

November 10, 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 Jason Curtis
4.1 ASB Report ASB Representative
4.2 Employee Groups Union Representatives
4.3 Administrative Updates Cabinet Members
- 5.0 CONSENT AGENDA Jason Curtis
5.1 Approve October Regular Board Minutes
5.2 Approve Special Session Minutes of October 13th and October 23rd
5.3 Approve Facilities Committee Minutes of November 1st
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 Jason Curtis
6.1 Adopt Board Policy, or Acknowledge Second Reading: Jason Curtis
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*
6.2 Facilities Committee Update Garrett Leabo

- 7.0 NEW BUSINESS Jason Curtis
- 7.1 Adopt Superintendent Evaluation Process Stacey Winter/Mandy Brady
- 7.2 Audit Services Review Request Jason Curtis
- 7.3 Discuss Board Training Jason Curtis
- 7.4 OSBA Elections Jason Curtis
- 7.4.1 Appoint OSBA Board of Directors
- 7.4.2 Appoint OSBA Legislative Policy Committee Representative
- 7.5 Acknowledge Board Policies, *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:
- 7.6.1 JI-AR, *External Mental & Behavioral Health Providers*
- 8.0 DISTRICT REPORTS Jason Curtis
- 8.1 Financial Report Celeste Van Cleave
- 8.2 Superintendent Report Rob Hess
- 8.2.1 Central Linn Website and Branding Nathan Rouzard
- 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 ADJOURN 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

NEW BUSINESS

5.3 Approve Facility Committee Minutes (of Nov.1st): Minutes will be emailed separately.

7.2 Discuss Board Training: In addition to the two board training proposals in the packet, is a third option. This option would involve working with Cathy and Andy. They would individually interview each board member regarding training needs and ideas and then put together a training schedule for the rest of the school year that incorporates board member requests and areas of interest. This would be more of a Custom Training approach.

OSBA Training Options: 1) Board Governance Essentials, Public Meeting Law, 2) Board Operating Agreements and Communication Protocols, and 3) Effective Meetings with Superintendent Evaluation and Goal Setting. Each session is three hours, and topics can be adjusted as needed. The three session bundled package offers a 9% savings; total cost of **\$2,810** (Training: \$2,400 + Travel: \$410).

7.3 OSBA Elections: Enclosed is candidate information to fill the LBL Zone 10 vacancies for the OSBA Board of Directors and the OSBA Legislative Policy Committee. OSBA Board of Directors has two candidates: Clyde Rood from Lebanon and Luhui Whitebear from Corvallis. OSBA Legislative Policy Committee has one candidate: Jason Curtis.

Sample motion to vote on an OSBA Board of Directors candidate:

Board Member: I move that the Central Linn School Board support [candidate] for the OSBA Board of Directors position #10. Second, Discussion, Vote

Sample motion to vote on an OSBA Legislative Policy candidate:

Board Member: I move that the Central Linn School Board support [Jason Curtis] for the OSBA Legislative Policy Committee position #10. Second, Discussion, Vote

7.4.1 GBN/JBA (JBA/GBN), Sexual Harassment: (Required) Revision Recommended

7.4.2 AC-AR, Discrimination Complaint Procedure: (Required) Revision acknowledgment, Board adoption required.

7.4.3 JB, Equal Educational Opportunity: (Required) Revision Recommended

7.4.4 JI, External Mental & Behavioral Health Providers: (Optional) New Policy

7.5.5 JI-AR, External Mental & Behavioral Health Providers: (Optional) Board adoption not required.

UPCOMING EVENTS

Policy Committee Meeting - November 10, 2025 @ 5:15 P.M. CLES Conference Room/Zoom. These policies up for discussion will be emailed early next week: GBEC, *Drug-Free Workplace* (New/Required); GBDA, *Expression of Milk in the Workplace* (Revision/Required); GCDA/GDDA & AR, *Criminal Records Checks and Fingerprinting* (Revision/Required); IIGBA & AR, *Electronic Communication System* (Revision/Required); IKJ, *Artificial Intelligence* (New/Optional); JI & AR, *External Mental & Behavioral Health Providers* (New/Optional)

Next Board Meeting - December 8, 2025, Central Linn Elementary Conference Room/Zoom

1.0 ROLL CALL

On October 13, 2025, Chair Curtis called the meeting to order at approximately 6:38 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

Members Absent: Grant Wahl

Others Present: Rob Hess, Celeste Van Cleave, Dena Crowell, Joel Sauter, Dean Rech, David Moffat, Rod Baney, Cindy Thibedeau, Dez and Heather Baze, Kelsy Pimm, Betsy Ramshur, Allison Williams, Wendy Cortright, Eric Irwin, Kellen Hobie, Kim Smith, Tonya Cairo, Tyler Simmons, Dena Weber

2.0 AUDIENCE COMMENTS PERTAINING TO THE AGENDA

None received

3.0 AGENDA

3.1 Agenda Adjustments: 4.4, Staff Acknowledgements; adding the hire of Brittney Smiley, CLHS Paraprofessional, and Amber Zluticky, CLES Paraprofessional; Add 4.6 Approve Facilities Committee Minutes; Add 7.9, Determine action on records discussed during Executive Session.

3.2 Adopt Board Agenda: Vice Chair Leabo made a motion to approve the Agenda, with adjustments. Director Farris 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 CONSENT AGENDA

Vice Chair Leabo made a motion to approve the Consent Agenda, as presented. Director Farris 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

4.1 Approve September Regular Board Minutes

4.2 Approve September Work Session Minutes

4.3 Approve Policy Committee Minutes

4.4 Staff Acknowledgements:

Hire of Tyler Simmons, Jr. High Wrestling Coach; Deacon Pruitt, Facilities Technician; Brittney Smiley, CLHS Paraprofessional; and Amber Zluticky, CLES Paraprofessional

4.5 Approve Licensed Staff Hire:

Heather McEvoy, Special Education Teacher, on a Temporary Contract

4.6 Approve Facilities Committee Minutes

5.0 COMMUNICATION

5.1 ASB Report: No Report Provided

5.2 Employee Groups: No Report Provided

5.3 Administrative Updates: Building Updates were provided by CLES Principal Joel Sauter, and Jr/Sr High Principal, Dean Rech.

6.0 OLD BUSINESS

6.1 Adopt Board Policy JFCEB, Personal Electronic Devices: Director Irwin made a motion to adopt Board Policy JFCEB, Personal Electronic Devices, as presented. Vice Chair Lebo 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

7.0 NEW BUSINESS

7.1 Interview/Appoint Budget Committee member: After brief candidate introductions, the Board chose to forgo a formal interview as the positions ran unopposed. Director Fleckenstein made a motion to appoint Kelsy Pimm (Zone 2) and Dez Baze (Zone 3) as Budget Committee Members. 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 Acknowledge Division 22 Annual Assurances: Dr. Hess presented the annual Division 22 Assurances to the Board, a required report that must be submitted to the state and posted to the public by November 1. The Board acknowledged that the District is currently out of compliance in instructional materials adoption, teacher evaluation systems, TAG, and Menstrual Dignity. After discussing the Menstrual Dignity requirements, the Board consensus was that there is sufficient evidence to consider the District in compliance, which will be reflected in the final report submitted to ODE and shared publicly.

7.3 Acknowledge 24/25 Student Investment Annual Report: The Board acknowledged the 2024-25 Student Investment Annual Report, presented by Dr. Hess, as part of the District's Integrated Guidance plan.

7.4 Approve Board Goals: The Board reviewed the proposed Board Goals from a recent work session, considering ways to make them more specific and measurable. The Board discussed moving forward with approving the three main objectives: Build Community Trust, Complete the CTE Building, and Complete Policy Revisions and Updates, and tasked a committee with refining the key results for future Board review. Director Farris made a motion to approve the Board Objectives. Director Irwin second the motion. The motion passed 6-1. Director Winter-Neh, Vice Chair Leabo-Yea, Director Farris-Yea, Director Brady-Yea, Chair Curtis-Yea, Director Irwin-Yea, Director Fleckenstein-Yea

7.5 Discuss: Public Meeting Law Training Video: The Board discussed the Public Meeting Law training, a required training for each member per term, emphasizing its importance for transparency, compliance, and effective Board governance.

7.6 Discuss and Approve: Gym Heat Alternatives: Dr. Hess explained that although the HVAC contract size typically falls outside Board oversight, the gym heating issue warranted discussion due to its District impact. The Board reviewed repair options for the CLHS gym heating system, including the use of R22. Both Stephens and HydroTemp confirmed repairs were feasible, with Stephens' quote of approximately \$15,000 using existing ductwork being preferred. Other companies recommended full replacement, but Stephens determined that one of the two units is repairable and should provide 20-25 years of service.

Director Farris initially moved to approve Stephens HVAC with a \$15,000 cap, seconded by Director Irwin. After discussion about potentially exceeding the cap, Director Farris rescinded the motion and made a new motion to approve the repairs with no cost cap, which Director Irwin seconded. Mr. Moffat will oversee the project and budget, with work beginning as soon as possible, with updates provided to the Board. 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

7.7 Policy Review: First Readings: The Board acknowledged the First Readings:

7.7.1 LBE, *Public Charter Schools*

7.7.2 LBEA, *Denial for Virtual Public Charter School Student Enrollment*

7.7.3 IKF, *Graduation Requirements*

7.7.4 JO/IGBAB-AR, *Educational Records/Records of Students with Disabilities Management*

7.7.5 JOA, *Directory Information*

7.8 Board Policies, Acknowledge: The Board acknowledged Board Policy ARs:

7.8.1 JFCF-AR, *Hazing/Harassing/Intimidation/Menacing/Bullying/Cyberbullying/Teen Dating Violence Reporting Procedures-Student*

7.8.2 JFCB-AR, *Personal Electronic Devices and Social Media*

7.9 Determine action on records discussed during Executive Session: Director Fleckenstein made a motion to exercise Option #3, request more information on the Superintendent's response based on new evidence received. Director Irwin 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

8.0 DISTRICT REPORTS

8.1 Financial Report: Mrs. Van Cleave reported that the District's general fund is the most flexible for spending, while special revenue funds are restricted. The report covers general fund revenue and expenditures through August 31, with major funding from the State School Fund, which provides a double payment in July and monthly thereafter. The speech pathology function is over budget by \$49,000 after hiring a staff member instead of contracting with the ESD, but Medicaid reimbursements are expected to offset the additional cost. Mrs. Van Cleave reported the District has \$366,000 in contingency and \$200,000 in unappropriated funds available for unexpected costs, with a current \$250,000 estimate in ending fund balance from last year.

8.1.1 Seismic Grant: Mrs. Van Cleave reported that the District is proceeding with its third seismic rehabilitation grant through Business Oregon, a \$2.5 million project for the Central Linn Elementary gym, cafeteria and lobby areas. The seismic assessment was completed in 2024 and the grant was awarded in May 2025. An engineering RFP will be issued later this month, likely followed by a CMGC RFP in January 2026. Construction is planned for summer 2026. Members of the Facilities Committee, Board, and community will be asked to help score RFPs.

8.2 District Facilities Report: Mr. Moffat presented a facilities update, highlighting his Maintenance Priority Plan and the implementation of a new ticketing system. Board members emphasized that facility priorities should balance aesthetics and curb appeal while ensuring that critical safety concerns, like heating, remain top priorities. Chair Curtis noted that budget allocation and direction must follow a Board process, while Vice Chair Leabo and others emphasized the need for visible progress to maintain morale and community confidence.

8.3 Superintendent Report

8.3.1 Dr. Hess introduced Chris Spetzer, Executive Director of the Decision Education Foundation, who provided a brief overview of the foundation's quality decision-making training adapted for educational settings. Due to time constraints, he noted that additional information is available on the foundation's website.

9.0 AUDIENCE COMMENTS

None Received

10.0 BOARD/SUPERINTENDENT COMMUNICATION

The CLEA Union President was unable to join the meeting virtually due to technical difficulties; their report would be emailed the following day.

11.0 ADJOURN

With no further business before the Board, Chair Curtis adjourned the meeting at approximately 9:14 p.m.

Dena Crowell, Board Secretary

Jason Curtis, Board Chair

Date Approved

1.0 ROLL CALL

On October 13, 2025, Chair Curtis called the meeting to order at approximately 5:30 p.m. in the Central Linn Elementary Conference Room and via Zoom.

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

Members Dismissed: Grant Wahl

Others Present: Rob Hess, Dena Crowell, Rodney Baney, Dean Rech

2.0 AGENDA

2.1 Agenda Adjustments: None

2.2 Adopt Board Agenda: Director Winter made a motion to adopt the Special Session Agenda, as presented. Director Farris second the motion. Motion passed 6-0. Director Winter-Yea, Vice Chair Leabo-Yea, Director Farris-Yea, Director Brady-Yea, Chair Curtis-Yea, Director Irwin-Yea, Director Fleckenstein-Absent for vote

Director Fleckenstein arrived at 5:34 p.m.

3.0 RECESS TO EXECUTIVE SESSION

Under the Authority of ORS 192.660 (2)(f), to consider information or records that are exempt by law from public inspection. Chair Curtis recessed the special session to executive session at approximately 5:35 p.m.

4.0 RECONVENE TO SPECIAL SESSION

Chair Curtis reconvened to special session at approximately 6:30 p.m.

5.0 ACTION/BUSINESS

5.1 Determine action on records discussed during Executive Session: Action moved to October Regular Board Meeting Agenda.

6.0 ADJOURN

With no further business before the Board, Chair Curtis adjourned the meeting at approximately 6:31 p.m.

Dena Crowell, Board Secretary

Jason Curtis, Board Chair

Date Approved

1.0 ROLL CALL

On October 23, 2025, Chair Curtis called the meeting to order at approximately 6:30 p.m. in the Central Linn Elementary Conference Room and via Zoom.

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

Members Dismissed: Grant Wahl

Others Present: Rob Hess, Dena Crowell

2.0 AGENDA

2.1 Agenda Adjustments: None

2.2 Adopt Board Agenda: Director Farris made a motion to adopt the Special Session Agenda, as presented. Director Irwin 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

3.0 RECESS TO EXECUTIVE SESSION

Under the Authority of ORS 192.660 (2)(f), to consider information or records that are exempt by law from public inspection; and ORS 192.660 (2)(b), to hear complaints or charges brought against a public officer, employee, staff member, or individual agent. Chair Curtis recessed the special session to executive session at approximately 6:32 p.m.

4.0 RECONVENE TO SPECIAL SESSION

Vice Chair Leabo made a motion to reconvene to special session at approximately 6:51 p.m. Director Fleckenstein 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

5.0 ACTION/BUSINESS

5.1 Determine action on complaint appeal to the Board: Vice Chair Leabo made a motion to uphold the Superintendent's Level 2 complaint response. Director Fleckenstein 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

6.0 ADJOURN

With no further business before the Board, Chair Curtis adjourned the meeting at approximately 6:53 p.m.

Dena Crowell, Board Secretary

Jason Curtis, Board Chair

Date Approved

Central Linn School District 552C

Code: LBE
Adopted: 5/8/00
Revised: 4/14/05; 5/14/18

Second Reading: 11/10/25

Public Charter Schools**

Public charter schools may be established as a new public school or a virtual public school, from one or more existing public schools in the district or a portion of the school, or from an existing alternative education program. A public charter school may not convert an existing tuition-based private school into a charter school, affiliate itself with a nonpublic sectarian school or religious institution, or encompass all the schools in the district unless the district is composed of only one school.

Public charter schools shall demonstrate a commitment to the mission and diversity of public education while adhering to the following goals:

1. Increase student learning and achievement;
2. Increase choices of learning opportunities for students;
3. Better meet individual student academic needs and interests;
4. Build stronger working relationships among educators, parents and other community members;
5. Encourage the use of different and innovative learning methods;
6. Provide opportunities in small learning environments for flexibility and innovation;
7. Create new professional opportunities for teachers;
8. Establish additional forms of accountability for schools; and
9. Create innovative measurement tools.

An applicant must submit a complete public charter school proposal that meets the requirements of Oregon law, and includes other information required by the district in the application process. The public charter school will be located and operated within the sponsoring district except where authorized by law.

The public charter school employer will be determined with each proposal. If the district is the employer, the terms of the current collective bargaining agreement will be examined to determine which parts of the agreement apply. If the district is not the sponsor of the public charter school, the district shall not be the employer and will not collectively bargain with public charter school employees.

The district will determine if it has any vacant or unused buildings and make a list of such buildings; buildings may be made available for public charter school use, subject to Board approval and Board policy.

Public charter school students may, upon request, be allowed to participate in district programs such as physical education, instrumental and vocal music offerings, or other selected options if space and materials are available.^[1] Students must adhere to state law, Board policies, regulations, and rules concerning student conduct and discipline.

Public charter school students in grades K-8 may participate in their resident district's activities that are offered before or after regular school hours. Public charter school students in grades 9-12 may participate in their resident district's available activities that are sanctioned by the Oregon School Activities Association (OSAA) when the requirements found in Oregon law are met.

The district will not provide instructional materials, lesson plans, or curriculum guides for use in a public charter school.

The superintendent will develop administrative regulations to include, but not limited to, the proposal process, review, and appeal procedures, and program evaluation, renewal, and termination.

[1] This does not apply to the Oregon law related to OSAA-sanctioned activity participation.

END OF POLICY

Legal Reference(s):

ORS 327.077

ORS 327.109

ORS 332.107

ORS 338

ORS 339.141

ORS 339.147

ORS 339.450

ORS 339.460

OAR 581-026-0005 - 0710

Every Student Succeeds Act, 20 U.S.C. §§ 6311-6322 (2018).

Senate Bill 767 (2023).

Central Linn School District 552C

Code: **LBEA**
Adopted: **NEW**
Revised:

Second Reading: 11/10/25

Denial for Virtual Public Charter School Student Enrollment

The district is not required to approve a transfer of a resident student, when more than three percent of the students residing in the district are attending a virtual public charter school not sponsored by the district. The district will semiannually, by October 1 and April 1, calculate the percentage of students residing in the district, who are attending a virtual public charter school not sponsored by the district. When the calculated percentage is more than three percent, the district will not approve a student's enrollment to such a virtual public charter school.

A parent^[1] must give notice to the district in which the parent resides of their intent to enroll their student in a virtual public charter school. If the calculated percentage is three percent or less, or the district sponsors the desired virtual public charter school, the district will issue a notice of approval or choose not to respond.

If the calculated percentage is more than three percent and the desired virtual public charter school is not sponsored by the district, the district will issue a denial notice^[2] within 10 calendar days of receiving notice from a parent and must include:

1. The notice the student is denied for enrollment to the virtual public charter school;
2. The percentage of students in the district that attend virtual public charter schools that are not sponsored by the district, based on the most recent calculations at the time the intent to enroll was received by the district;
3. A list of two or more other online options available to the student; and
4. A copy of OAR 581-026-0305 and OAR 581-026-0310.

When calculating the percentage, the district is only required to use data that is reasonably available to the district, including but not limited to the following for such calculation:

1. The number of students residing in the district enrolled in the schools within the district;
2. The number of students residing in the district enrolled in virtual and non-virtual public charter schools located in the district;
3. The number of students residing in the district enrolled in virtual public charter schools not sponsored by the district;

4. The number of home-schooled students residing in the district and who have registered with an educational service district; and
5. The number of students residing in the district enrolled in private schools located within the district.

