, actions, policies or practices have you observed related to SIA implementation during the 2021-22 school year? How do you see these changes contributing to the goals and outcomes in your SIA plan?
- 2 What barriers or challenges to SIA implementation have you experienced that are helpful for your community and/or state leaders to be aware of? What adjustments, if any, did you make to your SIA plan as a result of these challenges?
- 3 SIA implementation includes ongoing engagement with all students, focal students, families, staff, and community partners. How have relationships with or between those groups changed and/or been maintained throughout this academic year? Consider the Community Engagement Toolkit [https://www.oregon.gov/ode/StudentSuccess/Documents/69236_ODE_CommunityEngagementToolkit_2021-web\[1\].pdf](https://www.oregon.gov/ode/StudentSuccess/Documents/69236_ODE_CommunityEngagementToolkit_2021-web[1].pdf) and where your efforts might land on the spectrum as you complete your response.
- 4 As you think about what guided your choices and prioritization efforts in this year of SIA implementation, what stands out? How will what you've learned this year impact future SIA implementation efforts?

2021-22 Annual Reporting Response

Additional mental health supports including yoga, drum classes, and increased social skills options have decreased unexpected and disruptive behaviors in the middle school. The ongoing support and family outreach has been noticed and we saw wins with students. There was also an increase in the positive relationships built with students and families and the ongoing support for school success.

This was a challenging year in many ways, attendance, quarantines, missed instructional days, community conflict, and significant discipline problems created barriers to the outcomes goals we would have hoped for. Changes for the new year include additional structures for PBIS, increased tutoring and academic support, increased mental health on-site, and increased family engagement.

We completed a family and community survey, student survey and staff survey in the Spring. All results showed a need to increase communication, support in managing discipline, and increasing opportunities for families and the community to work together. This year we have started focus group listening sessions with students, parents, a community, and staff working on what is going well, what are areas for improvement, and what are the desired District goals.

Planning for long-term programs while staff fluctuate in a small school system requires some broad objectives and ability to move within the same goal. Planning and community feedback will help adjust goals for the future work. Aligning this work with the other initiatives as well as the Strategic Plan work will add cohesiveness to the work.

1.0 FLAG SALUTE/ROLL CALL

On September 12, 2022 Director Leigh called the meeting to order at approximately 6:33 p.m. in the Central Linn High School Cafeteria and Zoom.

Members Present: David Karo, Kirt Glenn, Suzy Parker, Parker Leigh, Tony Isom, Carie Simon, Jason Curtis

Others Present: Candace Pelt, Celeste Van Cleave, Dena Crowell, Kyle Kivett, Joni Wixom, Rachel McKee, Michelle Isom, Tia Parrish, Wanda Davidson

2.0 GOOD OF THE ORDER/COMMUNICATIONS

2.1 Agenda Adjustments: 4.7, Extend Superintendent Contract

2.2 ASB Report: None

2.3 Facilities Report: Joni Wixom, Facilities Supervisor, started with an elementary building report: the board was provided before and after pictures of the elementary library's upper level window replacement and improvements; the south hall boys' bathroom had new stalls installed; south hall girls' bathroom stalls will be updated after all parts are in; the south hall floors were redone; new tile and carpet squares were installed in rooms 5 and 6; curtains for safety were installed in the office and short hallway along with frosted glass on office and office hall doors. Lead water testing will take place after the start of school.

Ms. Wixom reported that the high school boiler passed inspection after repairs; the water cooled walk-in freezer died and was replaced with an air cooled fridge and freezer unit which will eliminate the kitchen office leakage; one of the gym heating and air conditioning units failed along with the second unit working less than 50%. It will take approximately \$70,000 to replace the units. Energy Trust of Oregon will reimburse a large part of the expense though the district will need to come up with the full amount up front; looking at next summer for replacement.

2.4 Community Partnerships: Michelle Isom, City of Halsey representative, gave a brief update on the ODOT road construction project and referred to the City of Halsey's website to view construction phases for project point of contact information.

2.5 OSBA Board of Directors Vacancy: Candace Pelt asked if any board member wanted to apply for the OSBA Board of Directors vacancy. She encouraged participation to represent small schools. Action was taken later in the meeting to nominate Director Curtis.

3.0 SUPPLEMENTAL BUDGET HEARING

3.1 Public Testimony on the Supplemental Budget: None

3.2 Discussion: Celeste Van Cleave, Business Manager, reported that the supplementary budget grants budget authority to pay for expenses associated with the ODE Educator Retention Grant to reimburse for professional development, teacher evaluation committee, inservice expenses and grow your own tuition reimbursement.

