

December 8, 2025
6:30 p.m.

- 1.0 ROLL CALL/FLAG SALUTE Dena Crowell
Zone 1, Stacey Winter; Zone 2, Garrett Leabo; Zone 3, Levi Farris; Zone 4, Mandy Brady;
Zone 5, Jason Curtis; Zone 6, Steve Irwin; Zone 7, Donald Fleckenstein; Student
Representative, Grant Wahl
- 2.0 AUDIENCE COMMENTS PERTAINING TO THE AGENDA Jason Curtis
*The Board welcomes public comments related to items on the presented agenda during this
time. An open Audience Comment period will be provided later in the meeting. To provide
public comment, please submit a completed card to the Board secretary prior to the start of the
meeting (Policy BDDH-AR). Public comments will be limited to 3 (three) minutes per speaker.
Board members do not respond to public comments.*
- 3.0 AGENDA Jason Curtis
3.1 Agenda Adjustment
3.2 Adopt Board Agenda
- 4.0 COMMUNICATION
4.1 ASB Report Jason Curtis
4.2 Employee Groups ASB Representative
4.3 Brown & Brown Insurance Union Representatives
4.4 Administrative Updates Marcus Pitts
4.4.1 Home Learning: FLEX Program: **Inform** Cabinet Members
Dr. Kim Tyskiewicz
- 5.0 CONSENT AGENDA: Approve Jason Curtis
5.1 November Regular Board Minutes
5.2 Acknowledge Facilities Committee Minutes of November 1st
5.3 Acknowledge Policy Committee Minutes of November 10th
5.4 Acknowledge Student Investment Account Agreement
5.5 *Staff Acknowledgements:*
The resignation of Miranda Leatherman, Assistant Girls' Varsity Soccer Coach,
and Madison Marlatt, JV Girls' Volleyball Coach
- 6.0 OLD BUSINESS Jason Curtis
6.1 Board Policy, or Acknowledge Second Reading: **Approve** Jason Curtis
6.1.1 GBN/JBA (JBA/GBN), *Sexual Harassment*
6.1.2 AC-AR, *Discrimination Complaint Procedure*
6.1.2 JB, *Equal Educational Opportunity*
6.1.4 JI, *External Mental & Behavioral Health Providers*
6.2 Board Training: **Approve** Jason Curtis
6.3 Facilities Committee Report: **Discuss** Garrett Leabo

- 7.0 NEW BUSINESS Jason Curtis
- 7.1 Board Policies; *First Reading: Acknowledge* Jason Curtis
- 7.1.1 GBEC, *Drug-Free Workplace*
- 7.1.2 GBDA, *Expression of Milk (or Breast-Feeding) in the Workplace*
- 7.1.3 IIGBA, *Electronic Communication System*
- 7.1.4 IKJ, *Artificial Intelligence (AI) Use*
- 7.2 Administrative Regulation: **Acknowledge** Jason Curtis
- 7.2.1 IIGBA-AR, *Electronic Communication System*
- 7.2.2 Deletion of IGBA-AR(2), *Central Linn School District Web Policy*
- 8.0 DISTRICT REPORTS Jason Curtis
- 8.1 Financial Report Celeste Van Cleave
- 8.2 Superintendent Report Rob Hess
- 8.2.1 School and District Report Cards: **Discuss** Rob Hess
- 9.0 AUDIENCE COMMENTS Jason Curtis
- The Board is interested in hearing from our community. 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).*
- 10.0 BOARD/SUPERINTENDENT COMMUNICATION Jason Curtis/Rob Hess
- 11.0 RECESS TO EXECUTIVE SESSION Jason Curtis
- Under the authority of ORS 192.660 (2)(i), To review and evaluate the employment-related performance of the superintendent.
- 12.0 RECONVENE TO REGULAR SESSION Jason Curtis
- 13.0 AJOURN Jason Curtis

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, PO Box 200, Halsey, Oregon, 97348, 541-369-2813. If needed, you may contact the Oregon Telecommunications Relay Service at 1-800-735-9200 for assistance in contacting the District. Central Linn is an equal opportunity educator and employer

AGENDA EXPLANATIONS

4.3 Brown & Brown Insurance: Marcus Pitts from Brown & Brown will be presenting on the district's liability insurance, including property insurance, educator liability, cybersecurity, and sexual molestation prevention.

7.2.1 GBEC, Drug-Free Workplace: (Required) New Policy

7.2.2 GBDA, Expression of Milk (or Breast-Feeding) in the Workplace: (Required) Recommend Replacement

7.2.3 IIGBA, Electronic Communication System: (Required) Revision

7.2.4 IKJ, Artificial Intelligence (AI) Use: (Optional) New Policy

7.3.1 IIGBA-AR, Electronic Communication System: (Required) Revision. Board adoption not required.

UPCOMING EVENTS

Facilities Committee Meeting - December 6, 2025 @ 4:00 p.m., Central Linn High School Library/Zoom.

Board Special Session: December 15, 2025 @ 6:00 p.m. Central Linn Elementary Conference Room/Zoom

Policy Committee Meeting - December 8, 2025 @ 5:15 p.m. CLES Conference Room/Zoom. These policies up for discussion will be emailed separately to policy committee members: GCBDF/GDBDF & AR, *Paid Family Medical Leave Insurance* (Revision, Highly Recommended); GCBDA/GDBDA & AR, *Family and Medical Leave* (Revision, Highly Recommended); GCBDD/GDBDD, *Sick Time* (Revision, Highly Recommended); GBNAB/JHFE & AR, *Suspected Abuse of a Child Reporting Requirements* (Revision, Required); GBCBA, *Alcohol / Controlled Substance Use* (New, Optional); *Evaluation of the Superintendent* (Revision, Required); CCG, *Evaluation of Administrators* (Revision, Required)

Next Board Meeting - January 12, 2025, Central Linn Elementary Conference Room/Zoom

1.0 ROLL CALL

On November 10, 2025, Chair Curtis called the meeting to order at approximately 6:30 p.m. in the Central Linn Elementary Library and via Zoom.

Members Present: Stacey Winter, Garrett Leabo, Levi Farris, Mandy Brady, Jason Curtis, Steve Irwin, Donald Fleckenstein, Grant Wahl

Others Present: Rob Hess, Celeste Van Cleave, Dena Crowell, Joel Sauter, Dean Rech, David Moffat, Kellen Hobie, Ross Moffat, Nathan Rouzaud, Kacie Wahl, Sarah Neuschwander, Jessica Glaser, Wendy Cortright, Heather McEvoy, Kathy Buxton, Cathy Hurowitz, Clyde Rood, Tonya Cairo, Tyler Simmons, Katy Kallai

2.0 AUDIENCE COMMENTS PERTAINING TO THE AGENDA

Debbie and George Grenz talked in favor of Policy JI, *External Mental & Behavioral Health Providers*

3.0 AGENDA

3.1 Agenda Adjustments: Removed 5.3, Approve Facilities Committee Minutes of November 1st

3.2 Adopt Board Agenda: Director Fleckenstein made a motion to approve the Agenda, with adjustments. Director Irwin second the motion. Motion passed 7-0. Director Winter-Yea, Vice Chair Leabo-Yea, Director Farris-Yea, Mandy Brady-Yea, Chair Curtis-Yea, Director Irwin-Yea, Director Fleckenstein-Yea

4.0 COMMUNICATION

4.1 ASB Report: No report provided

4.2 Employee Groups: No report provided

4.3 Administrative Updates: Updates were provided by CLES Principal Joel Sauter, Jr/Sr High Principal Dean Rech, Online Administrator Kellen Hobie, Technology Director Ross Purdy, and Maintenance Supervisor David Moffat.

5.0 CONSENT AGENDA

Director Fleckenstein made a motion to approve the Consent Agenda, as presented. Director Winter second the motion. Motion passed 7-0. Director Winter-Yea, Vice Chair Leabo-Yea, Director Farris-Yea, Director Brady-Yea, Chair Curtis-Yea, Director Irwin-Yea, Director Fleckenstein-Yea

5.1 Approve October Regular Board Minutes

5.2 Approve Special Session Minutes of October 13th and October 23rd.

5.4 Staff Acknowledgements:

The retirement of Beverly Leopard, Educational Assistant; and the resignations of Rodney Baney, Varsity Softball Coach, and Courtney Gardner, Varsity Volleyball Coach

6.0 OLD BUSINESS

- 6.1 Director Irwin made a motion to adopt Board policies, as presented.
 - 6.1.1 LBE, *Public Charter Schools*
 - 6.1.2 LBEA, *Denial for Virtual Public Charter School Student Enrollment*
 - 6.1.3 IKF, *Graduation Requirements*
 - 6.1.4 JO/IGBAB-AR, *Educational Records/Records of Students with Disabilities Management*
 - 6.1.5 JOA, *Directory Information*

Director Winter second the motion. Motion passed 7-0. Director Winter-Yea, Vice Chair Leabo-Yea, Director Farris-Yea, Director Brady-Yea, Chair Curtis-Yea, Director Irwin-Yea, Director Fleckenstein-Yea

6.2 Facilities Committee Update: Vice Chair Leabo reported on progress with the CTE building, noting that the District was not awarded the \$20,000 PP&L grant but may have another opportunity to apply. Electrical quotes are currently being gathered, and the committee will tour several CTE programs on November 21 to support design planning. The building is already in use for small engine classes.

7.0 NEW BUSINESS

7.1 Adopt Superintendent Evaluation Process: The Board reviewed a new superintendent evaluation tool and timeline, which includes a rubric, goals, and an option for staff and community feedback, which will be compiled for presentation in January. Director Irwin made a motion to adopt the Superintendent Evaluation Process, with revisions. Vice Chair Leabo second the motion. Motion passed 7-0. Director Winter-Yea, Vice Chair Leabo-Yea, Director Farris-Yea, Director Brady-Yea, Chair Curtis-Yea, Director Irwin-Yea, Director Fleckenstein-Yea

7.2 Audit Services Review Request: The Board discussed seeking a new auditor, noting that the same auditor has been used for many years. It was recommended that an RFP be issued for the following year's audit services, due to current year's audit being near completion. Director Irwin made a motion to proceed with the auditor RFP, with the Board participating in the selection process. Vice Chair Leabo second the motion. Motion passed 6-0-1. Director Winter-Abstained, Vice Chair Leabo-Yea, Director Farris-Yea, Director Brady-Yea, Chair Curtis-Yea, Director Irwin-Yea, Director Fleckenstein-Yea

7.3 Discuss Board Training: Vice Chair Leabo made a motion to table the Board training discussion until more clarifying information was received. Director Brady second the motion. Motion passed 7-0. Director Winter-Yea, Vice Chair Leabo-Yea, Director Farris-Yea, Director Brady-Yea, Chair Curtis-Yea, Director Irwin-Yea, Director Fleckenstein-Yea

7.4 OSBA Elections:

7.4.1 Appoint OSBA Board of Directors: Director Irwin made a motion to appoint Clyde Rood (Lebanon Community School District) to the OSBA Board of Directors. Vice Chair Leabo second the motion. Motion passed 7-0. Director Winter-Yea, Vice Chair Leabo-Yea, Director Farris-Yea, Director Brady-Yea, Chair Curtis-Yea, Director Irwin-Yea, Director Fleckenstein-Yea

7.4.2 Appoint OSBA Legislative Policy Committee Representative: Director Irwin made a motion to appoint Jason Curtis to the OSBA Legislative Policy Committee. Vice Chair Leabo second the motion. Motion passed 7-0. Director Winter-Yea, Vice Chair Leabo-Yea,

Director Farris-Yea, Director Brady-Yea, Chair Curtis-Yea, Director Irwin-Yea, Director Fleckenstein-Yea

7.5 Board Policies, First Reading: The Board acknowledged as First Reading:

- 7.5.1 GBN/JBA (JBA/GBN), *Sexual Harassment***
- 7.5.2 AC-AR, *Discrimination Complaint Procedure***
- 7.5.2 JB, *Equal Educational Opportunity***
- 7.5.4 JI, *External Mental & Behavioral Health Providers***

7.6 Acknowledge Board Policies: The Board acknowledged Board Policy AR:

- 7.6.1 JI-AR, *External Mental & Behavioral Health Providers***

8.0 DISTRICT REPORTS

8.1 Financial Report: Mrs. Van Cleave provided an update on the Seismic Engineering RFP, noting that submissions and the review are scheduled for December 4th. Vice Chair Leabo, Chair Curtis, and Director Brady volunteered to serve on the RFP review committee at 2:00 p.m.

Mrs. Van Cleave also reported that the District is temporarily cash lean, with Revenues currently at 13% of projected property tax receipts, while expenditures remain within appropriations. Medicaid reimbursements are delayed but expected, and no immediate budget issues were noted.

8.2 Superintendent Report

8.2.1 Central Linn Website and Branding: Dr. Hess introduced Nathan Rouzard, who presented the "We Grow Together" rebranding campaign for Central Linn. The campaign includes forming a Community Identity Council to develop district messaging, the visual brand, and the website.

9.0 AUDIENCE COMMENTS

None Received

10.0 BOARD/SUPERINTENDENT COMMUNICATION

Director Irwin publicly recognized and thanked veterans who serve on the Board and in the community. Discussion also focused on the urgency of addressing temporary heating solutions for the CLHS gym as temperatures continue to drop and the delay of ordering HVAC replacement parts.

11.0 ADJOURN

With no further business before the Board, Chair Curtis adjourned the meeting at approximately 8:29 p.m.

Dena Crowell, Board Secretary

Jason Curtis, Board Chair

Date Approved



Facilities Committee Meeting Minutes

Date: Nov 1, 2025

Time: 6:00 to 7:30

Location: Central Linn High School

1.0 Call to Order / General

- The meeting was called to order.
- The **Pledge of Allegiance** was recited.
- Rob Hess noted appreciation for attendance and the **progress being made** each month.
- It was confirmed no outside guests were online.

2.0 October Work Session Minutes

- **3.1 Agenda Adjustments:** None were noted.
 - **3.2 Adopt Committee Agenda:** Motion made by Board Member Donald Fleckenstein and seconded by Tim Walter to adopt the agenda. (Motion Passed)
 - **4.0 Consent Agenda - Approve October Work Session Minutes:**
 - Rob Hess provided a summary of key discussion points from the October meeting:
 - Building layout ideas: line of sight, open space concepts, shared classrooms, centralized pods, back-to-back welding booths with whiteboard tables.
 - Decision on keeping/removing modulares for power.
 - Aaron Baer's presentation on the journey and phases (Phase 1 discussed).
 - Importance of **power and bathrooms**.
 - Anticipated visit from PPL (Pacific Power & Light) in late October.
 - Getting **students into the building** (first period class keys obtained).
 - Report from Aaron Baer (Oregon Trail) with a possible future site visit/tour.
 - **Motion:** Moved to approve the October work session minutes (by Jason)
 - **Second:** Seconded by Tim Walter. (Motion Passed by consensus/no opposition noted).
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3.0 Old Business

3.1 Follow Up with Aaron's CTE Design & Design Philosophy

- Aaron Baer's key recommendations were to maintain an **open floor plan** and install the **highest level of power** possible for future flexibility.
- **Dr. Dey** (University of Oregon, CTE specialist) was present and had seen the space. His general philosophy is to make the space look "**more like work, less like school.**"
- **Future Design Theme:** Open and flexible. No design decisions have been finalized.
- There are **no official drawings** yet from architect detailing the interior plan.
- **Tim Walter** emphasized the need for a **concrete plan** (even an open-concept one) and drawings to meet occupancy requirements (hallways, bathroom access, fire exits) and to support grant applications.
- **Consensus:** Finish the **bathrooms** and keep the main area **open** and flexible using portable/movable tables and chairs.

3.2 Discussion on Centralized Classroom / Mezzanine Concept

- The idea of a centralized classroom (for computers, electronics, theory) was discussed. Aaron Baer had previously suggested this as something he would do differently.
- **Suggestion:** Utilize the vertical space **above the bathrooms** for a computer lab/classroom (mezzanine/second story).
 - This saves valuable main floor space.
 - It offers **line of sight** over the entire shop floor ("look like work").
 - The space above the bathrooms is structurally dedicated anyway.
 - It could be accessed via stairs and potentially an **ADA/commercial wheelchair lift** (which could also be used for moving parts/storage).
 - Possibility of a platform/mezzanine with sliding barn doors or windows for sound separation and flexibility.
- **Action Item:** **Tim Walter** will contact architect **John Stapleton** for design assistance/referrals. **Rob Hess** will be the liaison.

3.3 Site Visit Planning

- **Purpose:** Visit existing CTE facilities to gather design ideas and learn from others' mistakes.
- **Proposed Locations:** Aaron Baer's facility (Oregon Trail), Willamette (Salem), and South Lane (Cottage Grove).
- **Decision:** The committee agreed to plan a site visit.
- **Date Set:** **Friday, November 21st** was agreed upon for the first visit (likely to Willamette, as confirmed by Alan Kirby).

3.4 Letters of Support/CTE Survey Forms

- **Action Item:** Industry partners were asked to complete a CTE survey form (business name, address) for the grant application.
- **Action Item:** Tim provided partners with a **template letter of support** for agriculture to be used as a simple, easy-to-transcribe draft. Partners were encouraged to distribute copies to other contacts.

4.0 Financial and Grant Updates

4.1 PPL (Pacific Power & Light) Update / Electrical

- **Goal:** Get the **oil-filled transformers** (containing PCBs) out of the gym, as they pose a major hazard and could shut down the complex for months if they fail.
- **Plan:** Work with PPL on grants to help cover the cost of moving the transformers outside.
- **Proposal:** Upgrade the service to **4,000 Amps** total (2,000 to the CTE building, 2,000 to the High School). This includes new switchgear, master disconnects, and a separate meter for the CTE building.
- **Cost Savings:** The county inspector confirmed the school would **NOT** be required to upgrade the existing, aging basement switchgear (saving an estimated \$400,000), as the work involves adding new components, not altering the existing internal wiring/components. This task can be deferred to a future bond.
- **Forward Thinking:** Use sectionalizing cabinets and conduit to allow for future upgrades without re-trenching/re-running lines.
- **Grant Opportunity:** Scott Salazar (PPL) is very interested and has submitted a proposal on the school's behalf for a **\$20,000 grant** to fund the **welding project** (machines, heat, ventilation, bathrooms). The committee is hopeful for a positive response soon.

4.2 Northwest Natural Update / Gas

- Plenty of gas **flow** is available from the existing line in the boiler room.
- **Plan:** Trench a new gas line to the CTE building alongside the power line (if they are trenching for power) to allow for heat.

4.3 Norms Electric Update

- Initial estimates for the full electrical upgrade (moving transformers, redoing switchgear, etc.) came in extremely high (\$500K to \$900K). This number is likely inflated due to including the upgrade of the old basement switchgear, which the county is not requiring.

4.4 CTE Revitalization Grant

- A grant draft is complete, aligning with the "open and flexible" goals.
- **Importance:** Strong **industry support** (letters, committee) is crucial for this grant.

4.5 Grant Monies/Separate Account

- **Motion:** Tim Walter moved to recommend to the School Board that all future grant monies for the CTE building be held in a **separate, non-commingled account** to ensure transparency, accountability, and prevent cost overruns.
- **Second:** Seconded by (Garret Leabo). (Motion Passed)

5.0 Project Updates

5.1 Welding and Small Engine Classes (Immediate Future)

- The \$20,000 PPL grant is intended to get the **welding** (MIG/TIG) up and running.
- **Immediate Plan:** Start with **small engine work** (taking apart/rebuilding new engines) as it does not require the extensive ventilation upgrades needed for welding/woodworking.
- **Ventilation Clarification:** Rob Hess will get clarification from the county on the mechanical code minimum requirements for ventilation (e.g., using large ceiling fans and open doors instead of expensive ductwork/booths for open-floor welding).

5.2 Boiler Repair (Main School Heat)

- **Status:** Previous belief that the main school boiler was "kaput" has been **debunked** as feasible to repair.
- **Problem:** The front office is "bone cold," and using small space heaters is a fire hazard.
- **Plan:** Jason Curtis will pursue a limited license to **inspect and pressure test** the heat exchanger and isolate broken radiator lines to restore the main school heat source (which is more efficient than the current mini-splits for heating).
- **Motion:** The committee **deputized Jason Curtis** to continue pursuing the boiler repair solution. (Motion Passed)

5.3 Seismic Grant Update

- The seismic grant (\$2.5 million for the **elementary school foundation**) is posted on the website. Bids are being sought.
 - **Action Item:** Board members and committee members were asked to volunteer to help **score the RFPs** when they are submitted.
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6.0 New Business & Next Steps

6.1 Future Programs (Culinary, Communications)

- **Culinary:** Discussion on whether to pursue funds to **refurbish the existing culinary room** (a cheaper alternative to new construction) to offer a valuable life skill/CTE program.
- **Communications:** Teacher Joe Demenu is one class away from **CTE Certification in Communications** (recording, broadcast tech) and is interested in building out a program. This was put on the committee's radar.

7.0 Adjournment

- No further comments or questions. 7:30PM

On November 10, 2025, the Central Linn Policy Committee convened at approximately 5:21 p.m. in the Central Linn Elementary Conference Room and via Zoom.

1.0 ATTENDANCE

Members Present: Jason Curtis, Levi Farris, Mandy Brady

Others Present: Rob Hess, Dena Crowell

2.0 POLICY FOR DISCUSSION

2.1 JL, External Mental & Behavioral Health Providers (and AR): Dr. Hess explained the need for the 'optional' district-created policy to establish clear expectations for outside behavioral and mental health providers. The policy would require parent consent, agency vetting, verified credentials, insurance, background checks, and a formal agreement outlining services. The committee noted past issues caused by the lack of a consistent process and agreed the policy provides transparency and safeguards without affecting IEP team authority. Expansion to other provider types may be considered in the future, but the current focus will move forward for first reading.

2.2 GBEC, Drug-Free Workplace: The committee discussed adopting the OSBA-required Drug-Free Workplace policy, prompted by a past workplace alcohol incident. Members highlighted differences between the current 2005 policy and the updated version, agreeing to proceed with adoption. They also considered creating an administrative regulation to clarify enforcement procedures.

2.3 GBDA, Expression of Milk (or Breast-Feeding) in the Workplace: Updates to Policy GBDA requires the district to designate private spaces for expressing milk or breastfeeding, with annual updates as needed. Designated locations include the district office conference room, CLHS nurse's stations, and a CLES classroom, all lockable, with personal coolers permitted. Any future location changes must be communicated through Cabinet and reflected in policy updates.

2.4 IIGBA & AR, Electronic Communication System: The committee reviewed Policy IIGBA and its administrative regulations, noting redundancy and outdated content. More information is needed on current registration and acknowledgment practices to ensure alignment with the updated 2021 OSBA version. The old AR will be deleted, current procedures confirmed, and the updated policy finalized before Board presentation.

2.5 IKJ, Artificial Intelligence: A new 'optional' AI policy was discussed to guide ethical and responsible use by students and staff. The policy emphasizes teacher oversight, accuracy, bias awareness, and student instruction on proper AI use.

4.0 ADJOURN

The meeting adjourned at approximately 6:16 p.m.

Dena Crowell, Board Secretary

Jason Curtis, Board Chair

Date Approved

STATE OF OREGON GRANT AGREEMENT

“Student Success Act – Student Investment Account”

Grant No. 39169

This Grant Agreement (“Grant”) is between the State of Oregon acting by and through its Department of Education (“Agency”) and **Central Linn SD 552** (“Grantee”), each a “Party” and, together, the “Parties”.

SECTION 1: AUTHORITY

Pursuant to the **Student Success Act**, codified at 2019 Oregon Laws Chapter 122, as amended from time to time (the “Act”), ORS 327.175 establishes the Student Investment Account, and subsection (4) provides that moneys in the Account are continuously appropriated to the Oregon Department of Education for the purpose of distributing grants under ORS 327.195.

