

INDIVIDUALIZED EDUCATION FOR ALL LEARNERS  
**November 14, 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 Strategic Planning Committee Update Terri Williamson/Kyle Kivett
  - 2.5 Building Report Kyle Kivett
  - 2.6 Student Data Report Rachel McKee
  - 2.7 ELA Curriculum Process Rachel McKee
  - 2.8 Policy Committee Development Candace Pelt
- 3.0 ACTION / BUSINESS
- 3.1 Approve Minutes of the October Regular Board Meeting David Karo
  - 3.2 Request to Approve Performing Arts Dept New York Trip Performing Arts Dept
  - 3.3 Staff Acknowledgements Candace Pelt
  - 3.4 OSBA Elections David Karo
  - 3.5 Adopt OSBA Resolution Candace Pelt
  - 3.6 Adopt Classified Union Memorandum of Understanding Candace Pelt
  - 3.7 Approve Vehicle Surplus Celeste Van Cleave
  - 3.8 Adopt Board Policies: IKFB, Graduation Exercises; ACB, All Students Matter; GBJ, Weapons in School-Staff Candace Pelt
  - 3.9 Acknowledge First Reading, Board Policy: GBEA, Workplace Harassment; GCDA/GDDA-AR, Criminal Records Checks/Fingerprinting; IGBAF, Special Education-IEP; IGBAF-AR, Special Education, IEP; IGBB, Talented and Gifted Program and/or Services; IGDJ, Interscholastic Activities; JGAB, Use of Restraint and Seclusion
- 4.0 REPORTS David Karo
- 4.1 Financial Report Celeste Van Cleave
  - 4.2 Superintendent Candace Pelt

5.0 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).

5.1 Board Chair Responses

David Karo

6.0 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.

7.0 RECONVENE TO REGULAR 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**

3.2 **Request to Approve Performing Arts Department New York Trip** - Mrs. Kivett and the performing arts department would like your approval to take an educational experience trip to New York City in March of 2023. The total cost of the trip is budgeted at \$1200 per student/adult; with 53 students/11 adults with fundraising underway. Students will attend several shows, go to at least one museum, visit the 9/11 museum, tour the Lincoln Center and Apollo Theatre. They will participate in workshops, clinics and learning sessions as well as tour one or more NYC colleges. They will also participate in the fun of some iconic NYC tourist destinations like the Empire State Building, the Staten Island Ferry ride, a double decker bus tour, shopping in China Town and walking the Highline. We will miss two days of school, departing the 22nd of March and returning the 27th March.

3.3 **Staff Acknowledgements** - Acknowledge the hire of Gus Isom and Nicole Van Leeuwen, Jr/Sr High Educational Assistants; Seth Ferrell, Bus Monitor and Mike Day Jr, Assistant Wrestling Coach.

3.4 **OSBA Elections** - Enclosed is candidate information to fill the LBL zone vacancy for the OSBA Board of Directors: Jason Curtis, Central Linn School District and Miriam Cummins, LBL/ESD.

3.5 **Adopt OSBA Resolution** - Enclosed is the OSBA Resolution to adopt the OSBA Legislative Priorities and Principles as recommended by the Legislative Policy Committee.

3.6 **Adopt Classified Union Memorandum of Understanding** - Enclosed is the Classified Union MOU that passed union vote in October that would amend current union contract. If the board approves the change, adjustments would be in effect the next pay period.

3.7 **Approve Vehicle Surplus** - Enclosed is a list of surplus vehicles for board approval.

3.8 **Adopt Board Policies:**  
*Optional:* IKFB, Graduation Exercises  
*Required:* ACB, All Students Matter  
*Optional:* GBJ, Weapons in School-Staff

3.9 **Acknowledge Board Policy, First Reading:** All policies listed are required updates.

## **UPCOMING EVENTS**

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

**Next Board Meeting** - December 12, 2022 @ 6:30p.m. @ CLES Library and Zoom.

## **Jr/Sr High Building Report**

1. Emphasis on Improving Behavior
2. Homecoming
3. Fall Sports
  1. Playoff results
  2. Academic All-State
4. Parent/Teacher Conferences
5. Unity Video
6. Halloween Activities
7. Fish Martinez Assembly & Cultural Class
8. Graduation Requirements (change requests)

**1.0 FLAG SALUTE/ROLL CALL**

On October 10, 2022 Vice Chair Isom called the meeting to order at approximately 6:30 p.m. in the Central Linn Elementary Library and via 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, Joel Sauter, Michelle Isom, Tia Parrish, Sue Harte, Della Klinkebiel, Kathy Smith, FFA Chapter Representatives

**2.0 GOOD OF THE ORDER/COMMUNICATIONS**

**2.1 Agenda Adjustments:** None

**2.2 ASB Report:** None

**2.3 Community Partnerships:** City of Halsey Councilor, Michelle Isom, informed the board that the city is starting a 'Mayor for the Day' essay contest for elementary, middle and high school age students. The winner of each age group will receive a prize and top winners will have an opportunity to compete at the state level and possibly the national level. The City of Halsey is seeking volunteers of all ages and groups to join the Parks Committee; apply at city hall if interested. A monthly event called 'Third Thursday' will be held at the Halsey Community Center at 7:00 p.m. On Third Thursday, attendees will have an opportunity to 'meet the counselor' and participate in themed activities. October's themed activity is Halloween with next month's activity being Thanksgiving. Offered on the third Saturday of every month, from 9:00-11:00 a.m. at the Halsey Community Center, the Rural Economics Alliance Group will meet with Linn County entrepreneurs to offer partnership, legal and website advice.

**2.4 Building Report:** Joel Sauter, Elementary Principal, reported on beginning of school year activities; k-6 enrollment is at 257 with an additional 57 enrolled in the Early Literacy Program. Enrollment numbers are not where we want them to be, which is leading to a kinder/first, second/third and a third/fourth grade split. Approximately 60% of families attend the September Open House where they were able to meet with classroom teachers prior to start of school. ODOT construction has created some parking lot changes and with the help of community partners the addition of a new parking lot is appreciated. During the process of parking lot installation, older playground equipment was removed and a tree removed. To be installed later this year on the playground is a GAGA Ball Pit, purchased by the PTC. Principal Sauter provided updates on staff changes: To boost low ELA scores, Ms. Stephanie Roth was moved into a full time Title I Reading Teacher and a new ELA Curriculum is planned to be adopted the second half of the school year; Mr. Stuart Koehnen was moved into a Positive Behavior Intervention Support (PBIS) position and is helping assist with student recognition.

**Upcoming events:** October 19th, Student Recognition Assembly; October 20th, Jog-A-Thon; October 27th and 28th, Parent Teacher Conferences. October 27th is a half day of school, conferences will be held from 2:00-8:00 p.m. and held in the gym. December 8th is the

elementary's first Family Engagement Night featuring a Science, Technology, Engineering, Arts, Math (STEAM) Night.

**2.5 Student Investment Account Report:** Dr. Pelt reported on the Student Investment Account (SIA) and its components. SIA is a state revenue source that utilizes Corporate Activities Tax (CAT) tax to supplement school budgets; Central Linn receives approximately \$580,000 annually. The plan, outlined in the SIA Application presented to the Board, was based on funding three targeted areas; mental and behavioral health supports and safety, increase instructional support opportunities for all learners and increase instructional and academic opportunities for all learners. Strategies that were applied for within the plan include: Establishing and implementing a mental health plan, hiring a district wellness/health coordinator, creating and developing a secondary supports program, increasing social/emotional health supports, Friday School for intervention and enrichment opportunities, summer school learning opportunities, hiring bilingual staff, increase literacy and high-yield instructional techniques, provide AVID for grades 7-12 and provide professional development to staff. The last page of the SIA indicates that it requires an annual report to the board and that funding is based on Average Daily Membership (ADM).

### **3.0 ACTION/BUSINESS**

**3.1 Approve Minutes of the September Board Meeting:** Vice Chair Isom made a motion to approve the September Regular Board Meeting minutes. Director Glenn second the motion. Motion passed 7-0.

**3.2 Approve September 10th Board Training and September 26th Work Session Minutes:** Vice Chair Isom made a motion to approve the September 10th Board Training and September 26th Work Session Minutes. Director Leigh second the motion. Motion passed 7-0.

**3.3 Request to Approve Attending the FFA National Convention:** FFA Chapter representatives reported that eleven students, along with three chaperones and Ms. Smith, plan to attend the National FFA Convention that will be held in Indianapolis, Indiana from October 22nd thru October 29th, 2022. They presented the board with an itinerary that was paid for through fundraising. Representatives were asked to report back to the board after their trip. Chair Karo made a motion to approve the FFA request to attend the National FFA Convention. Vice Chair Isom second the motion. Motion passed 7-0.

**3.4 Acknowledge Staff Changes:** The Board acknowledged the hire of Jill Schack, part-time Jr/Sr High Educational Assistant and the resignation of Shawn Hampton, Jr/Sr High Teacher.

**3.5 Approve Licensed Hire:** Chair Karo made a motion to approve the hire of Nanette Holmes, Jr/Sr High Teacher, on a temporary contract. Director Leigh second the motion. Motion Passed 7-0.

**3.6 Acknowledge Annual Division 22 Assurances Report:** The Board acknowledged the Annual Division 22 Assurances, as submitted.

**3.7 Acknowledge as First Reading, Board Policies:** The Board acknowledged, as first readings: IKFB, Graduation Exercises; IKFB-AR, Participation in Graduation Commencement Exercises; ACB, All Students Matter; ACB-AR, Bias Incident Complaint Procedures; GBJ, Weapons in School-Staff.

**Discussion:** The presented policy ARs are not for adoption but feedback is welcomed. Each policy adoption is either required, highly recommended or optional as noted in OSBA policy updates. When policy update adoption is recommended, the board can make adjustments but when policy update is required then the policy is tied to law. Future board agendas will reflect the type of policy update that OSBA indicates. Suggested, was the development of a policy committee or a work session to review policy updates. Dr. Pelt stated that at the November board meeting we will add the parameters of developing a policy committee, a sub committee of the board, to the agenda. A policy committee will not include quorum and staff member input can be included.