A parent may appeal the district's denial for student enrollment to a virtual public charter school to the State Board of Education under OAR 581-026-0310.

If the student was enrolled in a virtual public charter school while living in another district and has maintained continuous enrollment in such school since moving into, and residing in this district, approval is not required.

[1] "Parent" means parent, legal guardian or person in parental relationship as defined in ORS 339.133.

[2] If a parent does not receive a notice of approval or disapproval from the district within 10 days of sending the notice of intent to enroll to the district, the student shall be deemed approved for enrollment by the district. (OAR 581-026-0305 (4))

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)
[ORS 338.125](#)
[OAR 581-026-0305](#)
[OAR 581-026-0310](#)

Central Linn School District 552-C

Code: **IKF**

Adopted: 5/8/95

Revised/Reviewed: 04/14/05; 12/13/10;
03/12/12; 6/12/17;
4/08/19; 10/14/19
6/13/22; 11/13/23

Second Reading: 11/10/25

Graduation Requirements **

The Board establishes graduation requirements for awarding of a standard high school diploma, a modified diploma, an extended diploma, an honors diploma, or a certificate of attendance, which meet or exceed state requirements.

A student may satisfy graduation requirements in less than four years. The district will award a diploma to a student fulfilling graduation requirements in less than four years if consent is given by the student's parent or guardian or by the student if the student is 18 years of age or older or emancipated.

If the district requires diploma requirements beyond the state requirements, the district shall grant a waiver for those requirements to any student who, at any time from grade 9 to 12, was:

1. In foster care¹;
2. Experiencing houselessness²;
3. A runaway;
4. A child in a military family covered by the Interstate Compact on Educational Opportunity for Military Children;
5. A child of a migrant worker; or
6. Enrolled in the Youth Corrections Education Program or the Juvenile Detention Education Program.; or
7. ³Enrolled in an approved recovery school under ORS 336.680.

For any student identified above, the district shall accept any credits earned by the student in an educational program⁴ in this state, applying those credits toward the state requirements for a diploma if the credits satisfied those requirements in that educational program in this state.

Diploma

A high school diploma will be awarded to students⁵ in grades 9 through 12 who complete a minimum of 24 credits which include at least:

Subject	Oregon Diploma Requirements
Language Arts	4
Math (Must be Algebra I and above)	3
Science (Must include Inquiry and Lab Experiences)	3
Social Studies (Must include .5 from Civics)	3
Health	1
PE	1
Career Technical Ed, The Arts, or Second Language (in any one or combination thereof)	3
Career and College Skills (Community Service; Job or Internship, College/Career Field Trips, Extended Application, Educational Plan and Profile)	0.5
Personal Finance (For students graduating 2027)	0.5
Electives	5
Total credits required to graduate:	24

* Community Service Hours will be no less than 40 hours to count for completion of career and college skills.

1. Three credits in mathematics (shall include one unit at the Algebra I level and two units that are at a level higher than Algebra I);
2. Four credits in language arts⁷ (shall include the equivalent of one unit in written composition);
3. Three credits in science;
4. Three credits in social sciences (shall include 0.5 unit of US civics⁸ credit in addition to at least 2.5 units of credit aligned to the Oregon State Board adopted standards for US and world history, geography, economics and⁹ financial literacy);
5. ¹⁰One-half credit of higher education and career path skills;
6. ¹¹One-half credit of personal financial education;
7. One credit in health education;
8. One credit in physical education; and

9. Three credits in career and technical education, the arts or world languages¹² (units shall be earned in any one or a combination).

The district shall offer students credit options provided the method for obtaining such credits is described in the student's personal education plan and the credit is earned by meeting requirements described in Oregon Administrative Rule (OAR) 581-022-2025.

To receive a diploma, in addition to credit requirements outlined above, a student must:

1. ¹³Demonstrate proficiency in the Essential Skills of reading, writing and apply mathematics in a variety of settings;
2. Develop an education plan and build an education profile;
3. Demonstrate extended application of standards through a collection of evidence (or include evidence in existing collection(s)); and
4. Participate in career-related learning experiences.

To be designated as Valedictorian or Salutatorian, a student must have earned an honors diploma.

Modified Diploma

A modified diploma will be awarded only to students who have demonstrated the inability to meet the full set of academic content standards adopted by the State Board of Education for a high school diploma while receiving reasonable modifications and accommodations. A modified diploma may only be awarded to a student who meets the eligibility criteria below and other criteria, if applicable, outlined in OAR 581-022-2010 (3):

1. The student has a documented history of an inability to maintain grade level achievement due to significant learning and instructional barriers; or
2. The student has a documented history of a medical condition that creates a barrier to achievement.

Subject	Modified Diploma Requirements
English	3
Math	2
Science	2
Social Studies	2
Health	1
PE	1
Career Technical Ed, The Arts, or Second Language	1
Career and College Skills (Community Service; Job or Internship, College/Career Field Trips, Extended Application, Educational Plan and Profile)	0.5
Personal Finance (For students graduating 2027)	0.5
Electives	11
Total credits required for modified diploma:	24

Having met the above eligibility criteria, a modified diploma will be awarded to students who, while in grade nine through completion of high school, complete 24 credits with at least 13 of those credits to include:

1. Three credits in language arts;
2. Two credits in mathematics;
3. Two credits in science;
4. Two credits in social sciences (which may include history, civics, geography and economics (including personal finance));

5. ¹⁴One-half credit in personal financial education;
6. ¹⁵One-half credit in higher education and career path skills;
7. One credit in health education;
8. One credit in physical education; and
9. One credit in career technical education, the arts or world languages (units may be earned in any one or a combination).

Students may earn additional credits to earn a modified diploma pursuant to OAR 581-022-2010.

In addition to credit requirements as outlined in OAR 581-022-2010, a student must:

1. ¹⁶Demonstrate proficiency in the Essential Skills of reading, writing and apply mathematics in a variety of settings;
2. Develop an education plan and build an education profile; and
3. Demonstrate extended application of standards through a collection of evidence (or include evidence in existing collection(s)).

Districts may make modifications to the assessment for students who seek a modified diploma when the following conditions are met:

1. For a student on an individualized education program (IEP) or Section 504 plan, any modifications to work samples must be consistent with the requirements established in the IEP or 504 plan. Modifications include practices and procedures that compromise the intent of the assessment through a change in the achievement level, construct, or measured outcome of the assessment. This means that IEP or 504 school teams responsible for approving modifications for a student's assessment may adjust the administration of the assessment and/or the assessment's achievement standard. The IEP or 504 team must inform the student's parent that the use of a modification on an assessment will result in an invalid assessment;
2. For a student not on an IEP or 504 plan, any modifications to work samples must have been provided to the student during their instruction in the content area to be assessed and in the year in which the student is being assessed, and modifications must be approved by the school team that is responsible for monitoring the student's progress toward the modified diploma.

Students not on an IEP or a Section 504 Plan may not receive a modified statewide assessment.

A student's school team (which must include an adult student, parent/guardian of the student) shall decide if a student will work toward a modified diploma no earlier than the end of grade six and no later than two years before the student's anticipated exit from high school.

A student's school team may decide to revise a modified diploma decision.

A student's school team may decide that a student who was not previously working toward a modified diploma should work toward one when the student is less than two years from anticipated exit from high school if the documented history has changed.

For students with a documented history as described above, the district shall annually provide the parents or guardians of students, beginning in grade five or after such documented history has been established, the following:

1. Information about the availability of high school diplomas, modified diplomas and the requirements for such diplomas; and
2. A disclosure that students awarded a certificate of attendance will not be counted as a high school graduate in any reporting for the State or district and that such students awarded a certificate of attendance may not indicate they received a high school diploma on applications for employment, military service, financial aid, admittance to an institution of higher education or any other purpose.

Extended Diploma

An extended diploma will be awarded only to students who have demonstrated the inability to meet the full set of academic content standards adopted by the State Board of Education for a high school diploma while receiving reasonable modifications and accommodations.

To be eligible for an extended diploma, a student must:

While in grade nine through completion of high school, complete 12 credits, which may not include more than 6 credits in a self-contained special education classroom, and will include:

1. Two credits in mathematics;
 - a. Two credits in language arts;
 - b. Two credits in science;
 - c. Three credits in history, geography, economics or civics;
 - d. One credit in health;
 - e. One credit in physical education; and
 - f. One credit in the arts or a world language; and
2. Have a documented history of:
 - a. An inability to maintain grade level achievement due to significant learning and

- instructional barriers;
- b. A medical condition that creates a barrier to achievement; or
- c. A change in the student's ability to participate in grade level activities as a result of a serious illness or injury that occurred after grade eight.

For students with a documented history, the district shall annually provide the parents or guardians of such students, beginning in grade five or after such documented history has been established, the following:

1. Information about the availability of high school diplomas, modified diplomas and the requirements for such diplomas; and
2. A disclosure that students awarded a certificate of attendance will not be counted as a high school graduate in any reporting for the state or district and that such students awarded a certificate of attendance may not indicate they received a high school diploma on applications for employment, military service, financial aid, admittance to an institution of higher education or any other purpose.

Certificate of Attendance

A ¹⁷certificate of attendance¹⁸ will be awarded to students who:

1. Have maintained regular full-time attendance¹⁹ for at least four years beginning in grade nine;
2. Do not satisfy requirements for a high school diploma, modified diploma or extended diploma; and
3. Have a documented history²⁰.

For students with a documented history²¹, the district shall annually provide the parents or guardians of such students, beginning in grade five or after such a documented history has been established, the following:

1. Information about the availability of high school diplomas, modified diplomas and the requirements for the diplomas; and
2. A disclosure that students awarded a certificate of attendance will not be counted as a high school graduate in any required reporting for the State or district and that such students awarded a certificate of attendance may not indicate they received a high school diploma on applications for employment, military service, financial aid, admittance to an institution of higher education or any other purpose.

Honors Diploma

The honors diploma is for students of exceptional academic standing and have additional requirements.. To earn a district honors diploma, a student must meet district credit requirements of 24 credits. They must also meet the additional state and district graduation requirements, with the exception of the community

service hours. Honors diploma students must document 80 community service hours instead of the standard 40 hours. Six credits must be advanced placement, junior and/or senior level honors, and/or approved college credit courses. In addition, students must attain a cumulative grade point average (GPA) of 3.5 or better through the seventh semester. A student graduating early must have attained a 3.5 GPA through the sixth semester.

Other District Responsibilities

The district will ensure that all students have onsite access to the appropriate resources and courses to achieve high school diplomas, modified diplomas, and extended diplomas at each high school in the district. The district will provide literacy instruction to all students until graduation.

The district may not deny a student who has the documented history listed under the above modified diploma or extended diploma requirements outlined above the opportunity to pursue a diploma with more stringent requirements, for the sole reason the student has the document history.

The district may award a modified diploma or an extended diploma to a student only upon the written consent of a student who is an emancipated minor or who has reached the age of 18 (adult student) at the time the modified or extended diploma is awarded, or the student's parent or guardian. The district must receive the written consent during the school year in which the modified diploma or the extended diploma is awarded.

A student shall have the opportunity to satisfy the requirements for a modified diploma, an extended diploma or a certificate of attendance in the later of 4 years after starting the ninth grade 9, or until the student reaches the age of 21 years if the student is entitled to a public education until the age of 21 under state or federal law.

A student may complete the requirements for a modified diploma, an extended diploma or a certificate of attendance in less than four years but not less than three years. To satisfy the requirements for a modified diploma, an extended diploma or a certificate of attendance in less than four 4 years, the student's parent or guardian or a student who is emancipated or has reached the age of 18 must provide written consent which clearly states the parent, guardian or student is waiving the fourth year and/or years until the student reaches the age of 21. A copy of the consent will be forwarded to the district superintendent who will annually report to the Superintendent of Public Instruction the number of such consents.

A student who qualifies to receive or receives a modified diploma, an extended diploma, or a certificate of attendance shall have the option of participating in a high school graduation ceremony with the student's class.

A student who receives a modified diploma, an extended diploma, or a certificate of attendance shall have

access to instructional hours, hours of transition services and hours of other services that are designed to meet the unique needs of the student. When added together, the district will provide a total number of hours of instruction and services to the student that equals at least the total number of instructional hours that is required to be provided to students who are attending a public high school. The district may not unilaterally decrease the total number of hours of instruction and services to which the student has access regardless of the age of the student.

The district will award to students with disabilities a document certifying successful completion of program requirements. No document issued to students with disabilities educated in full or in part in a special education program shall indicate that the document is issued by such a program. When a student who has an IEP completes high school, the district will give the student an individualized summary of performance.

Eligible students with disabilities are entitled to a free appropriate public education (FAPE) until the age of 21, even if they have earned a modified diploma, an extended diploma, a certificate of attendance or completion of a General Education Development document. The continuance of services for students with disabilities for a modified diploma, extended diploma or certificate of attendance is contingent on the IEP team determining the student's continued eligibility and special education services are needed.

Students and their parents will be notified of graduation and diploma requirements.

The district may not deny a diploma to a student who has opted out of statewide assessments if the student is able to satisfy all other requirements for the diploma. Students may opt-out of the Oregon statewide assessments in language arts and/or mathematics by completing the Oregon Department of Education's Opt-out Form²² and submitting the form to the district.

The district will issue a high school diploma to a veteran if the veteran resides within the boundaries of the district or is an Oregon resident and attended a high school of the district, or to a deceased veteran, upon request from a representative of the veteran, if the deceased veteran resided within the boundaries of the district at the time of death or was an Oregon resident at the time of death and attended a high school of the district.

The act of student-initiated test impropriety is prohibited. A student that participates in an act of student-initiated test impropriety will be subject to discipline. "Student-initiated test impropriety" means student conduct that is inconsistent with the *Test Administration Manual* or accompanying guidance; or results in a score that is invalid.

END OF POLICY

Legal Reference(s):

ORS 329.007	ORS 336.590	OAR 581-022-2010
ORS 329.045	ORS 339.115	OAR 581-022-2015
ORS 329.451	ORS 339.505	OAR 581-022-2020
ORS 329.479	ORS 343.295	OAR 581-022-2025
ORS 332.107	OAR 581-021-0009	OAR 581-022-2030
ORS 332.114	OAR 581-022-0102	OAR 581-022-2115
ORS 336.585	OAR 581-022-2000	OAR 581-022-2120
	OAR 581-022-2005	OAR 581-022-2505

Test Administration Manual, published by the OREGON DEPARTMENT OF EDUCATION.

Certificates for School Completion: Questions and Answers Related to the Implementation of SB 992, published by the OREGON

[1] As "Foster child" is defined in ORS 30.297.

[2] ORS 329.451(2) and OAR 581-022-use the term "homeless." See OAR 581-022-2000 for additional information.

[3] Applies to high school diplomas awarded on or after January 1, 2026.

[4] "Educational program in this state" means an educational program that is provided by a school district, a public charter school, an approved recovery school (applies to diplomas awarded on or after January 1, 2026), the Youth Corrections Education Program or the Juvenile Detention Program, or funded as provided by ORS 343.243 for students in a long-term care or treatment facility described in ORS 343.961 or a hospital identified in ORS 343.261.

[5] Students who were first enrolled in grade 9 during the 2022-2023 school year or first enrolled in grade 9 in any previous school year.

[6] If the district has additional credit or graduation requirements beyond the state minimum of 24, the district is required to include those additional credits and graduation requirements in the following list.

[7] "Language arts" includes reading, writing and other communications in any language, including English.

[8] Civics becomes a half-credit requirement beginning on January 1, 2026 (ORS 329.451).

[9] This requirement is replaced with a one-half credit of personal financial education requirement for students who were first enrolled in grade 9 during the 2023-2024 school year or first enrolled in grade 9 in any subsequent school year.

[10] Higher education and career path skills becomes a one-half credit graduation requirement for students who were first enrolled in grade 9 during the 2023-2024 school year or first enrolled in grade 9 in any subsequent school year (a requirement for a high school diploma awarded on or after January 1, 2027; a district may request a one-year waiver in accordance with law).

[11] Personal finance education becomes a one-half credit graduation requirement for students who were first enrolled in grade 9 during the 2023-2024 school year or first enrolled in grade 9 in any subsequent school year (a requirement for a high school diploma awarded on or after January 1, 2027; a district may request a one-year waiver in accordance with law).

[12] "World languages" includes sign language, heritage languages and languages other than a student's primary language.

- [13] The State Board of Education has waived this requirement in Essential Skills for students graduating through the 2027-2028 school year.
- [14] This unit of credit applies to all students who are awarded a modified diploma on or after January 1, 2027.
- [15] This unit of credit applies to all students who are awarded a modified diploma on or after January 1, 2027.
- [16] The State Board of Education has waived this requirement in Essential Skills for students graduating through the 2027-2028 school year.
- [17] The Board shall define criteria for a certificate of attendance. OAR 581-022-2200 (3). See the Oregon Department of Education's [Certificates for School Completion: Questions and Answers Related to the Implementation of SB 992](#).
- [18] A student who began grade 9 before July 1, 2020, may be awarded an alternative certificate if the student satisfies the requirements for an alternative certificate which are in effect on the day before July 1, 2024.
- [19] There is no established definition of "regular full-time attendance. The district should review any existing attendance definitions, consider the needs of students in the district and establish clear criteria. This should include how excused and unexcused absences are counted. A few options are provided.
- "Regular full-time attendance" means not being absent for more than 10 percent of school days that the student is enrolled in a school year. See OAR 581-020-0631 for definition of chronic absenteeism. Excused absences will not be counted against a student.
- "Regular full-time attendance" means not having eight or more unexcused absences in any four-week period during which school is in session. See ORS 339.065 for definition of irregular attendance. This will be calculated on an annual basis and equates to having unexcused absences for less than 20 percent of the days or class periods during which school is in session.
- [20] "Documented history" means evidence in the cumulative record and education plans of a student that demonstrates the inability over time to maintain grade level achievement even with appropriate modifications and accommodations.
- [21] "Documented history" means evidence in the cumulative record and education plans of a student that demonstrates the inability over time to maintain grade level achievement even with appropriate modifications and accommodations.
- [22] Oregon Department of Education page for: [30-day notice and opt-out form](#)

Education Records/Records of Students with Disabilities Management

1. Student Education Record

Student education records are those records that are directly related to a student and maintained by the district, or by a party acting for the district; however, this does not include the following:

- a. Records of instructional, supervisory and administrative personnel and educational personnel ancillary to those persons that are kept in the sole possession of the maker of the record, used only as a personal memory aid, and are not accessible or revealed to any other person except a temporary substitute for the maker of the record;
- b. Records of the law enforcement unit of the district subject to the provisions of Oregon Administrative Rule (OAR) 581-021-0225;
- c. Records relating to an individual who is employed by the district, that are made and maintained in the normal course of business, that relate exclusively to the individual in that individual's capacity as an employee and that are not available for use for any other purpose. Records relating to an individual in attendance at the district who is employed as a result of his/her status as a student, are education records and are not excepted under this section;
- d. Records on a student who is 18 years of age or older, or is attending an institution of postsecondary education, that are:
 - (1) Made or maintained by a physician, psychiatrist, psychologist or other recognized professional or paraprofessional acting in his/her professional capacity or assisting in a paraprofessional capacity;
 - (2) Made, maintained or used only in connection with treatment of the student; and
 - (3) Disclosed only to individuals providing the treatment. For purposes of this definition, "treatment" does not include remedial educational activities or activities that are part of the program of instruction at the district.
- e. Records that only contain information relating to activities in which an individual engaged after he/she is no longer a student at the district;
- f. Medical or nursing records which are made or maintained separately and solely by a licensed health-care professional who is not employed by the district, and which are not used for education purposes or planning.