In accordance with ORS 327.185, Student Investment Account grants may be awarded to eligible applicants: school districts, eligible charter schools, Youth Corrections Education Programs (YCEP), and Juvenile Detention Education Programs (JDEP).

SECTION 2: PURPOSE

The purpose of this grant is to provide funding to assist in meeting students’ mental and behavioral health needs, increase academic achievement, and reduce academic disparities for student populations identified in ORS 327.180(2)(b). These populations include , but are not limited to, economically disadvantaged students, students from racial or ethnic groups that have historically experienced academic disparities, students with disabilities, English language learners, students who are homeless, and students who are foster children, and any other student groups that have historically experienced academic disparities, as determined by the State Board of Education by rule.

SECTION 3: EFFECTIVE DATE AND DURATION

When all Parties have executed this Grant, and all necessary approvals have been obtained (“Executed Date”), this Grant is effective and has a Grant funding start date as of July 1, 2025 (“Effective Date”), and, unless extended or terminated earlier in accordance with its terms, will expire on September 30, 2027.

SECTION 4: GRANT MANAGERS

4.1 Agency's Grant Manager is:

Torrie Higgins
Office of Education Innovation & Improvement
255 Capitol St NE
Salem, OR 97310-0203
Torrie.higgins@ode.oregon.gov

4.2 Grantee's Grant Manager is:

Cathy Hurowitz
32433 Hwy 228
Halsey, OR 97348
cathy.hurowitz@centrallinn.k12.or.us

4.3 A Party may designate a new Grant Manager by written notice to the other Party.

SECTION 5: PROJECT ACTIVITIES

Grantee must perform the project activities set forth in Exhibit A (the "Project"), attached hereto and incorporated in this Grant by this reference, for the period beginning on the Effective Date and ending on the expiration date set forth in Section 3 (the "Performance Period").

SECTION 6: GRANT FUNDS

In accordance with the terms and conditions of this Grant, Agency will provide the Grantee the following amounts ("Grant Funds"): the full 2025-27 biennial allocation and a projected Quarter 1 disbursement for the 2027-29 biennium.

Grant Period	Performance Period	Amount
2025-27 Total Biennial Allocation (TBA)	July 1, 2025 – June 30, 2027	\$1,193,636.62
Less: 2025-27 Q1 projected amount made available under Agreement number 34343 (the "Prior Grant Agreement.")	July 1, 2025 – June 30, 2027	(\$155,416.78)
2025-26 Year 1 – Allocation - CURRENT	July 1, 2025 – June 30, 2027	\$429,465.16
2026-27 Year 2 – Allocation – RESERVED (not yet released)	July 1, 2025 – June 30, 2027	\$608,754.68
2027-29 Quarter 1 projected (2027-29 Q1)	July 1, 2027 – September 30, 2027	\$156,252.43
Total Grant Funds (2025-27 Current and Reserved Allocation + 2027-29 Q1 Projection)		\$1,194,472.27

The line items provided in the table above have the following meanings:

1. **TBA** equals the total final allocation for 2025 -27 based on the final approved budget.
2. **2025–27 Q1** amount reflects the portion of the 2025-27 biennium projected and made available under the Prior Grant Agreement.
3. **2025–26 Year 1 Allocation - CURRENT** represents the portion of the 2025-27 TBA remaining after subtracting the amount already made available under the Prior Grant Agreement. These funds are authorized for disbursement during year 1 of the biennium.
4. **2026–27 Year 2 Allocation - RESERVED** represents the portion of the 2025-27 TBA that is identified for Year 2 but not yet released. Disbursement of this amount is contingent upon written authorization from Agency confirming funds are available for release.
5. **2027-29 Quarter 1** is a projection and will be disbursed subject to the provisions in Exhibit A. The terms and conditions of this Grant apply to the use of these funds. While this allocation is administered under this Grant, its period of performance under this Grant will roll into the full 2027–29 biennial period of performance under the subsequent grant agreement.
6. **Total Grant Funds** include both the current biennium allocation and the projected 2027-29 Q1 amount.

Agency will pay the Grant Funds from monies available in the Student Investment Account (“Funding Source”). A reduction in the monies in the Funding Source may result in a decrease in Grant Funds available to Agency and a reduction in disbursements to Grantee under this Grant.

SECTION 7: DISBURSEMENT GENERALLY

7.1 Disbursement.

- 7.1.1 Subject to the availability of sufficient moneys in and from the Funding Source based on Agency’s reasonable projections of moneys accruing to the Funding Source, Agency will disburse Grant Funds to Grantee for the allowable Project activities described in Exhibit A that are undertaken during the Performance Period.
- 7.1.2 Grantee must provide to Agency any information or detail regarding the expenditure of Grant Funds required under Exhibit A prior to disbursement or as Agency may request.
- 7.1.3 Agency will only disburse Grant Funds to Grantee for activities completed or materials produced, that, if required by Exhibit A, are approved by Agency. If Agency determines any completed Project activities or materials produced are not acceptable and any deficiencies are the responsibility of Grantee, Agency will prepare a detailed written description of the deficiencies within 15 days of receipt of the materials or performance of the activity, and will deliver such notice to Grantee. Grantee must correct any deficiencies at no additional cost to Agency within 15 days. Grantee may resubmit a request for disbursement that includes evidence satisfactory to Agency demonstrating deficiencies were corrected.

- 7.2 **Conditions Precedent to Disbursement.** Agency’s obligation to disburse Grant Funds to Grantee under this Grant is subject to satisfaction of each of the following conditions precedent:

- 7.2.1** Agency has received sufficient funding, appropriations, expenditure limitation, allotments or other necessary expenditure authorizations to allow Agency, in the exercise of its reasonable administrative discretion, to make the disbursement from the Funding Source;
 - 7.2.2** No default as described in Section 15 has occurred; and
 - 7.2.3** Grantee's representations and warranties set forth in Section 8 are true and correct on the date of disbursement(s) with the same effect as though made on the date of disbursement.
- 7.3 No Duplicate Payment.** Grantee may use other funds in addition to the Grant Funds to complete the Project; provided, however, the Grantee may not credit or pay any Grant Funds for Project costs that are paid for with other funds and would result in duplicate funding.
- 7.4 Suspension of Funding and Project.** Agency may by written notice to Grantee, temporarily cease funding and require Grantee to stop all, or any part, of the Project dependent upon Grant Funds for a period of up to 180 days after the date of the notice, if Agency has or reasonably projects that it will have insufficient funds from the Funding Source to disburse the full amount of the Grant Funds. Upon receipt of the notice, Grantee must immediately cease all Project activities dependent on Grant Funds, or if that is impossible, must take all necessary steps to minimize the Project activities allocable to Grant Funds.

If Agency subsequently projects that it will have sufficient funds, Agency will notify Grantee that it may resume activities. If sufficient funds do not become available, Grantee and Agency will work together to amend this Grant to revise the amount of Grant Funds and Project activities to reflect the available funds. If sufficient funding does not become available or an amendment is not agreed to within a period of 180 days after issuance of the notice, Agency will either (i) cancel or modify its cessation order by a supplemental written notice or (ii) terminate this Grant as permitted by either the termination at Agency's discretion or for cause provisions of this Grant.

SECTION 8: REPRESENTATIONS AND WARRANTIES

- 8.1 Organization/Authority.** Grantee represents and warrants to Agency that:
- 8.1.1** Grantee is eligible to accept Grant Funds for this purpose, and is validly organized and existing under the laws of the State of Oregon;
 - 8.1.2** Grantee has all necessary rights, powers and authority under any organizational documents and under Oregon Law to (i) execute this Grant, (ii) incur and perform its obligations under this Grant, and (iii) receive financing, including the Grant Funds, for the Project;
 - 8.1.3** This Grant has been duly executed by Grantee and when executed by Agency, constitutes a legal, valid and binding obligation of Grantee enforceable in accordance with its terms;

- 8.1.4** If applicable and necessary, the execution and delivery of this Grant by Grantee has been authorized by an ordinance, order or resolution of its governing body, or voter approval, that was adopted in accordance with applicable law and requirements for filing public notices and holding public meetings; and
- 8.1.5** There is no proceeding pending or threatened against Grantee before any court or governmental authority that if adversely determined would materially adversely affect the Project or the ability of Grantee to carry out the Project.
- 8.2 False Claims Act.** Grantee acknowledges the Oregon False Claims Act, ORS 180.750 to 180.785, applies to any “claim” (as defined by ORS 180.750) made by (or caused by) Grantee that pertains to this Grant or to the Project. Grantee certifies that no claim described in the previous sentence is or will be a “false claim” (as defined by ORS 180.750) or an act prohibited by ORS 180.755. Grantee further acknowledges in addition to the remedies under Section 16, if it makes (or causes to be made) a false claim or performs (or causes to be performed) an act prohibited under the Oregon False Claims Act, the Oregon Attorney General may enforce the liabilities and penalties provided by the Oregon False Claims Act against the Grantee.
- 8.3 No limitation.** The representations and warranties set forth in this Section are in addition to, and not in lieu of, any other representations or warranties provided by Grantee.

SECTION 9: OWNERSHIP

- 9.1 Intellectual Property Definitions.** As used in this Section and elsewhere in this Grant, the following terms have the meanings set forth below:
- “Third Party Intellectual Property” means any intellectual property owned by parties other than Grantee or Agency.
- “Work Product” means every invention, discovery, work of authorship, trade secret or other tangible or intangible item Grantee is required to create or deliver as part of the Project, and all intellectual property rights therein.
- 9.2 Grantee Ownership.** Grantee must deliver copies of all Work Product as directed in Exhibit A. Grantee retains ownership of all Work Product, and grants Agency an irrevocable, non-exclusive, perpetual, royalty-free license to use, to reproduce, to prepare derivative works based upon, to distribute, to perform and to display the Work Product, to authorize others to do the same on Agency’s behalf, and to sublicense the Work Product to other entities without restriction.
- 9.3 Third Party Ownership.** If the Work Product created by Grantee under this Grant is a derivative work based on Third Party Intellectual Property, or is a compilation that includes Third Party Intellectual Property, Grantee must secure an irrevocable, non-exclusive, perpetual, royalty-free license allowing Agency and other entities the same rights listed above for the pre-existing element of the Third party Intellectual Property employed in the Work Product. If state or federal law requires that Agency or Grantee grant to the United States a license to any intellectual property in the Work Product, or if state or federal law requires Agency or the United States to own the intellectual property in the Work Product,

then Grantee must execute such further documents and instruments as Agency may reasonably request in order to make any such grant or to assign ownership in such intellectual property to the United States or Agency.

- 9.4 Real Property.** If the Project includes the acquisition, construction, remodel or repair of real property or improvements to real property, Grantee may not sell, transfer, encumber, lease or otherwise dispose of any real property or improvements to real property paid for with Grant Funds for a period of six (6) years after the Effective Date of this Grant without the prior written consent of the Agency.

SECTION 10: CONFIDENTIAL INFORMATION

- 10.1 Confidential Information Definition.** Grantee acknowledges it and its employees or agents may, in the course of performing its responsibilities, be exposed to or acquire information that is: (i) confidential to Agency or Project participants or (ii) the disclosure of which is restricted under federal or state law, including without limitation: (a) personal information, as that term is used in ORS 646A.602(12), (b) social security numbers, and (c) information protected by the federal Family Educational Rights and Privacy Act under 20 USC § 1232g (items (i) and (ii) separately and collectively “Confidential Information”).
- 10.2 Nondisclosure.** Grantee agrees to hold Confidential Information as required by any applicable law and in all cases in strict confidence, using at least the same degree of care Grantee uses in maintaining the confidentiality of its own confidential information. Grantee may not copy, reproduce, sell, assign, license, market, transfer or otherwise dispose of, give, or disclose Confidential Information to third parties, or use Confidential Information except as is allowed by law and for the Project activities and Grantee must advise each of its employees and agents of these restrictions. Grantee must assist Agency in identifying and preventing any unauthorized use or disclosure of Confidential Information. Grantee must advise Agency immediately if Grantee learns or has reason to believe any Confidential Information has been, or may be, used or disclosed in violation of the restrictions in this Section. Grantee must, at its expense, cooperate with Agency in seeking injunctive or other equitable relief, in the name of Agency or Grantee, to stop or prevent any use or disclosure of Confidential Information. At Agency’s request, Grantee must return or destroy any Confidential Information. If Agency requests Grantee to destroy any Confidential Information, Grantee must provide Agency with written assurance indicating how, when and what information was destroyed.
- 10.3 Identity Protection Law.** Grantee must have and maintain a formal written information security program that provides safeguards to protect Confidential Information from loss, theft, and disclosure to unauthorized persons, as required by the Oregon Consumer Information Protection Act, ORS 646A.600-628. If Grantee or its agents discover or are notified of a potential or actual “Breach of Security”, as defined by ORS 646A.602(1)(a), or a failure to comply with the requirements of ORS 646A.600-628, (collectively, “Breach”) with respect to Confidential Information, Grantee must promptly but in any event within one calendar day (i) notify the Agency Grant Manager of such Breach and (ii) if the applicable Confidential Information was in the possession of Grantee or its agents at the time of such Breach, Grantee must (a) investigate and remedy the technical causes and technical effects of the Breach and (b) provide Agency with a written root cause analysis of the Breach and

the specific steps Grantee will take to prevent the recurrence of the Breach or to ensure the potential Breach will not recur. For the avoidance of doubt, if Agency determines notice is required of any such Breach to any individual(s) or entity(ies), Agency will have sole control over the timing, content, and method of such notice, subject to Grantee's obligations under applicable law.

- 10.4 Subgrants/Contracts.** Grantee must require any subgrantees, contractors or subcontractors under this Grant who are exposed to or acquire Confidential Information to treat and maintain such information in the same manner as is required of Grantee under subsections 10.1 and 10.2 of this Section.
- 10.5 Background Check.** If requested by Agency and permitted by law, Grantee's employees, agents, contractors, subcontractors, and volunteers that perform Project activities must agree to submit to a criminal background check prior to performance of any Project activities or receipt of Confidential Information. Background checks will be performed at Grantee's expense. Based on the results of the background check, Grantee or Agency may refuse or limit (i) the participation of any Grantee employee, agent, contractor, subgrantee, or volunteer, in Project activities or (ii) access to Agency Personal Information or Grantee premises.

SECTION 11: INDEMNITY/LIABILITY

- 11.1 Indemnity.** Grantee must defend, save, hold harmless, and indemnify the State of Oregon and Agency and their officers, employees and agents from and against all claims, suits, actions, losses, damages, liabilities, costs, and expenses of any nature whatsoever, including attorneys' fees, resulting from, arising out of, or relating to the activities of Grantee or its officers, employees, subgrantees, contractors, subcontractors, or agents under this Grant (each of the foregoing individually or collectively a "Claim" for purposes of this Section).
- 11.2 Defense.** Grantee may have control of the defense and settlement of any Claim subject to this Section. But neither Grantee nor any attorney engaged by Grantee may defend the Claim in the name of the State of Oregon, nor purport to act as legal representative of the State of Oregon or any of its agencies, without first receiving from the Attorney General, in a form and manner determined appropriate by the Attorney General, authority to act as legal counsel for the State of Oregon. Nor may Grantee settle any Claim on behalf of the State of Oregon without the approval of the Attorney General. The State of Oregon may, at its election and expense, assume its own defense and settlement in the event the State of Oregon determines Grantee is prohibited from defending the State of Oregon, or is not adequately defending the State of Oregon's interests, or an important governmental principle is at issue and the State of Oregon desires to assume its own defense. Grantee may not use any Grant Funds to reimburse itself for the defense of or settlement of any Claim.
- 11.3 Limitation.** Except as provided in this Section, neither Party will be liable for incidental, consequential, or other indirect damages arising out of or related to this Grant, regardless of whether the damages or other liability is based in contract, tort (including negligence), strict liability, product liability or otherwise. Neither Party will be liable for any damages of any sort arising solely from the termination of this Grant in accordance with its terms.

SECTION 12: INSURANCE

- 12.1 Private Insurance.** If Grantee is a private entity, or if any contractors, subcontractors, or subgrantees used to carry out the Project are private entities, Grantee and any private contractors, subcontractors or subgrantees must obtain and maintain insurance covering Agency in the types and amounts indicated in Exhibit C.
- 12.2 Public Body Insurance.** If Grantee is a “public body” as defined in ORS 30.260, Grantee agrees to insure any obligations that may arise for Grantee under this Grant, including any indemnity obligations, through (i) the purchase of insurance as indicated in Exhibit C or (ii) the use of self-insurance or assessments paid under ORS 30.282 that is substantially similar to the types and amounts of insurance coverage indicated on Exhibit C, or (iii) a combination of any or all of the foregoing.
- 12.3 Real Property.** If the Project includes the construction, remodel or repair of real property or improvements to real property, Grantee must insure the real property and improvements against liability and risk of direct physical loss, damage or destruction at least to the extent that similar insurance is customarily carried by entities constructing, operating and maintaining similar property or facilities.

SECTION 13: GOVERNING LAW, JURISDICTION

This Grant is governed by and construed in accordance with the laws of the State of Oregon without regard to principles of conflicts of law. Any claim, action, suit or proceeding (collectively “Claim”) between Agency or any other agency or department of the State of Oregon, or both, and Grantee that arises from or relates to this Grant must be brought and conducted solely and exclusively within the Circuit Court of Marion County for the State of Oregon; provided, however, if a Claim must be brought in a federal forum, then it will be brought and conducted solely and exclusively within the United States District Court for the District of Oregon. In no event may this Section be construed as a waiver by the State of Oregon of any form of defense or immunity, whether sovereign immunity, governmental immunity, immunity based on the eleventh amendment to the Constitution of the United States or otherwise, to or from any Claim or from the jurisdiction of any court. GRANTEE, BY EXECUTION OF THIS GRANT, HEREBY CONSENTS TO THE PERSONAL JURISDICTION OF SUCH COURTS.

SECTION 14: ALTERNATIVE DISPUTE RESOLUTION

The Parties should attempt in good faith to resolve any dispute arising out of this Grant. This may be done at any management level, including at a level higher than persons directly responsible for administration of the Grant. In addition, the Parties may agree to utilize a jointly selected mediator or arbitrator (for non-binding arbitration) to resolve the dispute short of litigation. Each Party will bear its own costs incurred for any mediation or non-binding arbitration.

SECTION 15: DEFAULT

- 15.1 Grantee.** Grantee will be in default under this Grant upon the occurrence of any of the following events:
- 15.1.1** Grantee fails to use the Grant Funds for the intended purpose described in Exhibit A or otherwise fails to perform, observe or discharge any of its covenants, agreements, or obligations under this Grant;
 - 15.1.2** Any representation, warranty or statement made by Grantee in this Grant or in any documents or reports relied upon by Agency to measure the Project, the expenditure of Grant Funds or the performance by Grantee is untrue in any material respect when made; or
 - 15.1.3** A petition, proceeding or case is filed by or against Grantee under any federal or state bankruptcy, insolvency, receivership or other law relating to reorganization, liquidation, dissolution, winding-up or adjustment of debts; in the case of a petition filed against Grantee, Grantee acquiesces to such petition or such petition is not dismissed within 20 calendar days after such filing, or such dismissal is not final or is subject to appeal; or Grantee becomes insolvent or admits its inability to pay its debts as they become due, or Grantee makes an assignment for the benefit of its creditors.
- 15.2 Agency.** Agency will be in default under this Grant if, after 15 days written notice specifying the nature of the default, Agency fails to perform, observe or discharge any of its covenants, agreements, or obligations under this Grant; provided, however, Agency will not be in default if Agency fails to disburse Grant Funds because there is insufficient expenditure authority for, or moneys available from, the Funding Source.

SECTION 16: REMEDIES

- 16.1 Agency Remedies.** In the event Grantee is in default under Section 15.1, Agency may, at its option, pursue any or all of the remedies available to it under this Grant and at law or in equity, including, but not limited to: (i) termination of this Grant under Section 18.2, (ii) reducing or withholding payment for Project activities or materials that are deficient or Grantee has failed to complete by any scheduled deadlines, (iii) requiring Grantee to complete, at Grantee's expense, additional activities necessary to satisfy its obligations or meet performance standards under this Grant, (iv) initiation of an action or proceeding for damages, specific performance, or declaratory or injunctive relief, (v) exercise of its right of recovery of overpayments under Section 17 of this Grant or setoff, or both, or (vi) declaring Grantee ineligible for the receipt of future awards from Agency. These remedies are cumulative to the extent the remedies are not inconsistent, and Agency may pursue any remedy or remedies singly, collectively, successively or in any order whatsoever.
- 16.2 Grantee Remedies.** In the event Agency is in default under Section 15.2 and whether or not Grantee elects to terminate this Grant, Grantee's sole monetary remedy will be, within any limits set forth in this Grant, reimbursement of Project activities completed and accepted by Agency and authorized expenses incurred, less any claims Agency has against Grantee. In no event will Agency be liable to Grantee for any expenses related to termination of this Grant or for anticipated profits.

SECTION 17: WITHHOLDING FUNDS, RECOVERY

Agency may withhold from disbursements of Grant Funds due to Grantee, or Grantee must return to Agency within 30 days of Agency's written demand:

- 17.1** Any Grant Funds paid to Grantee under this Grant, or payments made under any other agreement between Agency and Grantee, that exceed the amount to which Grantee is entitled;
- 17.2** Any Grant Funds received by Grantee that remain unexpended or contractually committed for payment of the Project at the end of the Performance Period;
- 17.3** Any Grant Funds determined by Agency to be spent for purposes other than allowable Project activities; or
- 17.4** Any Grant Funds requested by Grantee as payment for deficient activities or materials.

SECTION 18: TERMINATION

- 18.1 Mutual.** This Grant may be terminated at any time by mutual written consent of the Parties.
- 18.2 By Agency.** Agency may terminate this Grant as follows:
 - 18.2.1** At Agency's discretion, upon 30 days advance written notice to Grantee;
 - 18.2.2** Immediately upon written notice to Grantee, if Agency fails to receive funding, or appropriations, limitations or other expenditure authority at levels sufficient in Agency's reasonable administrative discretion, to perform its obligations under this Grant;
 - 18.2.3** Immediately upon written notice to Grantee, if federal or state laws, rules, regulations or guidelines are modified or interpreted in such a way that Agency's performance under this Grant is prohibited or Agency is prohibited from funding the Grant from the Funding Source; or
 - 18.2.4** Immediately upon written notice to Grantee, if Grantee is in default under this Grant and such default remains uncured 15 days after written notice thereof to Grantee.
- 18.3 By Grantee.** Grantee may terminate this Grant as follows:
 - 18.3.1** If Grantee is a governmental entity, immediately upon written notice to Agency, if Grantee fails to receive funding, or appropriations, limitations or other expenditure authority at levels sufficient to perform its obligations under this Grant.
 - 18.3.2** If Grantee is a governmental entity, immediately upon written notice to Agency, if applicable laws, rules, regulations or guidelines are modified or interpreted in such a way that the Project activities contemplated under this Grant are prohibited by law or Grantee is prohibited from paying for the Project from the Grant Funds or other planned Project funding; or

18.3.3 Immediately upon written notice to Agency, if Agency is in default under this Grant and such default remains uncured 15 days after written notice thereof to Agency.

18.4 Cease Activities. Upon receiving a notice of termination of this Grant, Grantee must immediately cease all activities under this Grant, unless Agency expressly directs otherwise in such notice. Upon termination, Grantee must deliver to Agency all materials or other property that are or would be required to be provided to Agency under this Grant or that are needed to complete the Project activities that would have been performed by Grantee.

SECTION 19: MISCELLANEOUS

19.1 Conflict of Interest. Grantee by signature to this Grant declares and certifies the award of this Grant and the Project activities to be funded by this Grant, create no potential or actual conflict of interest, as defined by ORS Chapter 244, for a director, officer or employee of Grantee.