3.3 Close Hearing: Chair Karo closed the hearing at approximately 6:50 p.m.

4.0 ACTION/BUSINESS

- 4.1 **Approve Minutes of the August Board Meeting:** Director Leigh made a motion to approve the August Regular Board Meeting minutes, with revisions. Chair Karo second the motion. Motion passed 7-0.
- 4.2 **Declare Budget Vacancy:** Zone 3 and Zone 6 of the Budget Committee were declared vacant.
- 4.3 **Acknowledge Staff Changes:** The Board acknowledged the hire of Katy Kallai and Brye Lester as Co-JH Volleyball Coaches; Miranda Leatherman and Rod Baney as Co-Assistant Girls' Soccer coaches; Jake Baney, Amy Offutt and Ashlie Duncan as Elementary Educational Assistants; Ryan Geider, Jr/Sr High Campus Security. Acknowledge the resignation of Mary Barnett, Special Education Teacher and Amanda LeDuc, Educational Assistant.
- 4.4 **Approve Licensed Hire:** Director Leigh made a motion to approve the hire of Kelly Cleveland, High School Social Studies; Zach Smith, High School Social Studies/Weights Teacher; Jordan Meyer, Social Studies; Larysa Rank, Band Director/JH Math Teacher; Jake Sauter, CTE Mechanics Teacher and Sarah Damon, Special Education Teacher. Vice Chair Isom second the motion. Motion Passed 7-0.
- 4.5 **Adopt Supplemental Budget Resolution:** Celeste Van Cleave, Business Manager, reported the supplemental budget provides authority to move forward with expenditures. Chair Karo made a motion to adopt Resolution 9-01-22. Director Leigh second the motion. Motion passed 7-0.
- 4.6 **Adopt 2022-2023 Meal Prices:** Celeste Van Cleave, Business Manager, reported that our students received meals at no charge over the past few years but the USDA waivers expired June 30, 2022. Central Linn School District did not qualify for the community eligibility provision due to not having a high enough percentage of students qualify for state assistance. The district is now returning to the National School Lunch Program, a meal charge meal program, unless the family qualifies for free and reduced meal prices. Director Leigh made a motion to adopt the 2022-2023 meal prices, as presented. Chair Karo second the motion. Motion passed 7-0.0
- 4.7 **Extend Superintendent Contract:** Chair Karo announced that Superintendent Pelt is currently on a one year contract, we are approaching the cycle where it is appropriate to inform her if we wish to extend the contract or not. An evaluation check-in is planned in October with a formal evaluation in January, the board should consider starting the negotiation process of extending her contract. Director Glenn made a motion to extend Superintendent Pelt's contract pending negotiations. Chair Karo seconded the motion. Motion passed 7-0.
Discussion: The negotiations committee will bring the negotiated contract to the board for approval.
- 4.8 **Nomination for OSBA Board of Directors:** Director Curtis volunteered. Director Leigh made a motion that the Central Linn School District nominate Director Curtis for the OSBA Board of Directors position #10 for Linn/Benton/Lincoln Region. Vice Chair Isom seconded the motion. Motion passed 7-0.

5.0 REPORTS

5.1 Financial Report: Celeste Van Cleave reported that a financial report was not provided in the board packets due to working on several moving parts with the start of the new year, wrapping up the ending fund balance of the previous year and analyzing the budget.

5.2 Superintendent Report: Superintendent Pelt reported being appropriately staffed for current enrollment numbers of 533, staff reduction is not needed. Before and after school care is offered for enrolled students with snack and homework assistance if needed. Superintendent Pelt announced that the high school football field had a new irrigation system; installed through private donation. The first week of school was a success, with lots of positive energy amongst students and staff. Through the good leadership of Principal Kivett, students were engaged who previously were not. The staff in-service message was 'connect with kids'; students need to be seen and known to feel successful. Superintendent Pelt announced that she is teaching college level class COMM 111.

Principal Kivett announced that it has been good for the students and staff to see the superintendent in a teaching role. Mr Kivett thanked the Board for the approval of his hire. Principal Kivett reported that staff received Collaborative Problem Solving (CPS) training during in-service, which helps staff understand how the brain works when working with our most dysregulated students. CPS ties into the new bridge space "a bridge between students and staff"; a space for staff to connect with students who need emotional regulation. Ryan Geider, Campus Security, along with the Wellness team are CPS trained and heavily involved with the Bridge space.

Additional announcements; Kick-Off Party is this Friday, September 16th. The City of Halsey reached out to the District to partner in their 5K fundraiser for the Halsey Library. The baseball team volunteered and will receive half of the proceeds.

6.0 AUDIENCE COMMENTS

None

7.0 ADJOURN

With no further business before the Board, Chair Karo adjourned the meeting at approximately 7:28 p.m.

Dena Crowell, Board Secretary

David Karo, Board Chairman

Date Approved

On September 10th, 2022, members of the Central Linn School Board met to discuss Board Roles and Responsibilities and to discuss the Strategic Plan. The meeting was held in the Central Linn High School Room 804. Meeting began at approximately 9:07a.m.

1.0 ATTENDANCE

Members Present: David Karo, Carie Simon, Jason Curtis, Kirt Glenn, Suzy Parker, Parker Leigh, Tony Isom

Others Present: Candace Pelt, Celeste Van Cleave, Dena Crowell, Steve Kelley, Amy Fowler

2.0 OSBA BOARD ROLES AND RESPONSIBILITIES

After introductions, OSBA Representative, Steve Kelley, started a PowerPoint presentation on collaborative governance. Mr. Kelley presented the board a "Collaborative Governance (CG)" statement and asked the board to pick out one word they deemed as a strength and one word they deemed as an area of improvement in the area of board to board; board to superintendent; board to community.

Mr. Kelley asked, 'in the area of community engagement and effective partnerships, is it a board responsibility or a superintendent responsibility?' He reminded the board that as a whole they have authority, but that an individual board member does not hold authority. During a board meeting is not the time to have a two way conversation with the community, but at the same time need to gain the trust of the community. If there is engagement without preparation, the board will lessen community trust. Instead, have conversations in listening sessions. It was discussed how to respond to public comment so that the commenter knows that they were heard with suggestions of adding a 'reflective' agenda item or to add a statement at the end of the public comment announcement that 'no comment will be given at this time'. The board was informed to know policy KL, Public Complaint, so that they will know how to respond when approached with a complaint. The policy states that the board is then to inform the superintendent so that she is given a heads up. In addition, Mr. Kelley suggested knowing the A and B policy, policies that govern the board. He stated it's important that after a vote, the minority still upholds the will of the board; talk to the chairman and have conversations with the superintendent.

Mr. Kelley explained that collaborative governance is an approach that utilizes effective partnerships to learn and lead together in an environment of trust and respect with a shared focus. An effective partnership can occur within the board, from the board to superintendent and from the board to the community. The board participated in an activity where each person chose two items from a '12 standards of balanced governance' hand out; one that was too hands off and that was too hands on.

One of the most important jobs of the board is the superintendent evaluation and when conducted effectively, the process can strengthen the board and superintendent relationship. Mr. Kelley reviewed the Superintendent and Board Priorities, which Superintendent Pelt's evaluation is based upon. He recommended that those priorities be separated so that it is clear what is board work and what is superintendent work. Participants reviewed the

superintendent evaluation timeline versus contract language for notice of non-hire. It was recommended to start Dr. Pelt's contract negotiation process early, in conjunction with the evaluation timeline, in order to be considerate of potential non-hire. This way, Dr. Pelt will have time to seek outside employment. Performance evaluations can be held in executive session though contract discussion, after negotiations, shall be held in a public meeting.