**3.8 Delete Board Policy GBLA, Disclosure of Information:** Director Leigh made a motion to delete Policy GBLA, Disclosure of Information. Vice Chair Isom second the motion. Motion passed 7-0.

#### **4.0 REPORTS**

**4.1 Financial Report:** Celeste Van Cleave reported that the financial reports reflect all staff updates; salaries and benefits are encumbered for the year. Ms. Van Cleave stated she will be submitting audit documentation this Friday. Currently the district is in a cash lean time of year. In November, we will receive property tax revenue.

**4.2 Superintendent Report:** Dr. Pelt reported that from July 1st to today, the district has paid for \$93,000 in planned facility repairs and \$47,000 in unplanned facility repairs. The unplanned expenditures include; the CLHS walk-in freezer replacement along with it's wiring up to code, CLES kitchen air conditioning unit installation, stadium lighting replacement, plumbing expenses due to a sunken junior high sewage line along with a clogged sewage line in the science wing; and miscellaneous painting projects. Dr. Pelt reminded the board that the district has \$500,000 in maintenance reserve fund along with \$170,000 in contingencies to cover unplanned expenses. The Strategic Plan work has included thirteen focus groups to date and online surveys, allowing lots of opportunities for participation. The Steering Committee, consisting of staff, students, parents and community members, will be led by Amy Fowler of Studer and will meet three times to review focus group data trends and create a draft Strategic Plan that will be reviewed in January. Dr. Pelt reported on miscellaneous items: Homecoming is this week with activities throughout the week; the Central Linn Elementary added an additional parking lot through the donations of money and labor from our community members; the Senior Class is able to purchase a parking space to paint as a senior class fundraiser; Dr. Pelt attended the Brownsville Chamber GALA night and connected with Joshua Bloomfield, Calapooia Food Alliance, who wants to support Central Linn by providing guidance to our gardeners in order to help provide food to families, in partnership with Sharing Hands.

#### **5.0 AUDIENCE COMMENTS**

None Given

**5.1 Board Chair Responses:** None

#### **6.0 RECESS TO EXECUTIVE SESSION**

Under the Authority of ORS 192.660 (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, Chair Karo recessed the regular session to executive session at approximately 7:33 p.m.

#### **7.0 RECONVENE TO REGULAR SESSION**

**Chair Karo reconvened to regular session at approximately 8:11 p.m.**

**8.0 ADJOURN**

**With no further business before the Board, Chair Karo adjourned the meeting at approximately 8:12 p.m.**

\_\_\_\_\_  
**Dena Crowell, Board Secretary**

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**David Karo, Board Chairman**

\_\_\_\_\_  
**Date Approved**





Dena Crowell <dena.crowell@centrallinn.k12.or.us>

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## OSBA Elections - Official ballot available

2 messages

OSBA Information <info@osba.org>

Fri, Oct 14, 2022 at 4:48 PM

To: Dena Crowell <Dena.Crowell@centrallinn.k12.or.us>

Dear Dena Crowell ,

OSBA elections will be held **November 15 - December 15, 2022**. Your board will be voting on OSBA Board of Director representatives, and one resolution.

*Please make sure your board votes!* Ask your board chair to place the election on your next meeting agenda.

We have revitalized our traditional Fall Regional Meetings to continue conversations and engage with OSBA members from across the state. Plan to attend your local [OSBA Legislative Roadshow](#), where you can ask questions and share how OSBA can better serve you, find out about OSBA's legislative priorities and principles, and OSBA's legislative agenda.

In addition, if you have not registered for [OSBA's 2022 Annual Convention](#), I encourage you to attend and take part in this year's program.

### Official ballot and materials:

- [Preview the Official Ballot](#)
- [View the 2022 Board Candidates](#)
- [Download the Resolution](#) you are being asked to support

### Other resources:

- OSBA's [Election Center](#) containing all election information
- [2022 Election Calendar](#) (PDF)

Sonja McKenzie  
OSBA President-elect  
[osbaElections@osba.org](mailto:osbaElections@osba.org)

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Dena Crowell <dena.crowell@centrallinn.k12.or.us>

Mon, Oct 17, 2022 at 7:55 AM

To: OSBA Information <info@osba.org>

Good Morning Sonja,

Thank you so much for this email. I will be sure to include it on our November Board Agenda.

[Quoted text hidden]

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Thank you!

**Dena Crowell**

Executive Assistant  
Superintendent/Board/HR

Central Linn School District

# CANDIDATE PERSONAL/PROFESSIONAL RESUME

## OSBA Board of Directors

Name: Jason E. Curtis Date: 9/27/22

Address: 809 Washburn St.

City / ZIP: Brownsville, OR 97327

Business phone: (541) 619-5340

Residence phone: (541) 466-3259

Cell phone: (541) 619-5340

E-mail: jason.curtis@centrallinn.k12.or.us

District/ESD/CC: Central Linn School District

Term expires: June 2023 Years on board: 2 MONTHS

**Deadline: Sept. 30, 2022, 5 pm**

Please send your picture (head shot). A high-resolution digital photo is preferred but a print is acceptable.  
E-mail to: [OSBAelections@osba.org](mailto:OSBAelections@osba.org)  
or mail to: Oregon School Boards Association, 1201 Court St NE, #400, Salem, OR 97301

**Work or service performed for OSBA or local district (include committee name and if you were chair):**

N/A

**Other education board positions held/dates:**

N/A

**Occupation (Include at least the past five years):**

Employers:

Sandridge Charter School Full Time Teacher

Curtis Excavation, LLC Owner

Dates:

2001-2003

2003-Present

**Schools attended (Include official name of school, where and when):**

High school: Lebanon Union High School, Lebanon OR, 1993-1997

College: Oregon State University, Corvallis OR, 1997-2001

Degrees earned: BS in Elementary Education

**Education honors and/or awards:**

National Honor Society Member

**Other applicable training or education:**

N/A

**Activities, other state and local community services:**

Brownsville Rural Fire Dept. Volunteer (Current), Brownsville Recreation Center Volunteer Coach (Current), AYSO Soccer Volunteer Coach/Ref. (Past)

**Hobbies/special interests:**

Attending my children's sporting events, Motocross Racing, Reading Non-Fiction (My daughters say that isn't reading, but I greatly enjoy learning new things), Community Events

**Business/professional/civic group memberships; offices held and dates:**

Sharing Hands; Board Member 2014-2018

Brownsville Fire Association; Secretary, VP, President 2013-Present

Brownsville Chamber of Commerce; Member 2015-Present

**Additional comments:**

Thank you for your consideration

**Deadline: September 30, 2022, 5 pm**

*Materials submitted by the candidate on this form may be subject to a public information request under ORS Chapter 192.*

## CANDIDATE QUESTIONNAIRE OSBA Board of Directors

Name: Jason E. Curtis Region: Linn/Benton/Lincoln

District/ESD/CC: Central Linn School District Position #: 10

I certify that if elected I will faithfully serve as a member of the OSBA Board of Directors. My nomination form has been submitted to OSBA (or is attached to this document) as evidence.

Jason E. Curtis  
Name

9/27/22  
Date

*Be brief; please limit your responses to 50 words per question.*

1. Describe in your own words the mission and goals of OSBA.

The OSBA exists primarily to increase student success by supporting local Oregon school boards. That support comes through advocating for proper school funding, leadership training for local school boards, and working to pull down barriers in all aspects of education including the recruitment of new local board members.

2. What do you want to accomplish by serving on the OSBA board of directors?

As a newly appointed local school board member my situation presents an opportunity to benefit school boards statewide through OSBA board training. The questions that I bring forward in my role as a local school board member likely mirror a similar process for new board members statewide.

3. What leadership skills do you believe you bring to the board of directors? Give an example of a situation in which you demonstrated these skills.

My leadership style is to include all members in the process. I enjoy seeing individual strengths and weaknesses coming together positively. This skill was a large part of helping me recruit volunteer firefighters to a numbers declining dept. The department is now flourishing as a result of everyone's efforts.

4. What do you see as the two most challenging issues faced by OSBA?

I see effectively serving such a diverse range of school boards along with navigating the sometimes rapidly changing federal laws as the two most challenging issues. I am certain there are other areas that I will become aware of as I move forward in my local school board.

5. What do you see as the two most challenging issues faced by your region?

I see funding and communication as the two most challenging issues. Gaining local community trust in leadership through effective communication and being able to foster an optimal educational environment where the funding often falls short is a tough combination.

6. What is your plan for communicating with boards in your region?

I would like to mirror a monthly email newsletter that I receive from one of our state representatives. A simple, straightforward newsletter that highlights the month's work, upcoming events, educational opportunities, grant programs, etc. with website links for further information. Also being directly available is integral to that process.