19.2 Nonappropriation. Agency's obligation to pay any amounts and otherwise perform its duties under this Grant is conditioned upon Agency receiving funding, appropriations, limitations, allotments, or other expenditure authority sufficient to allow Agency, in the exercise of its reasonable administrative discretion, to meet its obligations under this Grant. Nothing in this Grant may be construed as permitting any violation of Article XI, Section 7 of the Oregon Constitution or any other law limiting the activities, liabilities or monetary obligations of Agency.

19.3 Amendments. The terms of this Grant may not be altered, modified, supplemented or otherwise amended, except by written agreement of the Parties.

19.4 Notice. Except as otherwise expressly provided in this Grant, any notices to be given under this Grant must be given in writing by email, personal delivery, or postage prepaid mail, to a Party's Grant Manager at the physical address or email address set forth in this Grant, or to such other addresses as either Party may indicate pursuant to this Section. Any notice so addressed and mailed becomes effective five (5) days after mailing. Any notice given by personal delivery becomes effective when actually delivered. Any notice given by email becomes effective upon the sender's receipt of confirmation generated by the recipient's email system that the notice has been received by the recipient's email system.

19.5 Survival. All rights and obligations of the Parties under this Grant will cease upon termination of this Grant, other than the rights and obligations arising under Sections 11, 13, 14, 16, 17 and subsection 19.5 hereof and those rights and obligations that by their express terms survive termination of this Grant; provided, however, termination of this Grant will not prejudice any rights or obligations accrued to the Parties under this Grant prior to termination.

19.6 Severability. The Parties agree if any term or provision of this Grant is declared by a court of competent jurisdiction to be illegal or in conflict with any law, the validity of the remaining terms and provisions will not be affected, and the rights and obligations of the Parties will be construed and enforced as if the Grant did not contain the particular term or provision held to be invalid.

- 19.7 Counterparts.** This Grant may be executed in several counterparts, all of which when taken together constitute one agreement, notwithstanding that all Parties are not signatories to the same counterpart. Each copy of the Grant so executed constitutes an original.
- 19.8 Compliance with Law.** In connection with their activities under this Grant, the Parties must comply with all applicable federal, state and local laws.
- 19.9 Intended Beneficiaries.** Agency and Grantee are the only parties to this Grant and are the only parties entitled to enforce its terms. Nothing in this Grant provides, is intended to provide, or may be construed to provide any direct or indirect benefit or right to third persons unless such third persons are individually identified by name herein and expressly described as intended beneficiaries of this Grant.
- 19.10 Assignment and Successors.** Grantee may not assign or transfer its interest in this Grant without the prior written consent of Agency and any attempt by Grantee to assign or transfer its interest in this Grant without such consent will be void and of no force or effect. Agency's consent to Grantee's assignment or transfer of its interest in this Grant will not relieve Grantee of any of its duties or obligations under this Grant. The provisions of this Grant will be binding upon and inure to the benefit of the Parties hereto, and their respective successors and permitted assigns.
- 19.11 Contracts and Subgrants.** Grantee may not, without Agency's prior written consent, enter into any contracts or subgrants for any of the Project activities required of Grantee under this Grant. Agency's consent to any contract or subgrant will not relieve Grantee of any of its duties or obligations under this Grant.
- 19.12 Time of the Essence.** Time is of the essence in Grantee's performance of the Project activities under this Grant.
- 19.13 Records Maintenance and Access.** Grantee must maintain all financial records relating to this Grant in accordance with generally accepted accounting principles. In addition, Grantee must maintain any other records, whether in paper, electronic or other form, pertinent to this Grant in such a manner as to clearly document Grantee's performance. All financial records and other records, whether in paper, electronic or other form, that are pertinent to this Grant, are collectively referred to as "Records." Grantee acknowledges and agrees Agency and the Oregon Secretary of State's Office and the federal government and their duly authorized representatives will have access to all Records to perform examinations and audits and make excerpts and transcripts. Grantee must retain and keep accessible all Records for a minimum of six (6) years, or such longer period as may be required by applicable law, following termination of this Grant, or until the conclusion of any audit, controversy or litigation arising out of or related to this Grant, whichever date is later.
- 19.14 Headings.** The headings and captions to sections of this Grant have been inserted for identification and reference purposes only and may not be used to construe the meaning or to interpret this Grant.
- 19.15 Grant Documents.** This Grant consists of the following documents, which are incorporated by this reference and listed in descending order of precedence:

- This Grant less all exhibits
- Exhibit A (the “Project”)
- Exhibit B (Common and Customized Framework)
- Exhibit C (Insurance)

19.16 Merger, Waiver. This Grant and all exhibits and attachments, if any, constitute the entire agreement between the Parties on the subject matter hereof. There are no understandings, agreements, or representations, oral or written, not specified herein regarding this Grant. No waiver or consent under this Grant binds either Party unless in writing and signed by both Parties. Such waiver or consent, if made, is effective only in the specific instance and for the specific purpose given.

SECTION 20: SIGNATURES

EACH PARTY, BY SIGNATURE OF ITS AUTHORIZED REPRESENTATIVE, HEREBY ACKNOWLEDGES IT HAS READ THIS GRANT, UNDERSTANDS IT, AND AGREES TO BE BOUND BY ITS TERMS AND CONDITIONS. The Parties further agree that by the exchange of this Grant electronically, each has agreed to the use of electronic means, if applicable, instead of the exchange of physical documents and manual signatures. By inserting an electronic or manual signature below, each authorized representative acknowledges that it is their signature, that each intends to execute this Grant, and that their electronic or manual signature should be given full force and effect to create a valid and legally binding agreement.

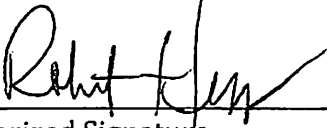
IN WITNESS WHEREOF, the Parties have executed this Grant as of the dates set forth below.

STATE OF OREGON acting by and through its Department of Education

By: Michelle Choate
Contracting Officer

11/04/2025
Date

Central Linn SD 552

By: 
Authorized Signature

ROBERT HESS
Printed Name

93-601921
Federal Tax ID Number

11/19/25
Date

SUPERINTENDENT
Title

Approved for Legal Sufficiency in accordance with ORS 291.047

By: AAG Devon Thorson
Assistant Attorney General

11/04/2025
Date

EXHIBIT A THE PROJECT

SECTION I – BACKGROUND AND GOALS

Signed into law in May of 2019, the Student Success Act (SSA) is a historic opportunity for Oregon schools. The law is rooted in equity, authentic community engagement and shared accountability for student success.

SSA established the Student Investment Account (SIA) to provide Oregon school districts, eligible charter schools, YCEP, and JDEP with access to non-competitive grant funds. Each SIA applicant is required to collaborate with educators, students, families, and their community to develop a plan that outlines priorities and activities aligned to the allowable uses defined in law.

The SIA grants are designed to achieve two primary purposes:

- 1) Meeting students’ mental and behavioral health needs, and
- 2) Increasing academic achievement and reducing academic disparities for students from racial or ethnic groups that have historically experienced academic disparities; students with disabilities; English language learners; economically disadvantaged students; students who are homeless; and students who are foster children.

Achievement of these purposes will be measured through Progress Markers and, for larger districts, Longitudinal Performance Growth Targets (LPGTs), forming the basis for the activities, outcomes and reporting requirements described in the following sections of this Exhibit.

SECTION II – PROJECT DEFINITIONS

The following capitalized terms have the meanings assigned below for purposes of Exhibits A and B. Definitions are derived from the Act, applicable administrative rules, and the Guidance for Eligible Applicants issued by the Agency.

“Act” means the “Student Success Act” codified in 2019 Oregon Laws Chapter 122, as amended from time to time, inclusive.

“Allowable Project Costs” means Grantee’s actual costs that are reasonable, necessary, and directly related to the implementation of the Integrated Plan and are allowable uses of the Grant Funds under the Act.

“Baseline Targets” means the minimum expectations for improvement set forth in the Integrated Plan by the district in either: (i) raising academic achievement or (ii) reducing academic disparities and closing gaps, as further defined in the December 2019 “Guidance for Eligible Applicants”.

“Common Metrics” means the Five-Year Completion Rate, Third-Grade Reading Proficiency Rate, Ninth-Grade On-Track Rate, Regular Attendance Rate, and Four-Year On-Time Graduation rate used by the Agency to measure the success of activities funded by the SIA.

“Disaggregated” has the meaning given in section 12(a) of the Act.

“Five-Year Completion Rate” has the meaning given in section 12(b) of the Act.

“Focal Student Groups” means students from racial or ethnic groups that have historically experienced academic disparities, students with disabilities, English language learners, students who are economically disadvantaged, students who are homeless and students who are foster children.

“Four-Year on-Time Graduation Rate” means the percentage of students who received a high school diploma or a modified diploma within four years of the student beginning the ninth grade.

“Gap Closing Targets” or “Closing Gap Targets” means the reduction of academic disparities between groups of students especially for Focal Student Groups set forth in the Integrated Plan based on the February 2022 “Aligning for Student Success: Integrated Guidance for Six ODE Initiatives”.

“Integrated Programs” means the integration of the following nine programs: High School Success (HSS), Student Investment Account (SIA), Continuous Improvement Planning (CIP), Career and Technical Education-Perkins V (CTE), Every Day Matters (EDM), Early Indicators Intervention Systems (EIS), Early Literacy School District Success Grants, Federal School Improvement (FSI) and Career Connected Learning. Together operationally, integrating these programs creates opportunities to improve outcomes and learning conditions for students and educators. Working within existing state statutes and administrative rules, Agency developed an Integrated Programs framework for success that meets the core purpose of each program while trying to create a stronger framework from which progress, long-term impact, and learning approach to monitoring and evaluation is a hallmark of high-performing educational systems. This work is informed through Integrated Guidance.

“Integrated Plan” means the Grantee’s approved biennial plan developed following the Integrated Guidance, which includes the SIA, which has a focus on increasing academic achievement by all students, reducing academic disparities for identified student groups, and meeting students’ mental and behavioral health needs in addition to other needs deemed important at each school, stated outcomes, strategies, and activities The Integrated Plan may only be adjusted with approval from ODE staff in order to align with the anticipated outcomes and approved by Agency.

“Local Optional Metrics” are optional metrics established in addition to the 5 common metrics that are designed to allow grantees to monitor progress connected to their outcomes.

“Longitudinal Performance Growth Targets (LPGTs)” means the required common metrics and optional locally defined metrics, including targets related to student mental and behavioral health needs, included in Grantee’s Integrated Plan.

“Ninth-grade On-Track Rate” has the meaning given in section 12(d) of the Act.

“Progress Markers” means sets of indicators set forth as a part of the Integrated Programs and Guidance that identify the kinds of changes the Agency expects to see in policies, practices and approaches that lead to Grantees reaching established LPGTs.

“Regular Attendance Rate” has the meaning given in section 12(f) of the Act.

“SIA Account” means the Student Investment Account established, pursuant to ORS 327.175, within the Fund for Student Success for the purpose of distributing grants under ORS 327.195.

“Stretch Targets” means significant improvement set forth in the Integrated Plan by the district in either: (i) raising academic achievement or (ii) reducing academic disparities and closing gaps, as further described in the December 2019 “Guidance for Eligible Applicants”.

“Third-Grade Reading Proficiency Rate” has the meaning given in section 12(g) of the Act.

SECTION III – PROJECT ACTIVITIES

Integrated Plan Implementation

Agency will disburse Grant Funds for Allowable Project Costs that implement Grantee’s approved Integrated Plan during the Performance Period, in accordance with the allowable uses and activities described in the Act and as further detailed in the “Allowable Use of Grant Funds” section below.

Allowable Use of Grant Funds

Grantee must use the Grant Funds only for:

1. Increasing instructional time, which may include:
 - More hours or days of instructional time;
 - Summer programs;
 - Before-school or after-school programs; or
 - Technological investments that minimize class time used for student assessments.
2. Addressing students’ health or safety needs, which may include:
 - Social-emotional learning and development;
 - Student mental and behavioral health;
 - Improvements to teaching and learning practices or organizational structures that lead to better interpersonal relationships at the school;
 - Student health and wellness;
 - Trauma-informed practices;
 - School health professionals and assistants;
 - Facility improvements directly related to improving student health or safety.
3. Reducing class sizes, which may include:
 - increasing the use of instructional assistants, by using evidence-based criteria to ensure appropriate student-teacher ratios or staff caseloads.
4. Expanding availability of and student participation in well-rounded learning experiences, which may include:
 - Developmentally appropriate and culturally responsive early literacy practices and programs in prekindergarten through third grade;
 - Culturally responsive practices and programs in grades six through eight, including learning, counseling and student support that is connected to colleges and careers;
 - Broadened curricular options at all grade levels, including access to:
 - Art, music, and physical education classes;
 - Science, technology, engineering, and mathematics (STEM) education;
 - Career and technical education, including career and technical student organization programs;

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- Electives that are engaging to students;
- Accelerated college credit programs, including dual credit programs, International Baccalaureate programs and advanced placement programs;
- Dropout prevention programs and transition supports;
- Life skills classes;
- Talented and gifted programs;
- Access to licensed educators with a library media endorsement

Administrative costs shall not exceed 5% or \$500,000 annually, whichever is less, of Grantee's total expenditures. Administrative costs may include ongoing community engagement and costs associated with the administration of the grant.

SECTION IV – REPORTING REQUIREMENTS

Grantee must submit financial and performance progress reports for each fiscal year of the biennium, using templates provided by the Agency, according to the schedule below.

Reporting Period	Due Date	Deliverable
July 1 – September 30	November 15	Submit financial and performance progress report.
October 1 – December 31	February 15	Submit financial and performance progress report. Include board minutes showing the Financial Audit was presented at an open meeting with opportunity for public comment (not consent agenda) (ORS 327.201(1)(b)(B)).
January 1 – June 30	August 15	Submit financial report of expenditures AND Annual Report (narrative responses). The Annual Report must be presented to the governing board at an open meeting, with an opportunity for public comment (not on a consent agenda). Board minutes documenting the presentation must be submitted alongside the Annual Report. Grantee must post the Annual Report on its website and make it available at the main office, in accordance with ORS 327.201(1)(b)(A)-(B).

If the Performance Period begins prior to the Executed Date, any reports for Project activities shown in this Exhibit A as due prior to the Executed Date must be submitted to the Agency within 30 days of the Executed Date, if not already provided to Agency. Grantee will not be in default for failure to perform any reporting requirements prior to the Executed Date.

Grantee shall supply any related or additional reports and information as Agency may require.

The Agency will monitor and evaluate Grantee's progress toward Progress Markers and LPGTs described in Exhibit B, in accordance with ODE guidance and the monitoring provisions of this Grant.

SIA Grant Monitoring

The Agency will monitor Grantee's performance under this Grant in person, video conferencing or by phone. Agency will provide written notice to Grantee, as provided in Section 19.4 of the Grant, at least 15 days in advance of Agency's monitoring activities and will schedule in person visits, video conferencing and phone calls.

A Grant monitoring visit or call may cover a variety of topics at Agency's discretion including but not limited to: Grantee's compliance with the SIA Account purposes; challenges faced by the Grantee in implementing its Plan; Integrated Plan outcomes; its budget and expenditure of moneys received from the SIA Account, Grantee's progress toward achieving its Progress Markers; financial reporting, any expenditure changes, and reconciliation of Grant Funds; or Grantee's training and technical assistance needs.

Before an on-site visit, the Agency will advise Grantee on how to prepare for the monitoring visit and financial reconciliation, the format for the visit, and which Grantee organizational leaders, staff or others should be involved in the visit. Once a date and time are confirmed, the Grantee should send a notification to its organizational leaders, staff, students and community partners who are expected to participate; identify a meeting location and prepare all necessary monitoring documents and data.

The department may establish a procedure for conducting performance audits on a random basis or based on just cause as allowed under rules adopted by the board. If Grantee does not use the Grant Funds for Allowable Project Costs, the Agency may exercise the remedies provided in Section 16 or 17 of this Grant, including, without limitation, deducting amounts from future disbursements of Grant Funds.

Each grant recipient must conduct a performance review at least once every four years in accordance with standards adopted in board rule (OAR 581-014-0013) to ensure accountability and continuous improvement of SIA-funded activities.

SECTION V – DISBURSEMENT

Disbursement of Grant Funds

Agency will disburse the Grant Funds using its Electronic Grants Management System ("EGMS"), on a quarterly basis as outlined below:

Quarter	Disbursement Date	Quarterly Disbursement Amount/%
Q1	July 1, 2025	Variable projection (made available under prior agreement; <i>may differ from the projected 12.5%</i>)
Q2	October 1, 2025	True-Up / Adjustment to reconcile Q1 difference (<i>ensures Q1 + Q2 equals 25% of TBA</i>)
Q3	January 1, 2026	12.5%
Q4	April 1, 2026	12.5%
Q5	July 1, 2026	12.5%
Q6	October 1, 2026	12.5%
Q7	January 1, 2027	12.5%
Q8	April 1, 2027	12.5%
2027-29 Q1	July 1, 2027	12.5% (Projected) of 2027–29 Biennium

Disbursements outlined in the table above are subject to the following:

1. If this Grant is not fully executed by October 1, the Agency will disburse the Grant Funds due for disbursement within 30 days of the Execution Date.
2. Disbursements will be made as advance payments, not reimbursements.
3. Q3 – Q8 disbursements are 12.5% of the TBA, plus any unclaimed amounts from the prior quarter disbursements.
4. Grantees are encouraged to draw down funds according to the schedule. **All funds for 2025-27 Q1 – Q8 must be drawn down and expended by June 30th, 2027.**
5. Any 2025-27 Grant Funds that are not expended by the Grantee by June 30, 2027 must be returned to Agency for deposit in the Student Investment Account.
6. Any 2027-29 Q1 Grant Funds that are not expended by the Grantee by June 30, 2029, must be returned to the Agency for deposit in the Student Investment Account.

Allocation and Projections

1. By April 30, 2027, Grantee shall submit to the Agency an Integrated Plan and Budget for subsequent biennium (2027-29). This Integrated Plan and Budget must describe how Grantee will utilize the Grant Funds allocated for 2027-29 Q1.
2. The amount of Grant Funds allocated for 2027-29 Q1 is based on projections for the continued implementation and sustainability of the approved Integrated Plan, anticipating ongoing efforts to achieve the established Progress Markers. These funds are intended to support continued activities and initiatives, ensuring continuity in programmatic efforts aimed at achieving the specified objectives.
3. The amount of Grant Funds allocated above for 2027-29 Q1 will be considered in determining the subsequent Q1 allocation in the next biennium (July 1, 2027 – June 30, 2029). Any differences between projected and actual Q1 disbursements will be reconciled in the Q2 disbursement to balance total funding across the biennium.
4. The utilization of 2027-29 Q1 funds allocated under this Agreement will be documented in the subsequent grant agreement, if executed, covering the 2027 – 2029 biennium.

EXHIBIT B

COMMON AND CUSTOMIZED PERFORMANCE FRAMEWORK

CENTRAL LINN SD 552

SECTION I – PROGRESS MARKERS FOR 2025-2027 BIENNIUM

The Progress Markers outlined in this Exhibit B provide a framework for measuring the outcomes and activities described in Exhibit A. They support a developmental approach to evaluation, focusing on the types of changes that result from distinct investments. Grantees will provide updates toward these Progress Markers through the quarterly and annual reports. The fifteen Progress Markers below are organized into three categories: A ‘Start to See,’ B ‘Gaining Traction,’ and C ‘Profound Progress,’ representing advancement from early signs of progress to substantial and transformational changes.

- A. “Start to See: Early Signs of Progress”** Based on your investments and activities, what changes or contributions are you noticing? What practices are improving?
- B. “Gaining Traction: Intermediate Changes”** Based on your investments and activities, are you seeing any of these impacts?
- C. “Profound Progress: Substantial and Significant Changes”** Based on your investments and activities, are any of these more transformational changes noticeable?

A. Start to See: Early Signs of Progress

1	Community engagement is authentic, consistent, and ongoing. The strengths that educators, students, families, focal groups, and tribal communities bring to the educational experience informs school and district practices and planning.
2	Equity tools are utilized in continuous improvement cycles, including the ongoing use of an equity lens or decision-tool that impacts policies, procedures, people/students, resource allocation, and practices that may impact grading, discipline, and attendance.
3	Data teams are formed and provided time to meet regularly to review disaggregated student data in multiple categories (grade bands, content areas, attendance, discipline, mental health, participation in advanced coursework, formative assessment data, etc.). These teams have open access to timely student data and as a result decisions are made that positively impact district/school-wide systems and focal populations.
4	Schools and districts have an accurate inventory of literacy assessments, tools, and curriculum being used, including digital resources, to support literacy (reading, writing, listening, and speaking). The inventory includes a review of what resources and professional development are research-aligned, formative, diagnostic, and culturally responsive.

B. Gaining Traction: Intermediate Changes

5	Two-way communication practices are in place, with attention to mobile students and primary family languages. Families understand approaches to engagement and attendance, literacy strategy, math vision, what “9th grade on-track” means, graduation requirements, access to advanced/college-level courses and CTE experiences, and approaches to supporting student well-being and well-rounded education.
6	Student agency and voice is elevated. Educators use student-centered approaches and instructional practices that shift processes and policies that actualize student and family ideas and priorities.

7	Action research, professional learning, data teams, and strengths-based intervention systems are supported by school leaders and are working in concert to identify policies, practices, or procedures informed by staff feedback to meet student needs, including addressing systemic barriers, the root-causes of chronic absenteeism, academic disparity, and student well-being. These changes and supports are monitored and adjusted as needed.
8	Comprehensive, evidence-informed, culturally responsive literacy plans, including professional development for educators, are documented and communicated to staff, students (developmentally appropriate), and families. Literacy plans and instruction are evaluated and adjusted to deepen students' learning. Digital resources are being used with fidelity to advance learners' engagement with instruction.
9	A review of 9th grade course scheduling, as it relates to on-track status for focal student groups, accounts for core and support core class placement. School staff ensure emerging bilingual students are enrolled in appropriate credit-bearing courses that meet graduation requirements.
10	Foundational learning practices that create a culturally sustaining and welcoming climate are visible. This includes practices that ensure safe, brave, and welcoming classrooms, schools and co/extracurricular environments. Strengths-based, equity-centered, trauma and SEL-informed practices are present and noticeable. Policies and practices prioritize health, well-being, care, connection, engagement, and relationship building. Multiple ways of being are supported through culturally affirming and sustaining practices for students, staff, and administrators.

C. Profound Progress: Substantial and Significant Changes

11	Schools strengthen partnerships with active community organizations and partners, including local public health, mental health, colleges, workforce development boards, employers, labor partners, faith communities, Tribal nations, and other education partners in order to collaboratively support students' growth and well-being. Characteristics of strong partnerships include mutual trust and respect, strengths-based and collaborative approaches, clear communication around roles, and shared responsibilities and decision-making power.
12	Financial stewardship reflects high-quality spending with accurate and transparent use of state and federal funds in relationship to a comprehensive needs assessment, disaggregated data, and the priorities expressed by students, families, communities, business, and Tribal partners in resource allocation and review.
13	Students and educators experience a well-rounded and balanced use of assessment systems that help them identify student learning in the areas of the Oregon State Standards. Educators understand how to assess emerging multilingual students' assets to inform gauging progress.
14	Policies, practices, and learning communities address systemic barriers. Schools and districts have a process to identify, analyze, and address barriers that disconnect students from their educational goals, impact student engagement or attendance, and/or impede students from graduating on-time or transitioning to their next steps after high school. Staff members are consistently engaging in action research, guided by student's strengths and interests, to improve their practice and advance professional learning.
15	Schools create places and learning conditions where every student, family, educator and staff member is welcomed, where their culture and assets are valued and supported, and where their voices are integral to decision making. Instruction is monitored and adjusted to advance and deepen individual learners' knowledge and understanding of the curriculum. Educators are empowered with agency and creativity. Communities are alive with visions, stories, and systems of vitality, wholeness, and sustainability.