3.0 BOARD DEVELOPMENT IN STRATEGIC PLANNING

3.1 Introduction to the Scope and Sequence of Strategic Planning: Dr. Pelt introduced Amy Fowler, Studer Leadership Coach. Ms. Fowler is working with the district through a process of stakeholder engagement to create a five year strategic plan and working towards what the community wants. Community input is gathered through surveys and Focus Groups. It was recommended that board members not participate in Focus Groups, it will change the feel of the meeting. If board members are a part of the Steering Committee, please remove the board 'hat' when participating.

Ms. Fowler explained the three planning phases and explained what Studer will do and what the district will do through each phase then explained the Focus Group set up. Focus Group members are asked 1) What are our strengths, 2) Where can we grow and 3) What are our biggest priorities? Studer will create a first draft based on Focus Group data trends and will bring it to the Steering Committee. After Steering Committee input, a second draft will be created. We continued by reviewing survey results indicating "Top 3 areas of Strengths" and "Top 3 areas of Growth".

3.2 Board Roles and Responsibilities: Board members can encourage participation in Focus Groups and Steering Committee invitations, speak positively about participation in Focus Groups, share the opportunity to participate, share concerns with Dr. Pelt or Ms. Fowler, commit to adopting the Strategic Plan that is representative of community input and be respectful of constituents who disagree.

On communication; Dr. Pelt will provide the board with updates. Ms. Fowler is able to meet with the Board remotely with notification.

3.3 Questions/Answers/Comments: This is a long-term process providing a long term direction. It's great to have the community on board with the solution and for them to have a voice. Ms. Fowler had one take away to share; to inform the board how important their influence is over the next three week. If focus groups are too small for people to believe in, the process may not be as effective as it needs to be.

With no further business before the Board, Chair Karo adjourned the meeting at approximately 3:00 p.m.

Dena Crowell, Board Secretary

David Karo, Board Chairman

Date Approved

On September 26, 2022, members of the Central Linn School Board met to discuss student data, firearm policy and graduation walking policy. The meeting was held in the Central Linn High School Room 804 and via Zoom. Meeting began at approximately 6:04 p.m.

1.0 ATTENDANCE

Members Present: David Karo, Carie Simon, Jason Curtis, Kirt Glenn, Suzy Parker, Parker Leigh, Tony Isom

Others Present: Candace Pelt, Dena Crowell, Kyle Kivett

2.0 STUDENT DATA

Dr. Pelt started the meeting by informing the board of facilities mishaps; plumbing issues in the science wing and the relocation of classrooms and the high school gym electrical keeps tripping. It was discovered the wiring is not grounded properly; gym heating and air conditioning is completely dead and will not be replaced until next year.

Dr. Pelt informed the board of district student data from last year's testing. Data showed average test results over three years along with five level indicators showing where students met state standards (5, met long term goal; 4 - half way to long term goal; 3 - baseline; 2 - 10th percentile; 1 - below 10th percentile).

Central Linn Elementary's data:

ELA, Grades 3 and 6 only: 39%, state average 43%

Math, Grade 4 only: 41%, state average 34%

Science: 19%, state average 31%

Regular Attenders: 58%, state average 64%

Class size: 16, state average 22

Central Linn Jr/Sr High data:

On-time graduation: 83%, state average 81%

Five-year completion: 69%, state average 88%

College going: 61%, state average 56%

Class size: 18, state average 22

Regular attenders: 60%, state average 64%

On track to graduate: 61%, state average 56%

Central Linn High School has been determined by the state to be a targeted school (TSI) for interventions based on the school being rated level 1 (below 10th percentile) in at least 50% of the rated indicators. Level 1 was indicated for Allo-Students/white ELA achievement, white math achievement, students with disabilities 9th grade on track, students with disabilities/economically disadvantaged four year cohort and students with disabilities/economically disadvantaged five year completion.

Change underway/change to come:

A focus on student engagement at all levels; the hire of a full time elementary reading specialist; classroom observation with the admin and teacher team; redefining goal implementation in the Strategic Plan to focus on what is important; working on dropout prevention through the Bridge program, High School Success and Edgenuity Credit Recovery and adoption of a K-12 ELA curriculum, with budget adoption Spring 2023. TSI will require lots of ODE involvement potentially through audits, data reviews and reporting.

3.0 FIREARM-STAFF POLICY

Dr. Pelt presented firearm policies from Monroe School District and Lebanon School District for board discussion on staff being allowed to carry firearms on school grounds. The board discussed at length the pros and cons, along with policy language that appropriately addresses who would be allowed to carry on campus. The discussion on firearm-staff policy concluded with Dr. Pelt announced she will contact PACE along with the Linn County Sheriff's Department, who would need a record of who is authorized to carry a firearm, to create draft language to the firearm - staff policy.

4.0 GRADUATION WALKING POLICY

Dr. Pelt presented the board with a graduation walking policy example from the Greater Albany School School (GAPS) District, along with its AR. Our current policy is a decade old and doesn't allow for legal language updates or allow the superintendent to use discretion to allow exemptions. We will use GAPS AR, to create our own AR and will bring it to the October Board Meeting for review.

With no further business before the Board, Chair Karo adjourned the meeting at approximately 8:17 p.m.

Dena Crowell, Board Secretary

David Karo, Board Chairman

Date Approved

Central Linn School District

Report on Compliance with Public School Standards

2021-22 School Year

By November 1 of each year, school district superintendents are required by [OAR 581-022-2305: District Assurances of Compliance with Public School Standards](#) to report to their community on the district's status with respect to all of the Standards for Public Elementary and Secondary Schools. The Standards are adopted by the State Board of Education and set out in Oregon Administrative Rules Chapter 581, Division 22.