The district shall keep and maintain a permanent record on each student which includes the:

- a. Name and address of educational agency or institution;
- b. Full legal name of the student;
- c. Student birth date ~~and place of birth;~~
- d. Names of parents/guardians;
- e. Date of entry into the school;

- f. Name of school previously attended;
- g. Courses of study and marks received;
- h. Data documenting a student's progress toward achievement of state standards and must include a student's Oregon State Assessment results;
- i. Credits earned;
- j. Attendance;
- k. Date of withdrawal from school; and
- l. Such additional information as the district may prescribe.

The district may ~~also~~ request the social security number of the student ~~and will include the social security number on the permanent record only if the eligible student or parent complies with the request~~. The request shall include notification to the eligible student or the student's parent(s) that the provision of the social security number is voluntary and notification of the purpose for which the social security number will be used.

The district shall retain permanent records in a minimum one-hour fire-safe place in the district, or keep a duplicate copy of the permanent records in a safe depository in another district location.

2. Confidentiality of Student Records

- a. The district shall keep confidential any record maintained on a student in accordance with OAR 581-021-0220 through 581-021-0430.
- b. Each district shall protect the confidentiality of personally identifiable information at collection, storage, disclosure and destruction stages.
- c. Each district shall identify one official to assume responsibility for ensuring the confidentiality of any personally identifiable information.
- d. All persons collecting or using personally identifiable information shall receive training or instruction on state policies and procedures.

3. Rights of Parents and Eligible Students

The district shall annually notify parents and eligible students through the district student/parent handbook or any other means that are reasonably likely to inform the parents or eligible students of their rights. This notification shall state that the parent(s) or eligible student has a right to:

- a. Inspect and review the student's education records;
- b. Request the amendment of the student's education records to ensure that they are not inaccurate, misleading or otherwise in violation of the student's privacy or other rights;
- c. Consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that the applicable state or federal law authorizes disclosure without consent;
- d. Pursuant to OAR 581-021-0410, file with the Family Policy Compliance Office, United States Department of Education a complaint under 34 C.F.R. § 99.64 concerning alleged failures by the district to comply with the requirements of federal law; and
- e. Obtain a copy of the district policy with regard to student education records.

The notification shall also inform parents or eligible students that the district forwards education records requested under OAR 581-021-0255. The notification shall also indicate where copies of the district policy are located and how copies may be obtained.

If the eligible student or the student's parent(s) has a primary or home language other than English, or has a disability, the district shall provide effective notice.

These rights shall be given to either parent unless the district has been provided with specific written evidence that there is a court order, state statute or legally binding document relating to such matters as divorce, separation or custody that specifically revokes these rights.

When a student becomes an eligible student, which is defined as a student who has reached 18 years of age or is attending only an institution of postsecondary education and is not enrolled in a secondary school, the rights accorded to, and the consent required of, the parents transfer from the parents to the student. Nothing prevents the district from giving students rights in addition to those given to parents.

4. Parent's or Eligible Student's Right to Inspect and Review

The district shall permit an eligible student or student's parent(s) or a representative of a parent or eligible student, if authorized in writing by the eligible student or student's parent(s), to inspect and review the education records of the student, unless the education records of a student contain information on more than one student. In that case the eligible student or student's parent(s) may inspect, review or be informed of only the specific information about the student.

The district shall comply with a request for access to records:

- a. Within a reasonable period of time and without unnecessary delay;
- b. For children with disabilities before any meeting regarding an individualized education program (IEP), or any due process hearing, or any resolution session related to a due process hearing¹;
- c. In no case more than 45 days after it has received the request.

The district shall respond to reasonable requests for explanations and interpretations of the student's education record.

The parent(s) or eligible student shall comply with the following procedure to inspect and review a student's education record:

- a. Provide a written, dated request to inspect a student's education record; and
- b. State the specific reason for requesting the inspection.

The written request will be permanently added to the student's education record.

The district shall not destroy any education record if there is an outstanding request to inspect and review the education record.

While the district is not required to give an eligible student or student's parent(s) access to treatment records under the definition of "education records" in OAR 581-021-0220(6)(b)(D), the eligible student or student's parent(s) may, at his/her expense, have those records reviewed by a physician or other appropriate professional of his/her choice.

If an eligible student or student's parent(s) so requests, the district shall give the eligible student or student's parent(s) a copy of the student's education record. The district may recover a fee for providing a copy of the record, but only for the actual costs of reproducing the record unless the imposition of a fee effectively prevents a parent or eligible student from exercising the right to inspect and review the student's educational records. The district may not charge a fee to search for or to retrieve the education records of a student.

The district shall not provide the eligible student or student's parent(s) with a copy of test protocols, test questions and answers and other documents described in Oregon Revised Statutes (ORS) 192.501(4) unless authorized by federal law.

The district will maintain a list of the types and locations of education records maintained by the district and the titles and addresses of officials responsible for the records.

Student education records will be maintained at the school building at which the student is in attendance except for special education records which may be located at another designated location within the district. The [administrator/principal or his/her designee] shall be the person responsible for maintaining and releasing the education records.

5. Release of Personally Identifiable Information

Personally identifiable information shall not be released without prior written consent of the eligible student or student's parent(s) except in the following cases:

- a. The disclosure is to other school officials, including teachers, within the district who have a legitimate educational interest.

As used in this section, "legitimate educational interest" means a district official employed by the district as an administrator, supervisor, instructor or staff support member; a person serving on a school board who needs to review an educational record in order to fulfill his or her professional responsibilities, as delineated by their job description, contract or conditions of employment. Contractors, consultants, volunteers or other parties to whom an agency or institution has outsourced institutional services or functions may be considered a school official provided that party performs an institutional service or function for which the district would otherwise use employees, is under the direct control of the district with respect to the use and maintenance of education records, and is subject to district policies concerning the redisclosure of personally identifiable information.

The district shall maintain, for public inspection, a listing of the names and positions of individuals within the district who have access to personally identifiable information with respect to students with disabilities.

- b. The disclosure is to officials of another school within the district;

- c. The disclosure is to authorized representatives of:

The U.S. Comptroller General, U.S. Attorney General, U.S. Secretary of Education or state and local education authorities or the Oregon Secretary of State Audits Division in connection with an audit or evaluation of federal or state-supported education programs, or the enforcement of or compliance with federal or state-supported education programs, or the enforcement of or compliance with federal or state regulations.

- d. The disclosure is in connection with financial aid for which the student has applied or which the student has received, if the information is necessary for such purposes as to:

- (1) Determine eligibility for the aid;
- (2) Determine the amount of the aid;
- (3) Determine the conditions for the aid; or
- (4) Enforce the terms and condition of the aid.

As used in this section “financial aid” means any payment of funds provided to an individual that is conditioned on the individual’s attendance at an educational agency or institution.

- e. The disclosure is to organizations conducting studies for, or on behalf of, the district to:

- (1) Develop, validate or administer predictive tests;
- (2) Administer student aid programs; or
- (3) Improve instruction.

The district may disclose information under this section only if disclosure is to an official listed in paragraph (c) above and who enters into a written agreement with the district that:

- (1) Specifies the purpose, scope and duration of the study and the information to be disclosed;
- (2) Limits the organization to using the personally identifiable information only for the purpose of the study;
- (3) The study is conducted in a manner that does not permit personal identification of parents or students by individuals other than representatives of the organization; and
- (4) The information is destroyed when no longer needed for the purposes for which the study was conducted.

For purposes of this section, the term “organization” includes, but is not limited to, federal, state and local agencies, and independent organizations.

- f. The district may disclose information under this section only if the disclosure is to an official listed in paragraph (c) above who is conducting an audit related to the enforcement of or compliance with federal or state legal requirements and who enters into a written agreement with the district that:

- (1) Designates the individual or entity as an authorized representative;
- (2) Specifies the personally identifiable information being disclosed;

- (3) Specifies the personally identifiable information being disclosed in the furtherance of an audit, evaluation or enforcement or compliance activity of the federal or state-supported education programs;
 - (4) Describes the activity with sufficient specificity to make clear it falls within the audit or evaluation exception; this must include a description of how the personally identifiable information will be used;
 - (5) Requires information to be destroyed when no longer needed for the purpose for which the study was conducted;
 - (6) Identifies the time period in which the personally identifiable information must be destroyed; and
 - (7) Establishes policies and procedures which are consistent with Family Education Rights and Privacy Act (FERPA) and other federal and state confidentiality and privacy provisions to insure the protection of the personally identifiable information from further disclosure and unauthorized use.
- g. The disclosure is to accrediting organizations to carry out their accrediting functions;
 - h. The disclosure is to comply with a judicial order or lawfully issued subpoena. The district may disclose information under this section only if the district makes a reasonable effort to notify the eligible student or student's parent(s) of the order or subpoena in advance of compliance, unless an order or subpoena of a federal court or agency prohibits notification to the parent(s) or student;
 - i. The disclosure is to comply with a judicial order or lawfully issued subpoena when the parent is a party to a court proceeding involving child abuse and neglect or dependency matters;
 - j. The disclosure is to the parent(s) of a dependent student, as defined in Section 152 of the Internal Revenue Code of 1986;
 - k. The disclosure is in connection with a health or safety emergency. The district shall disclose personally identifiable information from an education record to law enforcement, child protective services and health care professionals, and other appropriate parties in connection with a health and safety emergency if knowledge of the information is necessary to protect the health and safety of the student or other individuals. If the district determines that there is an articulable and significant threat, the district will document the information available at that time of determination and the rationale basis for the determination for the disclosure of the information from the educational records.

In making a determination whether a disclosure may be made under the health or safety emergency, the district may take into account the totality of the circumstances pertaining to a threat to the health or safety of a student or other individuals. As used in this section a "health or safety emergency" includes, but is not limited to, law enforcement efforts to locate a child who may be a victim of kidnap, abduction or custodial interference and law enforcement or child protective services efforts to respond to a report of child abuse or neglect pursuant to applicable state law, or other such reasons that the district may in good faith determine a health or safety emergency;

- l. The disclosure is information the district has designated as "directory information" (See Board policy JOA – Directory Information);
- m. The disclosure is to the parent(s) of a student who is not an eligible student or to an eligible student;
- n. The disclosure is to officials of another school, school system, institution of postsecondary education, an education service district (ESD), state regional program or other educational

agency that has requested the records and in which the student seeks or intends to enroll or is enrolled or in which the student receives services. The term “receives services” includes, but is not limited to, an evaluation or reevaluation for purposes of determining whether a student has a disability;

- o. The disclosure is to the Board during an executive session pursuant to ORS 332.061. The district will use reasonable methods to identify and authenticate the identity of the parents, students, school officials, and any other parties to whom the district discloses personally identifiable information from educational records;
- p. The disclosure is to a caseworker or other representative, who has the right to access the student’s case plan, of a state or local child welfare agency or tribal organization that are legally responsible for the care and protection of the student, provided the personally identifiable information will not be disclosed unless allowed by law.

6. Record-Keeping Requirements

The district shall maintain a record of each request for access to and each disclosure of personally identifiable information from the education records of each student. Exceptions to the record-keeping requirements shall include the parent, eligible student, school official or his/her assistant responsible for custody of the records and parties authorized by state and federal law for auditing purposes. The district shall maintain the record with the education records of the student as long as the records are maintained. For each request or disclosure the record must include:

- a. The party or parties who have requested or received personally identifiable information from the education records; and
- b. The legitimate interests the parties had in requesting or obtaining the information.

The following parties may inspect the record of request for access and disclosure to a student’s personally identifiable information:

- a. The parent(s) or eligible student;
- b. The school official or his/her assistants who are responsible for the custody of the records;
- c. Those parties authorized by state or federal law for purposes of auditing the record-keeping procedures of the district.

7. Request for Amendment of Student’s Education Record

If an eligible student or student’s parent(s) believes the education records relating to the student contain information that is inaccurate, misleading or in violation of the student’s rights of privacy or other rights, he/she may ask the building level principal where the record is maintained to amend the record.

The principal shall decide, after consulting with the necessary staff, whether to amend the record as requested within a reasonable time after the request to amend has been made.

The request to amend the student’s education record shall become a permanent part of the student’s education record.

If the principal decides not to amend the record as requested, the eligible student or the student's parent(s) shall be informed of the decision and of his/her right to appeal the decision by requesting a hearing.

8. Hearing Rights of Parents or Eligible Students

If the building level principal decides not to amend the education record of a student as requested by the eligible student or the student's parent(s), the eligible student or student's parent(s) may request a formal hearing for the purpose of challenging information in the education record as inaccurate, misleading or in violation of the privacy or other rights of the student. The district shall appoint a hearings officer to conduct the formal hearing requested by the eligible student or student's parent. The hearing may be conducted by any individual, including an official of the district, who does not have a direct interest in the outcome of the hearing. The hearings officer will establish a date, time and location for the hearing, and give the student's parent or eligible student notice of date, time and location reasonably in advance of the hearing. The hearing will be held within [10] working days of receiving the written or verbal request for the hearing.

The hearings officer will convene and preside over a hearing panel consisting of:

- a. The principal or his/her designee;
- b. A member chosen by the eligible student or student's parent(s); and
- c. A disinterested, qualified third party appointed by the superintendent.

The parent or eligible student may, at his/her own expense, be assisted or represented by one or more individuals of his/her own choice, including an attorney. The hearing shall be private. Persons other than the student, parent, witnesses and counsel shall not be admitted. The hearings officer shall preside over the panel. The panel will hear evidence from the school staff and the eligible student or student's parent(s) to determine the point(s) of disagreement concerning the records. Confidential conversations between a licensed employee or district counselor and a student shall not be part of the records hearing procedure. The eligible student or student's parent(s) has the right to insert written comments or explanations into the record regarding the disputed material. Such inserts shall remain in the education record as long as the education record or contested portion is maintained and exists. The panel shall make a determination after hearing the evidence and make its recommendation in writing within [10] working days following the close of the hearing. The panel will make a determination based solely on the evidence presented at the hearing and will include a summary of the evidence and the reason for the decision. The findings of the panel shall be rendered in writing not more than [10] working days following the close of the hearing and submitted to all parties.

If, as a result of the hearing, the panel decides that the information in the education record is not inaccurate, misleading or otherwise in violation of the privacy or other rights of the student, it shall inform the eligible student or the student's parent(s) of the right to place a statement in the record commenting on the contested information in the record or stating why he/she disagrees with the decision of the panel. If a statement is placed in an education record, the district will ensure that the statement:

- a. Is maintained as part of the student's records as long as the record or contested portion is maintained by the district; and

- b. Is disclosed by the district to any party to whom the student's records or the contested portion are disclosed.

If, as a result of the hearing, the panel decides that the information is inaccurate, misleading or otherwise in violation of the privacy or other rights of the student, it shall:

- a. Amend the record accordingly; and
- b. Inform the eligible student or the student's parent(s) of the amendment in writing.

9. Duties and Responsibilities When Requesting Education Records

The district shall, within 10 days of a student seeking initial enrollment in or services from the district, notify the public or private school, ESD, institution, agency or detention facility or youth care center in which the student was formerly enrolled, and shall request the student's education records.

10. Duties and Responsibilities When Transferring Education Records

The district shall transfer originals of all requested student education records, including any ESD records, relating to the particular student to the new educational agency when a request to transfer the education records is made to the district. The transfer shall be made no later than 10 days after receipt of the request. For students in substitute care programs, the transfer must take place within five days of a request. Readable copies of the following documents shall be retained:

- a. The student's permanent records, for one year;
- b. Such special education records as are necessary to document compliance with state and federal audits, for five years after the end of the school year in which the original was created. In the case of records documenting speech pathology and physical therapy services, until the student reaches age 21 or 5 years after last seen, whichever is longer.

Note: Education records shall not be withheld for student fees, fines and charges if requested in circumstances described in ORS 326.575 and applicable rules of the State Board of Education or such records are requested for use in the appropriate placement of a student.

[1] Records must be provided without undue delay, which may not exceed 10 business days from the date of the request for the records. Records may be redacted only to the extent necessary to protect personally identifiable information of other children unless disclosure is authorized by law or court order.

Disclosure Statement

Required for use in collecting personally identifiable information
related to social security numbers.

On any form that requests the social security number (SSN), the following statement shall appear just above the space for the SSN:

“Providing your social security number (SSN) is voluntary. If you provide it, the district will use your SSN for record-keeping, research, and reporting purposes only. The district will not use your SSN to make any decision directly affecting you or any other person. Your SSN will not be given to the general public. If you choose not to provide your SSN, you will not be denied any rights as a student. Please read the statement on the back of this form that describes how your SSN will be used. Providing your SSN means that you consent to the use of your SSN in the manner described.”

On the back of the same form, or attached to it, the following statement shall appear:

“OAR 581-021-0250 (1)(j) authorizes districts to ask you to provide your social security number (SSN). The SSN will be used by the district for reporting, research and record keeping. Your SSN will also be provided to the Oregon Department of Education. The Oregon Department of Education gathers information about students and programs to meet state and federal statistical reporting requirements. It also helps districts and the state research, plan and develop educational programs. This information supports the evaluation of educational programs and student success in the workplace.”

The district and Oregon Department of Education may also match your SSN with records from other agencies as follows:

The Oregon Department of Education uses information gathered from the Oregon Employment Division to learn about education, training and job market trends. The information is also used for planning, research and program improvement.

State and private universities, colleges, community colleges and vocational schools use the information to find out how many students go on with their education and their level of success.

Other state agencies use the information to help state and local agencies plan educational and training services to help Oregon citizens get the best jobs available.

Your SSN will be used only for statistical purposes as listed above. State and federal law protects the privacy of your records.

Central Linn School District 552-C

Code: JOA
Adopted: 2/12/01
Revised: 04/14/05; 2/13/10
9/8/14; 11/12/19;

Second Reading: 11/10/25

Directory Information

Directory information means those items of personally identifiable information contained in a student education record which is not generally considered harmful or an invasion of privacy if released. ~~The following categories are designated as directory information. The following d~~Directory information may be released to the public through appropriate procedures and includes:

1. Student's name;
2. ~~Student's address;~~
3. ~~Student's telephone listing;~~
4. Student's photograph;
5. ~~Date and place of birth;~~
6. Major field of study;
7. Participation in officially recognized ~~sports and~~ activities and sports;
8. Weight and height of ~~athletic team~~ members of athletic teams;
9. Dates of attendance;
10. Degrees ~~or~~ and rewards received;
11. ~~Most recent previous school or program attended;~~
12. ~~Student's electronic address;~~
13. ~~Grade level.~~

Public Notice

The district will give annual public notice to parents of students in attendance and students 18 years of age or emancipated. The notice shall identify the types of information considered to be directory information, the district's option to release such information and the requirement that the district must, by law, release secondary students' names, addresses and telephone numbers to military recruiters and/or institutions of higher education, unless parents or eligible students request the district withhold this information. Such notice will be given prior to release of directory information.