SECTION II – FINALIZED CO-DEVELOPED LPGTS

The Longitudinal Performance Growth Targets (LPGTs) include baseline, stretch, and gap-closing targets for each of the common metrics. These targets center focal student groups while supporting public transparency and learning. Progress toward meeting these Longitudinal Performance Growth Targets will be included in the Annual Report. While all three types of targets are named in the Grant Agreement, ODE will review and consider when or if intervention is needed using only the Baseline and Gap-Closing Targets, in alignment with ODE guidance on target-setting and reporting practices.

Target Type	2025-26	2026-27	2027-28
Four Year Cohort Graduation			
Baseline Target: All Students	77.9%	79.8%	81.7%
Stretch Target: All Students	84.8%	89.0%	93.2%
Gap-Closing Target: All Focal Group Students	66.4%	69.4%	72.4%
Five Year Cohort Completion			
Baseline Target: All Students	83.0%	84.0%	85.0%
Stretch Target: All Students	87.8%	90.4%	93.0%
Gap-Closing Target: All Focal Group Students	78.8%	81.8%	85.0%
9th Grade on-Track			
Baseline Target: All Students	75.9%	78.9%	80.0%
Stretch Target: All Students	89.4%	93.0%	>95%
Gap-Closing Target: All Focal Group Students	58.7%	61.9%	65.1%
3rd Grade ELA Proficiency			
Baseline Target: All Students	39.2%	40.6%	42.0%
Stretch Target: All Students	57.1%	60.5%	63.9%
Gap-Closing Target: All Focal Group Students	39.2%	40.6%	42.0%
Regular Attenders			
Baseline Target: All Students	75.2%	75.7%	76.2%
Stretch Target: All Students	77.3%	78.5%	79.7%
Gap-Closing Target: All Focal Group Students	68.8%	70.0%	71.2%

SECTION III – APPROVED LOCAL OPTIONAL METRICS (IF APPLICABLE)

Local optional metrics are designed to allow grantees to set and monitor metrics connected to outcomes they have described in their Integrated Plan.

	2025-26	2026-27	2027-28
Local Optional Metrics: Four Year Cohort Graduation			
Gap-Closing Target: All Focal Group Students: students experiencing disabilities	57.2%	60.2%	63.2%
Gap-Closing Stretch Target: All Focal Group Students	72.4%	77.4%	82.4%
Gap-Closing Stretch Target: All Focal Group Students: students experiencing disabilities	75.4%	81.4%	87.4%
Local Optional Metrics: Five Year Cohort Completion			
Gap-Closing Stretch Target: All Focal Group Students	81.8%	85.8%	89.8%
Local Optional Metrics: 3rd Grade ELA Proficiency			
Gap-Closing Stretch Target: All Focal Group Students	54.4%	56.9%	59.4%

EXHIBIT C INSURANCE

INSURANCE REQUIREMENTS

Grantee/Recipient shall obtain at Grantee/Recipient's expense the insurance specified in this Exhibit C prior to performing under this Contract. Grantee/Recipient shall maintain such insurance in full force and at its own expense throughout the duration of this Contract, as required by any extended reporting period or continuous claims made coverage requirements, and all warranty periods that apply. Grantee/Recipient shall obtain the following insurance from insurance companies or entities that are authorized to transact the business of insurance and issue coverage in the State of Oregon and that are acceptable to Agency. All coverage shall be primary and non-contributory with any other insurance and self-insurance, with the exception of Professional Liability and Workers' Compensation. Grantee/Recipient shall pay for all deductibles, self-insured retention, and self-insurance, if any.

If Grantee/Recipient maintains broader coverage and/or higher limits than the minimums shown in this insurance requirement exhibit, Agency requires and shall be entitled to the broader coverage and/or higher limits maintained by Grantee/Recipient.

WORKERS' COMPENSATION & EMPLOYERS' LIABILITY

All employers, including Grantee/Recipient, that employ subject workers, as defined in ORS 656.027, shall comply with ORS 656.017, and provide workers' compensation insurance coverage for those workers, unless they meet the requirement for an exemption under ORS 656.126(2). Grantee/Recipient shall require and ensure that each of its subcontractors complies with these requirements. If Grantee/Recipient is a subject employer, as defined in ORS 656.023, Grantee/Recipient shall also obtain employers' liability insurance coverage with limits not less than \$500,000 each accident.

If Grantee/Recipient is an employer subject to any other state's workers' compensation law, Contactor shall provide workers' compensation insurance coverage for its employees as required by applicable workers' compensation laws including employers' liability insurance coverage with limits not less than \$500,000 and shall require and ensure that each of its out-of-state subcontractors complies with these requirements.

As applicable, Grantee/Recipient/Recipient shall obtain coverage to discharge all responsibilities and liabilities that arise out of or relate to the Jones Act with limits of no less than \$5,000,000 and/or the Longshoremen's and Harbor Workers' Compensation Act.

COMMERCIAL GENERAL LIABILITY

Grantee/Recipient shall provide Commercial General Liability Insurance covering bodily injury and property damage in a form and with coverage that are satisfactory to the State. This insurance must include personal and advertising injury liability, products and completed operations, contractual liability coverage for the indemnity provided under this contract, and have no limitation of coverage to designated premises, project, or operation. Coverage must be written on an occurrence basis in an amount of not less than \$1,000,000 per occurrence and not less than \$2,000,000 annual aggregate limit.

AUTOMOBILE LIABILITY INSURANCE

☒ Required ☐ Not required

Grantee/Recipient shall provide Automobile Liability Insurance covering Grantee/Recipient's business use including coverage for all owned, non-owned, or hired vehicles with a combined single limit of not less than \$1,000,000 for bodily injury and property damage. This coverage may be written in combination with the Commercial General Liability Insurance (with separate limits for Commercial General Liability and

Automobile Liability). Use of personal automobile liability insurance coverage may be acceptable if evidence that the policy includes a business use endorsement is provided.

PROFESSIONAL LIABILITY

☒ **Required** ☐ **Not required**

Grantee/Recipient shall provide Professional Liability covering any damages caused by an error, omission or any negligent acts related to the services to be provided under this Contract by the Grantee/Recipient and Grantee/Recipient's subcontractors, agents, officers or employees in an amount not less than \$1,000,000 per claim and not less than \$2,000,000 annual aggregate limit.

If coverage is provided on a claims made basis, then either an extended reporting period of not less than 24 months shall be included in the Professional Liability insurance coverage, or the Grantee/Recipient shall provide Continuous Claims Made coverage as stated below.

EXCESS/UMBRELLA INSURANCE

A combination of primary and excess/umbrella insurance may be used to meet the required limits of insurance. When used, all of the primary and umbrella or excess policies shall provide all of the insurance coverages herein required, including, but not limited to, primary and non-contributory, additional insured, Self-Insured Retentions (SIRs), indemnity, and defense requirements. The umbrella or excess policies shall be provided on a true "following form" or broader coverage basis, with coverage at least as broad as provided on the underlying insurance. No insurance policies maintained by the Additional Insureds, whether primary or excess, and which also apply to a loss covered hereunder, shall be called upon to contribute to a loss until the Contractor's primary and excess liability policies are exhausted.

If excess/umbrella insurance is used to meet the minimum insurance requirement, the Certificate of Insurance must include a list of all policies that fall under the excess/umbrella insurance.

ADDITIONAL INSURED

All liability insurance, except for Workers' Compensation, Professional Liability, Pollution Liability and Network Security and Privacy Liability (if applicable), required under this Contract must include an additional insured endorsement specifying the State of Oregon, its officers, employees, and agents as Additional Insureds, but only with respect to Grantee/Recipient's activities to be performed under this contract. Coverage shall be primary and non-contributory with any other activities to be performed under this Grant.

Regarding Additional Insured status under the General Liability policy, we require additional insured status with respect to liability arising out of ongoing operations and completed operations, but only with respect to Grantee/Recipient's activities to be performed under this Contract. The Additional Insured endorsement with respect to liability arising out of your ongoing operations must be on or at least as broad as ISO Form CG 20 10 and the Additional Insured endorsement with respect to completed operations must be on or at least as broad as ISO form CG 20 37.

WAIVER OF SUBROGATION

Grantee waives, and must require its first tier contractors and subgrantees waive, rights of subrogation which Grantee, Grantee's first tier contractors and subgrantees, if any, or any insurer of Grantee may acquire against the Agency or State of Oregon by virtue of the payment of any loss. Grantee must obtain, and require its first tier contractors and subgrantees to obtain, any endorsement that may be necessary to affect this waiver of subrogation, but this provision applies regardless of whether or not the Agency has received a waiver of subrogation endorsement from the Grantee or the Grantee's insurer(s).

CONTINUOUS CLAIMS MADE COVERAGE

If any of the required liability insurance is on a claims made basis and does not include an extended reporting period of at least 24 months, then Grantee/Recipient shall maintain continuous claims made liability coverage, provided the effective date of the continuous claims made coverage is on or before the effective date of the Grant Agreement, for a minimum of 24 months following the later of:

1. Grantee/Recipient's completion and Agency's acceptance of all Services required under the Contract, or
2. Agency or Grantee/Recipient termination of this Contract, or
3. The expiration of all warranty periods provided under this Contract.

CERTIFICATE(S) AND PROOF OF INSURANCE

Grantee/Recipient shall provide to Agency Certificate(s) of Insurance for all required insurance before delivering any Goods and performing any Services required under this Contract. The Certificate(s) shall list the State of Oregon, its officers, employees and agents as a Certificate holder and as an endorsed Additional Insured. The Certificate(s) shall also include all required endorsements or copies of the applicable policy language effecting coverage required by this Contract. If excess/umbrella insurance is used to meet the minimum insurance requirement, the Certificate of Insurance must include a list of all policies that fall under the excess/umbrella insurance. As proof of insurance Agency has the right to request copies of insurance policies and endorsements relating to the insurance requirements in this Contract.

NOTICE OF CHANGE OR CANCELLATION

The Grantee/Recipient or its insurer must provide at least 30 days' written notice to Agency before cancellation of, material change to, potential exhaustion of aggregate limits of, or non-renewal of the required insurance coverage(s).

INSURANCE REQUIREMENT REVIEW

Grantee/Recipient agrees to periodic review of insurance requirements by Agency under this Contract and to provide updated requirements as mutually agreed upon by Grantee/Recipient and Agency.

STATE ACCEPTANCE

All insurance providers are subject to Agency acceptance. If requested by Agency, Grantee/Recipient shall provide complete copies of insurance policies, endorsements, self-insurance documents and related insurance documents to Agency's representatives responsible for verification of the insurance coverages required under this Exhibit C.

Additional Coverages That May Apply:

DIRECTORS, OFFICERS AND ORGANIZATION LIABILITY:

☒ Required ☐ Not required

Grantee/Recipient shall provide **Directors, Officers and Organization** insurance covering the Grantee/Recipient's Organization, Directors, Officers, and Trustees actual or alleged errors, omissions, negligent, or wrongful acts, including improper governance, employment practices and financial oversight - including improper oversight and/or use of use of grant funds and donor contributions which includes state or federal funds - with a combined single limit of not less than \$1,000,000 per claim.

PHYSICAL ABUSE AND MOLESTATION INSURANCE COVERAGE:

☒ **Required** ☐ **Not required**

Grantee/Recipient shall provide Abuse and Molestation Insurance in a form and with coverage that are satisfactory to the State covering damages arising out of actual, perceived, or threatened physical abuse, mental injury, sexual molestation, negligent: hiring, employment, supervision, training, investigation, reporting to proper authorities, and retention of any person for whom the Grantee/Recipient is responsible including but not limited to Grantee/Recipient and Grantee/Recipient's employees and volunteers. Policy endorsement's definition of an insured shall include the Grantee/Recipient, and the Grantee/Recipient's employees and volunteers. Coverage shall be written on an occurrence basis in an amount of not less than \$1,000,000 per occurrence and not less than \$3,000,000 annual aggregate. Coverage can be provided by a separate policy or as an endorsement to the commercial general liability or professional liability policies. The limits shall be exclusive to this required coverage. Incidents related to or arising out of physical abuse, mental injury, or sexual molestation, whether committed by one or more individuals, and irrespective of the number of incidents or injuries or the time period or area over which the incidents or injuries occur, shall be treated as a separate occurrence for each victim. Coverage shall include the cost of defense and the cost of defense shall be provided outside the coverage limit.

Sexual Harassment

Required policy. The requirement for this policy comes from ORS 342.700 et. al., OAR 581-021-0038 and federal Title IX laws. This is the April 2024 published version of this policy and is the policy recommendation following the invalidation of the 2024 Title IX regulations.

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

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

General Procedures

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

OREGON DEFINITION AND PROCEDURES

Oregon Definition

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

1. A demand or request for sexual favors in exchange for benefits;
2. Unwelcome conduct of a sexual nature that is physical, verbal, or nonverbal and that:
 - a. Interferes with a student's educational activity or program;
 - b. Interferes with a public charter school staff member's ability to perform their job; or
 - c. Creates an intimidating, offensive or hostile environment.
3. Assault when sexual contact occurs without ~~the student's, staff member's or third party's consent because the student, staff member or third party is under the influence of drugs or alcohol, is unconscious or is pressured through physical force, coercion or explicit or implied threats~~ consent².

Sexual harassment does not include conduct that is necessary because of a job duty of a public charter school staff member or because of a service required to be provided by a contractor, agent, or volunteer, if

the conduct is not the product of sexual intent or a person finding another person, or another person's action, offensive because of that other person's sexual orientation or gender identity.

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

Oregon Procedures

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

Name	Position	Phone	Email
_____	_____	_____	_____
_____	_____	_____	_____

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

Response

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

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

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

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

Investigation

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

1. Interviews with those involved;
2. Interviews with witnesses;
3. Review of video surveillance;

4. Review of written communications, including electronic communications;
5. Review of any physical evidence; and
6. Use of third-party investigator.

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

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

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

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

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

No Retaliation

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

1. Educational assignments or educational environment of a student or other person initiating the complaint, reporting the behavior, or participating in the investigation; or

2. Any terms or conditions of employment or of work or educational environment of a public charter school staff member or other person initiating the complaint, reporting the behavior, or participating in the investigation.

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

Notice

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

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

The written notification must include⁴:

1. Name and contact information for all persons designated by the district to receive complaints;
2. The rights of the person that the notification is going to;
3. Information about the internal complaint processes available through the district that the person who filed the complaint may pursue, including the person designated for the district for receiving complaints and any timelines.
4. Notice that civil and criminal remedies that are not provided by the district may be available to the person through the legal system and that those remedies may be subject to statutes of limitation;
5. Information about services available to the student or staff member through the district, including any counseling services, nursing services or peer advising;
6. Information about the privacy rights of the person and legally recognized exceptions to those rights for internal complaint processes and services available through the district;
7. Information about, and contact information for, services and resources that are available to the person, including but not limited to:
 - a. For the reporting person, state and community-based resources for persons who have experienced sexual harassment; or
 - b. For the reported persons, information about and contact information for state and community-based mental health services.

8. Notice that students who report about possible prohibited conduct and students who participate in an investigation under this policy may not be disciplined for violations of the district's drug and alcohol policies that occurred in connection with the reported prohibited conduct and that were discovered as a result of a prohibited conduct report or investigation unless the student gave another person alcohol or drugs without the person's knowledge and with the intent of causing the person to become incapacitated and vulnerable to the prohibited conduct; and
9. Prohibition of retaliation.

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

The notice must:

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

Oregon Department of Education (ODE) Support

The ODE will provide technical assistance and training upon request.

FEDERAL DEFINITION AND PROCEDURES

Federal Definition

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

1. An employee of the district conditioning the provision of an aid, benefit, or service of the district on an individual's participation in unwelcome sexual conduct;
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the district's education program or activity⁵;
3. "Sexual assault": an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation;
4. "Dating violence": violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim and where the existence of such a relationship shall be determined based on a consideration of the length of the relationship, the type of relationship and the frequency of interaction between the persons involved in the relationship;
5. "Domestic Violence": felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or

intimate partner, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction receiving grant monies, or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction; or

6. "Stalking": engaging in a course of conduct directed at a specific person that would cause a reasonable person fear for the person's own safety or the safety of others, or suffer substantial emotional distress.

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

Federal Procedures

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

Reporting

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

The Title IX Coordinator will coordinate the district's efforts to comply with its responsibilities related to this AR. The district prominently will display the contact information for the Title IX Coordinator on the district website and in each handbook.

Response

The district will promptly respond to information, allegations or reports of sexual harassment when there is actual knowledge of such harassment, even if a formal complaint has not been filed⁶. The district shall treat complainants and respondents equitably by providing supportive measures² to the complainant and by following a grievance procedure⁸ prior to imposing any disciplinary sanctions or other actions that are not supportive measures against a respondent. The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures.

The Title IX Coordinator must promptly contact the complainant to discuss the availability of supportive measures, consider the complainant's wishes, with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint².

If after an individualized safety and risk analysis, it is determined that there is an immediate threat to the physical health or safety of any person, an emergency removal of the respondent can take place¹⁰. The district must provide the respondent with notice and an opportunity to challenge the decision immediately following the removal. A non-student employee may also be placed on non-disciplinary administrative leave pending the grievance process.

Notice

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

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

No Retaliation

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

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

Publication

This policy shall be made available to students, parents of students and staff members. This policy shall be prominently published in the district student handbook and on the school website. This policy shall also be made available at the school office. The district shall post this policy on a sign in all buildings housing grades 6 through 12 schools, on a sign that is at least 8.5 inches by 11 inches in size. A copy of the policy will be made available to any person upon request.

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

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

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

[4] Remember confidentiality laws when providing any information.

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

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

[7] (Title 34 C.F.R. § 106.44(a)) Supportive measures means non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to the recipient's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the district's educational environment, or deter sexual harassment.[1] The district must maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of the recipient to provide supportive measures. (Title 34 C.F.R. § 99.30(a))

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

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

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

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

END OF POLICY

Legal Reference(s):

[ORS 243.706](#)

~~ORS 338.115~~

[ORS 332.107](#)

[ORS 342.700](#)

[ORS 342.704](#)

[ORS 342.708](#)

[ORS 342.850](#)

[ORS 342.865](#)

[ORS 659.850](#)

[ORS 659A.006](#)

[ORS 659A.029](#)

[ORS 659A.030](#)

[OAR 581-021-0038](#)

[OAR 584-020-0040](#)

[OAR 584-020-0041](#)

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

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

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

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

Central Linn School District 552-C

Code: AC-AR
Adopted: 4/14/05
Revised: 12/13/10; 3/13/17;
11/13/17; 2/10/20
3/14/22; 6/5/23

Second Reading: 12/08/25

Discrimination Complaint Procedure

Required AR. OAR 581-022-2370 requires districts to have complaint procedures, including for complaints of discrimination. Federal law also requires discrimination complaint procedures. This is the March 2023 published version of this administrative regulation and is the recommendation following the invalidation of the 2024 Title IX regulations.

Any person, including students, staff, visitors and third parties, may file a complaint.

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

Step I: ¹ Complaints shall be oral or in writing and must be filed with the principal. Any staff member that received an oral or written complaint shall report the complaint to the principal. The principal will scribe onto the complaint form and verify the information is accurate with the person filing the complaint. The building principal shall investigate and determine the action to be taken, if any, and reply in writing, to the complainant within ten (10) school days of receipt of the complaint.

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

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

Step III: If the complainant is not satisfied with the decision of the superintendent, a written appeal may be filed with the Board within ~~ten (10)~~ five (5) school days of receipt of the superintendent's response to Step II. The Board may decide to hear or deny the request for appeal at a Board meeting. The Board may meet with the concerned parties and their representative at the next regular or special Board meeting. The Board's decision will be final and will address each allegation in the complaint and contain reasons for the Board's decision. A copy of the Board's final decision shall be sent to the complainant in writing or electronic form within ~~ten (10)~~ thirty (30) days of receipt of the appeal by the Board.

¹ For district information. The district's timeline established by each step of the district's complaint procedure must be within 30 days of the submission of the complaint at any step, unless the district and complainant have agreed in writing to a longer time period for that step. The district's complaint procedure should not exceed a total of 90 days from the initial filing of the complaint, regardless of the number of steps involved, unless the district and the complainant have agreed in writing to a longer time period. (OAR 581-002-0005)

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

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

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

The complainant, if a person who resides in the district, or a parent or guardian of a student who attends school in the district or a student, is not satisfied after exhausting local complaint procedures, the district fails to render a written decision within 30 days of submission of the complaint at any step or fails to resolve the complaint within ninety (90) days of the initial filing of the complaint, may appeal² the district's final decision to the Deputy Superintendent of the Public Instruction under Oregon Administrative Rules (OAR) 581-002-0001 – 002-0023.

² An appeal must meet the criteria found in OAR 581-002-0005(1)(a).

DISCRIMINATION COMPLAINT FORM

ANY PERSON, INCLUDING STUDENTS, STAFF, VISITORS AND THIRD PARTIES, MAY FILE A COMPLAINT.

Name of Person Filing Complaint Date School or Activity

Student/Parent ☐ Employee ☐ Job applicant ☐ Other ☐ _____

Type of discrimination:

- | | | |
|--|--|---|
| ☐ Race | ☐ Mental or physical disability | ☐ Age |
| ☐ Color | ☐ Marital status | ☐ Sexual orientation |
| ☐ Religion | ☐ Familial status | ☐ Pregnancy |
| ☐ Sex | ☐ Economic status | ☐ Discriminatory use of a Native American mascot |
| ☐ National or ethnic origin | ☐ Veterans' status | ☐ Other _____ |
| ☐ Gender identity | | |

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

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

Suggested solution/resolution/outcome: _____

Signature of Person Filing Complaint

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

Central Linn School District 552-C

Code: **JB**

Adopted: 12/8/97

Revised: 04/14/05;01/11/21

Second Reading: 12/08/25

Equal Educational Opportunity

Every student of the Central Linn School District will be given equal educational opportunities regardless of age, race¹, religion, color, national origin, citizenship, gender expression, sex, sexual orientation, gender identity, marital status, disability, familial status, parental status, linguistic background, culture, socioeconomic status, capability, or geographic location.

The district shall develop and implement an Equal Educational Opportunity plan that assures that n~~No~~ student will be excluded from participating in, denied the benefits of, or subjected to discrimination under any educational program or activity conducted by the district or denied access to facilities in the school.

A student or Parent may ~~also~~ access and use the district's general complaint procedure through Board Policy KL, Public Complaints. All reports, complaints, or information will be investigated. The complaint procedure is available at the district's administrative office and on the home page of the district's website.

~~The district will communicate the availability of policy and available complaint procedure to students and their parents through available school's communication systems, and handbooks and will be published to the school website and made available at the school office during regular business hours.~~

A student of the district may not be subjected to retaliation by the district for the reason that the student has in good faith reported information that the student believes is evidence of a violation of a state or federal law, rule or regulation.

END OF POLICY

[1]Race also includes physical characteristics that are historically associated with race, including but not limited to natural hair, hair texture, hair type, and protective hairstyles as defined by ORS 659A.001 (as amended by House Bill 2935 (2021)).