**Deadline: September 30, 2022, 5 pm**

*Materials submitted by the candidate on this form may be subject to a public information request under ORS Chapter 192.*

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# CANDIDATE PERSONAL/PROFESSIONAL RESUME

## OSBA Board of Directors

Name: Miriam Guadalupe Cummins Date: 09/06/2022

Address: \_\_\_\_\_

City / ZIP: \_\_\_\_\_

Business phone: \_ \_\_\_\_\_

Residence phone: \_\_\_\_\_

Cell phone: \_ \_\_\_\_\_

E-mail: miriam.cummins@blesd.k12.or.us

District/ESD/CC: Linn Benton Lincoln ESD

Term expires: June 30, 2023 Years on board: 3 years

**Deadline: Sept. 30, 2022, 5 pm**

Please send your picture (head shot). A high-resolution digital photo is preferred but a print is acceptable.  
E-mail to: OSBAelections@osba.org  
or mail to: Oregon School Boards Association, 1201 Court St NE, #400, Salem, OR 97301

### Work or service performed for OSBA or local district (include committee name and if you were chair):

- Currently serving as Chair of Linn Benton Lincoln ESD.
- I was appointed to the OSBA board in 2021, up until when my term expired in Dec 31st, 2021 and re-appointed June 2022 as I currently serve as OSBA Board of Directors Position 10.
- I have also participated in the OSBA Leadership Institute and have completed the Bronze Certificate Award.
- OSBA Equity, Diversity and Inclusion Committee
- Policy Rewrite Advisory Committee for Greater Albany Public School
- Equity & Racial Justice Task Form - OAESD
- Appointed/Nominated for WREN (Western Regional Educator Network) Coordinating Body Member as School Board representative
- OSBA - Oregon School Board Members of Color Caucus

### Other education board positions held/dates:

### Occupation (Include at least the past five years):

#### Employers:

Oregon Voice - Executive Director  
MGC Consulting Services - Consultant/Owner  
Casa Latinos Unidos - Executive Director  
Salem Keizer Coalition for Equality - Resource Development  
Linn Benton Lincoln ESD - Spanish Interpreter/Translator  
Oregon State University - Office of Financial Aid and Scholarships

#### Dates:

08/2022 to Present  
10/2021 to Present  
01/2021 to 10/2021  
06/2018 to 04/2020  
02/2013 to 06/2018  
02/2011 to 02/2013

### Schools attended (Include official name of school, where and when):

High school: Marshfield High School, Coos Bay Oregon, Class of 2005

College: Oregon State University, Corvallis OR, Class of 2011

Degrees earned: Bachelors of Arts in Spanish and French

### Education honors and/or awards:

Ford Family Foundation - Ford Scholar Class of 2005  
Si Se Puede Award from OSU - June 2011  
Bronze Award from OSBA - Leadership Institute

**Other applicable training or education:**

Diversity, Equity and Inclusion in the Workplace Certificate from University of South Florida  
French Language Certificate from Université Catholique L'Ouest, France  
Spanish Language from Universidad de Oviedo, Spain  
TESOL Certificate from International Council for Online Educational Standards

**Activities, other state and local community services:**

Human Relations Committee - Commissioner for Ward 3 - Vice Chair - City of Albany  
Greater Albany Public School Policy Rewrite Committee  
Corvallis Chamber of Commerce - Board Member  
Former candidate for State Representative for House District 15  
Family Tree Relief Nursery, Board of Directors  
Padres en Acción|Parents in Action, Board of Directors - Treasurer  
Imagine Corvallis Action Network - Board of Directors  
CSC Community Action Advisory Council - Board of Directors representing Linn County  
American Leadership Forum of Oregon (ALF-Oregon) - Class 40

**Hobbies/special interests:**

Mom of two beautiful children, an advocate, JEDI and community leader. I enjoy spending time with my kids, going to the beach, playing video games, crafting, and painting. I also love all things Star Wars, Marvel, Legos, Pokemon, Harry Potter, and Lord of the Rings. In my spare time, I am catching up on some reading, watching the latest Netflix shows, or playing Pokemon Go.

**Business/professional/civic group memberships; offices held and dates:**

Human Relations Committee in City of Albany - Commissioner for Ward 3 - Vice Chair - March 2021 to present  
Corvallis Chamber of Commerce - Board of Directors and member of the Equity, Diversity and Inclusion Advisory Committee 08/21 to present  
Imagine Corvallis Action Network - Board of Directors 6/2021 to present

**Additional comments:**

I would be delighted to be part of the OSBA School Board. I believe that my experience, professional skills, advocacy and motivation and leadership are very important to ensure that the work that we do as School Board members is reflected and represented in the duties that we do and hold as elected/appointed officials to do what is best for our students.

Thank you so much for your consideration.

**Deadline: September 30, 2022, 5 pm**

*Materials submitted by the candidate on this form may be subject to a public information request under ORS Chapter 192.*

# CANDIDATE QUESTIONNAIRE

## OSBA Board of Directors

Name: Miriam G. Cummins

Region: Linn/Benton/Lincoln

District/ESD/CC: Linn Benton Lincoln ESD

Position #: 10

I certify that if elected I will faithfully serve as a member of the OSBA Board of Directors. My nomination form has been submitted to OSBA (or is attached to this document) as evidence.

Miriam G. Cummins

9/15/2022

Name

Date

***Be brief; please limit your responses to 50 words per question.***

1. Describe in your own words the mission and goals of OSBA.

To dedicate and ensure that all students receive the education they need and deserve to succeed, thrive, and create opportunities for growth. It is our duty to be the voice and advocate for our students and be the role model of what leadership looks like.

2. What do you want to accomplish by serving on the OSBA board of directors?

Being on the OSBA board of directors, I have seen the need to ensure that all our districts get the resources they need to serve their students better. We need to have the narrative and conversations that each component district is different, and the needs will differ from that; hence, why we need to cater to the needs of each district. Acknowledging and understanding that we do have a vast range of needs, especially as it pertains to smaller rural districts, OSBA is there to help the small districts get the resources that they need. Letting our districts know of the services that OSBA provides, from legal counsel and policy changes/implementations, to school board development/trainings, are services that, as members of OSBA, are tools available to them.

3. What leadership skills do you believe you bring to the board of directors? Give an example of a situation in which you demonstrated these skills.

Some of the leadership skills that I bring to the board, especially as a single parent with a special needs child, are my passion for advocacy, paving the way for others to have their voice/truth be told, empathy, team building, and being able to articulate important issues in a manner that is understood. In February of 2020, I attended the NSBA Advocacy and Equity conference in Washington, DC, where we had the opportunity to meet with the US Senators and US congressmen/women to bring up the importance of supporting and funding special education and increasing federal funding for all children. We also talked about how rural and communities of color need support and what that would look like. I have also participated in the Leadership Institute with OSBA, as I have gained the Bronze Level by participating in trainings on how to be a better school board member. At this 2022 OSBA summer conference, I also earned and gained skills in how to communicate effectively with our communities and how to engage with them, especially when it comes to our students education.

4. What do you see as the two most challenging issues faced by OSBA?

Two of the most challenging issues faced by OSBA are 1) how can we provide support to our smaller component districts and 2) statewide funding, especially as we have seen and personally experienced the challenges that this pandemic has brought forth. We are struggling with finding teachers, support staff, and administrators, that we have to look at creative ways to ensure our students get the education they deserve. These last two years, we have seen that it has taken a toll on our students - their education, mental health, and what we expect of them while the pandemic. We are in survival mode, and it is our job and duty as school board members to advocate for our students so that we can start planning and having a trajectory and strategic planning for our students future. We need to plan to look forward and get out of the survival mode we are on.



5. What do you see as the two most challenging issues faced by your region?

Similar to the challenging issues faced by OSBA and statewide is the distrust in our public education system. As more and more parents voice their concerns, they start to question our public education system, in which many parents have decided to take their children out of the public education system. What this pandemic has done is brought forth many parent concerns about what level of education our students are receiving to how the students are getting their needs met at school. With the most recent release of our statewide test results, we have seen a decline in achievement, which is not surprising because of the pandemic. Still, it also has highlighted the importance of ensuring that our students get that hands-on, one-on-one education because if there is anything we have learned about this pandemic, it is that our students need in-person instruction, and for most of our students, online/virtual learning did not work for them. That is why it is so crucial that we advocate for our students in having in-person instruction and start creating protocols in how (if and when another pandemic hits) that we are prepared to follow those procedures.

6. What is your plan for communicating with boards in your region?

I plan to meet with individual (1:1) school board districts and then meet collectively with the region (Position 10) to get to know one another and hear about the issues each district is experiencing. Especially as we enter our long legislative session, we will need to work together to address the challenges our component districts are experiencing. It is so important to have a relationship with our component districts, have those conversations, and work together to better help our students. Also, keeping our component districts up-to-date on the legislative processes that are happening and how and what the Legislative Policy Committee is doing to ensure that their concerns are being heard and represented.

**Deadline: September 30, 2022, 5 pm**

*Materials submitted by the candidate on this form may be subject to a public information request under ORS Chapter 192.*



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## Resolution to adopt the OSBA Legislative Priorities and Principles as recommended by the Legislative Policy Committee

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**WHEREAS**, the OSBA Legislative Policy Committee is charged under the OSBA Bylaws with developing the association's recommended Legislative Priorities and Principles, and

**WHEREAS**, the OSBA Legislative Policy Committee has crafted the Proposed OSBA Legislative Priorities and Principles as a foundational document in guiding the legislative and advocacy work of OSBA members and staff, and

**WHEREAS**, the OSBA Legislative Policy Committee has determined these Proposed OSBA Legislative Priorities and Principles to be in alignment with the OSBA Board of Directors equity goals, and

**WHEREAS**, the OSBA Legislative Policy Committee met in January and April to review the Proposed OSBA Legislative Priorities and Principles, and

**WHEREAS**, the OSBA Legislative Policy Committee approved the Proposed OSBA Legislative Priorities and Principles at its April meeting and urged the OSBA Board of Directors to approve the Proposed OSBA Legislative Priorities and Principles and place them before the membership for approval.

**THEREFORE, BE IT RESOLVED** by the OSBA Board of Directors that the Proposed OSBA Legislative Priorities and Principles be placed before the membership for consideration during the 2022 OSBA election season, and

**BE IT FURTHER RESOLVED** that the Proposed OSBA Legislative Priorities and Principles and a copy of this resolution be forwarded to all member boards of the Association in accordance with the OSBA Board of Directors adopted elections calendar.

# Legislative Priorities and Principles

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## Preamble

OSBA's mission is to improve student success and education equity through advocacy, leadership, and service to Oregon public school boards. Education equity ensures:

- All students are accepted as their authentic selves, are heard and valued, feel they belong, and achieve high academic and personal standards that empower them to thrive.
- Student success will not be predicted nor predetermined by race, ethnicity, family economics, location, gender, gender identity, sexual orientation, disability status, religion, culture, or any other identity.

Public school boards have unique insights on how to address education equity and systems change in their districts. OSBA is committed to supporting boards in their just and fair distribution of resources based upon each student's needs.