The table below contains a summary of Central Linn School District's compliance with each of the requirements of Oregon's administrative rules found in [DIVISION 22 - STANDARDS FOR PUBLIC ELEMENTARY AND SECONDARY SCHOOLS](#) during the 2021-22 school year. For each rule reported as out of compliance, Central Linn School District has provided an explanation of why the school district was out of compliance and the school district's proposed corrective action plan to come into compliance. The corrective action must be approved by ODE and completed by the district by the beginning of the 2023-24 school year.

Category: Teaching & Learning

Subcategory: Curriculum & Instruction

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2030 District Curriculum	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2045- Prevention Education in Drugs and Alcohol	In compliance	The district has met all of the requirements for this rule.	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2050 Human Sexuality Education	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2055 Career Education	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2060 Comprehensive School Counseling	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2263 Physical Education Requirements *Elementary Grades	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2263 Physical Education Requirements *Middle Grades	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2320 Required Instructional Time	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2340 Media Programs	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2500 Programs and Services for TAG Students	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2350 Independent Adoptions of Instructional Materials	In compliance	The district has met all of the requirements for this rule.	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2355 Instructional Materials Adoption	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2360 Postponement of Purchase of State-Adopted Instructional Materials	In compliance	The district has met all of the requirements for this rule.	Not applicable

Subcategory: Assessment & Reporting

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2100 Administration of State Assessments	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2110 Exception of Students with Disabilities from State Assessments	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2115 Assessment of Essential Skills: Diploma Requirements	Waived for 2021-22 school year	Not applicable	Not applicable
581-022-2115(2) Assessment of Essential Skills: Local Performance Assessment Requirement	In compliance	The district has met all of the requirements for this rule. Local Performance assessments were administered during state testing	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2120 Essential Skill Assessments for English Language Learners	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2130 Kindergarten Assessment	Waived for 2021-22 school year	Not applicable	Not applicable
581-022-2270 Individual Student Assessment, Recordkeeping and Reporting	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2445 Universal Screenings for Risk Factors of Dyslexia	In compliance	The district has met all of the requirements for this rule.	Not applicable

Subcategory: Program & Service Requirements

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2315 Special Education for Children with Disabilities	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2325 Identification of Academically Talented	In compliance	The district has met all of the requirements for this rule.	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
and Intellectually Gifted Students			
581-022-2330 Rights of Parents of TAG Students	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2505 Alternative Education Programs	In compliance	The district has met all of the requirements for this rule.	Not applicable

Subcategory: High School Diploma

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2000 Diploma Requirements	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2005 Veterans Diploma	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2010 Modified Diploma	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2015 Extended Diploma	In compliance	The district has met all of the requirements for this rule.	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2020 Alternative Certificate	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2025 Credit Options	In compliance	The district has met all of the requirements for this rule.	Not applicable

Category: Health & Safety

Subcategory: Policies & Practices

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2205 Policies on Reporting of Child Abuse	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2220 Health Services	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2310 Equal Education Opportunities	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2312 Every Student Belongs	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2345 Auxiliary Services	In compliance	The district has met all of the requirements for this rule.	Not applicable

Subcategory: Plans & Reports

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-0106(4) State Standards for the 2021-22 School Year: Operational Plans (COVID-19 Management Plan)	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2223 Healthy and Safe Schools Plan	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2225 Emergency Plans and Safety Programs	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2230 Asbestos Management Plans	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2267 Annual Report on Restraint and Seclusion	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2510 Suicide Prevention Plan	In compliance	The district has met all of the requirements for this rule.	Not applicable

Subcategory: Athletics & Interscholastic Activities

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2210 Anabolic Steroids and Performance Enhancing Substances	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2215 Safety of School Sports – Concussions	In compliance	The district has met all of the requirements for this rule.	Not applicable

Category: District Performance & Accountability

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2250 District Improvement Plan	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2255 School and District Performance Report Criteria	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2260- Records and Reports	In compliance	The district has met all of the requirements for this rule.	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2265 Report on PE Data	Out of compliance	The District met 75 minutes K-6; 200 minutes 7-8	Adjustments to building schedule to support students; space and gym space limits the availability
581-022-2300 Standardization	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2305 District Assurances of Compliance with Public School Standards	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2370 Complaint Procedures	In compliance	The district has met all of the requirements for this rule.	Not applicable

Category: Human Resources/Staffing

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2335 Daily Class Size	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2400 Personnel	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2405 Personnel Policies	In compliance	The district has met all of the requirements for this rule.	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2410 Teacher and Administrator Evaluation and Support	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2415 Core Teaching Standards	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2420 Educational Leadership - Administrator Standards	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2430 Fingerprinting of Subject Individuals in Positions Not Requiring Licensure as Teachers, Administrators, Personnel Specialists, School Nurses	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2440 Teacher Training Related to Dyslexia	In compliance	The district has met all of the requirements for this rule.	Not applicable

581-022-2030
District Curriculum

- (1) Each school district shall provide a planned K–12 instructional program.
- (2) The planned K–12 instructional program shall include the following:
 - (a) Common Curriculum Goals and academic content standards adopted by the State Board of Education to include:
 - (A) Language Arts;
 - (B) Mathematics;
 - (C) Science;
 - (D) Social Science (including history, geography, economics and civics);
 - (E) The Arts;
 - (F) World Languages;
 - (G) Health Education; and
 - (H) Physical Education; and
 - (I) Comprehensive School Counseling.
 - (b) Additional Common Curriculum Goals for technology.
 - (c) Essential Learning Skills, as contained in the Common Curriculum Goals and academic content standards;
 - (d) Career-related learning standards, as contained in the Common Curriculum Goals and academic content standards; and
 - (e) Career education which may include career and technical education.

Graduation Exercises

Because the Board believes that completion of the requirements for a diploma, a modified diploma, extended diploma, ~~advanced diploma, honors diploma~~ or an alternative certificate from the public schools is an achievement that improves the community as well as the individual, the Board wishes to recognize that achievement in a publicly celebrated graduation exercise.