Legal Reference(s):

ORS 174.100

ORS 192.630

ORS 326.051

ORS 329.025

ORS 332.107

ORS 336.086

~~ORS 338.125(3)~~

ORS 659.850

ORS 659.852

ORS 659A.001

ORS 659A.003

ORS 659A.006

ORS 659A.103-659A.145

ORS 659A.400

ORS 659A.403

ORS 659A.406

OAR 581-021-0045

OAR 581-021-0046

~~OAR 581-022-1140~~

OAR 581-022-2310

ORS 839-003-0000

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

Rehabilitation Act of 1973, 29 U.S.C. Sections 791, 793 and 794. (2018); 34 C.F.R. Part 104 (2019)

Title IX of the Education Amendments of 1972, 20 U.S.C. Sections 1681-1683, 1701, 1703-1705(2018); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 CFR Part 106 (2020). Americans with Disabilities Act of 1990, 42 U.S.C. Sections 12101-12213; 29 CFR Part 1630 (2020); 28 CFR Part 35 (2020). Americans with Disabilities Act Amendments Act of 2008, 42 U.S.C. §§ 12101-12333 (2018). House Bill 2935 (2021). House Bill 3041 (2021).
Americans with Disabilities Act Amendments Act of 2008, 42 U.S.C. 12101-12333 (2018).

External Mental & Behavioral Health Providers (Access, Vetting, and Oversight)

Purpose. The District supports student access to mental and behavioral health services while safeguarding student privacy, instructional time, and campus safety. Outside providers may deliver services on school property only under this policy and its administrative regulation.

- 1. Parent/Guardian Consent (Required).** No services may occur on District property without *prior, written* parent/guardian consent (or eligible student consent at 18+). Consent must name the agency/provider, service type, frequency/location, and may be revoked at any time.
- 2. Agency Vetting & District Approval (Required).** All agencies and independent clinicians must be *vetted and approved by the District* before any student contact. Approval is discretionary and contingent on the items in JL-AR (credentials, background checks, insurance, CPI training when applicable, MOU, data-privacy terms, etc.). Approval may be limited, suspended, or revoked at any time for noncompliance or safety concerns.
- 3. Memorandum of Understanding / Services Agreement (Required).** Providers may operate on campus only under a current, signed MOU/contract that sets scope of services, liability/insurance, data-privacy and FERPA/HIPAA roles, mandatory-reporting duties, incident response, and termination rights.
- 4. Alignment With Educational Programming.** Services must *support* the student's educational program and, where applicable, the goals/services of the student's IEP/504 plan. Outside services do not replace District obligations under IDEA/Section 504.
- 5. Campus Access & Conduct.** Providers are guests of the District. They must comply with all District and school rules, including visitor protocols, confidentiality, technology use, professional boundaries, and nondiscrimination. The District controls scheduling, locations, and pull-out limits to protect instruction.
- 6. Student Records & Privacy.** Providers are not "school officials" unless expressly designated by contract. No access to education records occurs without a FERPA-compliant release. Provider treatment notes are not District records. Any data exchange must follow the MOU and written releases.
- 7. Safety, Reporting, and Crisis.** Providers are mandatory child-abuse reporters and must report directly to DHS/law enforcement, then notify the District per JL-AR. CPI (or District-approved equivalent) is required for any provider expected to engage in behavioral de-escalation on campus.

8. Equity & Access. Participation is voluntary and must be provided without discrimination. Language access and disability accommodations will be offered to ensure meaningful participation of families.

9. Oversight & Accountability. The Superintendent (or designee) enforces this policy and JL-AR, conducts periodic audits, and may remove or restrict access for safety, noncompliance, or disruption to school operations.

END OF POLICY

Legal Reference(s):

FERPA; IDEA; Section 504; ADA Title II; ORS 419B.010 (mandatory reporting); applicable OARs

Central Linn School District Board Training Proposal Overview

The Following are 8 areas where board most often need, and greatly benefit from, regular training. Training in these areas will prepare boards to effectively carry out their responsibilities as elected school board officials. Regular training in these areas will also help ensure the board avoids the most common mistakes made by untrained or poorly disciplined elected officials resulting in litigation and district dysfunction. Through both discussion and group activities, training will guide boards towards the most appropriate course of action in any given scenario.

These topics can be covered in chronological order as listed or can be re-ordered to best align with a district's current context at the board's discretion. 60 - 90 minutes is required for each topic with examples (budget, policies, student achievement data etc...) for each discussion being specific to Central Linn School District where possible and appropriate. Below, each topic is followed by very brief descriptions of how that topic will be explored. Not listed, but throughout each topic's training, are tools and tactics to help hold each other accountable in the common and inevitable event that one or more members deviate from their role as board members.

School Board Governance – Roles and Responsibilities

1. Fiduciary Responsibility of a Governing Board
2. Governance vs. Management
3. Case Study analysis

School Finance and Budget

1. How are Districts Funded
2. Budget Cycle and Timeline
3. Financial Oversight vs. Financial Management

Policy Development and Oversight

1. Policy Development Process
2. Review and Evaluation Techniques
3. Legal and Ethical Implications
4. In-house vs. Outsourcing

Student Achievement and Growth

1. Overview of Key Metrics
2. Importance of Setting Key Metrics
3. Interpreting Gaps
4. Board-level Strategies to Support High Achievement and Growth

Superintendent Relations and Board Meetings

1. Collaboration and Consistency
2. Overview of Roles : Board / Superintendent
3. Effective Meeting Practices
4. Agenda, Focus, Dilemmas and Scope
5. Tools for Evaluation and Feedback

Community Engagement and Advocacy

1. Stakeholder mapping
2. Outreach and How to Address Advocacy
3. Engagement Calendars

Legal and Ethical Issues

1. Review of Key Laws
2. Ethics and Conflict of Interest
3. Legal Dilemmas
4. Board Member Liabilities: Group and Individual

Crisis Management and Safety

1. Crisis Types
2. Board's Legal Role in Crisis Situations
3. Communication Do's and Don'ts
4. Emergency Preparedness

We would be honored to work with Central Linn's elected board. We believe we can help the board adopt highly effective governance practices and in turn better serve the community.

Drug-Free Workplace

The district shall provide a drug-free workplace.

The purpose of this policy is to promote safety, health and efficiency by prohibiting the unlawful manufacture, distribution, dispensation, possession or use of a controlled substance or alcohol in the workplace.

This policy applies to all employees, including but not limited to, those exempt, unclassified, management service, classified and temporary employees who are paid directly or indirectly from funds received under a federal grant or contract.

The district shall provide to each employee a copy of this policy.

An employee shall not unlawfully manufacture, distribute, dispense, possess or use a controlled substance or alcohol in the workplace.

No district employee shall knowingly sell, market or distribute steroid or performance enhancing substances to kindergarten through grade 12 students with whom the employee has contact as part of employee's district duties; or knowingly endorse or suggest the use of such substances.

An employee shall, as a condition of employment, abide by the provisions of this policy.¹

Definitions

1. "Controlled substance" shall include any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana or other drug as classified under the federal Controlled Substances Act, as modified under Oregon Revised Statute (ORS) 475.035.
2. "Alcohol" shall include any form of alcohol for consumption, including beer, wine, wine coolers or liquor.
3. "Conviction" means a finding of guilt (including a plea of no contest) or imposition of sentence, or both, by any judicial body charged with the responsibility to determine violations of the Federal or state criminal drug statutes.
4. "Criminal drug statute" means a Federal or State criminal statute involving the manufacture, distribution, dispensation, possession or use of any controlled substance or alcohol.

¹ Districts directly receiving grants or contracts from the federal government are required to meet this obligation.

5. "Drug-free workplace" means a site for the performance of work at which employees are prohibited from engaging in the unlawful manufacture, distribution, dispensation, possession or use of a controlled substance or alcohol.

Sanctions and Remedies²

The district, upon determining that an employee has engaged in the unlawful manufacture, distribution, dispensation or possession of a controlled substance or alcohol, or upon having reasonable suspicion (under the section below) of an employee's unlawful use of a controlled substance or alcohol in the workplace, shall, pending any criminal drug statute conviction for a violation occurring in the workplace, take appropriate action, which may include transfer, granting of leave with or without pay or suspension with or without pay.

Within 30 calendar days of learning of an employee's criminal drug statute conviction for a violation occurring in the workplace, the district shall:

1. Take appropriate action, which may include discipline up to and including termination; and/or
2. Require satisfactory participation by the employee in a drug abuse assistance or rehabilitation program approved for such purpose by a federal, state or local health, law enforcement or other appropriate agency.

Basis for Reasonable Suspicion of Employee Use of Controlled Substance/Alcohol

Reasonable suspicion of employee use of an unlawful controlled substance or alcohol shall be based upon any of the following:

1. Observed abnormal behavior or impairment in mental or physical performance (e.g., slurred speech, difficulty walking);
2. Direct observation of use in the workplace;
3. The opinion of a medical professional;
4. Reliable information concerning use in the workplace, the reliability of any such information shall be determined by employer;
5. A work-related accident in conjunction with a basis for reasonable suspicion as listed above.

Employee Assistance Program

An employee having a drug or alcohol problem is encouraged to seek assistance, on a confidential basis, under the Employee Assistance Program if such program is provided by the employer.

The district shall, upon employee request, grant leave with or without pay to permit an employee to participate in a drug abuse assistance or rehabilitation program.

Establishment of Drug-Free Awareness Program

² Ibid. p. 1

The district shall establish a drug-free awareness program to inform employees of the:

1. Dangers of drug abuse in the workplace;
2. Existence of and content of this policy for maintaining a drug-free workplace;
3. Availability of drug-counseling, rehabilitation and employee assistance programs; and
4. Penalties that may be imposed for drug abuse violations occurring in the workplace.

Notification by Employee of Conviction³

An employee shall, as a condition of employment, notify the district in writing of any criminal drug statute conviction for a violation occurring in the workplace no later than five calendar days after such conviction.

Notification by the District of an Employee Conviction

The district shall notify the appropriate federal granting or contracting agency, in writing, of an employee's criminal drug statute conviction, for a violation occurring in the workplace, no later than 10 calendar days after learning of such conviction.

END OF POLICY

Legal Reference(s):

ORS 243.650
ORS 336.222
ORS 342.721
ORS 342.723
ORS 342.726
ORS Chapter 475
ORS 657.176
ORS 659A.127
OAR 581-022-2045
OAR 581-022-2210
OAR 584-020-0040(5)(e)

Drug-Free Workplace Act of 1988, 41 U.S.C. §§ 8101-8106 (2012); General Principles Relating to Suspension and Debarment Actions, 34 C.F.R. §§ 84.100-84.670 (2016).
Controlled Substances Act, 21 U.S.C. § 812; Schedules of Controlled Substances, 21 C.F.R. §§ 1308.11-1308.15 (2016).
Safe and Drug-Free Schools and Communities Act, 20 U.S.C. §§ 7101-7117 (2012).

³ Ibid. p. 1

Central Linn School District 552-C

Code: **GBDA**
Adopted: 9/9/13
Revised: 3/13/17

RECOMMEND REPLACEMENT

Mother Friendly Workplace

The district recognizes that a normal and important role for mothers is to have the option and ability to provide for their child by breast-feeding or expressing milk in the workplace. The Board directs the superintendent or designee to take measures and develop regulations to ensure that all district employees shall be provided with an adequate location for the expression of milk or breast-feeding.

The superintendent or designee shall see that the district makes a reasonable effort to provide a room or other location in close proximity to the employees' work area, other than a restroom, where an employee can breast-feed her child or express milk in privacy. This policy directs the superintendent or designee to include the following in the development of a regulation to ensure the provisions for employees required by this policy:

1. The advice of a school nurse or health professional in determining the most reasonable facility accommodation;
2. The plan shall include an accessible, private room with a lock that would allow a mother:
 - a. To breast-feed a child brought in during a lunch or other break period; or
 - b. To pump breast milk to be stored for later use.
3. The room shall include:
 - a. Electrical outlets for electric pumps;
 - b. Sanitation facilities including a sink close by, for hand washing and the rinsing of containers; and
 - c. A sign-up sheet and a sign posting the room as "private during use."

A reasonable effort will be made to provide a flexible work schedule in consideration of the requirements of the staff member's responsibility.

The district shall provide the employee a 30-minute rest period to breast-feed or express milk during each 4-hour work period, or the major part of a 4-hour work period, to be taken by the employee approximately in the middle of the work period.¹ If feasible, the employee will take the rest period at the same time as the rest periods or meal periods provided by the district.

A list of designated locations must be readily available upon request in the central office of each school facility and in the district's central office.

END OF POLICY

Legal Reference(s):

[ORS 243.650](#)
[ORS 653.077](#) [ORS 653.256](#) [OAR 839-020](#)

¹Districts should refer to their collective bargaining agreements to determine if the "rest period" is paid, nonpaid or a combination.

Expression of Milk or Breast Feeding in the Workplace

When possible an employees must give notice of intent to express milk or breast-feed to the building administrator. The district shall provide employee a reasonable rest period to express milk or breast-feed each time the employee has a need to express milk or breast-feed. If feasible, the employee will take the rest period at the same time as the rest periods or meal periods provided by the district.

The district will make a reasonable effort to provide a location, other than a public restroom or toilet stall, in close proximity to the employee's work area, where an employee can express milk or breast-feed in private, concealed from view and without intrusion by other employees or the public. "Close proximity" means within walking distance from the employee's work area that does not appreciably shorten the rest or meal period. If a private location is not within close proximity to the employee's work area, the district may not include the time taken to travel to and from the location as part of the break period.

¹The following locations have been identified in each facility for milk expression or breast-feeding:

1. District office: Conference Room.
2. Central Linn Elementary School: Room 19, upstairs classroom of the library.
3. Central Linn Junior and Senior High: Nurses' station located in the Main Office.

An employee who expresses milk during work hours may use the available refrigeration to store the expressed milk. The district must allow the employee to bring a cooler or other insulated food container to work for storing the expressed milk and ensure there is adequate space in the workplace to accommodate the employee's cooler or insulated food container.

****This policy and the list of designated locations shall be published in the employee handbook. The list of designated locations is available upon request in the main office of each school facility and in the district's office.**

This policy only applies to employees who are expressing milk or breast-feeding for children 18 months of age or younger.

END OF POLICY

Legal Reference(s):

ORS 243.650
ORS 653.077
ORS 653.256
OAR 839-020-0051

¹ The list of designated locations and facilities is required to be in policy as per Oregon Revised Statute (ORS)653.077(10)(b).

Electronic Communications System

The district's electronic communication system will be used to provide statewide, national and global communications opportunities for staff and students and for the advancement and promotion of teaching and learning.

The superintendent will establish administrative regulations for the use of the district's electronic communication system including compliance with the following provisions of the Children's Internet Protection Act:

1. Technology protection measures, installed and in continuous operation, that protect against Internet access by both adults and minors to visual depictions that are obscene, child pornography or, with respect to the use of the computers by minors, harmful to minors;
2. Educating minors about appropriate online behavior, including cyberbullying awareness and response, and how to interact with other individuals on social networking sites and in chat rooms;
3. Monitoring the online activities of minors;
4. Denying access by minors to inappropriate matter on the Internet and World Wide Web;
5. Ensuring the safety and security of minors when using electronic mail, social media, chat rooms and other forms of direct electronic communications;
6. Prohibiting unauthorized access, including so-called "hacking" and other unlawful activities by minors on-line;
7. Prohibiting unauthorized disclosure, use and dissemination of personal information regarding minors; and
8. Installing measures designed to restrict minors' access to materials harmful to minors.

¹Administrative regulations developed shall ensure compliance with privacy rights under applicable federal and state regulations, including but not limited to the Age Discrimination in Employment Act of 1967 (ADEA), the Americans with Disabilities Act (ADA), the Genetic Information Nondiscrimination Act of 2008 (GINA) and the Health Insurance Portability and Accountability Act of 1996 (HIPAA).

The administrative regulations will be consistent with sound guidelines as may be provided by the education service district, the Oregon Department of Education and/or the Government Standards and Practices Commission, copyright law, and will include a complaint procedure for reporting violations.

Failure to abide by district policy and administrative regulations governing use of the district's electronic communications system may result in the suspension and/or revocation of system access. Additionally, student violations may result in discipline up to and including expulsion. Staff violations may also result in discipline up to and including dismissal. Violations of law may be reported to law enforcement officials. Fees, fines or other charges may also be imposed.

END OF POLICY

Legal Reference(s):

ORS 167.060-167.100
ORS Chapter 192
ORS 260.432
ORS 332.107

ORS 339.250
ORS 339.270
OAR 581-021-0050
OAR 581-021-0055

OAR 584-020-0040
OAR 584-020-0041

Children's Internet Protection Act, 47 U.S.C. Sections 254 (h) and (l)(2018); 47 CFR Section 54.520 (2019).
Copyrights, Title 17, as amended, United States Code; 19 CFR Part 133 (2020).
Safe and Drug-Free Schools and Communities Act, 20 U.S.C. Sections 7101-7117 (2018).
Drug-Free Workplace Act of 1988, 41 U.S.C. Sections 8101-8107 (2018).; 34 CFR Part 85, Subpart F (2020).
Controlled Substances Act, 21 U.S.C. Section 812, schedules I through (2018);V, 21 CFR 1308.11-1308.15 (2000).
Americans with Disabilities Act of 1990, 42 U.S.C. Sections 12101-12213 (2018); 29 CFR Part 1630 (2020); 28 CFR Part 35 (2020).
Family Educational Rights and Privacy Act, 20 U.S.C. Section 1232g (2018); 34 CFR Part 99 (2020).
Every Student Succeeds Act, 20 U.S.C. § 7131 (2018).
Americans with Disabilities Act Amendments Act of 2008, 42 U.S.C. §§ 12101-12133 (2018).

[1] If the district allows staff to download and store district proprietary information, including personally recognizable information about district students or staff, OSBA recommends including the content and an indicated related item in the model administrative regulation. See #3 on page 2 of model sample administrative regulation IIBGA-AR.

Artificial Intelligence (AI) Use

I. Introduction & Purpose

The **Central Linn School District 552** Board of Education recognizes that the use of Artificial Intelligence (AI) may lead to increased and enhanced learning opportunities for students. This policy establishes guidelines for the responsible and ethical use of AI tools within our district, aiming to leverage AI to foster innovation and prepare students for a technology-driven future. This policy ensures academic integrity, data privacy, and a safe learning environment for all students, staff, and faculty.

Definitions:

- **AI:** All types of generative AI technologies that create new content or outputs commonly associated with human beings from a prompt, including text, images, videos, or music.
 - **AI Tools:** Software applications and platforms that use AI technologies to perform tasks and solve problems that typically require human intelligence.
 - **Assignment:** Any task or work required of a student as part of their educational or co-curricular program.
-

II. Guiding Principles

Our approach to AI in education is guided by the following principles:

- **Academic Integrity:** AI tools should not be used to bypass learning or to plagiarize. Students must always submit their own work and cite AI-generated content appropriately.
- **Ethical Use:** AI should be used in a manner that is fair, unbiased, and respectful of all individuals. We must be mindful of potential biases in AI systems and strive to use them equitably. Using AI to purposefully create misinformation or to misrepresent others with the intent of harming, bullying, or intimidating an individual is strictly prohibited.
- **Transparency & Accountability:** Users are responsible for the content they submit and the AI tools they use. Students and staff must be transparent about their use of AI in all academic and professional contexts.
- **Data Privacy:** Personal student and staff data will not be shared with AI tools unless a specific, secure, and approved vendor agreement is in place. Users must avoid inputting any personally identifiable information (PII) into public AI models.

- **Digital Literacy:** We will educate our students and staff on the capabilities, limitations, and ethical considerations of AI. The focus is on using AI as a tool for critical thinking, not as a replacement for it.

The district recognizes that outputs generated by an AI tool may be inaccurate, inappropriate, or incomplete. Therefore, to ensure the responsible use of AI and to maintain academic integrity, students are required to comply with the district's guidelines on proper citation and/or documentation methods for AI-generated content used in assignments.

III. Policy for Students (K-12)

A. Acceptable Uses

- **As a Learning Aid:** Students may use AI to brainstorm ideas, create study guides, practice a foreign language, or get help with complex concepts.
- **Creative Tool:** AI can be used for generating images, music, or other creative works as part of a project, provided the student's unique creative contribution is the primary component.
- **Research Assistance:** AI can help summarize large texts, find relevant information, and help with drafting an outline.

B. Unacceptable Uses

- **Plagiarism:** Submitting AI-generated content as one's own work without proper attribution.
 - **Cheating:** Using AI to complete assignments or tests without teacher permission.
 - **Imitating or Bullying Others:** Using AI tools to create fake accounts, generate deepfake videos, or produce content that harasses, imitates, or bullies another person.
 - **Generating Harmful Content:** Creating or disseminating content that is discriminatory, hateful, or inappropriate.
 - **Bypassing Thought:** Using AI to avoid critical thinking and problem-solving required for an assignment.
 - **Unauthorized Use:** Using an AI tool in a way that does not align with the conditions set when the assignment was provided to the student.
-

IV. Policy for Staff & Teachers

A. Recommended Uses

- **Lesson Planning:** Teachers can use AI to generate lesson ideas, create rubrics, or find supplementary materials.
- **Personalization:** AI can help tailor learning experiences for individual students based on their needs and pace.

- **Professional Development:** Staff are encouraged to explore and learn about AI tools to improve their own digital literacy and pedagogical practices.

B. Professional Responsibility

- Teachers must provide clear instructions on the acceptable use of AI for each assignment.
 - Teachers must educate students on proper AI citation methods.
 - Teachers should critically evaluate AI-generated content for accuracy and bias before using it in the classroom.
 - Teachers must protect student privacy by not inputting any student PII into public AI tools.
 - Teachers are responsible for addressing suspected plagiarism or academic dishonesty using AI in a student's assignment, following district procedures.
-

V. Policy Enforcement & Consequences

Violations of this policy will be addressed in a manner consistent with the **Central Linn School District's** existing discipline policies regarding academic integrity and technology use. Consequences may include but are not limited to:

- A failing grade for the assignment
 - Parent/guardian notification
 - Suspension from technology access
 - Other disciplinary actions as deemed appropriate by school administration.
-

VI. Policy Review and Amendment

This policy will be reviewed and revised as needed to adapt to the evolving landscape of artificial intelligence. The **Superintendent** or their designee may make revisions to this policy as deemed necessary to ensure its continued relevance and effectiveness. Any such changes will be reported to the Board of Education in a timely manner.

END OF POLICY

Legal Reference(s):

ORS 332.107

Americans with Disabilities Act Amendments Act of 2008, 42 U.S.C. §§ 12101-12133. Children's Internet Protection Act (CIPA), 47 U.S.C. §§ 254(h) and (l); 47 C.F.R. § 54.520. Children's Online Privacy Protection Act of 1998, 15 U.S.C. §§ 6501–6505 Family Educational Rights and Privacy Act (FERPA) of 1974, 20 U.S.C. § 1232g; 34 C.F.R. § 99. Protection of Pupil Rights, 20 U.S.C. § 1232h.

Electronic Communications System ~~Acceptable Use Policy~~

Definitions

1. "Technology protection measure," as defined by the Children's Internet Protection Act (CIPA), means a specific technology that blocks or filters Internet access to visual depictions that are:
 - a. "Obscene," has the meaning given such term in Section 1460 of Title 18, United States Code;
 - b. "Child pornography," has the meaning given such term in Section 2256 of Title 18, United States Code; or
 - c. Harmful to minors.
2. "Harmful to minors," as defined by CIPA, means any picture, image, graphic image file or other visual depiction that:
 - a. Taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex or excretion;
 - b. Depicts, describes or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and
 - c. Taken as a whole, lacks serious literary, artistic, political or scientific value to minors.
3. "Sexual act; sexual contact," as defined by CIPA, have the meanings given such terms in Section 2246 of Title 18, United States Code.
4. "Minor," as defined by CIPA, means an individual who has not attained the age of 17. For the purposes of Board policy and this administrative regulation, minor will include all students enrolled in district schools.
5. "Inappropriate matter," as defined by the district, means material that is inconsistent with general public education purposes the district's mission and goals.
6. "District proprietary information" is defined by the district as any information created, produced or collected by district staff for the business or education purposes of the district including but not limited to student information, staff information, parent or patron information, curriculum, forms and like items used to conduct the district's business.
7. "District software" is defined by the district as any commercial or staff developed software acquired using district resources.