Exclusions

Exclusions from any or all directory categories named as directory information or release of information to military recruiters and/or institutions of higher education must be submitted in writing to the principal by the parent, student 18 years of age or emancipated student within 15 days of annual public notice. A parent or student 18 years of age or an emancipated student, may not opt out of directory information to prevent the district from disclosing or requiring a student to disclose their name, identifier, institutional email address in a class in which the student is enrolled or from requiring a student to disclose a student ID card or badge that exhibits information that has been properly designated directory information by the district in this policy.

Directory information shall be released only with administrative direction.

Directory information considered by the district to be detrimental will not be released.

Information will not be given over the telephone except in health and safety emergencies.

At no point will a student's Social Security Number or student identification number be considered directory information. The district shall not, in accordance with state law, disclose personal information for the purpose of enforcement of federal immigration laws.

END OF POLICY

Legal Reference(s):

ORS 30.864

ORS 107.154

ORS 180.805

ORS 326.565

ORS 326.575

ORS 336.187

OAR 581-021-0220 to -021-0430

OAR 581-022-~~1660~~2060

Individuals with Disabilities Education Act (IDEA), 20 U.S.C. §§ 1400 - ~~1427~~ 1419 (~~2006~~2024).

Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (~~2011~~2024); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (~~2011~~2024).

No Child Left Behind Act of 2001, 20 U.S.C. § 7908 (~~2006~~2024).



Central Linn School District (CLSD)

Superintendent Performance Evaluation Guide

INTRODUCTION:

This is the Central Linn School Board's Superintendent evaluation guide. For this guide, and subsequent evaluation, to be properly understood and administered, please ensure board members and the superintendent have access to, and have read, the following:

- OSBA/COSA's *Superintendent Evaluation Workbook*
- Central Linn School District Superintendent job and performance-related policies:
 - Qualifications and Duties of the Superintendent
 - Superintendent Evaluation

Per CLSD policy, the evaluation is based on the administrative job description, any applicable standards of performance, board policy, and progress in attaining any goals for the year established by the superintendent and/or the board.

This document is designed to help CLSD board members and superintendents navigate the evaluation process together. It is intended to be collaborative and keep the board's role at the forefront.

EVALUATION AREAS

The superintendent is evaluated on eight *Performance Standards*. Below each *Performance Standard* are several *Key Performance Indicators (KPI)* that may help board members and the board to assess overall performance in each *Standard*.

I. Policy and Governance

- A. Performance expectations related to policy, governance, and political dimensions of the job.

II. Student Growth and Achievement

- A. Performance expectations related to student curriculum, growth, achievement, and assessment.

III. Organizational Management & Instructional Leadership

- A. Performance expectations related to vision, motivation, support of district mission, district goals, strategic planning, leadership of the superintendent, and professional development of staff
- B. Demonstrates leadership in working collaboratively with the board to develop a vision for the district; displays an ability to identify and rectify problems affecting the district; works collaboratively with district administration to ensure best practices for instruction and management are being utilized; and works to influence the climate and culture of the district.
- C. Manages utilizing a thorough understanding of budget and finance, allocation of district resources, human resources management, and systems management.

IV. Communication, Board Relations, and Community Relations

- A. Performance expectations related to effective internal and external communications and overall business relationship with board and community members.
- B. Superintendent is able to communicate effectively both internally with staff and the board as well as with the community in order to articulate district goals and priorities, address local and broader issues affecting the district, and build support for district initiatives, programs, and short and long-range plans

V. Professionalism, General Skills, Attitudes, and Organizational Relationships

- A. Performance expectations related to professional ethics including individual morality and appropriate value systems, and growth of the superintendent.
- B. The superintendent models professional decision-making processes and ethical standards that are consistent with the values of Pennsylvania's public education system as well that of the local community. Superintendent additionally works to individually reflect upon her/his effectiveness within the role and works to improve effectiveness using professional development literature and activities.
- C. The personal and leadership qualities are essential for successful participation in the management of the school district. The section is intended to help clarify board expectations for the superintendent and to promote discussion.
 - 1. Applicable evaluation categories are:
 - a) Work Attitude and Initiative: promotes honest, effective cooperation; understands and respects the work of others, works to achieve team goals; demonstrates loyalty; values personal growth of self and others; maintains a positive and respectful attitude; self-motivated; contributes ideas and initiative; demonstrates high degree of involvement; exercises prudent independent judgment
 - b) Dependability and Productivity: punctual and efficient; conscientious and reliable; strives for continuous job improvement; fulfills requests on timely basis; achieves desired quantity and quality of work
 - c) Professional Qualities: writes clearly and communicates effectively with individuals and groups; visits other districts to explore new concepts; strives to incorporate best practices into district operations.

VI. Annual Goals

- A. This section evaluates the attainment of district and performance goals that are to be determined at the beginning of the current evaluation cycle. The section provides an opportunity for discussion about the specific and current needs of the district and allows for the formulation of a set of up to five goals intended to address those needs. These goals should be developed with input from the superintendent and approved by the board of directors. Annual performance goals for the superintendent should be determined at the beginning of each year's evaluation cycle and should be based primarily on the district's strategic plan, other district-wide priorities, and the superintendent's own professional goals.
- B. Criteria questions to consider:
 - 1. Were the annual goals determined at the beginning of the evaluation cycle completed to the satisfaction of the board?
 - 2. Were tasks associated with goals for this evaluation cycle completed to the satisfaction of the board?

3. Did the superintendent's efforts to achieve the annual goals for this evaluation period meet the needs of the district?
4. Were human, financial, and physical resources appropriately utilized?
5. What external or system constraints existed that may have affected the completion, non-completion or quality of the goals determined as priorities for this evaluation cycle?

EVALUATION TIMELINE:

At the beginning of the school year, the Board should discuss/review the superintendent's evaluation to determine if and what changes should be made to the evaluation form, its performance standards, and key performance indicators so that they remain representative of the collective expectations of the Board.

<i>Superintendent Evaluation Process Timeline</i>		
<i>Month</i>	<i>Who</i>	<i>Task</i>
Mar-Aug	Board Members & Superintendent	Track Superintendent Performance
		Annotate Notable Successes, Failures, Lessons Learned, etc.
Sep - Oct	Advisory Group	Meeting: Review Eval Form for Necessary/Required Changes
		Ensure Compliance with District/State Policy, Contract, etc.
		Complete Changes As Needed
Nov	Board Members	Review Eval Form, Approve/Disapprove, Make Recommendations
Dec	Board Members	1st-2nd Wk: Receive Approved Form for Superintendent Evaluation
		4th Wk - Board to turn in completed evaluation forms by end of December
	Superintendent	1st-2nd Wk: Receive and Complete Form for Self Evaluation
		4th Wk - Completed Form turned in by end of December
Jan	Board Members	1st-2nd Wk: Conduct Open Session to Discuss Evaluation Feedback
	Advisory Group	2nd-3rd Wk: Make Agreed Upon Evaluation Changes/Finalize Eval
		3rd-4th Wk: Meet with Superintendent
Feb		NLT 2/15: Formal Evaluation Process Completed

EVALUATION CRITERIA

This evaluation tool uses the following assessment measures as a basis for indicating the impression of the superintendent's performance in eight areas.

Superintendent Evaluation Criteria	
Exemplary	• Performance is clearly outstanding • Performance is superior, far exceeding expectations • Performance is exceptional on a regular, continuous basis
Exceeds	• Adeptly performs all functions within the role, exceeding most expectations (skills and knowledge) • Performance is above average, exceeding most standards or expectations generally associated with performance
Meets	• Adequately performs all functions within the role, meeting or occasionally exceeding expectations (skills and knowledge) • Performance is adequate, meeting or occasionally exceeding standards or expectations generally associated with performance
Needs Improvement	• Periodically fails to meet expectations associated with assigned tasks, targeted goals, or professional competencies (skills and knowledge) • Performance is less than adequate on a periodic or frequent basis - the superintendent may be developing within the position, but needs to improve to be considered proficient
Unsatisfactory	• Performance is below an acceptable level • Skills and knowledge/know-how are below acceptable levels • Fails to meet most expectations associated with the role of superintendent - substantial professional development is needed before the superintendent can be considered proficient in the role

REFERENCES:

OSBA/COSA

[Superintendent Evaluation Workbook](#)

Central Linn School District 552-C Policies

CB - [Superintendent](#)

CBA - [Qualifications and Duties of the Superintendent](#)

CBG - [Evaluation of the Superintendent](#)

CLSD SUPERINTENDENT EVALUATION FORM

Name:	Date:					
<i>Performance Standard</i>						
Area III: Organizational Management / Instructional Leadership <i>The superintendent manages effectively, ensuring completion of activities associated with the annual budget; overseeing distribution of resources in support of district priorities; and directing overall operational activities within the district.</i>	Exemplary	Exceeds	Meets	Needs Improvement	Unsatisfactory	Not Applicable
<u>Key Performance Indicators</u>						
1. Develops and implements operational plans and processes to accomplish strategic goals using practical applications of organizational theories.						
2. Adeptly manages the district using recognized strategies/techniques for defining roles, assigning functions, effectively delegating, and determining accountability						
3. Effectively identifies, analyzes, and resolves problems that impact the district, remaining impartial through the process						
4. Maintains a regular presence in district buildings and at district events for the purpose of monitoring effectiveness of programming						
5. Regularly assesses state of district facilities and equipment and develops replacement and maintenance/update schedules as appropriate						
6. Understands and demonstrates appropriate knowledge regarding district budgeting and finance						N/A
7. Works with board members and district business official(s) to successfully accomplish financial & budgetary priorities, meeting all associated timelines						N/A
8. Provides regular, as requested, financial and budgetary reports to the board						
9. Ensures end-of-year results are consistent with budgetary planning expectations						N/A
10. Develops contingency plans for anticipated and unanticipated budgetary needs						
11. Effectively administers all aspects of CLSD collective bargaining agreement(s)						
12. Ensures timely completion of all district-wide staff evaluations						N/A
13. Ensures alignment of superintendent evaluation goals with that of key personnel						
14. Ensured training and professional development opportunities for staff related to new requirements/policy updates for teacher and administrator evaluation						
15. Institutes sound employee relations programs to improve relationships between and among all staff members						
16. Worked with the board to develop a clearly defined and well-articulated district vision statement and ensures priorities/initiatives are aligned with the statement						N/A
Overall Score:						
Comments:						

CLSD SUPERINTENDENT EVALUATION FORM

Name:	Date:					
<i>Performance Standard</i>						
Area II: Student Growth and Achievement <i>The superintendent is able to demonstrate a comprehensive knowledge and understanding of a variety of evaluation instruments for the purposes of determining student achievement, program effectiveness, and district attainment of annual and long-term goals. The superintendent uses multiple data sources to assess student success and growth as appropriate, specific to needs within the district and as determined annually in collaboration with the board of school directors.</i>	Exemplary	Exceeds	Meets	Needs Improvement	Unsatisfactory	Not Applicable
<u>Key Performance Indicators</u>						
2. Demonstrates understanding and appropriate use of performance measures established within the district in support of specific educational goals and initiatives						
3. Measure's student progress by using a variety of contemporary assessment techniques and has developed successful strategies for academic improvement, dependent on assessment results						
4. Demonstrates a strong personal philosophy of improvement of instruction and curriculum development						
4. Seeks to partner with staff to ensure that curriculum is in alignment with district goals, as well as local and state educational expectations						N/A
5. Monitors, oversees, and encourages use of testing data among professional staff with regard to making curricular, staffing, and strategic planning decisions within the district						N/A
Overall Score:						
Comments:						

CLSD SUPERINTENDENT EVALUATION FORM

Name:	Date:					
<i>Performance Standard</i>						
Area I: Policy and Governance						
<i>The superintendent works effectively with the board to monitor and create internal and external district policy, and demonstrates appropriate school governance to all staff, students, and the community.</i>						
<u>Key Performance Indicators</u>						
1. Clearly understands board/superintendent relationship						
2. Effectively works with the board to develop and monitor district policy and administrative regulations.						
3. Understands board policies and applicable local, state, and federal laws and regulations						
4. Administers and supports district policies throughout the district.						
Overall Score:						
Comments:						

CLSD SUPERINTENDENT EVALUATION FORM

Name:	Date:					
<i>Performance Standard</i>						
Area IV: Communications, Board & Community Relations						
<i>Superintendent communicates with and effectively engages the staff, the board, and members of the community, clearly articulating district goals and priorities, addressing local and broader issues affecting the district, and building support for district initiatives, programs and short/long-range plans.</i>						
<u>Key Performance Indicators</u>	Exemplary	Exceeds	Meets	Needs Improvement	Unsatisfactory	Not Applicable
Effectively works with the board to develop and monitor district policy and administrative regulations related to Communication and Community Relations						
Has worked successfully with the board to build support in the community for the district's vision, mission, and both long and short-term priorities						
Accepts input from all community groups, indicating by direct/indirect action they they listen to, and sincerely consider, concerns expressed by others						
Promotes a sense of district pride in the community						
Handles media resources skillfully, and regularly demonstrates sound judgment when communicating with the public						
Maximizes utilization of multiple methods for delivering accurate, timely, and reliable information to the Board and community						
Has been able to successfully build school/community partnerships that benefit students and staff						
Communicates effectively with the board and encourages the free flow of information from administrators to board committees in a manner that is consistent with board policy.						
Presents programs of substance to community groups on various aspects of district programs.						
Overall Score:						
Comments:						

CLSD SUPERINTENDENT EVALUATION FORM

Name:	Date:					
<i>Performance Standard</i>						
Area V: Superintendent Professionalism, Skills, Qualities <i>Superintendent models professional decision-making processes and ethical standards consistent with the values of ODE as well as the values of the local community. Works to individually reflect upon their effectiveness within the role, and works to improve effectiveness through the use of professional development literature and activities.</i> <i>Superintendent qualities essential for successful participation in the management of the school district.</i>	Exemplary	Exceeds	Meets	Needs Improvement	Unsatisfactory	Not Applicable
<u>Key Performance Indicators</u>						
1. Demonstrates recognition and understanding of public education's role in promoting civic responsibility						
2. Performs all duties in a manner that is consistent with the values and expectations of the community at large						
3. Supports a standards-based approach to governance, leadership, and instruction throughout the district						
4. Encourages an inclusive and respectful environment that aligns with the execution of the district's vision, mission, and strategic goals.						
5. Works to adequately address distinct cultural and multiethnic needs of community members						
6. Continuously monitors effectiveness within the role of the superintendent, seeking out and participating in professional development activities in alignment with areas identified for improvement by the board and through self reflection						
7. Maintains the confidence and trust of school professionals and the community						
8. Demonstrates ethical and personal integrity						
9. Seeks and accepts constructive criticism of their performance						
10. Work Attitude and Initiative (indicators in Supt Eval Guide)						
11. Dependability and Productivity (indicators in Supt Eval Guide)						
12. Professional Qualities (indicators in Supt Eval Guide)						
Overall Score:						
Comments:						

CLSD SUPERINTENDENT EVALUATION FORM

Name:	Date:					
<i>Performance Standard</i>						
Area VI: Annual Goals <i>Space is provided on this form to outline the annual goals for the superintendent, including an area for identifying indicators or measures of success. It is extremely important that the board and superintendent discuss the expectations of the board each year related to the annual goals to ensure clarity and attainment.</i>	Exemplary	Exceeds	Meets	Needs Improvement	Unsatisfactory	Not Applicable
Goal 1:						
Goal 2:						
Goal 3:						
Goal 4:						
Overall Score:						
Comments:						



Central Linn School District

**Draft Proposal for
School Board Development**

August 4, 2025

In partnership with

TEAMWORKS

EDUCATION LEADERSHIP SOLUTIONS

PREPARED FOR:

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INTRODUCTION TO TEAMWORKS INTERNATIONAL, INC.

For nearly 30 years, TeamWorks International Inc. has been working with organizations to enhance their capacity for strategic, constructive change resulting in realization of vision in practical and measurable ways. Our clients come from education, community, religious, business, and government settings but they share a common aspiration; to achieve their goals while remaining healthy, dynamic, and accountable.

Our Mission

TeamWorks partners with education leaders to create thriving systems through expert facilitation and consultation.

Our Core Approach

- We honor our clients as competent and offer realism, hope and compassion in challenging situations.
- We take the time to really know our clients and their organizations.
- We customize our services specifically for each client and each situation.
- We are co-learners with our clients and recognize the value of their perceptions and insights.
- We have made a conscious choice to engage in this work in these environments and are deeply invested in our clients' success.

Our Tools

Proprietary FrameWorks™ Series ~ FrameWorks are graphical images that help guide and support leadership and organizational development. Developed and delivered exclusively by TeamWorks professionals, these simple, memorable images provide both a process and a frame of reference through which leaders can interpret and manage complex webs of situations, environments, people, and influences.

Our Core Services

Education Leadership System Services

The Education Leadership System (ELS) is an established approach for aligning school boards, administration, staff, and the public to increase learning for all students. ELS clarifies the roles, responsibilities, and relationships that are most often at the source of tension and conflict among these groups of adults.

Classroom to Boardroom Strategic Planning and Performance Improvement Service

We help clients integrate their mission, vision, strategies, structures, success systems and leadership practice. We then develop a roadmap for the ongoing organizational journey. Our comprehensive, practical and personalized approach encourages those in governance, management and consultative roles to work in concert for the mission and success of their organization.

Partnership Leadership Services

TeamWorks International has earned a national reputation for helping organizations develop the capacity for Partnership Leadership, a compliment to the traditional "command/control" style of leadership. Through this approach, organizations become more adaptive, responsive and proactive as individuals and groups at different levels of authority and begin to use consistent images, language and process in their interactions with one another.

Data Intelligence Services

Data Intelligence Services involves the synthesis of client data with relevant external data derived from demographic research, surveys and cultural analyses to deepen clients' understanding of both challenges and opportunities. Our specific services include GIS mapping, online surveys, customized research and analysis, and student learning analytics.

OVERVIEW

Central Linn Interim Superintendent Rob Hess has requested TeamWorks of Centerville, Minnesota, provide the following Proposal for Services DRAFT to assist the Superintendent and School Board in professional development around excellence in governance, management and consultation/engagement. Due to some transitions administratively as well as new members of the school board, the district desires to provide this professional development to enhance new school board members onboarding and achieve excellence in governance.

Central Linn School District proudly serves approximately 500 students PreK-12 housed in two school buildings. It includes the rural communities of Brownsville, Halsey, Shedd and Peoria located in the heart of Oregon’s Willamette Valley.

This proposal describes services to occur between September 2025 and June 2026.

The following proposal outlines the services that may be provided by TeamWorks:

SERVICE	PAGE
<u>Education Leadership System</u> ™ for Excellence in Governance, Management, and Consultation structures, processes, and capacities	4

Our initial Fee Estimates are described on page 6.

Following receipt of this DRAFT Proposal for Services, we invite the Superintendent, School Board and/or key administrative team members to engage in a collaborative Proposal Review and Co-Design Session to finalize needs and services that operate within district parameters of time, people, and funding.