Equity is the driving force behind the Student Success Act, and OSBA is dedicated to advancing legislation designed to raise academic achievement for all students and reduce academic disparities for historically underserved students.

In support of OSBA's Call for Equity, and on behalf of Oregon students, we are committed to promoting equity, combatting injustices, and disrupting bias and systemic racism in education policies through our advocacy at the state level.

OSBA believes a strong and equitable public education system is the best investment Oregonians can make to assure student success, strengthen our economy, create thriving communities, and improve the quality of life for every Oregonian.

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Approved by the Legislative Policy Committee: April 23, 2022

Approved by the OSBA Board: September 23, 2022

Approved by the OSBA Membership:



# Priorities

## **Promote Adequate, Predictable, and Stable Funding**

The State School Fund rises and falls every two years because Oregon's revenue-raising and funding systems have substantial variance. Stable and adequate funding is crucial to providing a quality education to all students across the education continuum. To ensure stable and adequate funding, OSBA will actively promote legislation that accurately calculates current service level funding for school districts.

## **Protect the 2019 Student Success Act**

The Student Success Act provides local school districts and education service districts unprecedented opportunities to target new funding toward educational programs. OSBA will actively promote legislation to protect the funding allocated for the Student Success Act in order to deliver equitable outcomes for all K-12 students.

## **Close the Opportunity Gap**

In every community a disparity in academic achievement exists between student groups. OSBA will support legislation aimed at closing achievement and opportunity gaps that exist across Oregon's public schools.

## **Contain Cost Drivers**

The costs associated with health care and retirement benefits are eating into funding available for instructional opportunities for students. OSBA will promote legislation that provides relief for districts related to benefit costs controlled by the State.

## **Support Local Governance and Oppose Mandates**

Locally elected officials, local education professionals, and the local community are in the best position to respond to the needs of all students. New mandates must have necessary funding and be researched-based with results indicating increased achievement for all students.

## **Support Capital Improvements**

Students need schools that are safe, comfortable, and appropriate for a modern and/or digital learning environment. OSBA will actively promote the allocation of state-level resources to help pay for construction and capital improvement. OSBA will promote legislation aimed at diversifying the funding methods available to school districts.

## **Ensure Access to Post-Secondary Credits**

All students should have access to post-secondary credit opportunities. OSBA will advocate for a seamless transfer of credits throughout Oregon's higher education system.

## **Address Education Workforce Shortages**

OSBA will promote efforts both state and at the local level to preserve and improve initiatives that combat the workforce shortage. OSBA will advocate for programs that will help districts recruit and retain a diverse and well-prepared workforce.

# Principles

## **Finance**

OSBA supports the allocation of state resources to ensure school districts and education service districts have the necessary resources to equitably and fully support all students' instructional, behavioral, and programmatic needs. OSBA supports appropriate financial tax policy to make Oregon schools competitive, nationally, and globally, including the preservation of other funding options for local district consideration.

## **Student Programs**

OSBA supports high-quality programs that equitably serve all students in obtaining a comprehensive and well-rounded education. OSBA supports new and continued partnerships with education stakeholders to increase educational and career opportunities for students.

## **Student Safety and Wellness**

OSBA supports safe and secure school environments, the physical health and overall well-being of all students, and services that promote social, emotional, and behavioral health.

## **Personnel**

OSBA supports attracting and retaining effective employees to create a healthy, diverse, culturally responsible, safe, and sustainable workforce. OSBA supports local management, local contract negotiations, and continued conversations regarding professional development, licensure, and career advancement for personnel.

## **Governance and Operations**

OSBA believes locally elected school district, ESD, and community college boards are best equipped to make decisions in the best interest of students and communities. OSBA supports cross-system collaboration, alignment, and accountability among education stakeholders and partners.

## **Federal Education Issues**

OSBA will advocate for the federal government to prioritize, streamline, and fully fund programs that support students.

2022-23 School Year  
Memorandum of Understanding

This agreement is between the Central Linn School District (District) and the Central Linn Oregon School Employee Association (OSEA) Chapter #87 (OSEA87). This MOU shall amend the current agreement ending June 30, 2025.

This Memorandum of Understanding (MOU) shall supersede any conflicting provisions in any existing collective bargaining agreement or past practice between the parties for the duration of the MOU.

1. The current Classified Salary Schedule will be amended to add two additional rows for employees in Groups E and F.
  - a. Employees in Group E including Educational Assistants, Distance Learning Library Tech Speech Pathologist Asst. Student Supv Asst. Transition Asst. (formerly Group A)
  - b. Employees in Group F are Bus Drivers currently licensed to drive all routes (formerly Group C)

Groups E and F will follow the gradual rise in steps

- \$0.50 per hour for years 1-3
- \$1.00 per hour for years 4-5
- \$1.50 per hour for years 6-8
- \$2.00 per hour for years 9-10

2. Language added to Section 5.1.4 Workday
  - a. "Bus Drivers will be required to drive routes, trips, events, and other activities as determined by the District as a condition of employment and not to exceed daily limits established by ODE and FMCSA. If a bus driver chooses to work more hours fulfilling staffing shortages (assistants, lunch supervision, office support), at the approval of the Superintendent and Transportation Manager, the Driver will be paid at their regular rate."
3. Language added to Section 9.13.3
  - a. Bus Drivers, Transporters, and Bus Monitor will receive a cell-phone stipend of \$60.00 per month, during active months of employment. The Transportation Assistant may receive a pro-rated stipend.
    - i. This will be retroactive from March 2022 forward.

4. Educational Assistants, placed in hard-to-fill positions, determined by the Superintendent and agreed upon annually with OSEA will receive a \$300.00 retention bonus for the school year worked. If an employee begins or ends these positions, the retention bonus will be prorated accordingly.

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For the OSEA Chapter #87

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Date

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For the District

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Date

## Surplus Vehicle Listing

Year	Brand	Model	Condition
1981	Chevrolet	Pickup	does not run
1982	Dodge	Pickup	barely runs
1987	Dodge	Van	fuel line cut, does not run
1989	Chevrolet	Van	driveable w/ lift gate
1996	Bluebird	Bus #11	driveable
1996	Bluebird	Bus #9	driveable
1996	Bluebird	Bus #1	driveable
1996	Bluebird	Bus #10	does not run, parts only



## 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 ~~certificates~~; and *certificates*
2. Has completed basic training for, and is an active member of, a branch of the U.S. Armed Forces. *modified*

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

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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).~~

## 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 nooses<sup>1</sup>, symbols of neo-Nazi ideology swastika, or the battle flag of the confederacy flag<sup>2</sup>, 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 coercing, 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

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

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

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**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)

# Central Linn School District 552-C

Code: **GBJ**  
Adopted: 2/11/13  
Revised:  
Second Reading: 11/14/22

## 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

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### 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).

## 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 assault<sup>1</sup> 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 nondisclosure<sup>2</sup> or nondisparagement<sup>3</sup> agreement.

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<sup>1</sup> “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.

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

<sup>3</sup> 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

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**Legal Reference(s):**

[ORS 174.100](#)  
[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.370](#)  
[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 \(2021\)](#)

## Criminal Records Checks/Fingerprinting

### Subject Individual Requirements

1. Any individual newly hired, full-time or part-time, and not requiring licensure under Oregon Revised Statute (ORS) 342.223 as a teacher, administrator, personnel specialist, or school nurse shall be required to undergo a ~~nationwide~~ criminal record check and fingerprinting.
2. Any individual applying for reinstatement of an Oregon license with the Teacher Standards and Practices Commission (TSPC) that has lapsed for more than three years shall be required to undergo ~~nationwide~~ criminal records check and fingerprinting with TSPC.
3. Any individual registering with the TSPC for student teaching, practicum or internship as a teacher, administrator or personnel specialist shall be required to undergo a ~~nationwide~~ criminal record check and fingerprinting with TSPC.
4. Any individual hired as or by a ~~district~~ contractor<sup>1</sup>, whether part-time or full-time, ~~or an employee of a district contractor, whether part-time or full-time, hired~~ into a position having direct, unsupervised contact with students as determined by the district shall be required to ~~undergo a nationwide~~ submit to a criminal record check and fingerprinting.

The superintendent will identify district contractors who are ~~present on district property and regularly interact with students and are~~ subject to such requirements.

- ~~5. Any contractor or an employee of the contractor who provides early childhood special education or early intervention services shall be required to undergo a nationwide criminal record check and fingerprinting with the Oregon Department of Education (ODE), Child Care Division.~~
6. Any community college faculty member providing instruction at the site of an early childhood education program, ~~or at~~ a school site as part of an early childhood program, or at a grade K through 12 school site during the regular school day, shall be required to undergo a ~~nationwide~~ criminal record check and fingerprinting.
7. Any individual who is an employee of a public charter school not requiring licensure under ORS 342.223 shall be required to undergo a ~~nationwide~~ criminal record check and fingerprinting.
8. ~~All school employees and~~ A volunteers allowed by the district into a position that has direct, unsupervised contact with students shall ~~submit to annual criminal background checks paid for by the district~~ undergo an in-state criminal records check.

<sup>1</sup> Contractor employees may not be required to submit fingerprinting until the contractor has been offered a contract.

<sup>2</sup> If the district allows volunteer service and the volunteers have direct, unsupervised contact with students, this policy language is required, and districts are required to conduct background checks on these volunteers.

<sup>3</sup> Any individual hired within the last three months.

<sup>4</sup> This revision to TSPC rules sunsets July 1, 2024



9. ~~Any individual authorized by the superintendent for~~ A volunteer allowed to have direct, ~~service into a position having direct,~~ unsupervised contact with students, into a volunteer position identified in Board policy by the district as requiring a fingerprint-based criminal records check, shall be ~~required to undergo a state and national criminal records check and be based on fingerprints.~~
10. ~~Any A individual authorized by the district for~~ volunteer service that does not have direct, unsupervised contact with students will be required to undergo an in-state criminal records check.