General District Responsibilities

The district will:

1. Designate staff as necessary to ensure coordination and maintenance of the district's electronic communications system which includes all district computers, e-mail and Internet access;
2. Provide staff training in the appropriate use of the district's electronic communications system including copies of district policy and administrative regulations. Staff will provide similar training to authorized system users;

3. Allow staff use of personal electronic devices to access the district's electronic communications system when it is consistent with district board policies, administrative regulations, and other rules;
4. Cooperate fully with local, state or federal officials in any investigation relating to misuse of the district's electronic communications system;
5. Use only properly licensed software, audio or video media purchased by the district or approved for use by the district. The district will comply with the requirements of law regarding the use, reproduction and distribution of copyrighted works and with applicable provisions of use or license agreements;
6. Install and use ~~desktop and/or~~ server virus detection and removal software;
7. Provide technology protection measures that protect against Internet access by both adults and minors to visual depictions that are obscene, child pornography, or with respect to the use of computers by minors, harmful to minors. A supervisor or other individual authorized by the principal may disable the technology protection measures to enable access for bona fide research or other lawful purposes, as deemed appropriate;
8. Prohibit access by minors, ~~as defined by CIPA and this regulation,~~ to inappropriate matter on the Internet and World Wide Web;
9. Provide staff supervision to monitor the online activities of students to prevent unauthorized access, including "hacking" and other unlawful activities online, and ensure the safety and security of minors when authorized to use e-mail, social media, chat rooms, applications and other forms of direct electronic communication;
10. Provide student education about appropriate online behavior, including cyberbullying awareness and response, and how to interact with other individuals on social networking and social media websites, applications and in chat rooms;
11. Determine which users and sites, accessible as part of the district's electronic communications system, are most applicable to the curricular needs of the district, and may restrict user access accordingly;
12. Determine which users will be provided access to the district's ~~E-mail~~ electronic communications system;
13. When possible, program its computers to display a message reinforcing key elements of the district's electronic communications system policy and regulation when accessed for use;
14. Notify appropriate system users that:
 - a. The district retains ownership and control of its computers, hardware, software and data at all times. All communications and stored information transmitted, received or contained in the district's information system are the district's property and are to be used for authorized purposes only. Use of district equipment or software for unauthorized purposes is strictly prohibited. To maintain system integrity, monitor network etiquette and ensure that those

authorized to use the district's system are in compliance with Board policy, administrative regulations and law, the school administrators may routinely review user files and communications;

- b. Files and other information, including e-mail, sent or received, generated or stored on district servers are not private and may be subject to monitoring. By using the district's system, individuals consent to have that use monitored by authorized district personnel. The district reserves the right to access and disclose, as appropriate, all information and data contained on district computers and district-owned e-mail system;
- c. The district may establish a retention schedule for the removal of E-mail;
- d. E-mail sent or received by a Board member or employee in connection with the transaction of public business may be a public record and subject to state archivist rules for retention and destruction;
- e. Information and data entered or stored on the district's computers and e-mail system may become discoverable evidence if a public records request is made or a lawsuit is filed against the district. "Deleted" or "purged" data from district computers or e-mail system may be retrieved for later public records disclosure or disciplinary purposes, as deemed necessary by the district;
- f. The district may set quotas for system disk usage. The district may allow system users to increase their quota by submitting a written request to the supervising teacher or system coordinator stating the need for the increase.
- ~~g. Passwords used on the district's system are the property of the district and must be provided to their supervisor or designated district personnel, as appropriate. Passwords that have not been provided to the district are prohibited;~~
- h. Transmission of any materials related to activities prohibited by ORS 260.432 is not allowed.

- 15. Ensure all student, staff and nonschool system users complete and sign an agreement to abide by the district's electronic communications **system** policy and administrative regulations. All such agreements will be maintained on file;
- 16. District technology committee will provide appropriate use agreement contracts for all system users;
- 17. Notify users of known copyright infringing activities and deny access to or remove the material.

Electronic Communication System Access

- 1. Access to the district's electronic communications system is authorized to: Board members, district employees, ~~staff association officers and members for routine administration requirements~~, students in grades K-12, with parent approval and when under the direct supervision of staff, and district volunteers, district contractors or other members of the public as authorized by the system coordinator or district administrators consistent with the district's policy governing use of district equipment and materials.
- ~~2. Students, staff and Board members may be permitted to use the district's system to conduct business related to the management or instructional needs of the district or to conduct research related to education. Personal use of district computers including internet and e-mail access by students and Board members is strictly prohibited. Personal use of district computers including internet access and e-mail by staff is restricted. Any personal use by staff is limited to such uses as deemed permissible~~

~~under the Oregon Government Standards and Practices Commission (GSPC) guidance (e.g., occasional use to type a social letter to a friend or family member, preparation of application materials for another position in the district, or computer games which may serve to improve the individual's keyboard proficiency and software component familiarity). Such use is restricted to the employee's own time.~~ Students may be permitted to use the district's electronic communications system, when consistent with board policy and administrative regulations, for school and instructional related activities. Personal use of district-owned computers or devices including Internet and e-mail access is permitted when consistent with board policy and administrative regulations and when during the school day.

Staff and Board members may be permitted to use the district's electronic communications system to conduct business related to the management or instructional needs of the district or to conduct research related to education and when in compliance with Board policy and administrative regulations. Personal use of the district's system or district-owned computers or devices including Internet and e-mail access by district staff may be permitted when consistent with Oregon ethics laws, Board policy and administrative regulations, when used on school property, and when on own time.

Volunteers, district contractors and other members of the public may be permitted to use the district's electronic communications system for personal use when consistent with Board policy, general use prohibitions and guidelines/etiquette and other applicable provisions of this administrative regulation.

General Use Prohibition and Guidelines/Etiquette

Operation of the district's electronic communications system relies upon the proper conduct and appropriate use of system users. Students, staff and others granted system access are responsible for adhering to the following prohibitions and guidelines which require legal, ethical and efficient **utilization use** of the district's system.

1. General Use Prohibitions

The following conduct is strictly prohibited:

- a. Attempts to use the district's electronic communications system for:
 - ~~(1) Unauthorized use of chat rooms, instant messaging, E-mail, or other Internet-based communications;~~
 - (2) Unauthorized solicitation of funds;
 - (3) Distribution of chain letters;
 - (4) Unauthorized sale or purchase of merchandise and services;
 - (5) Collection of signatures;
 - (6) Membership drives;
 - (7) Transmission of any materials regarding political campaigns.
- b. Attempts to upload, download, use, reproduce or distribute information, data, software or file share music, videos or other materials on the district's system in violation of copyright law or applicable provisions of use or license agreements;

- c. Attempts to degrade, disrupt or vandalize the district's equipment, software, materials or data or those of any other user of the district's system or any of the agencies or other networks connected to the district's system;
- d. Attempts to evade, change or exceed resource quotas or ~~disk~~ data usage quotas;
- e. Attempts to send, intentionally access or download any text file or picture or engage in any communication that includes, but not limited to, material which may be interpreted as:
 - (1) Harmful to minors;
 - (2) Obscene or child pornography as defined by law or indecent, vulgar, profane or lewd as determined by the district;
 - (3) A product or service not permitted to minors by law;
 - (4) Harassment, intimidation, bullying, menacing, threatening, or a bias incident;
 - (5) Constitutes insulting or fighting words, the very expression of which injures or harasses others, or which includes a symbol of hate;
 - (6) A likelihood that, either because of its content or the manner of distribution, it will cause a material or substantial disruption of the proper and orderly operation of the school or school activity;
 - (7) Defamatory, libelous, reckless or maliciously false, potentially giving rise to civil liability, constituting or promoting discrimination, a criminal offense or otherwise violates any law, rule, regulation, Board policy and/or administrative regulation.
 - (8) ~~Inappropriate in the educational process.~~
- f. Attempts to gain unauthorized access to any service via the district's system which has a cost involved or attempts to incur other types of costs without specific approval. The user accessing such services will be responsible for these costs;
- g. Attempts to post or publish personal student contact information unless authorized by the system coordinator or teacher and consistent with applicable Board policies pertaining to student directory information and personally identifiable information. Personal student contact information may include photograph, age, home, school, work or e-mail addresses or phone numbers or other unauthorized disclosure, use and dissemination of personal information regarding students;
- h. Attempts to arrange student meetings with anyone on the district's electronic communications system, unless authorized by the system coordinator or teacher or when consistent with school or educational related activities and with prior parent approval when necessary;
- i. Attempts to represent self on behalf of the district through use of the district's name in external communication forums ~~such as, e.g., social media~~, chat rooms, without prior district authorization;
- j. Attempts to use another individual's account name or password, failure to provide the district with individual passwords or to access restricted information, resources or networks to which the user has not been given-granted access;
- k. ~~Unauthorized download, upload, installation, or use of any software or data on any district computers unless specifically authorized by district technology committee or coordinator;~~
- l. ~~Use of district systems for any non-educational purpose.~~

2. Guidelines/Etiquette

System users will:

- a. Adhere to the same standards for communicating online that are expected in the classroom and consistent with Board policy and administrative regulations;
- b. Respect other people's time and cyberspace. Use real-time conference features such as video/talk/chat/Internet relay chat only as approved by the supervising teacher or system coordinator. ~~Avoid high bandwidth operations unless authorized;~~
- c. Take pride in communications. Check spelling and grammar;
- d. Respect the privacy of others. Do not read the mail or files of others without their permission;
- e. Cite all quotes, references and sources;
- f. Adhere to guidelines for managing and composing effective e-mail messages:
 - (1) One subject per message - avoid covering various issues in a single e-mail message;
 - (2) Use a descriptive heading;
 - (3) Be concise - keep message short and to the point;
 - (4) Write short sentences;
 - (5) Use bulleted lists to break up complicated text;
 - (6) Conclude message with actions required and target dates;
 - (7) Remove e-mail in accordance with established guidelines;
 - (8) Remember, there is no expected expectations of right to privacy when using e-mail. Others may read or access mail;
 - (9) Always sign messages;
 - (10) Always acknowledge receipt of a document or file.
- g. Protect password confidentiality. Passwords are ~~the property of the district and are~~ not to be shared with others. ~~Using another user's account or password or allowing such access by another may be permitted with supervising teacher or system coordinator approval only. No system user may use a password on the district's computers, e-mail system or Internet access which is unknown to the district;~~
- h. Communicate only with such users and/or sites as may be authorized by the district;
- i. Be forgiving of the mistakes of others and share your knowledge. Practice good mentoring techniques;
- j. Report violations of the district's policy and administrative regulation or security problems to the supervising teacher, system coordinator or administrator, as appropriate.

Use of appropriate etiquette is expected of all users while using the district's electronic communications system and is explained in district training sessions.

Complaints

~~Complaints regarding use of the district's Electronic Communications System may be made to the teacher, principal, employee's supervisor or system coordinator. The district's established complaint procedure will be used for complaints concerning violations of t~~ The district's established complaint procedure in Electronic Communications System Board policy and/or administrative regulation. See Board policy GBM KL - Public Complaints and accompanying administrative regulation may be used to process complaints or concerns about violations of policy and administrative regulations.

Violations/Consequences

1. Students

- a. Students who violate general system user prohibitions shall be subject to discipline up to and including expulsion and/or revocation of access to the district electronic communications system access up to and including permanent loss of privileges.
- b. Violations of law ~~will~~ may be reported to law enforcement officials and may result in criminal or civil sanctions.
- c. Disciplinary action may be appealed by parents, students and/or a representative in accordance with established district procedures.

2. Staff

- a. Staff who violate general system user prohibitions shall be subject to discipline up to and including dismissal in accordance with Board policy, collective bargaining agreements and applicable provisions of law.
- b. Violations of law ~~will~~ may be reported to law enforcement officials and may result in criminal or civil sanctions.
- c. Violations of applicable Teacher Standards and Practices Commission (TSPC), Standards for Competent and Ethical Performance of Oregon Educators will be reported to TSPC as provided by Oregon Administrative Rules (OAR) 584-020-0041.
- d. Violations of ORS 244.040 ~~will~~ may be reported to Oregon Government Ethics Commission (OGEC).

3. Others

- a. Other guest users who violate general electronic communications system user prohibitions shall be subject to suspension of system access up to and including permanent revocation of privileges.
- b. Violations of law ~~will~~ may be reported to law enforcement officials or other agencies, as appropriate, and may result in criminal or civil sanctions.

Telephone/Membership/Other Charges

1. The district assumes no responsibility or liability for any unauthorized membership, ~~or phone or internet provider charges including, but not limited to, long distance charges, per minute (unit) surcharges, overage charges and/or equipment or line costs and/or related~~ charges incurred by any home usage of the district's electronic communications system.
2. Any disputes or problems ~~regarding resulting from~~ phone services or internet provider services for home users of the district's electronic communications system are strictly between the system user and their ~~local phone company internet service provider~~ and/or ~~long distance~~ phone service provider.

Information Content/Third Party Supplied Information

1. System users and parents of student system users are advised that use of the district's electronic communications system may provide access to materials that may be considered objectionable and inconsistent with the district's vision, mission and goals. Parents should be aware of the existence of

such materials and monitor their student's home usage of the district's electronic communications system accordingly.

2. Opinions, advice, services and all other information expressed by system users, information providers, service providers or other third-party individuals are those of the providers and not the district.
3. ~~System users excluding students and Board members may, order services or merchandise from other individuals and agencies that may be accessed through the district's system. District purchasing policies must be followed for all district funded purchases.~~ Users of the electronic communications system may, with system coordinator approval, order services or merchandise from other vendors that may be accessed through the district's electronic communications system. These ~~individuals and agencies~~ vendors are not affiliated with the district. All matters concerning merchandise and services ordered including, but not limited to, purchase terms, payment terms, warranties, guarantees and delivery are solely between the seller ~~vendor~~ and the electronic communications system user. The district makes no warranties or representation whatsoever with regard to any goods or services provided by the ~~seller~~-vendor. District staff and administration shall not be a party to any such transaction or be liable for any costs or damages arising out of, either directly or indirectly, the actions or inactions of ~~seller~~-vendors.
4. The district does not warrant that the functions or services performed by, or that the information or software contained on, the electronic communications system will meet the system user's requirements, or that the electronic communications system will be uninterrupted or error-free, or that defects will be corrected. The district's electronic communications system is provided on an "as is, as available" basis. The district does not make any warranties, whether express or implied including, without limitation, those of merchantability and fitness for a particular purpose with respect to any services provided by the electronic communications system and any information or software contained therein.

Dear Parents or Guardian:

~~Your student has requested to participate in Central Linn School District's electronic communications program and needs your permission to do so. Your student needs your permission to use the district's electronic communications system.~~ Your student will be able to communicate with other schools, colleges, organizations and individuals around the world through the Internet and other electronic information systems/networks. ~~Use of the network and computer systems is necessary for many of your student's courses and educational opportunities.~~

~~The Internet is a system which links networks creating a large and diverse communications network. Internet access and network privileges allow your student the opportunity to share information, learn concepts, prepare projects and assignments, and research a vast multitude of subjects using a computer system without leaving the school building or in some cases the classroom itself.~~

With this educational opportunity also comes responsibility. ~~It is important that you and your student read the enclosed district policy, administrative regulation and agreement form and discuss these requirements together.~~ Inappropriate system use will may result in discipline, up to and including expulsion from school, suspension or revocation of your student's access to the district's electronic communications system, and/or referral to law enforcement officials.

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

Attached to this letter ~~are the following important documents:~~ is an agreement for your student and you to read and sign stating agreement to follow the district's electronic communications system policy and administrative regulation. The district's policy IIBGA – Electronic Communications System and administrative regulation are accessible from the district's website or upon request and include provisions on, but are not limited to, student use under and student-related rules under.

~~1. An agreement for your student to read and sign stating his/her agreement to follow the district's Electronic Communication System policy and administrative regulation. This agreement requires your signature. It must be signed and renewed each year and will be kept on file at the school.~~

~~2. The district's Electronic Communications System policy and administrative regulation.~~

Please review ~~these materials,~~ the district's Electronic Communications policy and administrative regulation, and the provisions therein, carefully with your student and return the attached agreement form to the school office indicating your permission ~~or denial of permission~~ for your student to participate use in the district's electronic communications system. ~~Please be aware that many classes assign Internet research and/or utilize various websites for educational opportunity as part of the curriculum. In addition nearly all of the computer workstations in the district have Internet access so as to provide the opportunity to utilize these modern research techniques to as many students and staff members as possible.~~

Sincerely, System Coordinator/Administrator

Student Agreement for an Electronic Communications System Account

Student agreement must be renewed each academic year.

Student Section

Student Name _____ Grade _____

School _____

I have ~~read~~ received notice of, read and agree to abide by the provisions adopted and included in the district's Electronic Communications System policy and administrative regulation. ~~and agree to abide by their provisions. I understand that my use of the district network and systems is reserved exclusively for educational purposes, and any use that is not directly associated with a class assignment, lesson, or project may be deemed inappropriate. I further agree not to download and/or install any data/program/file/etc., use e-mail, use instant messaging of any kind, or alter settings on any computer system unless specifically authorized to do so by district technology staff.~~ I understand that violation of these provisions will may result in discipline, up to and including expulsion from school, and/or suspension or revocation of system access and related privileges, and/or referral to law enforcement officials.

Student Signature _____ Date _____

Sponsoring Parent

I have received notice of and read the district's Electronic Communications System policy and administrative regulation. I give my permission to the district to issue an account for my student and certify that the information contained in this form is correct. I will monitor my student's use of the system and ~~his/her~~ the potential access to the ~~worldwide~~ Internet and will accept responsibility for supervision in that regard if and when my student's use is not in a school setting. In consideration for the privilege of using the district's electronic communications system and in consideration for having access to the public networks, I hereby release the district, its operators and any institutions with which they are affiliated from any and all claims and damages of any nature arising from my, or my student's use, or inability to use, the system including, without limitation, the type of damages identified in the district's policy and administrative regulation.

- ☐ ~~I give my permission for my student to participate in the district's electronic communication system and certify that the information contained on this form is correct.~~
- ☐ ~~I do not give my permission for my student to participate in the district's communication system.~~

Signature of Parent _____ Date _____

Email Address _____

Home Phone Number _____ Cell Number _____

Agreement for an Electronic Communications System Account

(Nonschool ~~or School Volunteer~~ System User)

I have received notice of, read and agree to abide by the provisions adopted and included in the district's Electronic Communications System policy and administrative regulation ~~and agree to abide by their provisions~~. I understand that violation of these provisions ~~will~~may result in suspension and/or revocation of system access and related privileges, and/or referral to law enforcement officials.

~~I understand that although the district is committed to practices that ensure the safety and welfare of system users, including the use of technology protection measures such as Internet filtering and monitoring, there may still be material or communications on the Internet that district staff, parents, students, and others may find objectionable. I further understand that while the district neither encourages nor condones access to such material, it is not possible for the district to eliminate that access completely.~~

In consideration for the privilege of using the district's ~~E~~electronic ~~C~~ommunications ~~S~~ystem and in consideration for having access to the public networks, I hereby release the district, its operators and any institutions with which they are affiliated from any and all claims and damages of any nature arising from my use or inability to use the system including, without limitation, the type of damages identified in the district's policy and administrative regulation.

Signature _____ Date _____

Home Address _____

Home Phone Number _____ Cell Number _____

Email Address _____ Date of Birth _____

.....

Parent (Required if nonschool system user is under 18 years of age)

I have received notice of and read the district's Electronic Communications System policy and administrative regulation. I give permission to the district to issue an account for my child and certify that the information contained on this form is correct. I will monitor my child's use of the system and the potential access to the Internet and will accept responsibility for supervision in that regard if and when my child's use is not in a school setting. In consideration for the privilege of using the district's electronic communications system and in consideration for having access to the public networks, I hereby release the district, its operators and any institutions with which they are affiliated from any and all claims and damages of any nature arising from my, or my child's use, or inability to use, the system including, without limitation, the type of damages identified in the district's policy and administrative regulation.

Signature of Parent _____ Date _____

Home Address _____ Email Address _____

Home Phone Number _____ Cell Number _____

Agreement for an Electronic Communications System Account

(Staff System User)

I have received notice of read and agree to abide by the provisions in the district's Electronic Communications System policy and administrative regulation. I understand that violation of these provisions may result in suspension and/or revocation of system access and related privileges, and may include discipline, up to and including dismissal, and/or referral to law enforcement officials. ~~In addition, I understand that disciplinary action may be taken based on district policy and/or contractual agreements between relevant bargaining units and the district.~~

I understand that I may use my personal electronic device (PED) for education related purposes and that certain district proprietary information may be downloaded to, or accessed through my PED. I agree that any district proprietary information downloaded on my PED will only be as necessary to accomplish district purposes, obligations or duties, and will be properly removed from my PED when the use on my PED is no longer authorized. I ~~insure~~ ensure that the ~~personal electronic device~~ PED in use is owned by me, and I am in complete control of the device at all times.

~~I understand that staff member's personal use of district technology, computers, network, and/or communications system including telephone and e-mail is limited to personal time and is to be occasional in nature (as described in the administrative regulation). In addition I understand that high bandwidth use of the network is prohibited without specific prior arrangements with district technology staff. I agree to use the computer systems and network as provided by the district and not modify, download, or install software, data, or other related items without explicit permission from district technology staff.~~

~~I understand that although the district is committed to practices that ensure the safety and welfare of system users, including the use of technology protection measures such as Internet filtering and monitoring, there may still be material or communications on the Internet that district staff, parents, students, and others may find objectionable. I further understand that while the district neither encourages nor condones access to such material, it is not possible for the district to eliminate that access completely. I understand that it is my responsibility as a district employee to monitor student use (in my presence) of the system to help prevent any such access to objectionable or inappropriate material. In addition, I understand that it is my responsibility to enforce the district's Electronic Communications System policy and administrative regulation as it applies to students and other non-district employee users.~~

In consideration for the privilege of using the district's ~~E~~electronic ~~E~~communications ~~S~~system and in consideration for having access to the public networks, I hereby release the district, its operators and any institutions with which they are affiliated from any and all claims and damages of any nature arising from my use or inability to use the system including, without limitation, the type of damages identified in the district's policy and administrative regulation.

Signature _____ Date _____

~~Home~~ Email Address _____

Home Phone Number _____ Cell Number _____

DELETION RECOMMENDED

Central Linn School District Web Policy

A. District Web Site.

1. The district may establish a web site. Material appropriate for placement on the district web site includes: district information, school information, teacher or class information, student projects, and student extracurricular organization information. Personal, non-educationally-related information will not be allowed on the district web site.
2. The superintendent will designate a district webmaster, responsible for maintaining the official district web site and monitoring all district web activity. The webmaster will develop guidelines for district and school web materials and develop procedures for the placement and removal of such material. The district webmaster or his/her designee is responsible for uploading all material placed directly on the district website or providing links to other appropriately authorized pages on the district website.

B. School Web Pages.

1. The building principal will designate a school web publisher, responsible for managing the school web site and monitoring class, teacher, student, and extracurricular web pages. All material originating from the school will be consistent with the district guidelines and submitted to the district webmaster for uploading.

C. Teacher Web Pages.

1. Teachers may establish web pages for use with class activities or that provide a resource for other teachers. Teachers will be responsible for maintaining their class or educational resource sites. Teacher web pages will not be considered official material, but will be developed in such a manner as to reflect well upon the district and school in keeping with all district rules and regulations for technology.

D. Staff Web Pages

1. Staff may develop web pages that provide a resource for others. Staff will be responsible for maintaining their resource sites. Staff web pages will not be considered official material, but will be developed in a manner as to reflect well upon the district and in compliance with all district rules and regulations governing the use of technology.