Accordingly, appropriate graduation programs may be planned by the superintendent or designee on the date selected by the Board.

The district's valedictorian(s), salutatorian(s) or others at the discretion of the principal or designee may be permitted to speak as part of the district's planned graduation program. All speeches will be reviewed and approved in advance by the principal or designee.

All students in good standing who have successfully completed the requirements for a ~~senior~~ high school diploma, or qualify to receive or receives a modified diploma, an extended diploma, ~~advanced diploma, honors diploma~~ or alternate certificate, including a student participating in a district-sponsored alternative education program, a student with disabilities receiving a document certifying successful completion of program requirements or any qualifying student at the discretion of the superintendent shall have the option to ~~may~~ participate in graduation exercises. ~~Students pursuing an extended diploma will be allowed to "walk" with their cohort, provided they are not credit deficient.~~

A student shall be allowed to wear a dress uniform issued to the student by a branch of the U.S. Armed Forces if the student:

1. Qualifies to receive a high school diploma, a modified diploma, an extended diploma or an alternative certificate; and
2. Has completed basic training for, and is an active member of, a branch of the U.S. Armed Forces.

Graduating students will be allowed to wear Native American regalia or other items of cultural significance.

The superintendent will establish criteria as to which students may participate in the graduation exercise.

END OF POLICY

Legal Reference(s):

~~ORS 329.035~~
~~ORS 329.451~~
~~ORS 329.465~~

~~ORS 332.105~~
~~ORS 332.107~~
~~ORS 332.114~~

~~ORS 339.115~~
~~ORS 339.505~~
~~ORS 343.295~~
~~OAR 581-021-007+0050~~
~~OAR 581-021-0055~~
~~OAR 581-021-0060~~
~~OAR 581-022-1130~~

~~OAR 581-022-1350~~
~~OAR 581-022-2000~~
~~OAR 581-022-2010~~
~~OAR 581-022-2015~~
~~OAR 581-022-2020~~
~~OAR 581-022-2505~~

31 OR. ATTY. GEN. OP. 428 (1964)

Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683 (~~20062018~~); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (~~20062020~~).

Kay v. David Douglas Sch. Dist. No. 40, 1987); *cert. den.*, 484 U.S. 1032 (1988).

Doe v. Madison Sch. Dist. No. 321, 177 F.3d 789 (9th Cir. 1999).

Lee v. Weisman, 505 U.S. 577 (1992)

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

Participating in Graduation Commencement Exercises

Participation in graduation commencement exercises shall be made available to the following students:

1. Students who have met all requirements for graduation and are receiving a diploma or alternative certificate;
2. Students identified as special education students who have met the requirements indicated in their individualized education program and/or the regular requirements of the district;
3. Senior students who have spent a year in a district high school as exchange students under an approved program;
4. Students that the superintendent, in consultation with the building administrators, approves to participate in the graduation ceremony though not receiving a diploma and not qualified under special education programs when the causes for not meeting the requirements are beyond the student's control;
5. Students who are in good standing. Good standing status goes beyond credits and includes behavior and disciplinary considerations.

All other students earning certification of competence, credits and/or attendance shall receive the documents of certification individually in a manner determined by the building principal.

All Students Belong

All students are entitled to a high quality educational experience, free from discrimination or harassment based on perceived race, color, religion, gender identity, sexual orientation, disability or national origin.

All employees are entitled to work in an environment that is free from discrimination or harassment based on perceived race, color, religion, gender identity, sexual orientation, disability or national origin.

All visitors are entitled to participate in an environment that is free from discrimination or harassment based on perceived race, color, religion, gender identity, sexual orientation, disability or national origin.

“Bias incident” means a person’s hostile expression of animus toward another person, relating to the other person’s perceived race, color, religion, gender identity, sexual orientation, disability or national origin, of which criminal investigation or prosecution is impossible or inappropriate. Bias incidents may include derogatory language or behavior directed at or about any of the preceding demographic groups.

“Symbol of hate” means ~~a symbol, image, or object that expresses animus on the basis of race, color, religion, gender identity, sexual orientation, disability or national origin including the nooses¹, symbols of neo-Nazi ideology swastika, or the battle flag of the confederate flag², and whose display:~~

- ~~1. Is reasonably likely to cause a substantial disruption of or material interference with school activities; or~~
- ~~2. Is reasonably likely to interfere with the rights of students by denying them full access to the services, activities, and opportunities offered by a school.~~

The district prohibits the use or display of any symbols of hate ~~such as the noose, swastika or confederate flag on district grounds school property or in any district or school-sponsored program, service, school or activity that is funded in whole or in part by monies appropriated by the Oregon Legislative Assembly, an education program except where used in teaching curriculum that is aligned to the Oregon State Standards with the state standards of education for public schools.~~

In responding to the use of any symbols of hate, the district will use non-disciplinary remedial action whenever appropriate.

The district prohibits retaliation against an individual because that ~~person individual has filed a charge, testified, assisted or participated in an investigation, proceeding or hearing; and further prohibits anyone from coereing, intimidating, threatening or interfering with an individual for exercising any rights guaranteed under state and federal law in good faith reported information that the individual believes is evidence of a violation of a state or federal law, rule or regulation.~~

Nothing in this policy is intended to interfere with the lawful use of district facilities pursuant to a lease or license.

The district will use administrative regulation ACB-AR - Bias Incident Complaint Procedure to process reports or complaints of bias incidents.

END OF POLICY

¹The display of a noose on public property with the intent to intimidate may be a Class A Misdemeanor under Senate Bill 398 (2021).

²While commonly referred to as the “confederate flag,” the official name of the prohibited flag is the Battle Flag of the Armies of Northern Virginia.

Legal Reference(s):

[ORS 174.100](#)

[ORS 339.347](#)

[ORS 659.850](#)

[ORS 659.852](#)

[OAR 581-002-0005](#)

[OAR 581-022-2312](#)

[OAR 581-022-2370](#)

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

Dariano v. Morgan Hill Unified Sch. Dist., 767 F.3d 764 (9th Cir. 2014).