EDUCATION LEADERSHIP SYSTEM™

Excellence In Governance, Management, And Consultation Structures, Processes, And Capacities

AREA	DESCRIPTION OF INDIVIDUAL 3-HOUR WORKSHOPS	Sessions
Orientation to Education Leadership System (ELS)	- Roles and responsibilities of school boards, Superintendents, administrators, staff, parents, and public in delivering on the Desired Daily Experience for students, families, and staff. - The partnership relationship needed between those who govern (school board) and those who manage (administration) in order to be effective, efficient, and meeting goals and expectations. - Assessment of the current reality with regards to the above. - Governing and managing in the “public square” with its social media, dissonance, and division while needing to move forward in partnership and accountability	<i>Session 1 Date: TBD In-Person</i>
Education Leadership System (ELS) Application	- Discuss and apply principles of Education Leadership System with examples from district - Leading In The Public Square - Governance/Management T-Chart - Utilize FrameWorks around decision making, guiding change and leadership choices - Best practices with Excellence in Governance, Management, Consultation with roles, responsibilities, and protocols	<i>Session 2 Date: TBD In-Person</i>
Board Structure and Workflow	- Design and function of Board committees, - Design and nuances of effective and efficient Board meetings, including information timing and flow with Superintendent - Communications protocol for information requests, and updating of the Board	<i>Session 3 Date: TBD Virtual</i>
Stakeholder Engagement and Consultation	- The purpose, options and processes for Board of Education public engagement - Development and use of Guiding Change documents of the Board - The role of management in Board of Education--led public engagement - How to start, the difference between year one and subsequent years - The role of the Board of Education in management--led public engagement - Application of the IAPP Framework for Public Participation in process, communications, and engagement	<i>Session 4 Date: TBD Virtual</i>
3 Year Board Work Plan And District Policy Development	- Development of the Board’s work within its five key roles on a single sheet of paper defined as the 3-Year Board Work Plan, in alignment with the District Operational Plan - District Policy (governance) and Procedure (management) Manuals approach and design - Review and refinement of the Board’s work within its five key roles on a single sheet of paper defined as the 3-Year Board Governance Work Plan, in alignment with the District Operational Plan - Discussion of need and development of school board norms and commitments - Development of school board 2024-25 goals in alignment with 3-Year Governance Work Plan and management’s 3-year Operational Plan	<i>Future Option</i>

AREA	DESCRIPTION OF INDIVIDUAL 3-HOUR WORKSHOPS	Sessions
School Board Handbook	• Develop school board handbook to include key practices, processes and protocols of school board • Aligned with school board policies and 3-Year Governance Work Plan and Strategic Roadmap • Develop school board expectations, functions and legal obligations including accountability and duties • Develop communication practices and protocols for board members when engaged by community, staff, parents and students	<i>Future Option</i>
Long Range View and Performance Monitoring	• Monitoring Reports • The District 10 Year Model, • Educational Leadership System (ELS) Practice: Differentiating Governance and Management Issues and Opportunities on Key Questions, Work and Challenges • Educational Leadership System (ELS) Practice: Development and use of Guiding Change documents of the Board	<i>Future Option</i>
Board and Superintendent Evaluation	• Board Evaluation aligned to the District Strategic Plan • Superintendent Evaluation aligned to the District Strategic Plan	<i>Future Option</i>

CONSULTING FEE ESTIMATES

SERVICES	COSTS
<u>Education Leadership System</u>™ for Excellence in Governance, Management, and Consultation structures, processes, and capacities • Includes preparation and reports • Consultant will be Tanya Prince, Associate Consultant	\$ 5,000/ for four sessions, inclusive of travel expenses.

CONTRACT AND BILLING

- The proposed fees and process herein are valid for 3 months beyond the date on the cover of the proposal. If the proposal has not been agreed to within that time, it is invalid and a new proposal will be drafted.
- Upon discussion, refinement and approval of this Proposal for Services, this proposal will be an addendum to a formal contract between the Client and TeamWorks International, Inc.
- Invoices for completion of work will be on a monthly basis and reflect the services provided and expenses incurred during the previous 30 days.
- Additional services, outside the scope of this estimated proposal, may be provided at the rates presented above and with agreement of clients and consultant through a work order/proposal addendum.

Expenses

Included in the proposal total cost on page 6:

- Materials quoted include, but are not limited to, session and workshop supplies not provided by the client, copies of materials by TWI, and professionally published materials provided by TWI
- Traveling expenses (flights, hotel, dining, etc.)

ADA Considerations

- At the beginning of the project, please alert TeamWorks International regarding the need for documents compatible for Assistive Technology or meeting facilitation conducive to participants with various needs.

CONSULTANTS

DR. RAY QUEENER

Owner and Principal Consultant



Ray Queener, Owner and Principal consultant at TeamWorks International, blends his experience across multiple arenas to assist clients in the areas of partnership skills, strategic growth, personality and motivation awareness, and systemic alignment and accountability. Ray is known for his ease and comfort in working side by side with clients to approach each project with insight and compassion. Both lighthearted and results oriented, Ray brings energy, focus and hope to the organizations that he is honored to serve.

Ray has a wealth of experience in education having served in multiple capacities over 30 years. His work in education began as a secondary math teacher in Luck, WI. Having a vision for integrating technology into the classroom, he was able to further that vision as he served as technology coordinator for South St. Paul Schools and later Rosemount-Apple Valley-Eagan (ISD 196). He transitioned to finance director at ISD 196 and later Stillwater Area Public Schools (SAPS) where he gained valuable experiences learning organizational operations while continuing to serve in public education. Both as an assistant superintendent at SAPS for 10 years and over 6 years as superintendent for Cambridge-Isanti Schools, he has helped lead successful bond and levy referendums in addition to overseeing district operations.

Service is evident in Ray's support for public education serving as Executive Board Member for Schools for Equity in Education (SEE) for many years. He also served on the Minnesota Association of School Administrators (MASA) board and was the Region VI Leadership Team Chair. He was nominated and received several awards from his colleagues including Administrator of Excellence in 2017. Ray's commitment to partnership, and his enthusiasm for supporting others as they learn and develop made him an ideal addition to the TeamWorks team in 2019.

Ray's work with clients includes: Strategic and tactical planning grounded in organizational Vision; Vision Card accountability systems development and implementation to ensure continuous improvement knowledge and capacity development; Executive Coaching; customizing leadership development for clients through the Frameworks® Partnership Series grounded in TeamWorks' proprietary FrameWorks™ and Organizational Development theory; and, Critical Position Benchmarks to assure job--fit in key hires or restructuring.

Ray is recognized as a National Certified Superintendent through American Association of School Administrators (AASA). He is also a Full Focus Planner Certified Pro helping others with time management and productivity.

He earned his Doctorate in Educational Policy & Administration and received his Superintendent License from the University of Minnesota. He earned his Master of Arts in Educational Administration from St. Mary's University of Minnesota where he also continues on as adjunct faculty. He has a Bachelor of Science in Secondary Mathematics Education with a minor in Computer Science from University of Minnesota.

CHRISTINE WROBLEWSKI

Senior Consultant



Christine Wroblewski, senior consultant at TeamWorks International, is a seasoned advisor, executive, and strategic communications practitioner for public and non--profit organizations. As a valued, effective and personal consultant and coach, Christine guides organizations and the people in them to connect and communicate more effectively by developing a deeper capacity for analysis, planning, prioritization, partnership and development. Her areas of expertise include strategic planning and communications, issue identification and management, stakeholder analysis, and stakeholder engagement.

She has worked inside and alongside education--focused organizations since 1993. As Chief Community Relations Officer for Saint Paul Public Schools, Christine led the transformation of the office from a communications only focus to a broader community relations and engagement focus. While there, she also assisted in two superintendent searches and three superintendent transitions; actively supported two successful school referendum campaigns; and advocated successfully for the development of a year-round, cross-departmental outreach team to have a more positive and regular presence in the community.

Christine's projects have included guiding organizations through change processes and major decision--making efforts with an emphasis on stakeholder engagement; conducting needs assessments; strategic communications consulting; focus group facilitation on a number of topics; individual and cohort coaching and development grounded in TeamWorks' proprietary FrameWorks™; and project coordination and facilitation of groups small and large. She also is a Certified Trainer for the Personality Color Indicator (PCI) and in applying, "What Color is Your Personality" for individual and team development.

Christine has received numerous state and national communications awards and presents on communications and community relations topics, both locally and nationally. She recently served on the board of the Breast Cancer Education Association and has previously served as president of the Minnesota School Public Relations Association and on the boards of the St. Paul Area Chamber of Commerce Foundation and the Family Tree Clinic.

Christine is a two--time alumnus of the University of Minnesota with a Bachelor's degree in Journalism and a Master's degree in Leadership and Management of Public and Nonprofit Organizations from the Humphrey Institute of Public Affairs. She previously has served as communications director and media liaison for Saint Paul Public Schools and as editor and writer for a weekly Twin Cities area newspaper company.

DR. SHERI ALLEN

Senior Consultant



Sheri Allen, Senior Consultant at TeamWorks International, is knowledgeable in educational systems from birth to adult basic education. Sheri understands what it takes to build leadership capacity in partnership with districts so they are able to align their strategic work throughout their school community. The importance of building a strategic roadmap through the engagement of multiple perspectives that represent each and every student is important so that everyone sees themselves in the work.

Sheri has over 35 years of experience within public education at multiple levels of the Districts she served. She started her teaching career in Austin MN as a middle school and elementary teacher where she was mentored by many strong educational leaders. She continued to serve in leadership roles and moved into administration as an elementary principal in Austin for 2.5 years and then transitioned to Owatonna as a Principal at Washington Elementary and the Principal of Owatonna High School.

She accepted a position as the Director of Elementary and Secondary for the Rochester Public Schools where she was responsible for the day-to-day operations and supervision of principals in a large, diverse district. After 3 years she became the Superintendent for the Mankato Area Public Schools and focused on building relationships throughout the district that served five communities with a growing diverse population. She led successful bond, technology and operating levies while closing gaps and raising achievement for all students. The district received multiple awards and recognitions at the State and National levels as a result of the aligned strategic roadmap along with a focus on developing leaders throughout the district and school community.

During her 10 years as superintendent, Sheri used TeamWorks International's unique Classroom to Boardroom Strategic Planning Process in her daily work. Through the understanding and application use of Partnership Leadership Frameworks, Sheri was able to adapt the use for individual and District needs specifically in operations, district strategic planning, visioning and engagement while utilizing the core processes which are needed to remove the barriers to design equitable learning opportunities.

Sheri holds a Bachelor's of Science Degree in Education, a Masters in Educational Leadership along with her Superintendent, K-12 Principal Licensure and her Doctorate in Education.

JULIE BAEB

Senior Consultant



Julie Baeb, Senior Consultant at TeamWorks, is a strategist, facilitator, and design-thinker with deep expertise in human-centered design (HCD) in education.

Julie received her Human Centered Design training from Stanford d.School in 2017, when she attended a Human Centered Design workshop for educators. As an innovation coach for Minnetonka Public Schools, she applied HCD to develop staff and student-driven initiatives, guiding teams through empathy-driven problem-solving, prototyping, and implementation. She also created a STEM-based enrichment program to meet the needs of visual-spatial learners and coached teachers on ways to enhance curriculum with maker-space tools and human-centered design.

Julie is also passionate about how the physical environment shapes student learning and uses her background in architecture and design thinking to engage students and staff in creating spaces that support desired learning and teaching experiences.

Julie's contributions earned her the Minnetonka Public Schools Employee Award for Child-Centered Excellence (2016), Innovation Partner of the Year award (2017), and Design and Innovation Global's Cultural Transformation award (2020). She has presented on HCD in education at industry conferences including the 2018 Association for Learning Environments (A4LE), *"Tapping the Creative Potential of Teachers and Students as Designers"* and at the 2018 and 2019 InnovateK12 Summit, *"HCD Deep Dive: Empathy," "Building Lean Prototypes"* and *"Student Innovation Teams."*

Since joining TeamWorks in 2022, Julie has expanded her impact, supporting school districts in student, staff, and family engagement, leading user-driven design processes, and embedding system-wide continuous improvement through strategic planning.

Her early career includes roles at Skidmore, Owings & Merrill, Scrafano Architects, and Leo Burnett. She holds a Master's in Architecture from Rhode Island School of Design and a Bachelor's in Journalism and Mass Communication from Drake University. Julie is certified in facilitation by Voltage Control and is currently pursuing an executive coaching certification.

DR. HEATHER MUELLER

Senior Consultant



Dr. Heather Mueller, Senior Consultant for TeamWorks International, is a skilled leader, strategic-thinker, facilitator, coach, and education innovator who brings passion, experience, and expertise from the state and school district levels.

Dr. Mueller has most recently served as Minnesota's Commissioner of Education, and prior to her appointment as Commissioner, she served as the Minnesota Department of Education's Deputy Commissioner, Assistant Commissioner for the Office of Teaching and Learning, and Senior Director of Teaching and Learning.

As Commissioner of Education, Dr. Mueller:

- led the implementation, progress monitoring, and communications to internal and external education partners for Governor Walz and Lt. Governor Flanagan's Due North Education Plan;
- developed and launched the Minnesota Department of Education's Strategic Plan;
- developed and leveraged effective relationships with legislators, education partners, and education advocates to achieve the Governor's policy and budget priorities;
- built and led MDE's policy and budget proposals for the 2021, 2022, and 2023 legislative sessions;
- negotiated with high-ranking legislators in the E-12 education committees on a historic biennial budget in new spending and policy packages - including first-time funding for Indigenous Education for All and Ethnic Studies,
- built and implemented a Statewide System to Support Student Learning - Collaborative Minnesota Partnerships to Advance Student Success (COMPASS) to provide support to school leaders and educators in school structural supports through MnMTSS, data analysis and data literacy, a repository of best practices and school leader and educator supports in literacy, math, and social-emotional learning;
- created an Equity, Diversity, and Inclusion Center at MDE to support professional learning for public schools and MDE staff in anti-racist, anti-bias, and trauma informed educational practices and policies;
- directed the COVID-19 response for Minnesota's education and child care sectors, overseeing a team of experts from the Minnesota Departments of Education; Health; Human Services; and the Children's Cabinet; and
- partnered with Tribal Leaders to create education systems and structures to meet the needs of American Indian students and families and that recognize and support the importance of their sovereignty as eleven distinct Tribal Nations

Dr. Mueller moved to Minnesota to attend college in Mankato. Upon graduation, she started her career at Mankato Area Public Schools in August 1997, teaching social studies. During her time in Mankato, she continuously deepened her knowledge and skills while elevating her roles and responsibilities as a continuous improvement coach, professional development coordinator and the director of teaching and learning.

She earned her Doctor of Education in Leadership degree with an emphasis in organizational analysis and change from St. Mary's University. She earned her specialist and K-12 administrative license, master's degree in educational leadership, and a bachelor's degree in social studies from Minnesota State University, Mankato. Dr. Mueller's husband teaches middle school math, and they have two children.

PAUL NEUBAUER

Senior Consultant



Paul Neubauer's expertise, experience and practical application of educational concepts has provided the educational community with opportunities to remove barriers to student success as well as to collaboratively build pathways to promote and secure successful student outcomes. Central to Paul's work is a foundational belief that all students can learn at high levels and that a well-aligned educational system will provide the conduit to student success. Throughout his career, Paul has demonstrated core values of strong work ethic, reflection, and building positive relationships under the umbrella of a growth mindset. His work to align research, best practices, and practical application has resulted in long term, systemic change throughout the organizations with which he has worked.

Paul's experience includes eight years as a Superintendent, three years as Director of Curriculum and Assessment, and 12 years of administrative experience at the secondary level as a High School Principal, Assistant Principal and a Middle School Dean of Students.

Paul earned his Bachelor's Degree in English Education and German from Dickinson State University (Dickinson, ND), his Masters of Science Degree from in Health Physical Education Recreation and Dance with a concentration in Athletic Administration from South Dakota State University (Brookings, SD), and his Administrative Licensure from St. Cloud State University (St. Cloud, MN). Paul is distinguished as a Coach of the Year, Central Minnesota Assistant Principal of the Year, Central Minnesota Principal of the Year and has promoted excellence in education since 1983.

STEPHANIE WHITE

Senior Consultant



Stephanie White is a mission-driven and adaptive educational leader, emphasizing executive coaching for leadership growth, leadership team development, strategic planning, and designing systems, structures and practices for continuous improvement. Stephanie lends her innovative thinking to help organizations move from current reality to desired state, always leading from values and mission and closing the gaps between aspiration and skill. Her leadership is consistently based upon what is most advantageous for students, and her belief that anything is possible when we work together. Stephanie brings more than thirty-five years of experience in diverse educational settings as a teacher, district coordinator, director at the executive level, and state level program coordination.

Stephanie recently served as the program coordinator for the Minnesota Department of Education's COMPASS model. In this role, she leads collaborative teams for the state including projects on the continuous improvement model, the repository of evidence based practices, and effective core instruction models with principles in learning acceleration.

Throughout her career, Stephanie has demonstrated her understanding of how relationships and inclusion are the key components to leading through the lens of equity. She is proficient in how she shares the vision for all students, and genuinely cares about all with whom she works. Stephanie knows how to use reflection and questioning to gain understanding, and recognizes that every situation requires a perspective that is comprehensive.

Stephanie also mentors executive level leaders who are completing their director of special education licensure in the educational leadership programs, and coaches them to find solutions when considering the impact for all. She values working with new and future leaders as they develop systems level perspectives, their ability to identify barriers to learning within the system and how to strategically plan and develop action steps to provide access to learning for all. Stephanie is a believer in a mindset of continuous improvement and believes our strongest power comes through teaming, partnership and collaboration.

Stephanie earned her undergraduate degree at Augustana College, her Master of Arts in Education from St. Mary's University, and her Educational Specialist degree from the University of Minnesota Mankato. She has a certificate from Culturally Proficient School Systems, an equity framework.

DR. BRENDA DAMIANI

Senior Consultant



Brenda Damiani, senior consultant at TeamWorks, has a proven track record in driving transformative change at both district and school levels. Her dedication to improve outcomes for students is what drives her partnership-based approach in leadership development, coaching, and facilitation. She is grounded in the belief that creating a learning environment where all students thrive requires partnership and intentional, collaborative design.

Brenda brings more than 25 years of experience as a teacher, principal, academic leader and district leader in both suburban and rural school districts. Most recently, she served as the Assistant Superintendent at Cambridge-Isanti Schools. She also served as principal of Cambridge-Isanti High School and Director of Teaching and Learning in the district. Prior to her service in Cambridge-Isanti, Brenda worked as a teacher, gifted coordinator, grant writer, and assistant principal in Robbinsdale Schools and as a special education teacher in Richfield Schools.

Brenda holds a Bachelor of Arts Degree in History and Social Studies Education, a Master of Arts in Curriculum and Instruction, and Doctorate in Educational Leadership. During her tenure as CIHS Principal, she was named Central Division Principal of the Year. Additionally, she served on the Professional Development Committee and as a mentor for MASA. Her areas of research included organizational trust and leadership development.

Brenda adheres to the concept of “life balance”, where work plays a meaningful role in a balanced life. Outside of work, she enjoys spending time with friends and family, traveling to new destinations, cooking with her dinner group, boating on the lake, and reading every day.

DAN HOVERMAN

Associate Consultant



Dan Hoverman, associate consultant at TeamWorks International, is an experienced and well-respected superintendent and leader of organizational change through partnership. As Superintendent of Mounds View Public Schools, Dan was critical in developing the district's equity promise and building capacity among the administrative team to understand and implement educational change for the benefit of students, staff and families.