## Exceptions

A newly hired employee<sup>3</sup> is not subject to fingerprinting if

1. The district has on file evidence that the ~~newly hired employee person previously and~~ successfully completed a state and national ~~an Oregon and a FBI~~ criminal records check for a previous employer that was a school district or private school, and has not resided outside the state between the two periods of employment; or
2. <sup>4</sup>The Oregon Department of Education (ODE) determines the person:
  - a. Submitted to a criminal records check for the person's immediately previous employer, the employer is a school district or private school and the person has not lived outside this state between the two periods of employment;
  - b. Submitted to a criminal records check conducted by TSPC within the previous three years; or
  - c. Remained continuously licensed or registered with the TSPC.

~~Evidence will be either a copy of the criminal records checks or a written statement of verification from a supervisor or officer of the previous employer. Furthermore:~~

- ~~1. The ODE or TSPC verification of a previous check shall be acceptable only in the event the district can demonstrate records are not otherwise available.~~
- ~~2. The district shall maintain evidence that the employee has not resided outside the state during the interval between the two periods of time working in the district.~~

## Notification

1. The district will provide notification to individuals subject to criminal records checks and/or fingerprinting of the following:
  - a. Such criminal records checks and/or fingerprinting are required by law and/or Board policy;
  - b. Any action resulting from such checks ~~completed by ODE~~ that impact employment, ~~or~~ contract or volunteering may be appealed as a contested case to ODE;
  - c. All employment or contract offers or the ability to volunteer are contingent upon the results of such checks;

<sup>1</sup> Contractor employees may not be required to submit fingerprinting until the contractor has been offered a contract.

<sup>2</sup> If the district allows volunteer service and the volunteers have direct, unsupervised contact with students, this policy language is required and districts are required to conduct background checks on these volunteers.

<sup>3</sup> Any individual hired within the last three months.

<sup>4</sup> This revision to TSPC rules sunsets July 1, 2024

- d. A refusal to consent to required criminal records checks and/or fingerprinting shall result in immediate termination from employment or contract status or the ability to volunteer in the district;
  - e. An individual determined to have knowingly made a false statement as to the conviction of any crime on district employment applications, contracts or ODE forms or district volunteer forms (written or electronic) will result in immediate termination from employment or contract status or the ability to volunteer in the district;
  - f. An individual determined to have been convicted of any crime that would prohibit employment or contract will be immediately terminated from employment or contract status.
2. The district will provide written notice through such means as employment applications, contracts, or volunteer forms.

### Processing/Reporting Procedures

- ~~1. Any individual subject to criminal records checks and/or fingerprinting shall, complete the appropriate forms or requirements as approved by ODE (information available through the district).~~
- ~~2. If the individual is subject to fingerprinting per state law, he/she will be required by the district, and is responsible to report within three working days to an authorized finger printer for fingerprinting as directed by the district. Fingerprints will be collected by a contracted agent of employing district or ODE.~~

~~The individual subject to fingerprinting, shall be subject only after acceptance of an offer of employment or contract or as a volunteer with supervision authority.~~

1. Immediately following an offer and acceptance of employment or contract, an individual subject to criminal records checks and/or fingerprinting shall complete the appropriate forms authorizing such checks and report to an authorized fingerprint as directed by the district. The district shall send such authorization, any collection of fingerprint information, and the request to ODE pursuant to law.
2. Fingerprints may be collected by one of the following:
  - a. Employing district staff;
  - b. Contracted agent of employing district; or
  - c. Local or state law enforcement agency.
3. To ensure the integrity of the fingerprinting collection and prevent any compromise of the process, the district will provide the name of the individual to be fingerprinted to the authorized fingerprinter.
4. The authorized fingerprinter will obtain the necessary identification and fingerprinting and notify the ODE with of the results. The ODE will then review and notify the district of said results and as well as the identity of any subject individual it believes has knowingly made a false statement as to conviction of a crime prohibiting employment or contract, or volunteering.

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<sup>1</sup> Contractor employees may not be required to submit fingerprinting until the contractor has been offered a contract.

<sup>2</sup> If the district allows volunteer service and the volunteers have direct, unsupervised contact with students, this policy language is required, and districts are required to conduct background checks on these volunteers.

<sup>3</sup> Any individual hired within the last three months.

<sup>4</sup> This revision to TSPC rules sunsets July 1, 2024

5. A copy of the ~~required form to authorize~~ fingerprinting, ~~and the results of such,~~ will be kept ~~in the employee's personnel file~~ by the district.

## Fees

- ~~1. Criminal records checks and fingerprinting fees as required by the Teacher Standards and Practices Commission shall be paid by the individual.~~
1. Fees associated with criminal records checks and/or fingerprinting from individuals applying for employment with the district and not requiring licensure, including persons hired as or by contractors, shall be paid by the district.
2. An individual offered a contract or employment by the district may, only upon request, request that the amount of the fee be withheld from the amount otherwise due the individual in accordance with Oregon law.
3. Fees associated with ~~required~~ criminal records checks for ~~all employees, contractors and/or their employees, and~~ volunteers for the district will be paid by the district.
- ~~2. Fees are payable prior to beginning employment or contract. Individuals may request that the amount of the fee be withheld from the employee's paycheck, including a periodic payroll deduction rather than a lump sum payment, in accordance with Oregon law. The district may withhold such fees only upon the request of the individual. Volunteers who are required to be fingerprinted will be reimbursed by the district for their fingerprinting fees.~~
4. Fees associated with fingerprinting shall be the responsibility of the individual.

## Termination of Employment or Withdrawal of Employment/Contract Offer/Volunteer Status

1. ~~Any~~ subject individual required to submit to criminal records checks and/or fingerprinting in accordance with law and/or Board policy will be terminated from employment or contract status, or withdrawal of offer of employment or contract will be made by the ~~superintendent district~~ upon:
  - a. Refusal to consent to a criminal record check and/or fingerprinting; or
  - b. Notification from the Superintendent of Public Instruction ~~or his/her designee or the State Board of Education~~ that the employee has a conviction of any crimes listed in ORS 342.143, or the substantial equivalent of any of those crimes if the conviction occurred in another jurisdiction or in Oregon under a different statutory name or number ~~prohibiting employment with the district as specified in law.~~
2. ~~Any individual required to submit to criminal records check and/or fingerprinting in accordance with law will be terminated from employment or contract status, or withdrawal of an offer of employment or contract will be made by the superintendent~~ A subject individual may be terminated from employment or contract status upon notification from the Superintendent of Public Instruction ~~or~~

<sup>1</sup> Contractor employees may not be required to submit fingerprinting until the contractor has been offered a contract.

<sup>2</sup> If the district allows volunteer service and the volunteers have direct, unsupervised contact with students, this policy language is required and districts are required to conduct background checks on these volunteers.

<sup>3</sup> Any individual hired within the last three months.

<sup>4</sup> This revision to TSPC rules sunsets July 1, 2024

~~his/her designee~~ that the employee has knowingly made a false statement as to the conviction of any crime.

3. Employment termination shall remove the individual from any district policies, collective bargaining provisions regarding dismissal procedures and appeals and the provisions of Accountability for Schools for the 21st Century Law.
4. Any volunteer who ~~will have direct, unsupervised contact with students that~~ refuses to submit, ~~when to a~~ required, ~~to a~~ criminal records check and fingerprinting ~~based criminal records check to acquire or maintain a volunteer status in the district~~ in accordance with law and/or Board policy will be denied the ability to volunteer in the district.
- ~~5. Any volunteer who will not have unsupervised contact with students will be required to have criminal records check but not be fingerprinted.~~
6. If the district ~~has completed required criminal records check and the district~~ has been notified by the Superintendent of Public Instruction that ~~the individual a volunteer~~ knowingly made a false statement ~~on an ODE form as to~~ or has a conviction of any crimes listed in ORS 342.143, or the substantial equivalent of any of those crimes if the conviction occurred in another jurisdiction or in Oregon under a different statutory name or number, ~~that may otherwise prevent a volunteer status in the district,~~ the individual may be denied the ability to volunteer.
7. Any volunteer who knowingly makes a false statement, as determined by the district, on a district volunteer application form may be denied the ability to volunteer in the district.

## Appeals

~~An individual may appeal a determination, that prevents his/her employment or eligibility to contract with the district, to the Superintendent of Public Instruction as a contested case and will be so notified in writing by the ODE.~~

A subject individual may appeal a determination from ODE that prevents employment or eligibility to contract with the district to the Superintendent of Public Instruction as a contested case under ORS 183.413-183.470.

A volunteer may appeal a determination from a fingerprint-based criminal records check by ODE that prevents the ability to volunteer with the district to the Superintendent of Public Instruction as a contested case under ORS 183.413-183.470.

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<sup>1</sup> Contractor employees may not be required to submit fingerprinting until the contractor has been offered a contract.

<sup>2</sup> If the district allows volunteer service and the volunteers have direct, unsupervised contact with students, this policy language is required, and districts are required to conduct background checks on these volunteers.

<sup>3</sup> Any individual hired within the last three months.

<sup>4</sup> This revision to TSPC rules sunsets July 1, 2024

## Special Education - Individualized Education Program (IEP)

An individualized education program (IEP) shall be developed and implemented for each student with disabilities in the district, kindergarten through 21, including those who are placed in or referred to a private school or facility by the district or receive related services from the district. The district is responsible for initiating and conducting the meetings to develop, review and revise the IEP of a student with disabilities. The district will ensure that one or both parents are present at each meeting or are afforded the opportunity to participate and are given a copy of the IEP. A meeting to develop an IEP shall be held within 30 calendar days of a determination that the student needs special education and related services, once every 365 days thereafter and when considering a change in the IEP or placement.

If a student is to be placed or referred to a private school or facility or attends a private or parochial school, the district will ensure that a representative of the private school or facility attends the IEP meeting. If the representative of the private school or facility is unable to attend the IEP meeting, the district shall use other methods to ensure participation including but not limited to, individual or conference telephone calls, or individual meetings.