State v. Robertson, 293 Or. 402 (1982)

Bias Incident Complaint Procedure

The term “bias incident” and “symbols of hate” are ~~is~~ defined in policy. Persons impacted by a bias incident ~~or display a symbol of hate~~ shall be defined broadly to include individuals ~~directly targeted by an act, at whom an incident was directed~~ as well as ~~the community of students as a whole who are students in the larger school community~~ likely to be impacted by the ~~act~~ incident.¹

Step 1: When a staff member learns of a potential bias incident ~~or symbol of hate~~, the staff member will prioritize the safety and well-being of all persons impacted and promptly report the incident to the building or program administrator.

Step 2: The administrator shall acknowledge receipt of the complaint, reduce the complaint to writing, and investigate any complaint of a bias incident. Responding staff will recognize the experience of all persons impacted, acknowledge the impact, commit to taking immediate action, and ~~commit to preventing~~ further harm against those persons impacted from taking place. ~~Educational components and~~ redirection procedures, if any, will ~~include~~:

- ~~Educational components that~~ address the history and impact of ~~bias and~~ hate;
- ~~Procedural components to ensure~~ Advance the safety; and healing, ~~and agency~~ of those impacted by ~~the bias and~~ hate;
- ~~Promote~~ accountability and transformation for people who cause harm; and
- ~~Promote~~ transformation of the conditions that perpetuated the harm.

The administrator must consider whether the behavior implicates other district policies or civil rights laws, and if so, respond accordingly.

The administrator will make a decision within 10 days of receiving the complaint.

All persons impacted will be provided with information relating to the investigation and the outcome of the investigation. ~~At a minimum, the information provided must~~ , including:

- ~~Notice~~ that an investigation has been initiated;
- ~~Notice~~ when the investigation has been completed;
- The findings of the investigation and the final determination based on those findings; ~~and~~
- Actions taken ~~with the person or persons who committed the harassing behavior~~ to remedy ~~the a person’s~~ behavior and prevent reoccurrence ~~when the actions relate directly to a person impacted by the event;~~ and
- ~~When applicable, the legal citation of any law prohibiting disclosure of any information described above, and an explanation of how that law applies to the current situation.~~

¹ The term “complainant” in this administrative regulation includes persons filing formal complaints and persons reporting bias incidents, regardless of whether the complainant is a victim. Similarly, the term “complaint” includes any report, information or complaint.

~~If any of the above information cannot be shared, a citation to the law prohibiting release and an explanation of how that law applies to the current situation will be provided.²~~

Step 3: If complainant or a respondent wishes to appeal the decision of the administrator, the complainant or respondent may submit a written appeal to the superintendent within five school days after receipt of the administrator's response to the complaint.

The superintendent shall acknowledge receipt of the appeal and may meet with all parties involved. The superintendent will review the merits of the complaint and the designee's decision. The superintendent will respond in writing to the complainant within 10 school days.

The superintendent will ensure that the requirements in Steps 1 and 2 (redirection procedures, notice, etc.) are continued to be met through Step 3, as appropriate.

Step 4: If the complainant or respondent is not satisfied with the decision of the superintendent, a written appeal may be filed with the Board within five school days of receipt of the superintendent's response to Step 3. The Board may decide to hear or deny the request for appeal at a Board meeting. The Board may use an executive session if the subject matter qualifies under Oregon law. If the Board decides to hear the appeal, 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 within 10 days of this meeting.

The Board will ensure that the requirements in Steps 1 and 2 (redirection procedures, notice, etc.) are continued to be met through Step 4, as appropriate.

Complaints can be filed with or communicated directly to the administrator, in which case Step 1 will be skipped. Complaints against the administrator can be directed to the superintendent or designee and will begin at Step 3. Complaints against the superintendent or a Board member(s) can be directed to the Board and will begin at Step 4. If complaints begin later than Step 1, the individuals reviewing the complaint will ensure that all requirements are met.

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 90 days of the initial filing of the complaint, may appeal³ the district's final decision to the Deputy Superintendent of Public Instruction under Oregon Administrative Rules (OAR) 581-002-0001 – 581-002-0023.

Complaints may also be filed directly with the U.S. Department of Education Office for Civil Rights.⁴

~~² Refer to policies GBL – Personnel Records, JOA – Directory Information and JOB – Personally Identifiable Information and district legal counsel for guidance in these situations. Possible laws include, but are not limited to, Title 34 C.F.R. § 99.31 and ORS 342.850.~~

³ An appeal must meet the criteria found in OAR 581-002-0005(1)(a).

⁴ Complaints must meet criteria as established by law. For more information, visit <http://www.ed.gov/about/offices/list/ocr/complaintintro.html>

District administration will develop and implement instructional materials to ensure that all school employees and staff are made aware of this procedure and related practices. The materials will include reporting procedures, educational processes, and possible consequences.

When necessary, timelines may be adjusted by the district by communicating to all parties in writing. This communication must include a new timeline and an explanation of why the timeline must be adjusted.

REQUIRED DELETION

Disclosure of Information

Authorized district school officials may disclose information about a former district employee's job performance to a prospective employer. District officials are immune from civil liability for such disclosures under the following conditions:

1. The disclosure of information regarding the former employee's job performance is upon request of the prospective employer or the former employee. This disclosure is presumed to be in good faith. Presumption of good faith is rebutted by showing the information disclosed was:
 - a. Knowingly false;
 - b. Deliberately misleading;
 - c. Rendered with malicious purpose; or
 - d. Violated civil right of the former employee protected under Oregon Revised Statute (ORS) 659 or ORS 659A.
2. Records created pursuant to ORS 339.388(8)(c) are confidential and are not public records as defined in ORS 192.311. 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);
3. The disclosure is the result of a request from law enforcement, the Oregon Department of Human Services, Teacher Standards and Practices Commission or the Oregon Department of Education in 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;
4. Not later than 20 days after receiving a request under ORS 339.374(1)(b), the district, if it has or has had an employment relationship with the applicant, shall disclose the information requested.