Dan guides organizations and the leaders within them to identify their foundational values, beliefs and strategic directions and then supports them in developing focused action plans to achieve their goals. His areas of expertise include systematic organizational design for continuous improvement and innovation, strategic coaching, superintendent and school board development and consultation to support clients in addressing difficult leadership, management or political issues.

He has worked in public education in a variety of capacities since 1975. Dan has been an administrator in the Mounds View Schools since 1987 serving in a number of different capacities, including Director of Special Services, Director of Curriculum and Instruction, Deputy Superintendent and Superintendent. While serving in these roles he has guided the passage of three levy referenda and one major bond initiative. Dan was the chief architect of the district Q-Comp program with Mounds View as one of the first three districts in the state to implement this program. He has also designed and lead the district's efforts to implement an innovative teacher appraisal system and the Early College program at both district high schools. He has also developed and implemented professional development programs at all levels of the district from the school board to district teachers and support staff.

For the past eighteen years, Dan has utilized the TeamWorks proprietary FrameWorks in his daily work as an administrator. He is highly skilled in the use of the FrameWorks and has a wealth of experience in adapting them for use with a wide range of issues. Dan has expertise in the use of a wide variety of other complimentary strategies to support clients in resolving difficult issues and promoting organizational development. Dan has served on many regional collaborative boards as well as being a member of the Board of Junior Achievement of the Midwest, Executive Committee of TIES and Council for Youth Citizenship.

DR. BRYAN BASS

Associate Consultant



Dr. Bryan Bass is a mission-driven and adaptive educational leader, emphasizing executive coaching for leadership growth, leadership team development, strategic planning, and designing systems, structures and practices for continuous improvement. Bryan lends his innovative thinking to help organizations move from current reality to desired state, always leading from values and mission and closing the gaps between aspiration and skill.

Bryan brings to clients more than twenty years of experience in diverse educational settings as a teacher, coach, assistant principal, principal, and at the executive level. Based on a belief in the inherent brilliance and dignity of all children, he helps organizations center equity, engaging systems thinking and adaptive leadership principles to advance student achievement for all learners. A strategic thinker, he has been recognized for transformative leadership in the areas of innovation, continuous improvement, and inclusion. He helps districts realize the value and impact of partnership and collaboration in advancing mission across school communities and stakeholder groups, PreK-grade 12.

Dr. Bass is a Certified Professional Co-Active Coach. The Institute of Coaching, a Harvard Medical School affiliate, has linked the four cornerstones of the Co-Active Model to evidence-based scientific research. Asking powerful questions, he holds space for clients to step into their strengths and leadership and holistically supports individuals and organizations to reach their fullest potential. He pursued this learning experience in recognition of the gaps in leadership development for school and district leaders. He has supported many leaders in thought partnership, performance coaching and problem-solving skills to promote leadership effectiveness.

Bryan also teaches as an Adjunct Instructor in the Doctorate of Education program at Concordia University, St. Paul. He enjoys helping future leaders discover a deeper level of systems thinking and analysis and supporting students in advancing and completing their dissertation journey. Bryan is always in “learning mode” and believes in the power of learning with and from students, staff, peers and the broader field in service to humanity.

Dr. Bass earned his undergraduate degree at St. Olaf College, his Master of Arts in Education from St. Mary’s University, Educational Specialist degree from St. Thomas University and Doctorate of Education from St. Cloud State University, advancing academic research in Standards-Based Teacher Evaluation. Bryan is also certified as a Qualified Administrator of the Intercultural Development Inventory. Bryan serves on the Executive Boards for Athletes Committed to Educating Students (ACES) and the Minnesota Education Equity Partnership (MNEEP).

DR. JEFF RONNEBERG

Associate Consultant



Jeff Ronneberg has been superintendent of the Spring Lake Park Schools in Minnesota since January 2010. Spring Lake Park Schools is a diverse district in suburban Minneapolis - St. Paul with an enrollment of 6,200 students comprising the cities of Blaine, Spring Lake Park, and Fridley. In addition, Jeff has provided consulting services to school systems, non-profit organizations, and businesses in the strategic leadership and organizational alignment, systemic innovation and leadership.

Under Dr. Ronneberg's leadership, the staff throughout the Spring Lake Park Schools work to creatively meet the unique needs of each student, designing innovative, personalized learning environments that transform the student experience. This district-wide focus has required alignment and partnership from the boardroom to the classroom, which has been advanced through Dr. Ronneberg's leadership.

In addition to his work with a school board as a superintendent, Jeff has extensive experience in board governance. He served on the Board of Trustees of Learning Forward – formerly known as the National Staff Development Council – from 2010-2015. In 2013-2014, he served as president of the organization. Learning Forward is a nonprofit, international association of learning educators focused on increasing student achievement through more effective professional development. In addition, he was selected to serve on the Board of the Minnesota Association of School Administrators (MASA) for three years, including a term as the organization's president in 2015-2016. Furthermore, he has served on the University of Minnesota's Urban Leadership Academy Advisory Board, the Association of Metropolitan School District Executive Board, and the Minnesota Children's Museum Board of Directors.

Dr. Ronneberg is a recipient of the University of Minnesota Excellence in Educational Leadership Award, a national award honoring distinguished educators from across the country. In addition, he has been invited to present at numerous conferences locally, regionally, and nationally

He has been an adjunct instructor at the University of Minnesota, Capella University, Concordia-St. Paul University, and been a guest lecturer Hamline University, Minnesota State University, and St. Cloud State University. .

He holds a Doctor of Education degree in Educational Policy and Administration from the University of Minnesota-Twin Cities, a Master of Science degree in Educational Leadership from Minnesota State University-Mankato, and a Bachelor of Arts degree in Education from Augsburg College in Minneapolis.

DR. RENEE CORNEILLE

Associate Consultant



Dr. Renee Corneille is incredibly passionate about ensuring children are seen, heard and cared for while they are at school. She's dedicated her life's work toward kids receiving high-quality education, high support, and equitable access to education and resources.

Corneille's career in education began in 1998 at Bloomington Public Schools (BPS) in Minnesota. For seven years she was their varsity softball coach. During this time, she was also a teacher at their middle and high schools for a total of five years. Then in 2006, she moved into an administrative role at BPS and was named the Middle School Dean of Students. She held this position for a total of two years, before becoming the Middle School Assistant Principal at BPS. In 2010, Corneille left BPS for a position as Principal of St. Anthony Middle School, at the St. Anthony-New Brighton School District (ISD282). Shortly after, she was named the Interim-Principal at St. Anthony Village High School. In 2012, Corneille took on additional roles as the Director of Technology, and the Director of Teaching and Learning at ISD282. She held this dual-role for a total of six years. Corneille is currently the Superintendent of St. Anthony-New Brighton School District. This is a role she has held since 2018.

Corneille graduated from Mayo High School in Rochester, Minnesota, and continued her educational career at the University of Minnesota, Twin Cities (UofM). She earned a Bachelor of Arts degree in psychology, with a minor in history, from the UofM. She then went on to earn her Masters in Education, and Doctorate in Education, at the UofM. She also obtained both her Principal License and Superintendent License from the UofM.

In addition to her K-12 educational work, Corneille also holds positions as a facilitator for the Minnesota Principals' Academy, and as an adjunct professor at the University of Minnesota's Organizational Leadership, Policy, and Development program.

Part of being a lifelong learner and leader in K-12 education is to be involved in various associations and community engagement programs. She is currently a mentor for AASA National Superintendent Certification, and is a member of the Minnesota Association of School Administrators (MASA), the Association of Metropolitan School Districts (AMSD), the Minnesota School Board Association (MSBA), and the St. Anthony Kiwanis Club.

Corneille is not one to boast about her own accomplishments; she is really in it for the kids and their life-long success. Yet, she understands the importance of demonstrating achievement (again, this was difficult for her to do; she'd much rather brag about the accomplishments of others—especially kids). Below is a list of awards and honors that she has received over the years:

- Winner of the 2021 Richard Green Scholar Award from Minnesota Association of School Administrators for a White Paper: Schooling and Education in The St. Anthony-New Brighton Using Context to Help Understand This Moment and Provide a Path for the Future.
- Received University Council for Educational Administration (UCEA) Excellence in Education Leadership Award 2017: (<http://www.ucea.org/2017/10/05/recognizing-strong-school-leadership-national-principals-month/>)
- Selected as Minnesota's 1999 Sallie Mae First Class Teacher Award: (<https://www.edweek.org/ew/articles/1999/10/06/06honors.h19.html>)
- Honored as University of Minnesota Women's Athletics 1999 Alum of the Year. ◦ University of Minnesota Varsity Softball, Four-year Letter winner 1993-1997. ◦ Academic All-Big Ten, 1996 and 1997.

AKRAM OSMAN

Associate Consultant



Akram Osman, Associate Consultant at TeamWorks, is a strategic thinker, purpose driven, and culturally responsive school leader. Akram brings passion, experience, and commitment to improving school communities one school at a time. He believes in the importance for school leaders seeking continued growth through executive leadership coaching, leadership team development and designing systems that are intentional and focused on improved outcomes for all scholars.

Akram brings nearly 15 years of experience as a cultural liaison, soccer coach, teacher, assistant principal and principal. Akram has designed and led professional development sessions for school district leaders and principals that build adults' capacity and knowledge in order to improve outcomes for all scholars. He believes in creating learning environments where all students are seen, heard, respected, and valued. Such an environment requires high levels of trust, collaboration, and courage.

Beyond the school walls, Akram's influence reaches the community. He has provided leadership at both the state and local levels. He has served as the Hennepin Division President for the Minnesota Association of Secondary Principals (MASSP) and remains active in supporting principal colleagues locally and throughout the state. His most recent leadership involvement in Minnesota is co-leading professional development opportunities specifically designed for leaders of color who are members of the Minnesota Association of Secondary School Principals (MASSP) and Minnesota Elementary School Principals' Association (MESPA).

Akram currently serves as the Mankato East High School principal. Previously, he has served as a middle school principal at Dakota Meadows Middle School and high school principal at Bloomington Kennedy High School. Akram also has experience serving as an Associate Principal at Eden Prairie High School, and as a Dean of Students and Associate Principal in the Burnsville-Eagan-Savage Public Schools.

Akram started his career in education as a cultural liaison in Mankato Area Public Schools, and his first teaching assignment was as a special education teacher. Akram has a Bachelor's degree in Exercise Science, a Master's degree in Special Education, and a Specialist's degree in School Administration from Minnesota State University, Mankato.

TANYA PRINCE

Associate Consultant



Tanya Prince, an associate consultant at TeamWorks, has always had a passion for serving young people with her unique set of skills and experiences. While embarking on her business career, Tanya also served as a high school track and cross-country coach, recognizing the importance of helping young people discover their strengths, potential, and agency to achieve their dreams. Her passion for impacting outcomes for all students has remained, as she now applies her professional expertise to the roles of board member, serving as Chair, and consultant.

Tanya brings a wealth of experience from a twenty-five-year career at local Fortune 500 companies, including finance, continuous improvement, organizational transformation, and change management. She understands organizational change from both a people and systems perspective, which enables her to engage clients holistically to achieve sustainable results in service to students. Tanya leverages her continuous improvement expertise and mindset to help leaders craft a clear future state vision, effectively identify opportunities, and design strategies to drive their organization forward. In addition to organizational strategy and change, Tanya trains and coaches school board members, equipping them to onboard and lead effectively, collaborate with administrative leaders, and

understand systems of governance and management.

Tanya received both her BSB in Accounting and Master of Business Administration from the Carlson School of Management at the University of Minnesota. She is a Maxwell Leadership Certified Trainer and Coach as well as a Maxwell DISC Method Certified Consultant.

ADDITIONAL TEAMWORKS INTERNATIONAL TEAM MEMBERS

RICH SWANSON

Insight Services Manager, Research Analyst

Rich joined TeamWorks International in the fall of 2009 as the manager of our Insight Research Department. He holds a B.S. in geology from Winona State University and a Masters in geography from Hunter College of the City University in New York. Rich has extensive background in private business, military, government, K-12 public education, post-secondary education, faith-based organizations and various non-profit industries. Rich also served as faculty at Minnesota State College Southeast for 9 years where he taught courses in Physical and World Regional Geography. These experiences have allowed him to develop unique insight and a system approach to serving a wide range of client needs.

MATT POHL

Geospatial Technology Manager

Matt began working with TeamWorks International in March of 2010. He has a B.S. in geography from the University of Wisconsin LaCrosse and a Masters in GIS (Geographic Information Systems) from St. Mary's University of Minnesota. Before joining TeamWorks, Matt was the GIS coordinator for Buffalo County, WI. Matt works hand-in-hand with many of TeamWorks' clients, helping them discover relationships within their data and ensuring efficacy in future planning. Matt is responsible for the development, deployment and administration of Insight Online, TeamWorks' web-based mapping and analytical tool.

CONNIE BUBERL

Contract Specialist

Connie joined TeamWorks International in 2011 as an administrator with a background in record keeping, finance, and office management. With her expertise, she assists the team on logistics, client contact and is the lead contact for client invoicing. She previously worked with SIMA International and the US Bank branch both located in Stillwater, MN.

JENNIFER FOHRENKAMM

Executive Administrative Assistant

Jennifer joined TeamWorks International in November 2023 as an executive administrative assistant. She holds a B.A. in psychology from Azusa Pacific University and a Masters in Education from the University of Minnesota. Before joining TeamWorks, Jennifer was an educational assistant, then a special education teacher, and lastly, an instructional coach. Through this work, Jennifer has gained skills to provide TeamWorks with high-level support in operational areas that require organizational skills, attention to detail, discretion, and the ability to handle multiple tasks simultaneously.

OSBA Board of Directors CANDIDATE QUESTIONNAIRE

Name: Clyde J. Rood II

Date: 09/29/2025

Address: 227 S 7th St.

City/Zip: Lebanon / 97355

Business phone: N/A

Residence phone: N/A

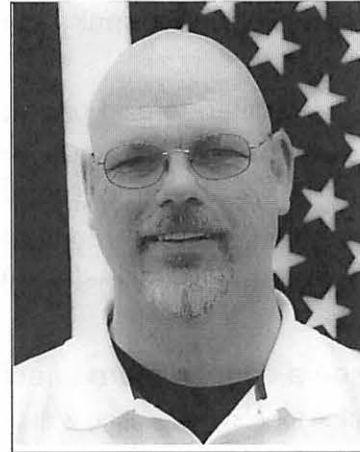
Cell phone: 541.905.1547

E-mail: ClydeRood.lcsd4@Gmail.com

District/ESD/CC: Lebanon Community School District

Term expires: June 30, 2027 Years on board: 1

Region: Linn/Benton/Lincoln



Position #: 10

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

Clyde Rood

Digitally signed by Clyde Rood
Date: 2025.09.29 00:19:26 -07'00'

09/29/2025

Name

Date

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

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

The mission and goals of the OSBA are an essential tie-in to our local school boards. By partnering and providing consultation to local boards on a wide variety of OSBA issues and positions we create a unity of effort which can better serve the wide diversity and aspirations for all of Oregon's students.

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

Much of what I hope to accomplish by serving on the OSBA board of directors is to assist school board leaders across the state to improve student academic success through both educational equity and legislative direction aligned with existing OSBA board direction.

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

I served for 12 years in the United States Air Force. Military career development is an evolutionary continuum of mandated leadership and followership training and learning to work collaboratively within an organizational structure. These skills have transitioned very well as coach and OSAA official, to instill in the kids I work with a sense of purpose, comradery, belonging and accepting victory or defeat with dignity and humility.

Email to OSBAelections@osba.org, or mail to: Oregon School Boards Association, 1201 Court St NE, #400, Salem, OR 97301

Deadline: September 29, 2023, 5 p.m.

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

OSBA Board of Directors

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

First, I notice most board members are busy working parents and professionals. Despite this, we must understand the implications of our decisions as board members and the time required for critical due diligence to make the best decisions for our constituents.

Second, is the challenge and pace of change of programmatic implementation and the

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

First, region 10 is a wide geographic area encompassing diverse ideological, political and economic populations. Communicating effectively across such demographics will be a challenge as I get to know each area the problems and needs better.

Second, I see a need to more effectively get stakeholders across the region involved and

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

My initial plan for communication with Region 10 colleagues would be: First, make contact with every board member in the region through a general introduction aligned with OSBA mission and vision. Next, I will make it my goal to attend one or more school board meetings in every district within the region and use my 3-5 minutes or allotted time to introduce myself, what we do and how we assist the local boards.

Please continue to the next section.

OSBA Board of Directors

CANDIDATE PERSONAL/PROFESSIONAL RESUME

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

N/A

Other education board positions held/dates:

OSBA Board of Director Member, Region 10 - 2024

Occupation (Include at least the past five years):

Employers:

United States Airforce

Self Employed Business/Sports Official

Dates:

27 Oct 92 - 27 Oct 04

28 Oct 04 - current

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

High school: Lebanon Union High School / David Douglas High School

College: Community College of the Air Force / ITT tech Portland campus

Degrees earned: AAS IT Software Development / AAS IT Networking Systems

Education honors and/or awards:

Multiple ribbons, awards and certifications throughout my Air Force service and coaching career.

Other applicable training or education:

American Legion Honor Guard

Oregon State Athletic Association official's training.

Activities, other state and local community services:

Coaching youth sports (baseball, basketball, football, wrestling)

Officiating youth sports (OSAA high school and below)

Hobbies/special interests:

Outdoor activities

Car racing

Community involvement through school and youth development programs

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

American Legion post 51 Executive board - current

American Legion post 51 Trustee board 2017 - 2018

American Legion post 51 Honor Guard 2014 - current

Additional comments:

Thank you for providing this honor and opportunity, I look forward to serving on the OSBA Board

Email to OSBAelections@osba.org, or mail to: Oregon School Boards Association, 1201 Court St NE, #400, Salem, OR 97301

Deadline: September 29, 2023, 5 p.m.

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

OSBA Board of Directors CANDIDATE QUESTIONNAIRE

Name: Luhui Whitebear

Date: 09/26/2025

Address: PO Box 190

City/Zip: Corvallis, OR 97339

Business phone: _____

Residence phone: _____

Cell phone: 541-714-3305

E-mail: luhui.whitebear@corvallis.k12.or.us

District/ESD/CC: Corvallis 509J

Term expires: 2029 Years on board: 5.5

Region: Linn, Benton, Lincoln



Position #: 10

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

Luhui Whitebear

09/26/2025

Name

Date

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

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

OSBA serves as a resource for community college boards, ESD boards, and school boards in Oregon to assist in positive student outcomes. They offer trainings, opportunities for leadership growth, policy examples, and points of connection to help board members serve the communities they represent effectively. OSBA also helps with political advocacy related to legislation that impacts public education in Oregon, and offers ways for board members to also engage in advocacy efforts. Overall, OSBA strives to strengthen public education in Oregon so the students we all serve can thrive in their educational journeys.

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

In continuing to serve Region 10: Linn, Benton, Lincoln on the OSBA board of directors, I would like to accomplish the following:

1. Continue to keep region 10 well informed about matters pertaining to OSBA.
2. Continue to advocate for the needs of Region 10 both in decisions being made by the OSBA board and with political advocacy.
3. Encourage greater involvement of Region 10 board members with OSBA.
4. Work directly with Region 10 board chairs to ensure needs of the region are heard.