END OF POLICY

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Legal Reference(s):

[ORS 343.151](#)  
[ORS 343.155](#)  
[OAR 581-015-2000](#)  
[OAR 581-015-2190](#)  
[OAR 581-015-2195](#)  
[OAR 581-015-2200](#)  
[OAR 581-015-2205](#)  
[OAR 581-015-2210](#)  
[OAR 581-015-2215](#)  
[OAR 581-015-2220](#)  
[OAR 581-015-2225](#)  
[OAR 581-015-2229](#)  
[OAR 581-015-2230](#)  
[OAR 581-015-2235](#)  
[OAR 581-015-2055](#)  
[OAR 581-015-2600](#)  
[OAR 581-015-2065](#)  
[OAR 581-015-2265](#)

Assistance to States for the Education of Children with Disabilities, 34 CFR Sections 300.5 - 300.6, 300.22 - 300.24, 300.105-106, 300.112, 320,325, 300.328, 300.501 (2006).

**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 takes steps to ensure that parent(s) are present at each IEP meeting or have the opportunity to participate through other means.
- f. 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. Individualized COVID-19 Recovery Services<sup>1</sup>

Individualized COVID-19 Recovery Services are defined as those services determined necessary for eligible students based on the unique needs that arise from their disability due to the impact of the COVID-19 pandemic, which may include but are not limited to:

- a. Special education and related services;
- b. Supplementary aides and services;
- c. Additional or intensified instruction;
- d. Social emotional learning support; and
- e. Peer or adult support.

The IEP team for each eligible student shall consider the need for Individualized COVID-19 Recovery Services at least at each initial IEP meeting and each regularly scheduled annual review meeting.

- a. IEP teams shall consider the impact COVID-19 on the eligible student's ability to engage in their education, develop and re-establish social connections with peers and school personnel, and adapt to the structure of in-person learning.
- b. For initial IEPs, IEP teams shall also review the impact of COVID-19 on the eligible student's initial evaluation timeline and eligibility determination in considering the need for Individualized COVID-19 Recovery Services.
- c. For annual reviews, IEP teams shall also consider the impact of COVID-19 on the implementation of the eligible student's IEP considering the need for Individualized COVID-19 Recovery Services.

Any member of the IEP team, including parents and eligible students, may request that the IEP team meet to review the need for Individualized COVID-19 Recovery Services at any time.

- a. IEP teams are not required to meet more than once annually to consider the need for Individualized COVID-19 Recovery Services unless updated information indicates the eligible student's circumstances have changed or there is reason to suspect that the eligible student may need any additions or modifications to their Individualized COVID-19 Recovery Services.
- b. IEP teams that considered the need for Individualized COVID-19 Recovery Services at an initial IEP or annual review meeting on or after June 24, 2021 shall review the need for

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<sup>1</sup> The requirements of this section are in effect until July 1, 2023 unless extended by the State Board of Education.

Individualized COVID-19 Recovery Services at the next annual review, but are not required to do so before then unless the eligible student's circumstances have changed or there is reason to suspect that the eligible student may need any additions or modifications to their Individualized COVID-19 Recovery Services.

When Individualized COVID-19 Recovery Services are recommended, the eligible student's IEP must be updated to reflect the recommendation.

The district or program shall provide written notice to the parents of each eligible student regarding the opportunity for the IEP team to meet to consider Individualized COVID-19 Recovery Services.

After each determination is made, the district or program shall provide written notice to the parent and/or adult student with a disability regarding the determination of need for Individualized COVID-19 Recovery Services. This notice shall include the following documentation:

- a. A statement of the Individualized COVID-19 Recovery Services recommended based on the meaningful input of all IEP team members, including parents and eligible students, as appropriate;
- b. The projected dates for initiation and duration of Individualized COVID-19 Recovery Services
- c. The anticipated frequency, amount, location, and provider of the services described in item a. above and whether these services are being provided within the standard instructional day for the eligible student.

If the district and parent hold an IEP meeting to discuss the need for Individualized COVID-19 Recovery Services and do not reach an agreement regarding such services, the district and parent may request a Facilitated IEP meeting. If the district and the parent choose to participate in a Facilitated IEP meeting, the district shall notify ODE.

Nothing in this section shall affect or otherwise alter a parent's right to seek mediation under OAR 581-015-2335, request a due process hearing under OAR 581-015-2345, a complaint under OAR 581-015-2030, or other parental rights under the procedural safeguards.

Nothing in this section relieves the district of its duty to create an appropriate IEP for every eligible student, regardless of whether the eligible student requires Individualized COVID-19 Recovery Services.

## 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 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;
  - (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.

## Talented and Gifted Program **and/or Services\*\***

The district is committed to an educational program that recognizes, identifies and serves the unique strengths and needs of ~~talented and gifted~~ students. ~~Talented and gifted~~ Students ~~are those who have been identified as academically talented and/or intellectually gifted~~ demonstrate exceptional performance when compared to applicable developmental or learning progressions, with consideration given for variations in student's opportunity to learn and to culturally relevant indicators of ability.

The Board directs the superintendent to develop a ~~written identification~~ process for ~~identifying academically~~ talented and ~~intellectually~~ gifted students in grades K through 12. (See Board policy IGBBB – Talented and Gifted Students – Identification\*\*)

~~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 district will develop a written plan of instruction for talented and gifted students in accordance with law that:

1. Includes a statement of the district policy on the education of talented and gifted students (this policy);
2. Identifies and assesses special talented and gifted programs and services available in the district;
3. States goals related to providing such programs and services, including timelines for achievement;
4. Describes the programs and services intended to accomplish stated goals;
5. Describes how the district provides parents an opportunity to discuss and to provide input on programs and services for their child;
6. Describes how the district will evaluate progress of the plan; and
7. States the name and contact information for the district's talented and gifted coordinator.<sup>1</sup>

The district shall submit such plan to the Oregon Department of Education (ODE) as directed.

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<sup>1</sup> For the list of complete requirements of the plan, see ORS 343.397(1).



The plan will be provided at the school or the district office, when requested, and will be published on the district's website. The district 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 will annually report the name and contact information of the district's TAG coordinator to ODE.

The district may also identify and provide programs for students who demonstrate outstanding ability or potential in creative abilities in using original or nontraditional methods in thinking and producing; leadership abilities ability in motivating the performance of others in educational or noneducational setting; and or unusual abilities ability in the visual or performing arts, such as dance, music or art.

Complaints regarding programs and/or services can be filed in accordance with Board Policy KL – Public Complaints, beginning at Step 2. The superintendent or designee may choose to convene a committee in making a decision. The procedure in the accompanying administrative regulation, IGBB-AR - Complaints Regarding the Talented and Gifted Program and/or Services.

END OF POLICY

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**Legal Reference(s):**

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

OAR 581-022-2330  
OAR 581-022-2370  
OAR 581-022-2500

### **Interscholastic Activities\*\***

The Board recognizes the integral role interscholastic activities<sup>1</sup> play in the character development and general enhancement of the education of its students. Accordingly, administrators, coaches, advisors, student participants, and others associated with the district's high school activities programs and events<sup>2</sup> shall conduct themselves in a manner that is consistent with the letter and spirit of policies, rules, and regulations of the district and of the Oregon School Activities Association (OSAA) and the fundamental values of sportsmanship any associated voluntary organization<sup>3</sup>. Each will be held accountable for their actions.

The district and its schools may only be members of and pay fees, if any, to a voluntary organization that administers interscholastic activities or that facilitates the scheduling and programming of interscholastic activities if the organization:

1. Implements and adheres to equity focused policies that:
  - a. Address the use of derogatory or inappropriate names, insults, verbal assaults, profanity, or ridicule that occurs at an interscholastic activity, including by spectators of the interscholastic activity;
  - b. Prohibit discrimination;
  - c. Permit a student to wear religious clothing in accordance with the student's sincerely held religious belief and consistent with any safety and health requirements; and
  - d. Balance the health, safety, and reasonable accommodation needs of participants on an activity-by-activity basis;
2. Maintains a transparent complaint process that:
  - a. Has a reporting system to allow participants of interscholastic activities or members of the public to make complaints about student, coach, or spectator behavior;
  - b. Responds to a complaint made within 48 hours of the complaint being received; and
  - c. Resolves a complaint within 30 days of the complaint being received unless the organization determines that there is good cause to extend the timeline for resolving the complaint;
3. Develops and implements a system of sanctions against schools, students, coaches, and spectators if a complaint is verified; and

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<sup>1</sup> Interscholastic activities includes: for students any grade from kindergarten through grade 12, athletics, music, speech and other similar or related activities; for students in any grade from kindergarten through grade eight, activities that are offered only before or after regular school hours and that may, but are not required to, involve interaction among other schools.

<sup>2</sup> This applies to only OSAA-sanctioned activities and events.

<sup>3</sup> Includes a voluntary organization that administers interscholastic activities or that facilitates the scheduling and programming of interscholastic activities.

4. Performs an annual survey of students and their parents to understand and respond to potential violations of equity focused policies or other discrimination.

{<sup>4</sup>}The district shall allow homeschooled students that reside in the district, students eligible to attend school and enrolled in a district- or ESD-provided General Education Development (GED)high school equivalency program<sup>5</sup> that reside in the district, and students attending a public charter school that does not provide interscholastic activities that reside in the district, the opportunity to participate in available interscholastic activities when the requirements found in Oregon law are met.

Interscholastic activities when provided by the district will comply with Title IX and other nondiscrimination laws.

{<sup>6</sup>}District employees, students, parents, alumni, and activity volunteers are prohibited from inducing or attempting to induce a student to attend a district school for interscholastic activity eligibility or participation. The principal, activities director, advisors and coaches are each responsible for ensuring student participants meet all district and OSAA eligibility requirements of participation and those of the associated voluntary organization. The principal or designee is responsible for ensuring accurate certification regarding the eligibility of participating students and for verifying that athletic directors, coaches of sports, and activity advisors have all required certifications prior to assuming their duties. The principal or designee shall ensure that a program is in place to effectively evaluate the performance of all coaches and activity advisors under their supervision.

Volunteers may be approved to assist with district activities with prior approval from the principal.