E. Student Web Pages.

1. Student created web projects will be submitted through the responsible teacher. Material presented on a student web project must meet the educational objectives of the class activity.
2. It will not be considered a violation of a student's right to free speech to require removal of material that fails to meet established educational objectives or that is in violation of a provision of the Acceptable Use Policy or student disciplinary code.
3. Student created web projects must include the following notice: "This is a student web project. Opinions expressed in this project shall not be attributed to the ESD, district or school."
4. Student created web projects or links to those projects, will be removed at the end of the school year unless special arrangements are made with the district's webmaster and school administrator.

F. Extracurricular Organization Web Pages.

1. With the approval of the building principal, extracurricular organizations may establish web pages. Organizations will be responsible for maintaining their resource sites and submitting changes to the school web publisher for uploading. Material presented on the organization web page must relate specifically to organization activities.
2. Organization web pages must include the following notice: "This is a student extracurricular organization web page. Opinions expressed on this page shall not be attributed to the ESD, district or school."

G. Web Page Design

1. All district Acceptable Use Policy provisions will govern material placed on the district web site.
2. Web pages shall not:
 - a. Contain the full name, address, or phone number of students. First names or and the first initial of the last name, may be used where appropriate if specifically authorized.
 - b. Display photographs or videos of any identifiable individual without a signed model release. Model releases for students under the age of 18 must be signed by their parent or guardian.
 - c. Contain copyrighted or trademarked material belonging to others unless written permission to display such material has been obtained from the owner. There will be no assumption that the publication of copyrighted material on a web site is within the fair use exemption.
3. Material placed on the web site is expected to meet academic standards of proper spelling, grammar, and accuracy of information.

4. Students may retain the copyright on the material they create that is posted on the web. District employees may retain the copyright on material they create and post if appropriate under district policies.
5. All web pages should carry a stamp indicating when it was last updated and the e-mail address of the district webmaster.
6. All web pages should have a link at the bottom of the page that will help users find their way to the appropriate home page.
7. Users should retain a back-up copy of their web pages. The School district is not responsible for individually lost or otherwise unrecoverable files or data associated with district web pages or hardware.

Central Linn School District 552C

Revenue Month End For the Period 10/01/2025 through 10/31/2025

Fiscal Year: 2025-2026

	<u>10/01/2025 - 10/31/2025</u>	<u>Year To Date</u>	<u>Budget</u>	<u>Budget Balance</u>	
INCOME					
Local Revenue					
Current Year's Taxes (+)	\$4,299.03	\$20,764.97	\$4,505,361.00	\$4,484,596.03	0.5%
Prior Year's Taxes (+)	\$3,455.04	\$14,024.02	\$59,341.00	\$45,316.98	23.6%
Tuition From Other Districts (+)	\$0.00	\$0.00	\$5,000.00	\$5,000.00	0.0%
Interest Earnings (+)	\$1,833.04	\$13,819.17	\$65,000.00	\$51,180.83	21.3%
Admissions (+)	\$210.00	\$210.00	\$12,000.00	\$11,790.00	1.8%
Pay to Play (+)	\$3,097.50	\$9,656.50	\$100,000.00	\$90,343.50	9.7%
Rent from Facilities (+)	\$0.00	\$545.00	\$0.00	(\$545.00)	0.0%
Contributions & Donations (+)	(\$1,000.00)	\$0.00	\$2,000.00	\$2,000.00	0.0%
Misc Revenue (+)	\$6,952.34	\$14,718.01	\$150,000.00	\$135,281.99	9.8%
Sub-total : Local Revenue	\$18,846.95	\$73,737.67	\$4,898,702.00	\$4,824,964.33	1.5%
Intermediate Revenue					
Severe Disability through ESD (+)	\$0.00	\$0.00	\$8,200.00	\$8,200.00	0.0%
Sub-total : Intermediate Revenue	\$0.00	\$0.00	\$8,200.00	\$8,200.00	0.0%
State Revenue					
School Support Fund (+)	\$271,665.00	\$1,358,931.00	\$3,222,253.00	\$1,863,322.00	42.2%
Common School Fund (+)	\$0.00	\$37,298.05	\$65,322.00	\$28,023.95	57.1%
State Forest Revenue (+)	\$0.00	\$0.00	\$25,000.00	\$25,000.00	0.0%
Small High School Grant (+)	\$0.00	\$0.00	\$40,000.00	\$40,000.00	0.0%
Restricted Grants in Aid (+)	\$0.00	\$3,976.81	\$14,683.00	\$10,706.19	27.1%
Sub-total : State Revenue	\$271,665.00	\$1,400,205.86	\$3,367,258.00	\$1,967,052.14	41.6%
Federal Revenue					
Medicaid Reimbursement (+)	\$0.00	\$0.00	\$14,000.00	\$14,000.00	0.0%
Sub-total : Federal Revenue	\$0.00	\$0.00	\$14,000.00	\$14,000.00	0.0%
Beginning Fund Balance					
Beginning Fund Balance (+)	\$0.00	\$0.00	\$250,000.00	\$250,000.00	0.0%
Sub-total : Beginning Fund Balance	\$0.00	\$0.00	\$250,000.00	\$250,000.00	0.0%
Total : INCOME	\$290,511.95	\$1,473,943.53	\$8,538,160.00	\$7,064,216.47	17.3%
NET ADDITION/(DEFICIT)	\$290,511.95	\$1,473,943.53	\$8,538,160.00	\$7,064,216.47	17.3%

End of Report

Central Linn School District 552C

Expenditures Month End For the Period 10/01/2025 through 10/31/2025

Fiscal Year: 2025-2026

☐ Include Pre Encumbrance

	<u>Budget</u>	<u>Range To Date</u>	<u>Year To Date</u>	<u>Balance</u>	<u>Encumbrance</u>	<u>Budget Balance</u>	
EXPENSES							
Instruction							
Elementary K- 6 (+)	\$1,363,212.00	\$115,266.27	\$226,751.74	\$1,136,460.26	\$1,047,073.75	\$89,386.51	6.6%
High School Programs (+)	\$1,442,978.00	\$128,526.69	\$245,568.47	\$1,197,409.53	\$1,028,931.45	\$168,478.08	11.7%
Athletics (+)	\$216,508.00	\$10,024.04	\$33,974.28	\$182,533.72	\$139,655.51	\$42,878.21	19.8%
Early Literacy Program (+)	\$111,064.00	\$8,073.60	\$17,345.24	\$93,718.76	\$58,324.87	\$35,393.89	31.9%
TAG (+)	\$3,000.00	\$0.00	\$0.00	\$3,000.00	\$1,546.37	\$1,453.63	48.5%
Special Education (+)	\$569,276.00	\$49,812.19	\$95,148.12	\$474,127.88	\$514,676.44	(\$40,548.56)	-7.1%
Alternative Education (+)	\$13,000.00	\$0.00	\$0.00	\$13,000.00	\$0.00	\$13,000.00	100.0%
HomeSchool (+)	\$20,000.00	\$0.00	\$0.00	\$20,000.00	\$0.00	\$20,000.00	100.0%
English Second Language Program (+)	\$5,000.00	\$0.00	\$0.00	\$5,000.00	\$131.60	\$4,868.40	97.4%
Sub-total : Instruction	\$3,744,038.00	\$311,702.79	\$618,787.85	\$3,125,250.15	\$2,790,339.99	\$334,910.16	8.9%
Support Services							
Guidance Services (+)	\$21,685.00	\$1,497.64	\$2,965.54	\$18,719.46	\$15,005.37	\$3,714.09	17.1%
Health/ Homeless Liason Services (+)	\$42,500.00	\$14,706.94	\$16,270.11	\$26,229.89	\$13,327.84	\$12,902.05	30.4%
Speech Pathology (+)	\$115,000.00	\$16,332.27	\$35,264.86	\$79,735.14	\$130,837.44	(\$51,102.30)	-44.4%
Service Direction (+)	\$0.00	\$0.00	\$4,468.28	(\$4,468.28)	\$0.00	(\$4,468.28)	0.0%
Library Services (+)	\$57,848.00	\$4,278.93	\$10,214.47	\$47,633.53	\$33,304.39	\$14,329.14	24.8%
Board of Education Services (+)	\$242,304.00	\$20,117.10	\$82,010.15	\$160,293.85	\$64,488.23	\$95,805.62	39.5%
Executive Administration Services (+)	\$368,345.00	\$31,479.66	\$116,081.49	\$252,263.51	\$231,974.08	\$20,289.43	5.5%
Office of the Principal Services (+)	\$634,847.00	\$54,949.67	\$191,517.14	\$443,329.86	\$426,578.04	\$16,751.82	2.6%
Fiscal Services (+)	\$290,582.00	\$23,056.30	\$92,345.21	\$198,236.79	\$181,996.41	\$16,240.38	5.6%
Operations and Maintenance (+)	\$999,427.00	\$55,856.34	\$311,944.97	\$687,482.03	\$434,543.16	\$252,938.87	25.3%
Student Transportation Services (+)	\$756,533.00	\$63,606.30	\$121,991.89	\$634,541.11	\$475,465.51	\$159,075.60	21.0%
Technology Services (+)	\$198,000.00	\$23,304.72	\$77,889.49	\$120,110.51	\$82,881.39	\$37,229.12	18.8%
Retiree Insurance (+)	\$0.00	\$822.20	\$3,477.84	(\$3,477.84)	\$1,662.63	(\$5,140.47)	0.0%
Sub-total : Support Services	\$3,727,071.00	\$310,008.07	\$1,066,441.44	\$2,660,629.56	\$2,092,064.49	\$568,565.07	15.3%
Long Term Debt Service							

Operating Statement with Encumbrance

Central Linn School District 552C

Expenditures Month End For the Period 10/01/2025 through 10/31/2025

Fiscal Year: 2025-2026

☐ Include Pre Encumbrance

	<u>Budget</u>	<u>Range To Date</u>	<u>Year To Date</u>	<u>Balance</u>	<u>Encumbrance</u>	<u>Budget Balance</u>	
Long Term Debt (+)	\$145,397.00	\$4,931.65	\$19,726.60	\$125,670.40	\$0.00	\$125,670.40	86.4%
Sub-total : Long Term Debt Service	\$145,397.00	\$4,931.65	\$19,726.60	\$125,670.40	\$0.00	\$125,670.40	86.4%
Interfund Transfers							
Interfund Transfers (+)	\$355,313.00	\$0.00	\$0.00	\$355,313.00	\$0.00	\$355,313.00	100.0%
Sub-total : Interfund Transfers	\$355,313.00	\$0.00	\$0.00	\$355,313.00	\$0.00	\$355,313.00	100.0%
Contingency							
Planned Reserves (+)	\$366,341.00	\$0.00	\$0.00	\$366,341.00	\$0.00	\$366,341.00	100.0%
Sub-total : Contingency	\$366,341.00	\$0.00	\$0.00	\$366,341.00	\$0.00	\$366,341.00	100.0%
Unappropriated Ending Fund Balance							
Unappropriated Ending Fund Balance (+)	\$200,000.00	\$0.00	\$0.00	\$200,000.00	\$0.00	\$200,000.00	100.0%
Sub-total : Unappropriated Ending Fund Balance	\$200,000.00	\$0.00	\$0.00	\$200,000.00	\$0.00	\$200,000.00	100.0%
Total : EXPENSES	\$8,538,160.00	\$626,642.51	\$1,704,955.89	\$6,833,204.11	\$4,882,404.48	\$1,950,799.63	22.8%
NET ADDITION/(DEFICIT)	\$8,538,160.00	\$626,642.51	\$1,704,955.89	\$6,833,204.11	\$4,882,404.48	\$1,950,799.63	22.8%

End of Report

Operating Statement with Encumbrance



OREGON AT-A-GLANCE DISTRICT PROFILE

Central Linn SD 552

2024-25

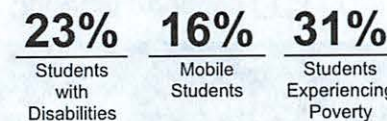
SUPERINTENDENT: Rob Hess | 32433 Hwy 228, Halsey 97348 | 541-369-2813

Students We Serve



DEMOGRAPHICS

American Indian/Alaska Native	
Students	<1%
Teachers	0%
Asian	
Students	<1%
Teachers	0%
Black/African American	
Students	0%
Teachers	0%
Hispanic/Latino	
Students	13%
Teachers	3%
Multiracial	
Students	5%
Teachers	0%
Native Hawaiian/Pacific Islander	
Students	0%
Teachers	0%
White	
Students	82%
Teachers	97%

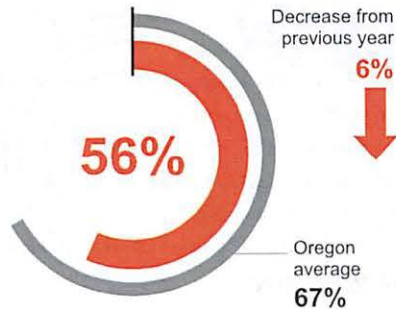


*<10 students or data unavailable

District Environment

REGULAR ATTENDERS

Students who attended more than 90% of their enrolled school days.

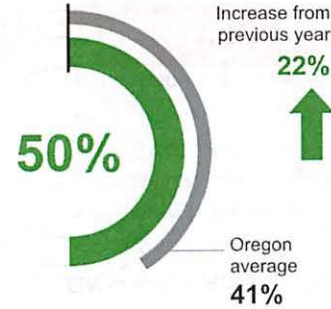


Academic Success

Grade 3

ENGLISH LANGUAGE ARTS

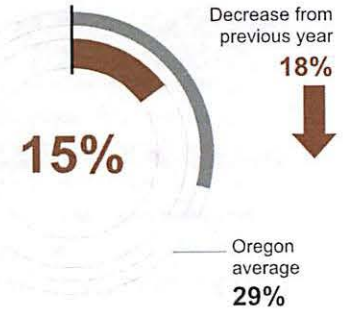
Students meeting state grade-level expectations.



Grade 8

MATHEMATICS

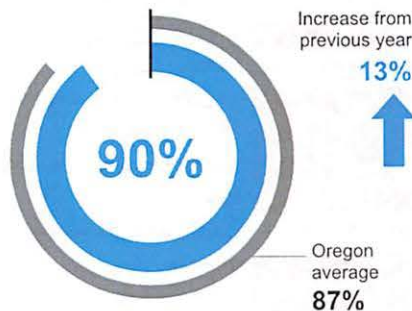
Students meeting state grade-level expectations.



High School Success

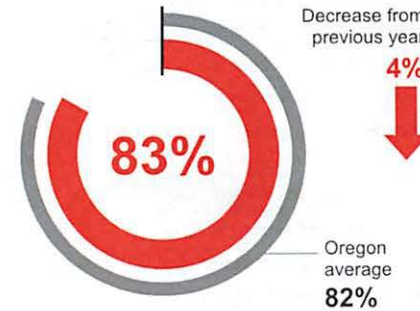
ON-TRACK TO GRADUATE

Students earning one-quarter of graduation credits in their 9th grade year.



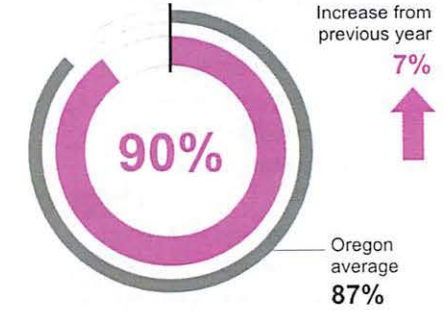
ON-TIME GRADUATION

Students earning a diploma within four years. Cohort includes students who were first-time ninth graders in 2020-21 graduating in 2023-24.



FIVE-YEAR COMPLETION

Students earning a high school diploma or GED within five years. Cohort includes students who were first-time ninth graders in 2019-20 finishing in 2023-24.



District Goals

- We will promote student learning through high expectations, diverse experiences, and curiosity, ensuring equal access for all.
- We will offer opportunities that go beyond the core curriculum.
- We will create a safe, inclusive environment that supports each student's interests and voice.
- We will be a community hub with effective communication and engagement.
- We will support staff development in a professional community focused on service and growth.

State Goals

The Oregon Department of Education is partnering with school districts and communities statewide to reach a 90% on-time graduation rate by 2027. Anchored in the pillars of Academic Excellence, Belonging & Wellness, and Accountability, ODE prioritizes evidence-based strategies that strengthen early literacy, improve attendance, and deepen student engagement. We are committed to eliminating opportunity and achievement gaps for historically underserved students. By investing in culturally responsive practices, cultivating inclusive school environments, and fostering a culture of continuous improvement, we can help ensure every student thrives.

Outcomes

Our Staff (rounded FTE)



4

Administrators



24

Teachers



<1

Educational assistants



1

Counselors



<1

Social Workers



0

Licensed Librarians



<1

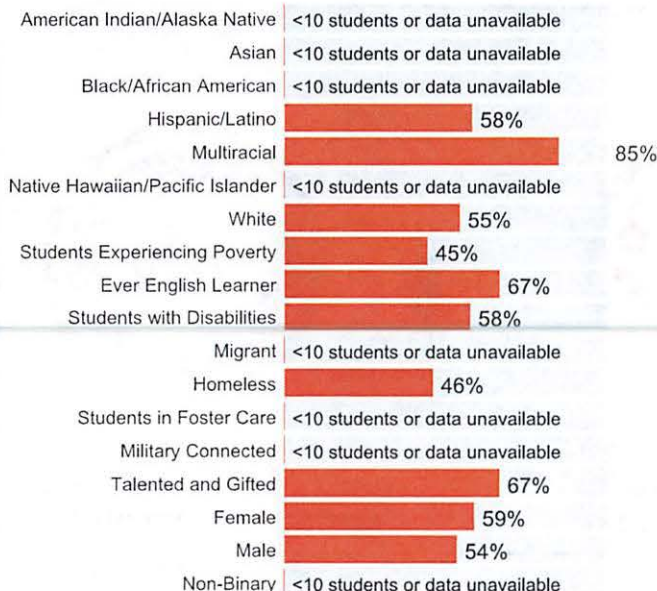
Psychologists



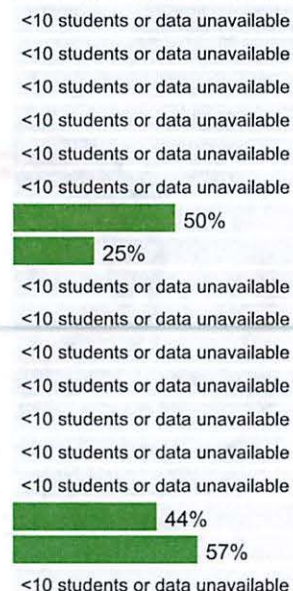
Not enough data

% of licensed teachers with more than 3 years of experience

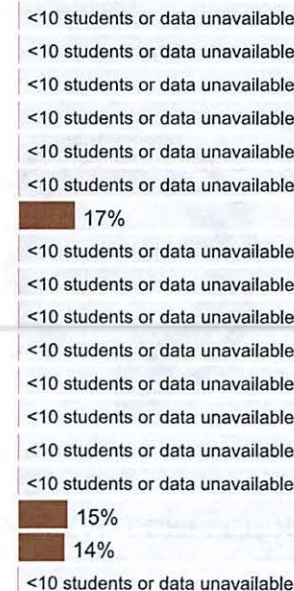
REGULAR ATTENDERS



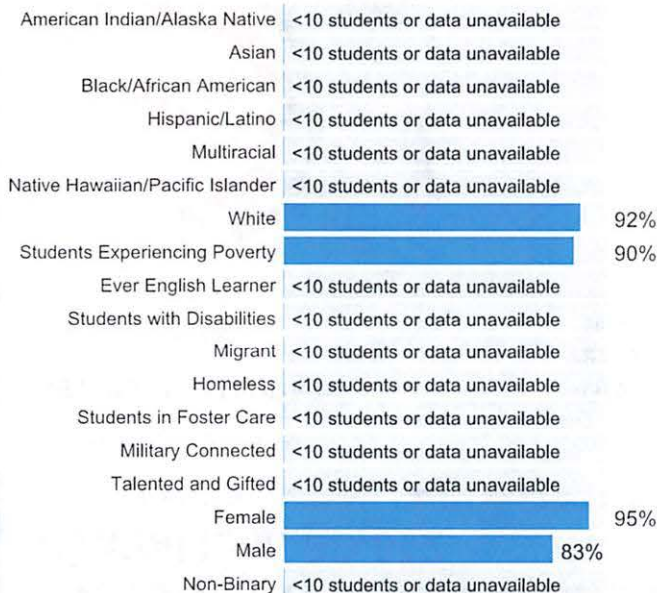
Grade 3 ENGLISH LANGUAGE ARTS



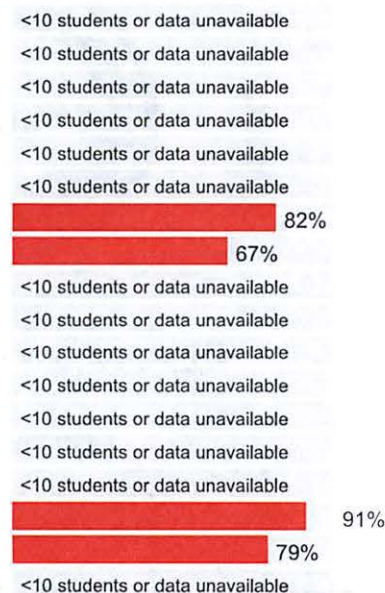
Grade 8 MATHEMATICS



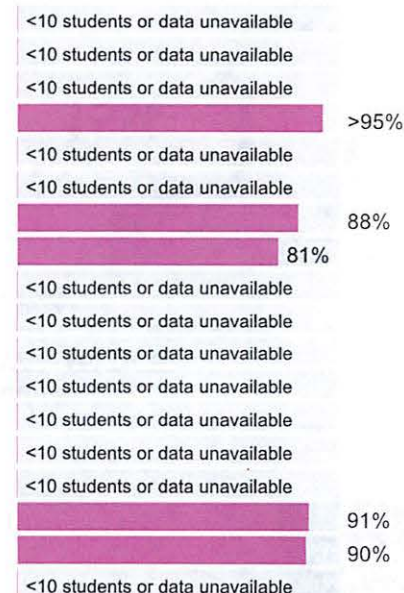
ON-TRACK TO GRADUATE



ON-TIME GRADUATION



FIVE-YEAR COMPLETION



OREGON AT-A-GLANCE SCHOOL PROFILE

Central Linn Elementary School

2024-25

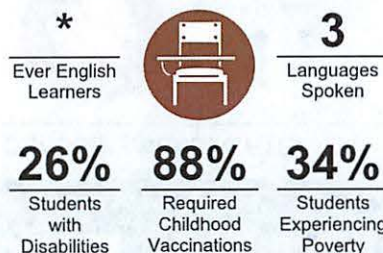
PRINCIPAL: Joel Sauter | GRADES: K-6 | 239 W 2nd St, Halsey 97348 | 541-369-2851

Students We Serve



DEMOGRAPHICS

American Indian/Alaska Native	
Students	<1%
Teachers	0%
Asian	
Students	<1%
Teachers	0%
Black/African American	
Students	0%
Teachers	0%
Hispanic/Latino	
Students	11%
Teachers	0%
Multiracial	
Students	4%
Teachers	0%
Native Hawaiian/Pacific Islander	
Students	0%
Teachers	0%
White	
Students	84%
Teachers	100%

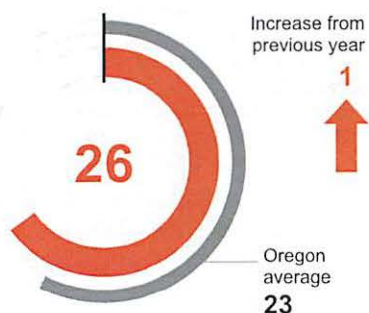


* <10 students or data unavailable

School Environment

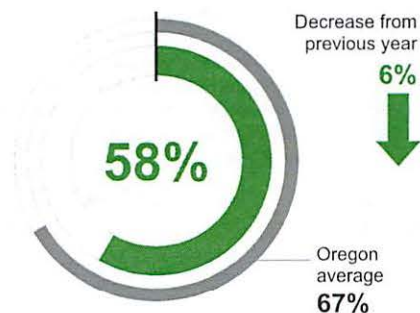
CLASS SIZE

Median class size.