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

I bring strong strategic planning background, dialogue facilitation skills, advocacy experience, and ability to represent groups with various needs. For example, in advocating for the special education bills this past session, I used examples from our region to communicate the financial strain put on districts to meet the needs of students under the current model. From watching meetings in our region, I learned our districts range from 15-21%, which is much higher than the 11% currently funded. I pointed out districts still cover the costs which takes from other needs. When advocating, I said the 11% cap needed to be removed and it needed to be funded properly. I also advocated for rural districts in our region about the EV school buses since there is not adequate infrastructure to support this ask in some districts in our region. Even though the district I serve can support EV buses, I ensured I communicated the needs of other districts with different needs as a focus.

Email to elections@osba.org, or mail to: Oregon School Boards Association, 1201 Court St NE, #400, Salem, OR 97301

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

OSBA Board of Directors

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

1. Rapid changes that impact policy and training needs of boards. As federal and state changes happen, OSBA needs to respond with training and policy updates. For example, the policy webpage is being reconstructed to meet new federal guidelines related to PDFs which means a complete overhaul of our policy page taking a great deal of staff time and resources. 2. Uncertainty around federal support of public education. As certain funding programs are removed, and offices are closed with the U.S. Department of Education, OSBA will have to wait for state guidance and support as this responsibility is moved to states. This may lead to delays in support for boards we serve on.

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

1. State and federal decisions that impact local control. Our region has many needs due to the diversity of types of boards and geographic areas within it. Sometimes decisions are made without our needs taken into consideration, and that makes it difficult for boards in our region to meet the unique needs of our communities. 2. Funding and enrollment declines. Enrollment is directly tied to funding and when public education is already not well funded, there is greater strain put on districts. This impacts classroom sizes and supports available to students. With the governor's new accountability bill, even more pressure is being put on K12 districts with limited resources available.

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

I plan to continue to send updates and opportunities pertaining to OSBA to members in the region using the email my region tool. I also started reviewing board contact pages for each board in region 10 twice per year and making updates to the spreadsheet of members that is tied to the email our region tool to ensure it is up to date. I plan to also meet quarterly with board chairs in the region if interest continues to bring the different boards together to discuss what is happening in our region. This will continue to strengthen my advocacy for boards in our region and also help board chairs connect more across our region. .

Please continue to the next section.

OSBA Board of Directors

CANDIDATE PERSONAL/PROFESSIONAL RESUME

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

Corvallis 509J School Board Chair 2023-present, Co-Vice Chair 2021-2023, CSD Innovation Team 2025
OSBA Board of Directors Region 10 representative: 2025-present
Oregon School Board Caucus of Color: District 4 rep 2022-2023, VP & LPC Rep 2004, President 2025-present

Other education board positions held/dates:

Oregon Department of Education American Indian/Alaska Native Advisory Committee, 2021-2025
Oregon Indian Education Association Board, 2017-2019
Gamma Alpha Omega National Executive Board: Vice President of Programming 2021-2022

Occupation (Include at least the past five years):

Employers:

Oregon State University
Confederated Tribes of Grand Ronde

Dates:

2013-present
2003-2013

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

High school: Taft High School, Lincoln City, OR, Class of 1997

College: Oregon State University, Corvallis, OR

Degrees earned: B.S. 2003, B.S. 2013, MA: 2016, PhD: 2020

Education honors and/or awards:

DPO Teaching Award, Oregon State University 2025; Servant Leader Award, Gamma Alpha Omega 2023; Student Affairs Service Award, Oregon State University 2019; President's Award, Western Association of Student Financial Aid Administrators 2010; Outstanding Indian Volunteer of the Year, Oregon Indian Education Association 2008

Other applicable training or education:

Dialogue facilitation trainings, research ethnics trainings, graduate education in public health policy

Activities, other state and local community services:

Downtown Vitality Strategy Task Force, City of Corvallis 2025
Women's Foundation of Oregon Board Member 2021-2023
Boy Scouts Troop 3 Christmas Tree Sales Volunteer, 4 years total; Girl Scouts Troop 10169 Cookie Sales Volunteer, 7 years so far

Hobbies/special interests:

Native American cultural activities, spending time out in the mountains and with the rivers/oceans, kayaking, spending time with my kids and dogs, gardening.

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

National Women's Studies Association: Indigenous Peoples' Caucus Chair, 2020-2025.

Additional comments:

I am committed to representing our region on the OSBA board. I am not afraid to ask hard questions or advocate for our collective needs. Should I be reelected, I understand I represent more than myself and the board I directly serve on. I do not take this responsibility lightly.

Email to elections@osba.org, or mail to: Oregon School Boards Association, 1201 Court St NE, #400, Salem, OR 97301

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

OSBA Legislative Policy Committee CANDIDATE QUESTIONNAIRE

Name: Jason E. Curtis Date: 9/25/25
Address: 809 Washburn St.
City/Zip: Brownsville/97327
Business phone: _____
Residence phone: _____
Cell phone: (541) 619-5340
E-mail: jason.curtis@centrallinn.k12.or.us
District/ESD/CC: Central Linn School District
Term expires: 6/27 Years on board: 3
Region: 10 Position #: 5

Insert your high-resolution
digital photo (head shot):
1) Open this doc in Adobe
2) Click on Tools tab
3) Click Edit PDF
4) Click on Add Image
5) Navigate to where photo is
6) Position photo in this frame

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


Name

9/25/25

Date

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

1. What do you want to accomplish by serving on the Legislative Policy Committee (LPC)?

I am currently on the LPC and would like to continue forward with the experience I have gained in the last year. My initial goal was to gain insight into the process to see where I can best serve our region. Now that I have experienced the full range of the past Legislative Session, I want to engage our region in discussions of the positive outcomes and what areas can have a stronger voice in Salem.

2. What leadership skills do you bring to the LPC? Give an example of a situation in which you demonstrated these skills.

I strive to bring all voices into the conversation and create an environment of collaboration. I don't shy away from difficult conversations if that is what it takes to achieve positive results. I hosted the last Round Table discussion for our Region at the OSBA summer convention and I believe the outcome to be very positive while addressing some challenging issues our region is facing.

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

The first is creating avenues whereby regions can have a voice in the legislative process prior to the legislative session. Many of the "bad bills" could be avoided if we can redirect the efforts of our legislators by giving first hand insight into the true needs of our region. The second is truly engaging our region in the overall process. The OSBA does a great job in Salem, but it's difficult to share all information.

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

Our region is primarily smaller rural districts and our larger districts still encompass a lot of rural area. Legislation isn't always a "one size fits all" scenario and that is one challenge when larger, more metropolitan regions, seem to have a louder voice in Salem. The second is truly engaging our region in the process. OSBA needs to regain the trust of many smaller districts in our region.

5. What is your plan for communicating with boards in your region about legislative issues?

This past year was difficult to determine what was already being communicated by OSBA in the regular email vs. what I should be sending in addition to that. I plan to use the OSBA portal more and visit districts more often. I have visited several and plan to do more.

Email to OSBAelections@osba.org, or mail to: Oregon School Boards Association, 1201 Court St NE, #400, Salem, OR 97301

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OSBA Legislative Policy Committee

CANDIDATE PERSONAL/PROFESSIONAL RESUME

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

Current LPC committee member

Other education board positions held/dates:

Current Central Linn School District Board Chair Zone Five-7/22-Present

Occupation (Include at least the past five years):

Employers:

Sand Ridge Charter School-Teacher
Curtis Excavation-Business Owner

Dates:

8/01-7/03
7/03-Present

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

High school: Lebanon Union High School, Lebanon OR, 1994-97

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

Degrees earned: BS Elementary Education

Education honors and/or awards:

National Honor Society Member

Other applicable training or education:

N/A

Activities, other state and local community services:

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

Hobbies/special interests:

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

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

Sharing Hands; Board Member 2014-2018
Brownsville Fire Association; Secretary, VP, President 2013-Present
Brownsville Chamber of Commerce; Member 2015-Present

Additional comments:

Thank you for your consideration. It's been an honor serving you this past year and I look forward to taking what I've learned and making big strides for our region this next season if I am re-elected.

Email to OSBAelections@osba.org, or mail to: Oregon School Boards Association, 1201 Court St NE, #400, Salem, OR 97301
Materials submitted by the candidate on this form may be subject to a public information request under ORS Chapter 192.

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 activity²;
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.[11] 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

First Reading: 11/10/25

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

First Reading: 11/10/25

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).

JI - RATIONALE FOR ADOPTION

External Mental & Behavioral Health Providers Policy and AR

SUMMARY STATEMENT

Without this policy, an outside therapist on campus operates without a legally defined role, authority, or accountability structure — making the District the liable party for their conduct.

With this policy and AR in place, the District is safeguarded, students are protected, and services are delivered in a legally compliant manner that aligns with parent rights, educational access, and school safety protocols.

1. Legal and Liability Reasons

The District currently allows outside clinicians and agencies to interact with students on campus without a governing board policy or administrative procedure.

This creates multiple areas of exposure:

Risk Area	What is Legally Required	Current Reality in District	Liability
Consent	Written, informed parent consent	Inconsistent	High
Provider vetting	Licensing + background check + insurance	Not systematized	High
FERPA/HIPAA boundary	Must identify who is the records-holder	Not defined	High
Abuse reporting	Must be direct to DHS/LE, then District	Not documented	Criminal + Civil
Alignment with IEP/504	Required when supports overlap	Not reviewed	IDEA/504 violation
Safety/CPI	Crisis response must be trained and documented	Not ensured	Student injury liability
Campus access	Must be limited, controlled, traceable	Informal	Negligence exposure

Without policy and the AR, the District has no legal framework to ensure safety, privacy, or compliance. This is a *negligence per se* issue if a claim is ever filed.

2. Statewide Shift in Practice

Over the past 24 months, Oregon districts have seen rapid growth in third-party mental health providers on campus (county wraparound, CCOs, tribal services, nonprofits, telehealth hybrids, etc.).

Because of this, OSBA and ODE now expect districts to:

- Formally vet outside providers
- Require written agreements (MOU)
- Ensure CPI/safety compliance
- Clarify data-sharing rules
- Protect instructional time
- Document student access

What previously worked informally is now considered noncompliant if challenged.

3. Protection of Student Rights

The policy ensures:

- Students are not pulled from critical instruction without a plan
- Providers cannot access other students or roam campus
- IEP and 504 services are not undermined or duplicated
- Confidential space is provided without risk of misconduct
- Services align with school goals, not operate in a silo
- Families have clear revocation rights

This protects *both* the student receiving services and other students on campus.

4. Protection of the District

Without this policy:

- A misconduct allegation involving a non-district therapist automatically becomes a district negligence claim, because there was no written screening or supervision framework.
- A confidentiality breach becomes a FERPA violation attributable to the District.
- A failure to report suspected abuse becomes a criminal liability issue for staff and a civil exposure issue for the District if “report filtering” is alleged.
- Use of non-vetted vendors is considered a failure of duty-of-care under Board governance standards.

The adoption of JI and the JI-AR creates clear, defensible protocols that show the District exercised reasonable care, which is the legal threshold that prevents liability.

5. Administrative Clarity

The AR and packet create a repeatable process so principals and secretaries do not have to “figure it out” case by case.

There is now:

- A single vetting process
- A single MOU template
- A safety checklist
- A consent protocol
- A session documentation standard

This shifts the workload off principals and into a system, which reduces inconsistency and human error.

6. Strategic Benefit

This policy also *supports* access to mental health care, rather than restricting it:

- It does not create barriers to care
- It makes partnerships safer and sustainable
- It creates parent confidence and legal clarity
- It ensures collaboration with IEP/504 teams
- It protects school time while still supporting whole-child needs

This improves service continuity and reduces risk of conflict with school programming.

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

External Mental & Behavioral Health Providers

Operational Rules & Procedures

A. Definitions

- **Agency:** Licensed organization providing mental/behavioral health services (e.g., county MH, CCO affiliate, tribal provider, nonprofit clinic).
- **Provider:** Individual clinician (LCSW, LPC, LMFT, psychologist, BCBA, psychiatrist, PMHNP, SUD counselor, etc.).
- **On-site services:** Any evaluation, therapy, skills training, or case management delivered on District property or during District-sponsored activities.

B. Eligibility & Pre-Approval (Required Before Any Student Contact)

1. **Application packet** submitted **≥10 business days** before services begin, including:
 - Agency profile; proof of Oregon licensure/credentialing for all staff; resumes/CVs.
 - **Background checks** meeting District standard for all staff entering campuses.
 - **Liability insurance** (per occurrence & aggregate limits set by District; name District as additional insured).
 - **CPI (or District-approved equivalent) certification** for any staff expected to engage in behavioral de-escalation; documentation current within 12 months.
 - **Data privacy & security attestations** (encryption, no sale/secondary use, breach notice).
 - **Draft MOU/contract** meeting Section G requirements.
 - **Treatment plan template** and sample *session log* template.
2. **District vetting** (program, special education, risk/safety, data privacy, and building administration review).
3. **Approval decision** issued in writing (approve/approve with conditions/deny).

C. Parent/Guardian Consent & Releases

1. **Written consent** must identify agency/provider, service type, frequency, duration, location, and revocation clause.
2. **FERPA release** (separate) required for any education-record exchange.
3. **HIPAA release** (separate) if provider will share clinical information with the District.
4. Consent is *voluntary* and may be revoked at any time; schools must honor revocation immediately.

D. Treatment Plan & Alignment to IEP/504/MTSS

1. **Treatment plan must be submitted and approved by the District prior to beginning services and:**
 - **Support** the student's IEP/504 goals (where applicable); not conflict with specially designed instruction or behavior plans.
 - Identify therapeutic goals, modalities, anticipated frequency/duration, crisis plan, and coordination points with school staff.
2. For students with IEP/504, the case manager participates in coordination (with parental consent).
3. **Plan changes** that affect school routines or behavior supports must be submitted for review **before implementation**.

E. Entry to Campus & Classroom Rules

1. **Check-in/out** at front office with government ID; wear District-issued badge at all times.
2. **No drop-ins.** Sessions occur only at scheduled times/locations approved by administration.
3. **Pull-out limits:** Admin manages frequency and duration to protect core instruction; alternative times encouraged.
4. **Classroom entry** only when:
 - explicitly approved by the principal,
 - aligned to the treatment plan,
 - and **least disruptive** to instruction; providers defer to teacher direction.
5. **No unsupervised access** to students not authorized for services. No hallway intercepts.
6. **Space:** Sessions occur in private, observable locations (windows or open-door with privacy film) that ensure confidentiality and safety.

F. Professional Conduct, Safety & CPI

1. Providers follow District policies (conduct, boundaries, confidentiality, technology, equity, harassment-free environment).
2. **CPI (or equivalent) required** for providers engaged in behavior support; they must follow District crisis protocols and **may not** use restraint/seclusion unless expressly authorized by law and District policy **JGAB** (and then only by trained staff, with District notification and reporting).
3. **No recording** (audio/video) of students or sessions; no personal devices for documentation; no social media contact with students.
4. **Technology:** Provider devices on secure guest network only; no student PII stored locally or on unapproved apps.

G. MOU / Contract Minimums (District Template)

- Scope of services; sites and schedule controls.
- Staff roster and supervision; substitution rules.
- Background checks & **CPI** requirements.

- FERPA/HIPAA roles; **no secondary use/sale/profiling**; breach notification within 24 hours.
- **Data minimization**; permitted data elements; secure transmission/storage; retention & **certified destruction** on termination.
- **Insurance & indemnification**; hold harmless; independent contractor status (no agency).
- **Mandatory reporting** procedure (report to DHS/LE first, then District); Title IX crossover.
- **Incident reporting** timelines to District (same day for safety/abuse, 24h for others).
- **Audit & compliance** rights; access suspension & termination clauses.
- Nondiscrimination, language access, ADA accommodations for families.
- Dispute resolution & venue.

H. Documentation & Information Exchange

1. District requires **brief session logs** (attendance, general focus, next appointment) for scheduling and safety—not clinical notes.
2. Clinical notes remain with provider unless a HIPAA/FERPA release authorizes limited sharing.
3. Providers may request education records only via FERPA release; District will share *minimum necessary*.

I. Crisis, Abuse Reporting, and Emergencies

1. **Abuse reporting**: Providers are mandatory reporters; they must **report directly** to DHS/law enforcement immediately and then inform the principal/designee. No internal screening or delay.
2. **Crisis response**: Follow school crisis plan; immediately alert admin and follow CPI protocols.
3. **Threat/suicide risk**: Notify admin and parent/guardian per District protocol; coordinate with crisis team.

J. Equity, Language Access, and Accessibility

1. Participation must be voluntary and free of discrimination.
2. The District provides interpretation/translation for meetings and notices.
3. Reasonable accommodations provided for disability access.

K. Billing & Costs

1. Providers bill families/insurers directly. The District is not a party to billing and does not collect or store insurance numbers except where necessary and consented for coordination.
2. No fees to students for District-required services (e.g., evaluations) unless otherwise authorized by law and IEP/504 team.

L. Monitoring, Audits, and Quality Assurance

1. The District may conduct **compliance audits** (documentation sufficiency, schedule adherence, space use, credentials/CPI currency, data-security).

2. Findings will be shared with the agency; corrective actions may be required.

M. Noncompliance & Revocation of Access

Access may be suspended or revoked immediately for:

- safety violations, boundary concerns, or crisis protocol failures;
- missing/expired credentials, **CPI**, background checks, or insurance;
- privacy or data-security violations;
- unapproved plan changes or disruption to instruction;
- failure to follow District policies or this AR.

N. Records & Retention

District keeps: consent forms, releases, schedules, session-log receipts, incident and audit records, MOU/insurance/credential files, and access badges logs—retained per District schedule. Providers retain clinical records per their licensure and HIPAA.

Attachments (for implementation)

Appendix 1 — Agency Vetting Checklist

- Oregon business registration & agency license (if applicable)
- Clinician licenses; supervision plans (for associates)
- Background checks cleared (all staff); photo ID roster
- CPI certification (as applicable)
- Insurance certificates (limits per Risk Mgmt)
- Data-privacy/security attestations; breach plan
- MOU signed (scope, FERPA/HIPAA, incident, termination)
- Sample treatment plan & session log templates
- Crisis/escalation protocol alignment reviewed
- Building principal sign-off; SPED and Counseling sign-off

Appendix 2 — Required Pre-Service Documents (Provider to District)

- Signed parent consent & releases (FERPA/HIPAA)
- Treatment plan aligned to IEP/504/MTSS (if applicable)
- Weekly schedule (location/time); start date
- Contact tree for urgent issues; emergency backup clinician
- CPI certificate copy (if behavior work); background check clearance

Appendix 3 — Grounds for Immediate Removal (Examples)

- Failure to report suspected abuse directly to DHS/LE
- Attempted restraint/seclusion outside JGAB rules

- Recording sessions or storing PII on personal devices
- Contacting or transporting students without consent
- Boundary violations or social media contact
- Repeated drop-ins or disrupting instruction

Appendix 4 — Forms

#	Form	Purpose
1	Parent/Guardian - FERPA/HIPAA Release	Authorizes provider to meet with student on campus
2	Agency/Provider Application & Vetting Form	Used by District to vet the agency BEFORE approval
3	MOU / Provider Agreement (District–Agency)	Legal/operational contract
4	Building Administrator Checklist	Ensures campus-level compliance
5	Session Log (Non-clinical)	Required minimal documentation for District records

On-Campus Mental Or Behavioral Health Services Parent/Guardian Consent Form

Student Name: _____ School: _____ Grade: _____

Agency/Provider Name: _____

Type of Services (counseling, skills training, therapy, etc.): _____

About These Services

These services are provided by an **outside licensed mental/behavioral health professional**, not the school district. The provider is a guest on campus and must follow all school rules and safety policies. These services are **voluntary**. You may stop or revoke this consent at any time.