END OF POLICY

Legal Reference(s):

[ORS 30.178](#)
[ORS 338.115\(2\)](#)
[ORS 339.370 - 339.374](#)
[ORS 339.378](#)
[ORS 339.388](#)
[ORS Chapter 659](#)
[ORS Chapter 659A](#)

Central Linn School District 552-C

Code: **GBJ**
Adopted: 2/11/13
Revised:
First Reading: 10/10/22

Weapons in Schools - Staff

Employees, district contractors and/or their employees, ~~visitors, and district volunteers~~, shall not possess a dangerous or deadly weapon or firearm on district property or at school-sponsored events **as defined by ORS 161.015 (1) and (2)**. This prohibition includes those who may otherwise be permitted by law to carry such weapons.

For purposes of this policy, and as defined by state and federal law, weapon includes:

1. “Dangerous weapon” - any weapon, device, instrument, material or substance, which under the circumstances in which it is used, attempted to be used or threatened to be used is readily capable of causing death or serious physical injury;
2. “Deadly weapon” - any instrument, article or substance specifically designed for and presently capable of causing death or serious physical injury;
3. “Firearm” - any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive, frame or receiver of any such weapon, any firearm silencer or any other destructive device including any explosive, incendiary or poisonous gas.

Weapons under the control of law enforcement personnel are permitted.

The superintendent will ensure notice of this policy is provided.

Employees in violation of this policy will be subject to discipline up to and including dismissal. Individuals contracting with the district and volunteers will be subject to appropriate sanctions. A referral to law enforcement may be made.

END OF POLICY

Legal Reference(s):

[ORS 161.015](#)
[ORS 166.210 - 166.370](#)
[ORS 332.107](#)

Gun-Free School Zones Act of 1990, 18 U.S.C. §§ 921(a)(25)-(26), 922(q) (2006).
Doe v. Medford Sch. Dist. 549C, 232 Or. App. 38, 221 P3d 787 (2009).

Central Linn School District 552C

Expenditures Month End For the Period 09/01/2022 through 09/30/2022

Fiscal Year: 2022-2023

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 (+)	\$1,289,899.00	\$98,400.33	\$102,449.47	\$1,187,449.53	\$1,027,639.16	\$159,810.37	12.4%
High School Programs (+)	\$1,447,610.00	\$101,476.86	\$112,241.52	\$1,335,368.48	\$1,128,477.08	\$206,891.40	14.3%
Athletics (+)	\$205,274.00	\$9,626.48	\$10,464.86	\$194,809.14	\$88,853.94	\$105,955.20	51.6%
Early Literacy Program (+)	\$80,939.00	\$5,105.81	\$5,198.92	\$75,740.08	\$65,846.82	\$9,893.26	12.2%
TAG (+)	\$7,200.00	\$0.00	\$0.00	\$7,200.00	\$0.00	\$7,200.00	100.0%
Special Education (+)	\$685,324.00	\$41,582.93	\$46,718.79	\$638,605.21	\$559,075.28	\$79,529.93	11.6%
Alternative Education (+)	\$20,000.00	\$0.00	\$0.00	\$20,000.00	\$0.00	\$20,000.00	100.0%
English Second Language Program (+)	\$54,584.00	\$1,746.21	\$1,746.21	\$52,837.79	\$19,209.10	\$33,628.69	61.6%
Sub-total : Instruction	\$3,790,830.00	\$257,938.62	\$278,819.77	\$3,512,010.23	\$2,889,101.38	\$622,908.85	16.4%
Support Services							
Guidance Services (+)	\$23,458.00	\$1,102.53	\$1,102.53	\$22,355.47	\$13,401.69	\$8,953.78	38.2%
Health/ Homeless Liason Services (+)	\$52,100.00	\$13,084.98	\$20,518.97	\$31,581.03	\$91,534.77	(\$59,953.74)	-115.1%
Service Direction (+)	\$160,890.00	\$13,286.65	\$39,844.45	\$121,045.55	\$126,545.03	(\$5,499.48)	-3.4%
Library Services (+)	\$64,386.00	\$2,397.52	\$3,541.45	\$60,844.55	\$54,506.02	\$6,338.53	9.8%
Board of Education Services (+)	\$226,456.00	\$7,489.51	\$48,995.00	\$177,461.00	\$60,933.91	\$116,527.09	51.5%
Executive Administration Services (+)	\$334,160.00	\$28,966.48	\$92,362.73	\$241,797.27	\$244,012.94	(\$2,215.67)	-0.7%
Office of the Principal Services (+)	\$577,244.00	\$60,798.43	\$161,094.20	\$416,149.80	\$449,071.97	(\$32,922.17)	-5.7%
Fiscal Services (+)	\$243,908.00	\$20,434.97	\$61,558.80	\$182,349.20	\$174,756.14	\$7,593.06	3.1%
Operations and Maintenance (+)	\$868,742.00	\$47,271.29	\$293,379.11	\$575,362.89	\$499,638.77	\$75,724.12	8.7%
Student Transportation Services (+)	\$623,803.00	\$27,711.83	\$76,069.95	\$547,733.05	\$391,347.84	\$156,385.21	25.1%
Technology Services (+)	\$145,130.00	\$12,454.97	\$55,636.06	\$89,493.94	\$66,702.79	\$22,791.15	15.7%
Retiree Insurance (+)	\$15,500.00	\$1,660.75	\$4,715.31	\$10,784.69	\$2,669.40	\$8,115.29	52.4%
Sub-total : Support Services	\$3,335,777.00	\$236,659.91	\$858,818.56	\$2,476,958.44	\$2,175,121.27	\$301,837.17	9.0%
Long Term Debt Service							
Bus loans (+)	\$10,032.00	\$0.00	\$0.00	\$10,032.00	\$0.00	\$10,032.00	100.0%
Cool Schools Loan (+)	\$59,215.00	\$4,931.65	\$14,794.95	\$44,420.05	\$0.00	\$44,420.05	75.0%