REGULAR ATTENDERS

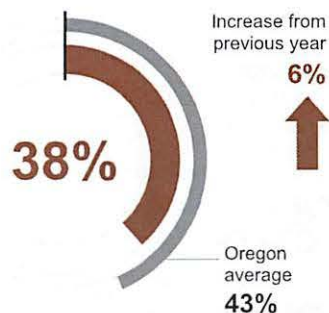
Students who attended more than 90% of their enrolled school days.



Academic Success

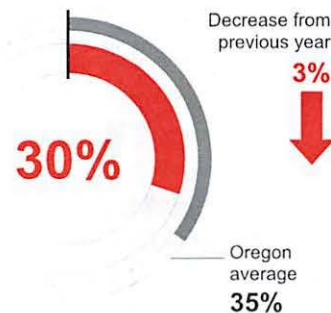
ENGLISH LANGUAGE ARTS

Students meeting state grade-level expectations.



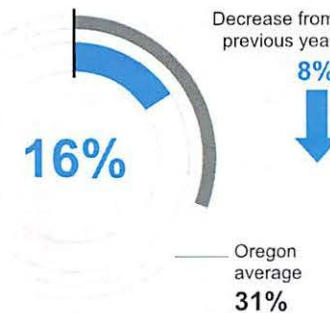
MATHEMATICS

Students meeting state grade-level expectations.



SCIENCE

Students meeting state grade-level expectations.



School Goals

Our school is committed to helping every student succeed. We are improving math and reading achievement by using a block schedule with 90 minutes for math and 120 minutes for reading each day. Along with these extended learning times, we give students the skills to become confident, independent learners prepared for junior/senior high. This year we will also be implementing the use of AVID strategies, to build critical thinking, organization, and goal-setting to support long-term academic success.

State Goals

The Oregon Department of Education is partnering with school districts and communities statewide to reach a 90% on-time graduation rate by 2027. Anchored in the pillars of Academic Excellence, Belonging & Wellness, and Accountability, ODE prioritizes evidence-based strategies that strengthen early literacy, improve attendance, and deepen student engagement. We are committed to eliminating opportunity and achievement gaps for historically underserved students. By investing in culturally responsive practices, cultivating inclusive school environments, and fostering a culture of continuous improvement, we can help ensure every student thrives.

Safe & Welcoming Environment

Our school provides a safe and welcoming environment where every child belongs. Through our SEL curriculum, students learn skills like kindness, empathy, and problem-solving. Our school counselor and behavior specialist work with students, staff, and families to provide support, encourage positive choices, and address challenges quickly. Together, we create a community where students feel cared for, respected, and ready to grow academically, socially, and emotionally.

Outcomes

Our Staff (rounded FTE)



11
Teachers



<1
Educational
assistants



0
Counselors/
Psychologists/
Social Workers



88%
Average teacher
retention rate over
the past three years

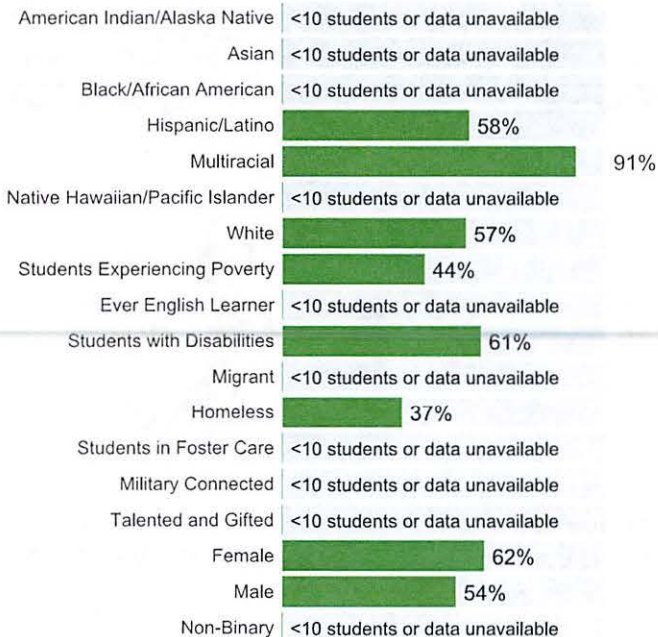


100%
% of licensed teachers
with more than 3 years
of experience

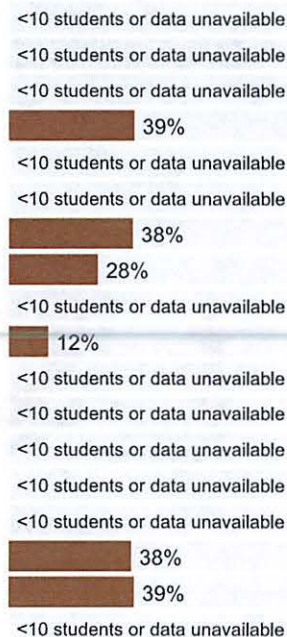


No
Same principal in
the last 3 years

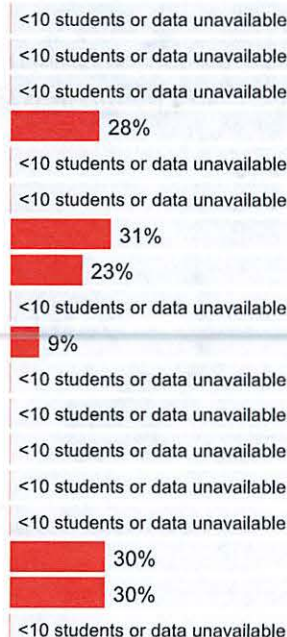
REGULAR ATTENDERS



ENGLISH LANGUAGE ARTS



MATHEMATICS



About Our School

BULLYING, HARASSMENT, AND SAFETY POLICIES

Bullying is intentional, repeated behavior that hurts, intimidates, or excludes. Harassment includes unwelcome actions or comments based on identity, background, or personal traits. Our school-wide policy defines how these behaviors are identified, reported, and addressed. We teach kindness, empathy, and respect, encourage students, staff, and families to report concerns, and provide support for both those affected and those working to change their behavior. Together, we create a safe, respectful school where every child can thrive.

EXTRACURRICULAR ACTIVITIES

Within our school, students have opportunities to participate in Student Government and Oregon Battle of the Books (OBOB). We also partner with the Central Linn Rec Center to offer a variety of athletic programs, including cheer, football, volleyball, baseball, softball, basketball, and soccer. As students reach 5th and 6th grade, many transition to playing with the junior high school teams.

PARENT ENGAGEMENT

Parent engagement is an important part of our school community. Families are invited to join us for curriculum nights, volunteer in classrooms and at events, and take part in activities that support student learning. This year, our Family Engagement Committee will focus on creating even more opportunities for families to connect, share, and participate in school life. Together, we can strengthen the home–school partnership and help every child thrive.

COMMUNITY ENGAGEMENT

Situated in the rural Willamette Valley, Central Linn depends on the support of strong community partnerships to enhance student opportunities. These partnerships provide both financial contributions and volunteer resources that are essential to our success. Key partners include Georgia-Pacific, the Halsey-Shedd Fire District, Halsey City Hall, The Brownsville Times, Sharing Hands, and the Central Linn Rec Center.

OREGON AT-A-GLANCE SCHOOL PROFILE

Central Linn High School

2024-25

PRINCIPAL: Dean Rech | GRADES: 7-12 | 32433 Hwy 228, Halsey 97348 | 541-369-2811

Students We Serve



DEMOGRAPHICS

American Indian/Alaska Native

Students	0%
Teachers	0%

Asian

Students	0%
Teachers	0%

Black/African American

Students	0%
Teachers	0%

Hispanic/Latino

Students	16%
Teachers	6%

Multiracial

Students	5%
Teachers	0%

Native Hawaiian/Pacific Islander

Students	0%
Teachers	0%

White

Students	80%
Teachers	94%

7%

Ever English
Learners



3

Languages
Spoken

20%

Students
with
Disabilities

85%

Required
Childhood
Vaccinations

28%

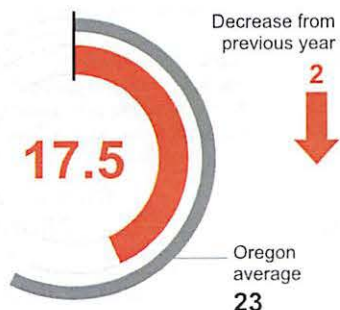
Students
Experiencing
Poverty

*<10 students or data unavailable

School Environment

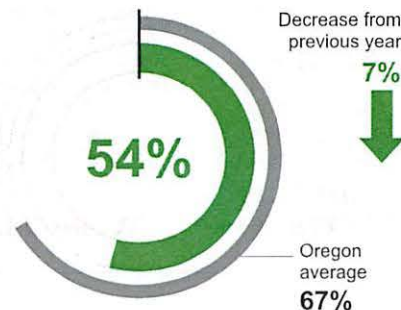
CLASS SIZE

Median size of classes in core subjects.



REGULAR ATTENDERS

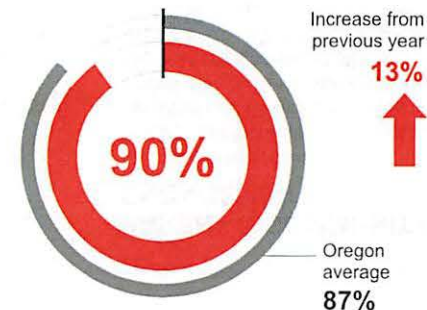
Students who attended more than 90% of their enrolled school days.



Academic Progress

ON-TRACK TO GRADUATE

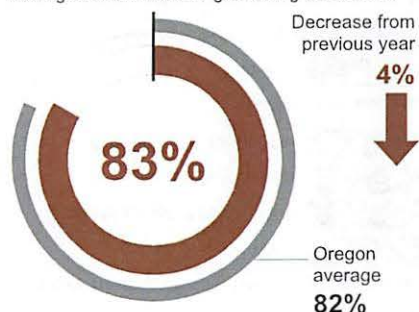
Students earning one-quarter of graduation credits in their 9th grade year.



Academic Success

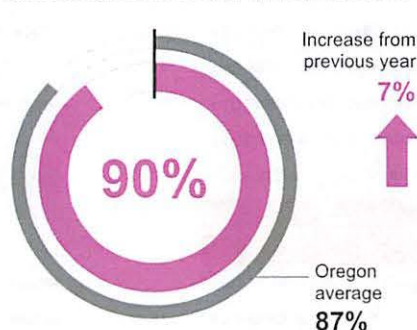
ON-TIME GRADUATION

Students earning a diploma within four years. Cohort includes students who were first-time ninth graders in 2020-21 graduating in 2023-24.



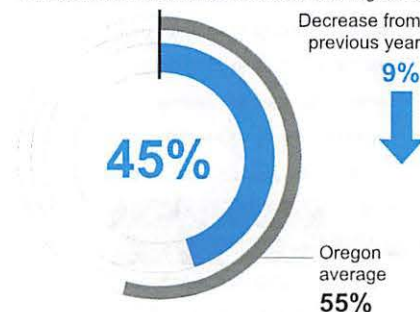
FIVE-YEAR COMPLETION

Students earning a high school diploma or GED within five years. Cohort includes students who were first-time ninth graders in 2019-20 finishing in 2023-24.



COLLEGE GOING

Students enrolling in a two or four year college within 12 months of completing high school in 2022-23. Data from the National Student Clearinghouse.



School Goals

At CLHS, we are committed to creating a safe, supportive, and positive learning environment where every student can succeed. Our curriculum encourages growth both in and beyond the classroom. This year, we are focused on three key goals: improving regular attendance from 54% to at least 70%, ensuring 90% of 9th graders are on track for success, and raising our graduation rate from 82% to 90% or higher. With the dedication of our staff, families, and community, we believe these goals are within reach and will strengthen student achievement.

State Goals

The Oregon Department of Education is partnering with school districts and communities statewide to reach a 90% on-time graduation rate by 2027. Anchored in the pillars of Academic Excellence, Belonging & Wellness, and Accountability, ODE prioritizes evidence-based strategies that strengthen early literacy, improve attendance, and deepen student engagement. We are committed to eliminating opportunity and achievement gaps for historically underserved students. By investing in culturally responsive practices, cultivating inclusive school environments, and fostering a culture of continuous improvement, we can help ensure every student thrives.

Safe & Welcoming Environment

CLHS is committed to creating a safe, supportive environment for every student, one that goes beyond physical safety to include emotional and psychological well-being. We want all students to feel secure, respected, and confident in being themselves. Together, we can build a community guided by kindness and respect, where differences are celebrated, and everyone feels valued; each and every day.



OREGON AT-A-GLANCE SCHOOL PROFILE CONTINUED

Central Linn High School

2024-25

Outcomes

Our Staff (rounded FTE)



13

Teachers



0

Educational
assistants



1

Counselors/
Psychologists/
Social Workers



70%

Average teacher
retention rate over
the past three years



85%

% of licensed teachers
with more than 3 years
of experience



No

Same principal in
the last 3 years

REGULAR ATTENDERS

American Indian/Alaska Native	<10 students or data unavailable
Asian	<10 students or data unavailable
Black/African American	<10 students or data unavailable
Hispanic/Latino	59%
Multiracial	<10 students or data unavailable
Native Hawaiian/Pacific Islander	<10 students or data unavailable
White	52%
Students Experiencing Poverty	46%
Ever English Learner	69%
Students with Disabilities	52%
Migrant	<10 students or data unavailable
Homeless	55%
Students in Foster Care	<10 students or data unavailable
Military Connected	<10 students or data unavailable
Talented and Gifted	73%
Female	55%
Male	54%
Non-Binary	<10 students or data unavailable

ON-TRACK TO GRADUATE

<10 students or data unavailable
<10 students or data unavailable
<10 students or data unavailable
<10 students or data unavailable
<10 students or data unavailable
<10 students or data unavailable
92%
90%
<10 students or data unavailable
<10 students or data unavailable
<10 students or data unavailable
<10 students or data unavailable
<10 students or data unavailable
<10 students or data unavailable
<10 students or data unavailable
95%
83%
<10 students or data unavailable

ON-TIME GRADUATION

<10 students or data unavailable
<10 students or data unavailable
<10 students or data unavailable
<10 students or data unavailable
<10 students or data unavailable
<10 students or data unavailable
82%
67%
<10 students or data unavailable
<10 students or data unavailable
<10 students or data unavailable
<10 students or data unavailable
<10 students or data unavailable
<10 students or data unavailable
<10 students or data unavailable
91%
79%
<10 students or data unavailable

About Our School

ADVANCED COURSEWORK

All courses at CLHS will incorporate AVID WICOR strategies, providing relevant and engaging curriculum while offering a wide variety of opportunities. These strategies will increase the academic and technical achievement of all learners throughout the system, as evidenced by rising graduation rates across all cohorts, including identified focal groups. Dual-credit options at CLHS include courses in: Math 111, Writing 121/122, Medical Terminology, Animal Science, Anatomy, Sustainability

CAREER & TECHNICAL EDUCATION

In 25/26, we will focus on strengthening and expanding our Career Pathways programs. This includes building partnerships for career exploration, class-embedded internships, and collaborations with local businesses. We are excited to launch a new partnership with GP and to introduce junior high students to courses connected to CTE Pathways, giving them opportunities to explore before high school. All CTE courses will be taught by certified instructors, ensuring alignment with Oregon State Standards.

EXTRACURRICULAR ACTIVITIES

Central Linn High School offers a wide variety of OSAA athletics.
Fall: Cross Country, Football, Soccer, and Cheer
Winter: Basketball, Wrestling, Cheer
Spring: Baseball, Softball, and Track and Field
We also provide the following activities: Band, Choir, Drama, FFA, Leadership, National Honor Society, OHSET, Yearbook

PARENT & COMMUNITY ENGAGEMENT

At CLHS, we know parents are a child's first educators, and we are committed to partnering with families to support every student's success. To help build engagement, we offer activities such as Booster Club, field trips, college visits, career days, homecoming, and freshman orientation. We also prioritize clear and meaningful communication, ensuring parents have the tools and resources to be confident partners in their child's learning.

2024-25 ESSA Accountability Details Report

Public Version - November 20, 2025

District: Central Linn SD 552

School: Central Linn High School

The Accountability Details Report displays the data for indicators used to identify schools for comprehensive or targeted supports as required by Oregon's State Plan under the Every Student Succeeds Act (ESSA). The accountability system uses nine indicators for combined schools. For more information concerning indicators and their definitions and calculations, please refer to the [Accountability Details Policy and Technical Manual](#). Arrows (up ↑ or down ↓) indicate the change in the rating level of the indicator from the previous year.

Indicator Ratings Table

Student Group	ESSA Supports	ELA Achievement	ELA Change	Math Achievement	Math Change	Regular Attenders	On Track to ELP	9th Grade On-Track	Four-Year Cohort	Five-Year Complete
All Students	Not Identified	Level 2	Level 1	Level 2	Level 3 ↑	Level 2	Level 1	Level 2	Level 3	Level 3 ↑
Students Experiencing Poverty	Not Identified	Level 2	Level 3 ↑	Level 2	Level 2 ↓	Level 2		Level 2	Level 1	Level 2 ↑
English Learners	Not Identified	Not Rated	Not Rated	Not Rated	Not Rated	Not Rated	Level 1	Not Rated	Not Rated	Not Rated
Students with Disabilities	Not Identified	Level 1	Level 1	Level 1	Level 1	Level 2		Level 2	Level 2 ↑	Level 2 ↑
Underserved Race/Ethnicity	Not Identified	Level 2	Not Rated	Level 2	Not Rated	Level 2		Not Rated	Level 5	Level 4 ↑
American Indian/Alaska Native	Not Identified	Not Rated	Not Rated	Not Rated	Not Rated	Not Rated		Not Rated	Not Rated	Not Rated
Native Hawaiian/Pacific Islander	Not Identified	Not Rated	Not Rated	Not Rated	Not Rated	Not Rated		Not Rated	Not Rated	Not Rated
Black/African American	Not Identified	Not Rated	Not Rated	Not Rated	Not Rated	Not Rated		Not Rated	Not Rated	Not Rated
Hispanic/Latino	Not Identified	Level 2	Not Rated	Level 2	Not Rated	Level 2		Not Rated	Not Rated	Level 4 ↑
Asian	Not Identified	Not Rated	Not Rated	Not Rated	Not Rated	Not Rated		Not Rated	Not Rated	Not Rated
White	Not Identified	Level 2	Level 1	Level 2	Level 2	Level 2		Level 2	Level 2 ↓	Level 3
Multi-racial	Not Identified	Not Rated	Not Rated	Not Rated	Not Rated	Not Rated		Not Rated	Not Rated	Not Rated

Suggested Level of Support: Targeted

Year Identified: 2021-22

Met ELA and Math Participation target (95%) for all student groups: No (details on pages 4 and 7)

Received Title I Funds in 2024-25: No

Please note the following:

- Indicator ratings that display ‘Not Rated’ refer to student groups that do not meet the minimum n-size of 20 to receive a rating.
- The Students Experiencing Poverty student group includes students that received SNAP/TANF benefits, were in foster care, experienced homelessness, or received migrant services. Students Experiencing Poverty replaced the formerly used Economically Disadvantaged student group.
- The English Learner student group has different inclusion rules depending on the indicator.
- The Underserved Race/Ethnicity student group consists of the following racial/ethnic groups: American Indian/Alaska Native, Black/African American, Hispanic/Latino, and Native Hawaiian/Pacific Islander.
- Impact of adjustments made to the English Language Arts and Math Average Gap Score Change indicators will take effect for the 2025-26 Accountability Details.

2024-25 ESSA Accountability Details Report

Public Version - November 20, 2025

District: Central Linn SD 552

School: Central Linn Elementary School

The Accountability Details Report displays the data for indicators used to identify schools for comprehensive or targeted supports as required by Oregon's State Plan under the Every Student Succeeds Act (ESSA). The accountability system uses six indicators for elementary and middle schools. For more information about the included indicators and their definitions and calculations, please refer to the [Accountability Details Policy and Technical Manual](#). Arrows (up ↑ or down ↓) indicate the change in the rating level of the indicator from the previous year.

Indicator Ratings Table

Student Group	ESSA Supports	ELA Achievement	ELA Change	Math Achievement	Math Change	Regular Attenders	On Track to ELP
All Students	Not Identified	Level 2	Level 2	Level 2	Level 1 ↓	Level 2	Not Rated
Students Experiencing Poverty	Targeted	Level 2	Level 1	Level 2	Level 1	Level 1	
English Learners	Not Identified	Not Rated	Not Rated	Not Rated	Not Rated	Not Rated	Not Rated
Students with Disabilities	Targeted	Level 1	Level 1	Level 2	Level 1	Level 1	
Underserved Race/Ethnicity	Not Identified	Level 2	Level 4	Level 2	Level 2	Level 1 ↓	
American Indian/Alaska Native	Not Identified	Not Rated	Not Rated	Not Rated	Not Rated	Not Rated	
Native Hawaiian/Pacific Islander	Not Identified	Not Rated	Not Rated	Not Rated	Not Rated	Not Rated	
Black/African American	Not Identified	Not Rated	Not Rated	Not Rated	Not Rated	Not Rated	
Hispanic/Latino	Not Identified	Level 2	Level 4	Level 2	Level 2	Level 1 ↓	
Asian	Not Identified	Not Rated	Not Rated	Not Rated	Not Rated	Not Rated	
White	Not Identified	Level 2	Level 1 ↓	Level 2	Level 1 ↓	Level 2	
Multi-racial	Not Identified	Not Rated	Not Rated	Not Rated	Not Rated	Level 2 ↑	

Suggested Level of Support: Targeted

Year Identified: 2023-24

Met ELA and Math Participation target (95%) for all student groups: No (details on pages 4 and 7)

Received Title I Funds in 2024-25: Yes

Please note the following:

- Indicator ratings that display 'Not Rated' refer to student groups that do not meet the minimum n-size of 20 to receive a rating.
- The Students Experiencing Poverty student group includes students that received SNAP/TANF benefits, were in foster care, experienced homelessness, or received migrant services. Students Experiencing Poverty replaced the formerly used Economically Disadvantaged student group.
- The English Learner student group has different inclusion rules depending on the indicator.
- The Underserved Race/Ethnicity student group consists of the following racial/ethnic groups: American Indian/Alaska Native, Black/African American, Hispanic/Latino, and Native Hawaiian/Pacific Islander.
- Impact of adjustments made to the English Language Arts and Math Average Gap Score Change indicators will take effect for the 2025-26 Accountability Details.

CENTRAL LINN SCHOOL DISTRICT ENROLLMENT

As of December 1, 2025

<i>December 2024</i>	<i>November 2025</i>	<i>December 2025</i>
K 36	K 29	K 30
1 34	1 30	1 29
2 27	2 32	2 32
3 42	3 27	3 28
4 34	4 38	4 38
5 33	5 34	5 34
6 35	6 38	6 39
<i>Total 241</i>	<i>Total 228</i>	<i>Total 230</i>
7 36	7 36	7 37
8 37	8 38	8 38
9 34	9 39	9 39
10 43	10 36	10 37
11 38	11 41	11 41
12 45	12 36	12 36
<i>Total 233</i>	<i>Total 226</i>	<i>Total 228</i>
District Total 474	District Total 454	District Total 458

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
 September 2023 = 541
 September 2024 = 481
 August 2025 = 441