SECTION 1 – PARENT/GUARDIAN CONSENT

Initial here: _____

I give permission for the above agency/provider to meet with my child **on school property** during the school day for the purpose of providing mental or behavioral health services.

☐ Yes, I consent ☐ No, I do not consent

SECTION 2 – LOCATION & SCHEDULING

Initial here: _____

I understand:

- Services will take place in a private but observable location on campus
- The District schedules sessions to limit disruption to academic time
- The provider will only meet with my child at the times approved by the school

SECTION 3 – INFORMATION SHARING (FERPA)

Initial here: _____

I understand that the school will not share my child's educational records with the provider unless I choose to authorize it.

- ☐ I authorize the District to share **limited educational information** with the provider (attendance, academic supports, IEP/504 coordination).
- ☐ I do **not** authorize the District to share educational records.

SECTION 4 – PROVIDER TO SCHOOL (HIPAA)

Initial here: _____

I understand the provider's treatment notes are confidential medical records. The provider will not share clinical details with the District unless I authorize it.

- ☐ I authorize the provider to share **general progress information** with the school (not treatment notes).
- ☐ I do **not** authorize the provider to share any clinical information.

SECTION 5 – VOLUNTARY & REVOCABLE

Initial here: _____

I understand I may revoke this consent **at any time** by notifying the school in writing.

SECTION 6 – SAFETY & MANDATORY REPORTING**Initial here:** _____

All providers are mandatory child abuse reporters and must follow Oregon law (ORS 419B.010).

If safety concerns arise, I understand the school may contact me and/or coordinate crisis support.

PARENT/GUARDIAN CONFIRMATION

Parent/Guardian Name: _____

Signature: _____

Date: _____

☐ I am the legal guardian for this student☐ Student is 18+ and giving own consent (check if applicable)**Phone/Email for coordination:** _____

DISTRICT USE ONLY (Office Completes)

Received by: _____ Date: ____ / ____ / ____

Verified provider on approved list: ☐ YesFERPA/HIPAA authorization logged: ☐ YesCopy placed in secure student services file: ☐ Yes

**On-Campus Mental Or Behavioral Health Services
Agency / Provider Application & Vetting Form**

Request for Approval to Provide On-Campus Mental or Behavioral Health Services

This form must be **completed, submitted, and approved by the District BEFORE** any contact with students on school property.

Submit to: _____ **District Contact:** _____

Email: _____

SECTION 1 — AGENCY INFORMATION

Agency/Practice Name: _____

Primary Contact Person: _____

Phone: _____ **Email:** _____

Type of Agency:

- ☐ Licensed Mental Health Agency
- ☐ Independent Clinician / Private Practice
- ☐ Contracted Wraparound / Skills Training
- ☐ Tribal or Culturally-Specific Provider
- ☐ County/CCO/Medical Affiliate
- ☐ Other: _____

Agency Address: _____

SECTION 2 — PROVIDER(S) WHO WILL BE ON CAMPUS

Name of Provider	License/Credential	License #	Expiration	Role/Discipline

(Attach additional pages if needed)

SECTION 3 — REQUIRED DOCUMENTATION (attach)

- ☐ Copy of Oregon license for each provider
 - ☐ Background check clearance for each provider
 - ☐ Professional liability insurance certificate (naming District as additional insured)
 - ☐ CPI or approved crisis-intervention certificate (if behavior support may occur)
 - ☐ Sample treatment plan format
 - ☐ Sample session log format
 - ☐ Data privacy/security statement (vendor/agency)
 - ☐ Mandatory reporting acknowledgment (ORS 419B.010)
-

SECTION 4 — DESCRIPTION OF SERVICES

Type of service(s) to be provided:

- ☐ Individual therapy
- ☐ Skills coaching / skills training
- ☐ Family therapy (on campus)
- ☐ Behavioral support / regulation coaching
- ☐ Psychiatric / medical consultation
- ☐ Care coordination
- ☐ Other: _____

Intended goals or student needs supported:

Will this service be connected to an IEP or 504 plan?

☐ Yes ☐ No

If yes:

Case Manager Name _____

SECTION 5 — SERVICE DELIVERY DETAILS

Proposed Start Date: _____

Frequency: _____ times per week/month

Typical Session Length: _____ minutes

Preferred Location on Campus: _____

Will behavioral crisis support be provided? ☐ Yes ☐ No

(If yes, CPI training documentation **required**)

SECTION 6 — ACKNOWLEDGMENTS

By signing below, the agency/provider acknowledges:

- ☐ The District retains authority over campus access and scheduling
- ☐ Services may occur only after final written approval
- ☐ The provider must follow all District policies and safety rules
- ☐ Abuse reporting must be made **directly** to DHS/LE first
- ☐ FERPA/HIPAA limitations apply; no records access without releases
- ☐ Services must support a student's IEP/504 plan where applicable
- ☐ No other students may be contacted or engaged
- ☐ Access may be revoked for noncompliance or safety concerns

PROVIDER SIGNATURE

I certify that all information provided is true and accurate.

Provider/Agency Representative: _____

Signature: _____ Date: ____ / ____ / ____

DISTRICT APPROVAL

- ☐ Approved
- ☐ Approved with conditions (attach)
- ☐ Denied

District Administrator: _____

Signature: _____

Date: ____ / ____ / ____

Reason/Notes (if conditional or denied):

On-Campus Mental Or Behavioral Health Services
MEMORANDUM OF UNDERSTANDING (MOU)
Between the School District and an External Mental/Behavioral Health Provider

This Memorandum of Understanding (MOU) establishes the terms under which the below-listed provider/agency may deliver mental or behavioral health services to students **on school property**. This MOU does **not** create employment by the District; the provider remains an independent entity responsible for its own licensing, insurance, and professional standards.

1. Parties

District: Central Linn School District

Provider/Agency:

Administrator / Designee Role:

Primary Contact:

Address:

Admin Contact

Phone/Email:

2. Purpose

The purpose of this agreement is to allow the Provider/Agency to deliver mental or behavioral health services on campus while ensuring:

- Student safety
- Confidentiality and legal compliance
- Protection of instructional time
- Consistency with student IEP/504 plans
- Mandatory reporting compliance
- Controlled access to campus

3. Term of Agreement

This MOU is valid from:

Start: ____ / ____ / ____ through **End:** ____ / ____ / ____

The District may revoke or suspend access at any time for safety, privacy, or noncompliance reasons.

4. Provider Requirements

The Provider/Agency agrees to:

- ☑ Maintain current Oregon licensure for all clinicians
- ☑ Maintain professional liability insurance and name the District as “additional insured”
- ☑ Undergo background checks for all personnel entering campus
- ☑ Provide CPI or equivalent de-escalation training when handling behavioral needs
- ☑ Submit a treatment plan **before** services begin
- ☑ Coordinate with IEP/504 teams when applicable
- ☑ Follow all District safety, confidentiality, and conduct policies
- ☑ Provide session logs (not clinical notes) to confirm attendance
- ☑ Refrain from recording students or storing PII on unsecured devices
- ☑ Use school-approved technology networks only
- ☑ Immediately report suspected abuse to DHS/LE (then notify District)

5. Data Privacy & Records

The parties agree that:

- The Provider’s clinical records are HIPAA-governed medical records
- The District’s educational records are FERPA-governed
- Sharing between them requires signed parent releases
- No data may be used for research, marketing, or non-educational profiling
- The Provider may not request more student information than is necessary

6. Location & Access

The Provider will be given access **only** to:

- The student(s) named in family consent forms
- Approved spaces designated by the school
- Approved days/times confirmed by administration

No hallway intercepts, informal pull-outs, or unsupervised access to other students is permitted.

7. Safety and Crisis Protocols

- The Provider must follow the school’s crisis/safety plan
- If CPI-trained, the Provider must act within approved techniques
- If not CPI-trained, the Provider must defer to trained District staff
- District must be notified immediately if a safety concern• arises

8. Revocation or Suspension of Access

The District may suspend or revoke access immediately for:

- Safety concerns
- Boundary violations
- Privacy/data breaches
- Unapproved contact with students
- Failure to follow mandatory reporting laws
- Failure to honor consent limitations
- Misalignment with IEP/504 plans

- Noncompliance with this MOU

9. Liability

The Provider remains solely responsible for its professional services and clinical decisions. This agreement does not create employment or agency status with the District. The Provider must hold the District harmless from claims arising from provider actions.

10. Termination

This agreement may be terminated by either party with written notice. The District may terminate immediately in cases of student safety, noncompliance, or violation of law.

11. Signatures

Provider/Agency Representative

Name: _____

Signature: _____

Date: ____ / ____ / ____

District Representative

Name: _____

Title: _____

Signature: _____

Date: ____ / ____ / ____

On-Campus Mental Or Behavioral Health Services Building Administrator Checklist

External Mental/Behavioral Health Provider Access Verification

School: _____

Administrator Completing Form: _____

Date: ____ / ____ / ____

Agency/Provider: _____

Student(s) Served: _____

SECTION 1 — PRE-APPROVAL (Before Scheduling)

Requirement	Yes	No	Notes
Parent/guardian consent received	☐	☐	
FERPA/HIPAA releases reviewed (if applicable)	☐	☐	
Provider credentials/license verified	☐	☐	
Background check cleared	☐	☐	
Liability insurance verified	☐	☐	
Agency vetting form (Form 2) completed	☐	☐	
MOU/Agreement (Form 3) signed	☐	☐	
CPI certification received (if behavior work)	☐	☐	
Treatment plan submitted & preliminarily approved	☐	☐	
If IEP/504 student: case manager consulted	☐	☐	

SECTION 2 — CAMPUS ACCESS SETUP

Requirement	Yes	No	Notes
Assigned meeting space confirmed	☐	☐	
Visibility/privacy safeguards in place	☐	☐	
Sign-in/out procedure explained	☐	☐	

Schedule approved to minimize academic loss	☐	☐
Provider understands no unsupervised access to non-clients	☐	☐
Provider has reviewed school safety/crisis plan	☐	☐

SECTION 3 — EXPECTATIONS REVIEWED WITH PROVIDER

Requirement	Yes	No	Notes
Mandatory reporting: DHS/LE first	☐	☐	
No recording / device restrictions reviewed	☐	☐	
No access to student files without FERPA release	☐	☐	
Classroom entry only with approval	☐	☐	
Crisis response / CPI expectations reviewed	☐	☐	
Student confidentiality expectations covered	☐	☐	
Revocation procedures reviewed	☐	☐	

FINAL ADMINISTRATOR SIGN-OFF

I confirm that all requirements have been met and the provider is approved for on-campus services.

Administrator Signature: _____

Date: ____ / ____ / ____

☐ APPROVED

☐ APPROVED WITH CONDITIONS (attach summary)

☐ NOT APPROVED

**On-Campus Mental Or Behavioral Health Services
SESSION LOG (External Provider On-Campus Services)**

Student Name: _____ **School:** _____

Provider Name: _____ **Agency:** _____

SESSION DETAILS

Date	Start Time	End Time	Location	Service Type (general)

GENERAL SUPPORT FOCUS (NON-CLINICAL CHECKBOXES)

- ☐ Emotional regulation
- ☐ Coping/skills coaching
- ☐ Problem-solving / social skills
- ☐ Behavior support (aligned to IEP/BSP)
- ☐ Check-in / stabilization
- ☐ Family coordination update
- ☐ Other (general): _____

SAFETY / MANDATORY REPORTING

Did the session raise a safety concern requiring DHS/LE or school notification?

- ☐ No
- ☐ Yes (if yes, administrator notified the same day) Briefly describe action taken (no clinical details):

NEXT SCHEDULED SESSION

Date: ____ / ____ / ____ Time: _____ ☐ TBD (provider will coordinate with school)

PROVIDER SIGNATURE

I affirm that services were provided as scheduled and in accordance with District policy, MOU requirements, and JL-AR.

Provider Signature: _____ Date: ____ / ____ / ____

DISTRICT USE

Received by: _____

Date received: ____ / ____ / ____

Entered/logged by: _____

Central Linn School District 552C

Revenue Month End For the Period 09/01/2025 through 09/30/2025

Fiscal Year: 2025-2026

	<u>09/01/2025 - 09/30/2025</u>	<u>Year To Date</u>	<u>Budget</u>	<u>Budget Balance</u>	
INCOME					
Local Revenue					
Current Year's Taxes (+)	\$6,506.64	\$16,465.94	\$4,505,361.00	\$4,488,895.06	0.4%
Prior Year's Taxes (+)	\$5,335.29	\$10,568.98	\$59,341.00	\$48,772.02	17.8%
Tuition From Other Districts (+)	\$0.00	\$0.00	\$5,000.00	\$5,000.00	0.0%
Interest Earnings (+)	\$3,169.31	\$11,986.13	\$65,000.00	\$53,013.87	18.4%
Admissions (+)	\$0.00	\$0.00	\$12,000.00	\$12,000.00	0.0%
Pay to Play (+)	\$6,559.00	\$6,559.00	\$100,000.00	\$93,441.00	6.6%
Rent from Facilities (+)	\$545.00	\$545.00	\$0.00	(\$545.00)	0.0%
Contributions & Donations (+)	\$0.00	\$1,000.00	\$2,000.00	\$1,000.00	50.0%
Misc Revenue (+)	\$2,115.54	\$6,107.43	\$150,000.00	\$143,892.57	4.1%
Sub-total : Local Revenue	\$24,230.78	\$53,232.48	\$4,898,702.00	\$4,845,469.52	1.1%
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 (+)	\$271,735.00	\$1,087,266.00	\$3,222,253.00	\$2,134,987.00	33.7%
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	\$271,735.00	\$1,128,540.86	\$3,367,258.00	\$2,238,717.14	33.5%
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	\$295,965.78	\$1,181,773.34	\$8,538,160.00	\$7,356,386.66	13.8%
NET ADDITION/(DEFICIT)	\$295,965.78	\$1,181,773.34	\$8,538,160.00	\$7,356,386.66	13.8%

End of Report

Central Linn School District 552C

Expenditures Month End For the Period 09/01/2025 through 09/30/2025

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	\$107,980.84	\$111,485.47	\$1,251,726.53	\$1,156,949.80	\$94,776.73	7.0%
High School Programs (+)	\$1,442,978.00	\$111,855.32	\$117,041.78	\$1,325,936.22	\$1,141,560.28	\$184,375.94	12.8%
Athletics (+)	\$216,508.00	\$13,034.83	\$23,950.24	\$192,557.76	\$146,927.05	\$45,630.71	21.1%
Early Literacy Program (+)	\$111,064.00	\$9,271.64	\$9,271.64	\$101,792.36	\$65,019.22	\$36,773.14	33.1%
TAG (+)	\$3,000.00	\$0.00	\$0.00	\$3,000.00	\$1,546.37	\$1,453.63	48.5%
Special Education (+)	\$569,276.00	\$40,610.63	\$45,335.93	\$523,940.07	\$532,758.41	(\$8,818.34)	-1.5%
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	\$0.00	\$5,000.00	100.0%
Sub-total : Instruction	\$3,744,038.00	\$282,753.26	\$307,085.06	\$3,436,952.94	\$3,044,761.13	\$392,191.81	10.5%
Support Services							
Guidance Services (+)	\$21,685.00	\$1,467.90	\$1,467.90	\$20,217.10	\$16,503.01	\$3,714.09	17.1%
Health/ Homeless Liason Services (+)	\$42,500.00	\$1,441.56	\$1,563.17	\$40,936.83	\$0.00	\$40,936.83	96.3%
Speech Pathology (+)	\$115,000.00	\$18,932.59	\$18,932.59	\$96,067.41	\$147,169.71	(\$51,102.30)	-44.4%
Service Direction (+)	\$0.00	\$4,468.28	\$4,468.28	(\$4,468.28)	\$0.00	(\$4,468.28)	0.0%
Library Services (+)	\$57,848.00	\$2,684.18	\$5,935.54	\$51,912.46	\$37,304.91	\$14,607.55	25.3%
Board of Education Services (+)	\$242,304.00	\$10,287.14	\$61,893.05	\$180,410.95	\$70,151.40	\$110,259.55	45.5%
Executive Administration Services (+)	\$368,345.00	\$33,514.15	\$84,601.83	\$283,743.17	\$243,666.63	\$40,076.54	10.9%
Office of the Principal Services (+)	\$634,847.00	\$50,643.62	\$136,567.47	\$498,279.53	\$481,674.04	\$16,605.49	2.6%
Fiscal Services (+)	\$290,582.00	\$23,143.00	\$69,288.91	\$221,293.09	\$204,394.96	\$16,898.13	5.8%
Operations and Maintenance (+)	\$999,427.00	\$60,774.25	\$250,415.00	\$749,012.00	\$476,773.13	\$272,238.87	27.2%
Student Transportation Services (+)	\$756,533.00	\$33,291.73	\$58,385.59	\$698,147.41	\$542,574.24	\$155,573.17	20.6%
Technology Services (+)	\$198,000.00	\$7,658.82	\$54,584.77	\$143,415.23	\$106,020.13	\$37,395.10	18.9%
Retiree Insurance (+)	\$0.00	\$916.68	\$2,655.64	(\$2,655.64)	\$2,660.21	(\$5,315.85)	0.0%
Sub-total : Support Services	\$3,727,071.00	\$249,223.90	\$750,759.74	\$2,976,311.26	\$2,328,892.37	\$647,418.89	17.4%
Long Term Debt Service							

Operating Statement with Encumbrance

Central Linn School District 552C

Expenditures Month End For the Period 09/01/2025 through 09/30/2025

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	\$14,794.95	\$130,602.05	\$0.00	\$130,602.05	89.8%
Sub-total : Long Term Debt Service	\$145,397.00	\$4,931.65	\$14,794.95	\$130,602.05	\$0.00	\$130,602.05	89.8%
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	\$536,908.81	\$1,072,639.75	\$7,465,520.25	\$5,373,653.50	\$2,091,866.75	24.5%
NET ADDITION/(DEFICIT)	\$8,538,160.00	\$536,908.81	\$1,072,639.75	\$7,465,520.25	\$5,373,653.50	\$2,091,866.75	24.5%

End of Report

Operating Statement with Encumbrance

CENTRAL LINN SCHOOL DISTRICT ENROLLMENT

As of October 31, 2025

<i>November 2024</i>	<i>October 2025</i>	<i>November 2025</i>
K 36	K 30	K 29
1 34	1 30	1 30
2 28	2 32	2 32
3 42	3 27	3 27
4 35	4 39	4 38
5 33	5 33	5 34
6 35	6 39	6 38
<i>Total 243</i>	<i>Total 230</i>	<i>Total 228</i>
7 36	7 35	7 36
8 36	8 38	8 38
9 35	9 39	9 39
10 44	10 35	10 36
11 39	11 37	11 41
12 45	12 35	12 36
<i>Total 235</i>	<i>Total 219</i>	<i>Total 226</i>
District Total 478	District Total 449	District Total 454

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