Operating Statement with Encumbrance

Central Linn School District 552C

Expenditures Month End For the Period 09/01/2022 through 09/30/2022

Fiscal Year: 2022-2023

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>	
Roof Life Extension (+)	\$86,220.00	\$0.00	\$0.00	\$86,220.00	\$0.00	\$86,220.00	100.0%
Sub-total : Long Term Debt Service	\$155,467.00	\$4,931.65	\$14,794.95	\$140,672.05	\$0.00	\$140,672.05	90.5%
Interfund Transfers							
Interfund Transfers (+)	\$653,032.00	\$0.00	\$0.00	\$653,032.00	\$0.00	\$653,032.00	100.0%
Sub-total : Interfund Transfers	\$653,032.00	\$0.00	\$0.00	\$653,032.00	\$0.00	\$653,032.00	100.0%
Contingency							
Planned Reserves (+)	\$176,526.00	\$0.00	\$0.00	\$176,526.00	\$0.00	\$176,526.00	100.0%
Sub-total : Contingency	\$176,526.00	\$0.00	\$0.00	\$176,526.00	\$0.00	\$176,526.00	100.0%
Unappropriated Ending Fund Balance							
Unappropriated Ending Fund Balance (+)	\$500,000.00	\$0.00	\$0.00	\$500,000.00	\$0.00	\$500,000.00	100.0%
Sub-total : Unappropriated Ending Fund Balance	\$500,000.00	\$0.00	\$0.00	\$500,000.00	\$0.00	\$500,000.00	100.0%
Total : EXPENSES	\$8,611,632.00	\$499,530.18	\$1,152,433.28	\$7,459,198.72	\$5,064,222.65	\$2,394,976.07	27.8%
NET ADDITION/(DEFICIT)	\$8,611,632.00	\$499,530.18	\$1,152,433.28	\$7,459,198.72	\$5,064,222.65	\$2,394,976.07	27.8%

End of Report

Central Linn School District 552C

Revenue Month End For the Period 09/01/2022 through 09/30/2022

Fiscal Year: 2022-2023

	<u>09/01/2022 - 09/30/2022</u>	<u>Year To Date</u>	<u>Budget</u>	<u>Budget Balance</u>	
INCOME					
Local Revenue					
Current Year's Taxes (+)	\$4,549.90	\$65,281.88	\$3,443,744.00	\$3,378,462.12	1.9%
Prior Year's Taxes (+)	\$4,920.30	\$11,083.78	\$70,280.00	\$59,196.22	15.8%
Tuition From Other Districts (+)	\$0.00	\$0.00	\$5,000.00	\$5,000.00	0.0%
Interest Earnings (+)	\$1,223.68	\$4,136.53	\$25,000.00	\$20,863.47	16.5%
Admissions (+)	\$0.00	\$151.30	\$0.00	(\$151.30)	0.0%
Pay to Play (+)	\$2,920.00	\$5,445.00	\$38,000.00	\$32,555.00	14.3%
Contributions & Donations (+)	\$0.00	\$0.00	\$2,000.00	\$2,000.00	0.0%
Misc Revenue (+)	\$0.00	\$6,744.57	\$85,000.00	\$78,255.43	7.9%
Sub-total : Local Revenue	<u>\$13,613.88</u>	<u>\$92,843.06</u>	<u>\$3,669,024.00</u>	<u>\$3,576,180.94</u>	2.5%
Intermediate Revenue					
Severe Disability through ESD (+)	\$0.00	\$0.00	\$18,000.00	\$18,000.00	0.0%
Sub-total : Intermediate Revenue	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$18,000.00</u>	<u>\$18,000.00</u>	0.0%
State Revenue					
School Support Fund (+)	\$319,993.00	\$1,280,357.00	\$3,737,207.00	\$2,456,850.00	34.3%
Common School Fund (+)	\$0.00	\$34,517.10	\$62,880.00	\$28,362.90	54.9%
State Forest Revenue (+)	\$0.00	\$0.00	\$25,000.00	\$25,000.00	0.0%
Small High School Grant (+)	\$0.00	\$0.00	\$45,000.00	\$45,000.00	0.0%
Restricted Grants in Aid (+)	\$0.00	\$0.00	\$54,521.00	\$54,521.00	0.0%
Sub-total : State Revenue	<u>\$319,993.00</u>	<u>\$1,314,874.10</u>	<u>\$3,924,608.00</u>	<u>\$2,609,733.90</u>	33.5%
Beginning Fund Balance					
Beginning Fund Balance (+)	\$0.00	\$0.00	\$1,000,000.00	\$1,000,000.00	0.0%
Sub-total : Beginning Fund Balance	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$1,000,000.00</u>	<u>\$1,000,000.00</u>	0.0%
Total : INCOME	<u>\$333,606.88</u>	<u>\$1,407,717.16</u>	<u>\$8,611,632.00</u>	<u>\$7,203,914.84</u>	16.3%
NET ADDITION/(DEFICIT)	<u>\$333,606.88</u>	<u>\$1,407,717.16</u>	<u>\$8,611,632.00</u>	<u>\$7,203,914.84</u>	16.3%

End of Report

**CENTRAL LINN SCHOOL DISTRICT
ENROLLMENT**

As of October 3, 2022

<i>October 2021</i>	<i>September 2022</i>	<i>October 2022</i>
K 37	K 29	K 30
1 33	1 36	1 38
2 34	2 37	2 38
3 32	3 32	3 32
4 46	4 34	4 33
5 34	5 41	5 43
6 31	6 42	6 41
<i>Total 247</i>	<i>Total 251</i>	<i>Total 255</i>
7 46	7 30	7 29
8 51	8 44	8 43
9 44	9 48	9 50
10 52	10 49	10 53
11 57	11 50	11 52
12 55	12 57	12 56
<i>Total 305</i>	<i>Total 278</i>	<i>Total 283</i>
District Total 552	District Total 529	District Total 538

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
 September 2022 = 529