The principal shall investigate all allegations of district student ineligibility, staff recruitment violations or other student or staff conduct that may violate Board policies, administrative regulations, and/or OSAA th rules and regulations of the associated voluntary organization. The principal shall notify the superintendent or designee of conduct that violates the terms of this policy and report to the associated voluntary organization OSAA as if required.

An employee determined to have violated Board policies and/or rules and regulations of the associated voluntary organization OSAA may be subject to discipline, up to and including, dismissal. A student in violation of Board policies and/or the OSAA rules and regulations of the associated voluntary organization will be subject to discipline, up to and including, dismissal from an interscholastic activity or program, suspension and/or expulsion from school. Volunteers in violation of Board policies and/or the OSAA rules and regulations of the associated voluntary organization shall be subject to discipline, up to and including, removal from district programs and activities and such other sanctions as may be deemed appropriate by the district.

Employees, volunteers, or students in violation of OSAA such policies, rules and/or regulations may be required to remunerate the district in the event of fines are assessed by OSAA as a result of their actions.

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<sup>4</sup> {This policy content is required practice but is not required policy language.}

<sup>5</sup> “High school equivalency program” means a program provided to assist a student in earning a certificate for passing an approved high school equivalency test such as the General Educational Development (GED) test.

<sup>6</sup> {The remaining policy content is optional, but highly recommended language to inform about and support governance of activities (see beginning bracket here; ending with last paragraph of policy – see closing bracket).}

The superintendent will develop procedures, as necessary, to implement this policy, including a process to ensure that all district rules governing the conduct of students, staff, and volunteers engaged in district activities are regularly reviewed and updated.

The district will annually review interscholastic activities and participation to determine whether the current offerings reflect the students the district serves.

END OF POLICY

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**Legal Reference(s):**

[ORS 326.051](#)  
[ORS 332.075\(1\)\(e\)](#)  
[ORS 332.107](#)  
[ORS 339.450 - 339.460](#)

[OAR 581-015-2255](#)  
[OAR 581-021-0045 – 0049](#)  
[OAR 581-022-2308\(2\)](#)  
[OAR 581-026-0005](#)

[OAR 581-026-0700](#)  
[OAR 581-026-0705](#)  
[OAR 581-026-0710](#)

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 (2022).

OREGON SCHOOL ACTIVITIES ASSOCIATION, OSAA HANDBOOK.

Montgomery v. Bd. of Educ., 188 Or. App. 63 (2003).

Senate Bill 1522 (2022).

## Use of Physical Restraint or Seclusion

The Board is dedicated to the development and application of best practices within the district's public educational/behavioral programs. The Board establishes this policy and its administrative regulation to define the circumstances that must exist and the requirements that must be met prior to, during, and after the use of restraint or seclusion as an intervention with district students.

The use of the following types of restraint on a student in the district is prohibited:

1. Chemical restraint.
2. Mechanical restraint.
3. Prone restraint.
4. Supine restraint.
5. Any restraint that involves the intentional and nonincidental use of a solid object<sup>1</sup>, including a wall or the floor, to impede a student's movement, unless the restraint is necessary to prevent an imminent life-threatening injury or to gain control of a weapon.
6. Any restraint that places, or creates a risk of placing, pressure on a student's mouth, neck or throat.
7. Any restraint that places, or creates a risk of placing, pressure on a student's mouth, unless the restraint is necessary for the purpose of extracting a body part from a bite.
8. Any restraint that impedes, or creates a risk of impeding, breathing.
9. Any restraint that involves the intentional placement of the hands, feet, elbow, knee or any object on a student's neck, throat, genitals or other intimate parts.
10. Any restraint that causes pressure to be placed, or creates a risk of causing pressure to be placed, on the stomach or back by a knee, foot or elbow bone.
11. Any action designed for the primary purpose of inflicting pain.

**The use of a seclusion cell is prohibited.**

Restraint or seclusion may not be used for discipline, punishment, retaliation or convenience of staff, contractors or volunteers of the district.

Restraint may be imposed on a student in the district only under the following circumstances:

1. The student's behavior imposes a reasonable risk of imminent and substantial physical or bodily injury to the student or others; and
2. Less restrictive interventions would not be effective.

Seclusion may be used on a student in the district only under the following circumstances:

1. The student's behavior imposes a reasonable risk of imminent and serious bodily injury to the student or others; and
2. Less restrictive interventions would not be effective.

If restraint or seclusion is used on a student, by trained staff or other staff available in the case of an emergency when trained staff are not immediately available due to the unforeseeable nature of the emergency, e.g., teacher, administrator, or volunteer, it will be used only for as long as the student's behavior poses a reasonable risk of imminent and substantial physical or bodily injury to the student or others and less restrictive interventions would not be effective. Students will be continuously monitored by staff for the duration of the restraint or seclusion

### Definitions

1. "Restraint" means the restriction of a student's actions or movements by holding the student or using pressure or other means.

"Restraint" does not include:

- a. Holding a student's hand or arm to escort the student safely and without the use of force from one area to another;
  - b. Assisting a student to complete a task if the student does not resist the physical contact; or
  - c. Providing reasonable intervention with the minimal exertion of force necessary if the intervention does not include a restraint prohibited under Oregon Revised Statute (ORS) 339.288 and the intervention is necessary to:
    - (1) Break up a physical fight;
    - (2) Interrupt a student's impulsive behavior that threatens the student's immediate safety, including running in front of a vehicle or climbing on unsafe structures or objects;  
or
    - (3) Effectively protect oneself or another from an assault, injury or sexual contact with the minimum physical contact necessary for protection.
2. "Seclusion" means the involuntary confinement of a student alone in a room from which the student is physically prevented from leaving. Seclusion includes, but is not limited to, the involuntary confinement of a student alone in a room with a closed door, whether the door is locked or unlocked.

"Seclusion" does not include the removal of a student for a short period of time to provide the student with an opportunity to regain self-control if the student is in a setting from which the student is not physically prevented from leaving, or a student being left alone in a room with a closed door

for a brief period of time if the student is left alone for a purpose that is unrelated to the student's behavior.

3. "Seclusion cell" means a freestanding, self-contained unit that is used to isolate the student from other students or physically prevent a student from leaving the unit or cause the student to believe that the student is physically prevented from leaving the unit.
3. "Serious bodily injury" means any significant impairment of the physical condition of a person, as determined by qualified medical personnel, whether self-inflicted or inflicted by someone else.
4. "Substantial physical or bodily injury" means any impairment of the physical condition of a person that requires some form of medical treatment.
5. "Mechanical restraint" means a device used to restrict the movement of a student or the movement or normal function of a portion of the body of a student.

"Mechanical restraint" does not include:

- a. A protective or stabilizing device ordered by a licensed physician; or
  - b. A vehicle safety restraint when used as intended during the transport of a student in a moving vehicle.
6. "Chemical restraint" means a drug or medication that is used on a student to control behavior or restrict freedom of movement that has not been prescribed by a licensed health professional or other qualified health care professional acting under the professional's scope of practice.
  7. "Prone restraint" means a restraint in which a student is held face down on the floor.
  8. "Supine restraint" means a restraint in which a student is held face up on the floor.

Any student being restrained or secluded within the district whether in an emergency or as a part of a plan shall be constantly monitored by staff for the duration of the intervention. Any room used for seclusion of a student meet the standards as outlined in Oregon Administrative Rule (OAR) 581-021-0568.

The district shall utilize the Oregon Intervention System training program of restraint or seclusion for use in the district. As required by state regulation, the selected program shall be one approved by the Oregon Department of Education (ODE) and include, but not limited to, positive behavior support, conflict prevention, de-escalation and crisis response techniques. Any program selected by the district must be in compliance with state and federal law with respect to the use of restraint and seclusion.

An annual review of the use of restraint and seclusion, during the preceding school year, shall be completed and submitted to ODE to ensure compliance with district policies and procedures.

The results of the review and annual report shall be documented and shall include at a minimum:

1. The total number of incidents involving restraint;

2. The total number of incidents involving seclusion;
3. The total number of seclusions in a locked room;
4. The total number of students placed in restraint;
5. The total number of students placed in seclusion;
6. The total number of incidents that resulted in injuries or death to students or staff as a result of the use of restraint or seclusion;
7. The total number of students placed in restraint or seclusion more than 10 times in a school year and an explanation of what steps have been taken by the district to decrease the use of restraint and seclusion for each student;
8. The total number of restraint or seclusion incidents carried out by untrained individuals;
9. The demographic characteristics<sup>2</sup> of all students upon whom physical restraint and/or seclusion was imposed;
10. The total number of rooms available for use by the district for seclusion of a student and a description of the dimensions and design of the rooms.

This report shall be made available to the Board and to the public at the district's main office and on the district's website.

At least once each school year the public shall be notified as to how to access the report.

The district shall investigate all complaints regarding the use of restraint and/or seclusion practices according to the procedures outlined in Board policy KL and KL-AR – “Public Complaints.” The complaint procedure is available at the district's administrative office and is available on the home page of the district's website.

The complainant, whether an organization or an individual, may appeal a district's final decision to the Oregon Department of Education pursuant to OAR 581-002-0001 – 581-002-0023.

The superintendent shall develop administrative regulations to carry out the requirements set forth in this policy and to meet any additional requirements established by law related to the use, reporting and written documentation of the use of physical restraint or seclusion by district personnel.

**END OF POLICY**

<sup>1</sup> The use of a solid object, including furniture, a wall, or the floor, by district staff performing a restraint is not prohibited if the object is used for the staff's own stability or support while performing the restraint and not as a mechanism to apply pressure directly to the student's body.

<sup>2</sup> Including race, ethnicity, gender, disability status, migrant status, English proficiency and status as economically disadvantaged, unless the demographic information would reveal personally identifiable information about an individual student.

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Legal Reference(s):

[ORS 339.303](#)

[ORS 161.205](#)

[ORS 339.250](#)

[OAR 581-021-0061](#)

[OAR 581-021-0550](#)

[ORS 339.294](#)

[OAR 581-022-2267](#)

[OAR 581-021-0553](#)

[OAR 581-021-0556](#)

[OAR 581-021-0563](#)

[ORS 339.297](#)

[OAR 581-021-0566](#)

[ORS 339.300](#)

[OAR 581-021-0568](#)

[OAR 581-021-0569](#)

[OAR 581-021-0570](#)

## Central Linn School District 552C

### Revenue Month End For the Period 10/01/2022 through 10/31/2022

Fiscal Year: 2022-2023

	<u>10/01/2022 - 10/31/2022</u>	<u>Year To Date</u>	<u>Budget</u>	<u>Budget Balance</u>	
<b>INCOME</b>					
Local Revenue					
Current Year's Taxes (+)	\$2,384.67	\$67,666.55	\$3,443,744.00	\$3,376,077.45	2.0%
Prior Year's Taxes (+)	\$3,533.43	\$14,617.21	\$70,280.00	\$55,662.79	20.8%
Tuition From Other Districts (+)	\$0.00	\$0.00	\$5,000.00	\$5,000.00	0.0%
Interest Earnings (+)	\$1,261.10	\$5,397.63	\$25,000.00	\$19,602.37	21.6%
Admissions (+)	\$0.00	\$151.30	\$0.00	(\$151.30)	0.0%
Pay to Play (+)	\$1,035.00	\$6,480.00	\$38,000.00	\$31,520.00	17.1%
Contributions & Donations (+)	\$0.00	\$0.00	\$2,000.00	\$2,000.00	0.0%
Misc Revenue (+)	\$3,177.24	\$9,921.81	\$85,000.00	\$75,078.19	11.7%
Sub-total : Local Revenue	\$11,391.44	\$104,234.50	\$3,669,024.00	\$3,564,789.50	2.8%
Intermediate Revenue					
Severe Disability through ESD (+)	\$0.00	\$0.00	\$18,000.00	\$18,000.00	0.0%
Sub-total : Intermediate Revenue	\$0.00	\$0.00	\$18,000.00	\$18,000.00	0.0%
State Revenue					
School Support Fund (+)	\$319,993.00	\$1,600,350.00	\$3,737,207.00	\$2,136,857.00	42.8%
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 (+)	\$8,237.00	\$8,237.00	\$54,521.00	\$46,284.00	15.1%
Sub-total : State Revenue	\$328,230.00	\$1,643,104.10	\$3,924,608.00	\$2,281,503.90	41.9%
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	\$0.00	\$0.00	\$1,000,000.00	\$1,000,000.00	0.0%
<b>Total : INCOME</b>	<b>\$339,621.44</b>	<b>\$1,747,338.60</b>	<b>\$8,611,632.00</b>	<b>\$6,864,293.40</b>	<b>20.3%</b>
<b>NET ADDITION/(DEFICIT)</b>	<b>\$339,621.44</b>	<b>\$1,747,338.60</b>	<b>\$8,611,632.00</b>	<b>\$6,864,293.40</b>	<b>20.3%</b>

End of Report

**Central Linn School District 552C**

**Expenditures Month End For the Period 10/01/2022 through 10/31/2022**

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>	
<b>EXPENSES</b>							
<b>Instruction</b>							
Elementary K- 6 (+)	\$1,289,899.00	\$116,635.19	\$219,084.66	\$1,070,814.34	\$934,440.18	\$136,374.16	10.6%
High School Programs (+)	\$1,447,610.00	\$126,135.39	\$232,990.55	\$1,214,619.45	\$1,057,715.86	\$156,903.59	10.8%
Athletics (+)	\$205,274.00	\$11,479.78	\$21,944.64	\$183,329.36	\$107,636.62	\$75,692.74	36.9%
Early Literacy Program (+)	\$80,939.00	\$7,280.38	\$12,479.30	\$68,459.70	\$58,903.21	\$9,556.49	11.8%
TAG (+)	\$7,200.00	\$0.00	\$0.00	\$7,200.00	\$0.00	\$7,200.00	100.0%
Special Education (+)	\$685,324.00	\$62,846.95	\$109,565.74	\$575,758.26	\$501,610.38	\$74,147.88	10.8%
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	\$1,746.42	\$3,492.63	\$51,091.37	\$17,462.57	\$33,628.80	61.6%
<b>Sub-total : Instruction</b>	<b>\$3,790,830.00</b>	<b>\$326,124.11</b>	<b>\$599,557.52</b>	<b>\$3,191,272.48</b>	<b>\$2,677,768.82</b>	<b>\$513,503.66</b>	<b>13.5%</b>
<b>Support Services</b>							
Guidance Services (+)	\$23,458.00	\$1,189.26	\$2,291.79	\$21,166.21	\$12,195.93	\$8,970.28	38.2%
Health/ Homeless Liason Services (+)	\$52,100.00	\$14,367.80	\$34,886.77	\$17,213.23	\$93,384.22	(\$76,170.99)	-146.2%
Service Direction (+)	\$160,890.00	\$13,843.29	\$53,687.74	\$107,202.26	\$112,665.47	(\$5,463.21)	-3.4%
Library Services (+)	\$64,386.00	\$7,098.67	\$10,640.12	\$53,745.88	\$49,077.24	\$4,668.64	7.3%
Board of Education Services (+)	\$226,456.00	\$15,851.85	\$64,846.85	\$161,609.15	\$53,078.52	\$108,530.63	47.9%
Executive Administration Services (+)	\$334,160.00	\$27,113.63	\$119,476.36	\$214,683.64	\$216,297.42	(\$1,613.78)	-0.5%
Office of the Principal Services (+)	\$577,244.00	\$66,853.95	\$227,948.15	\$349,295.85	\$384,929.89	(\$35,634.04)	-6.2%
Fiscal Services (+)	\$243,908.00	\$24,486.42	\$86,045.22	\$157,862.78	\$150,566.12	\$7,296.66	3.0%
Operations and Maintenance (+)	\$868,742.00	\$91,865.95	\$385,245.06	\$483,496.94	\$437,178.07	\$46,318.87	5.3%
Student Transportation Services (+)	\$623,803.00	\$52,142.15	\$128,212.10	\$495,590.90	\$353,528.81	\$142,062.09	22.8%
Technology Services (+)	\$145,130.00	\$21,217.25	\$76,853.31	\$68,276.69	\$43,703.70	\$24,572.99	16.9%
Retiree Insurance (+)	\$15,500.00	\$1,664.66	\$6,379.97	\$9,120.03	\$2,402.46	\$6,717.57	43.3%
<b>Sub-total : Support Services</b>	<b>\$3,335,777.00</b>	<b>\$337,694.88</b>	<b>\$1,196,513.44</b>	<b>\$2,139,263.56</b>	<b>\$1,909,007.85</b>	<b>\$230,255.71</b>	<b>6.9%</b>
<b>Long Term Debt Service</b>							
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	\$0.00	\$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 10/01/2022 through 10/31/2022**

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	\$0.00	\$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%
<b>Total : EXPENSES</b>	\$8,611,632.00	\$663,818.99	\$1,810,865.91	\$6,800,766.09	\$4,586,776.67	\$2,213,989.42	25.7%
<b>NET ADDITION/(DEFICIT)</b>	\$8,611,632.00	\$663,818.99	\$1,810,865.91	\$6,800,766.09	\$4,586,776.67	\$2,213,989.42	25.7%

End of Report

**CENTRAL LINN SCHOOL DISTRICT  
ENROLLMENT**

**As of November 9, 2022**

<i>November 2021</i>	<i>October 2022</i>	<i>November 2022</i>
<b>K 37</b>	<b>K 30</b>	<b>K 30</b>
<b>1 33</b>	<b>1 38</b>	<b>1 40</b>
<b>2 32</b>	<b>2 38</b>	<b>2 39</b>
<b>3 33</b>	<b>3 32</b>	<b>3 33</b>
<b>4 48</b>	<b>4 33</b>	<b>4 33</b>
<b>5 37</b>	<b>5 43</b>	<b>5 43</b>
<b>6 33</b>	<b>6 41</b>	<b>6 42</b>
<b>Total 253</b>	<b>Total 255</b>	<b>Total 260</b>
<b>7 45</b>	<b>7 29</b>	<b>7 29</b>
<b>8 51</b>	<b>8 43</b>	<b>8 43</b>
<b>9 44</b>	<b>9 50</b>	<b>9 51</b>
<b>10 52</b>	<b>10 53</b>	<b>10 50</b>
<b>11 56</b>	<b>11 52</b>	<b>11 52</b>
<b>12 56</b>	<b>12 56</b>	<b>12 56</b>
<b>Total 304</b>	<b>Total 283</b>	<b>Total 281</b>
<b>District Total 557</b>	<b>District Total 538</b>	<b>District Total 541</b>

**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**

**CENTRAL LINN SCHOOL BOARD MEETING**  
***ATTENDANCE SHEET***

For attendance purposes please print your name below. If you are interested in speaking to any of the meeting agenda items, please use our "Intent to Speak" form and give to Dena Crowell, Board secretary, prior to the start of the meeting. Thank you.

NAME	NAME
Betsy Ramshur	Pepi Williamson
Wanda Davidson	



# It's Time To Travel

Travel is not reward for working,  
it's education for living

*Activities Will be Drawn From This List*

3 Musicals

2 Workshops

1 Play or Improv Show

Tour of:

*Lincoln Center, Apollo Theatre  
and/or Rockefeller Center*

Museums:

*Metropolitan Museum of Art, The Guggenheim,  
and/or The Natural History Museum*

Double Decker Bus Tour

911 Museum

Sights:

Times Square

China Town

The High Line

West Village

Staten Island Ferry/Statue of Liberty

Grand Central Station

NYC Library

Trinity Church

St. Patrick's Cathedral

Central Park

Wall Street

Carnegie Hall

*March 22-27*

*Missing 1.5 days of school*

*Flying Alaska*

*Staying:*

*Holiday Inn - Times Square*

*Price \$1200*

*(food not included)*

*Fundraising Well Under Way*

