

CENTRAL LINN SCHOOL DISTRICT
239 W. 2nd St., HALSEY OR

REGULAR SCHOOL BOARD MEETING
ELEMENTARY CONFERENCE ROOM/ZOOM
Join Zoom Meeting
<https://us02web.zoom.us/j/7489631458?omn=84102022513>
Meeting ID: 748 963 1458

October 13, 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 CONSENT AGENDA Jason Curtis
4.1 Approve September Regular Board Minutes
4.2 Approve September Work Session Minutes
4.3 Approve Policy Committee Minutes
4.4 *Staff Acknowledgements:*
Tyler Simmons, Jr. High Wrestling Coach; Deacon Pruitt, Facilities Technician
4.5 *Approve Licensed Staff Hire:*
Heather McEvoy, Special Education Teacher, on a Temporary Contract
- 5.0 COMMUNICATION Jason Curtis
5.1 ASB Report ASB Representative
5.2 Employee Groups Union Representatives
5.3 Administrative Updates Cabinet Members
- 6.0 OLD BUSINESS Jason Curtis
6.1 Adopt Board Policy JFCEB, Jason Curtis
Personal Electronic Devices
- 7.0 NEW BUSINESS Jason Curtis
7.1 Interview/Appoint Budget Committee Members Jason Curtis
7.2 Acknowledge Division 22 Annual Assurances Rob Hess
7.3 Acknowledge 24/25 Student Investment Annual Report Rob Hess
7.4 Approve Board Goals Jason Curtis
7.5 Discuss: Public Meeting Law Training Video Jason Curtis
7.6 Discuss & Approve: Gym Heat Alternatives Jason Curtis

- 7.7 Policy Review; First Readings Jason Curtis
- 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 Policy; Acknowledge
- 7.8.1 JFCF-AR, *Hazing/Harassing/Intimidation/Menacing/Bullying/Cyberbullying/Teen Dating Violence Reporting Procedures-Student*
 - 7.8.2 JFCEB-AR, *Personal Electronic Devices and Social Media*

- 8.0 DISTRICT REPORTS Jason Curtis
- 8.1 Financial Report Celeste Van Cleave
 - 8.1.1 Seismic Grant
 - 8.2 District Facilities Report David Moffat
 - 8.3 Superintendent Report Rob Hess
 - 8.3.1 Decision Education Foundation Chris Spetzer

- 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

7.1 Interview/Appoint Budget Committee Member: We received two Budget Committee applications from Kelsey Pimm and Dez Baze. Kelsey Pimm resides within Zone 2 boundaries, and Dez Baze resides within Zone 3 boundaries. Both applicants plan to attend the October meeting for an interview.

7.6 Discuss: Gymnasium Heat Alternatives: Repair, replacement, and alternative ways to heat/cool the gym were requested from the following local companies: Hendrix, Pace, Hydro, Stephens, and Rusco. Company responses to our requests are included in the packet. Administration requests direction from the board on the preferred course of action.

7.7.1 LBE, Public Charter Schools - (Highly Recommended) Recommend replacing current policy with updated policy.

7.7.2 LBEA, Denial for Virtual Public Charter School Student Enrollment - (Conditionally Required) New policy

7.7.3 IKF, Graduation Requirements - (Required) Recommend replacing current policy with updated policy.

7.7.4 JO/IGBAB-AR, Educational Records/Records of Students with Disabilities Management - (Required) Revised AR – This Administrative Regulation requires Board adoption

7.7.5 JOA, Directory Information - (Required) Revised policy

7.8.1 Acknowledge JFCF-AR, Hazing/Harassing/Intimidation/Menacing/Bullying/Cyberbullying/Teen Dating Violence Reporting Procedures-Student - Revision AR acknowledgement, board adoption not a requirement.

7.8.2 JFCEB-AR, Personal Electronic Devices and Social Media - Revision AR acknowledgement. A new section was added, "More Information Needed." Board adoption is not required.

UPCOMING EVENTS

National School Lunch Week - October 13-17, 2025. Board members are invited to have lunch with our students in honor of National School Lunch Week. Please contact Dena if you wish to participate.

Policy Committee Meeting - October 13, 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); GCBDF/GDBDF & AR, *Paid Family and Medical Leave Insurance* (Revision/Highly Recommended); GCDA/GDDA & AR, *Criminal Records Checks and Fingerprinting* (Revision/Required); IIGBA & AR, *Electronic Communication System* (Revision/Required); IKJ, *Artificial Intelligence* (New/Optional)

OSBA Legislative Road Show - October 23, 2025. LBL/ESD Reservations due by October 17th. Dinner at 5:30 p.m., Meeting at 6:00 p.m.

Next Board Meeting - November 10, 2025, Central Linn Elementary Conference Room/Zoom

1.0 ROLL CALL

On September 8, 2025, Chair Curtis called the meeting to order at approximately 6:30 p.m. in the Central Linn Elementary Library and via Zoom.

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

Members Absent: Grant Wahl

Others Present: Rob Hess, Celeste Van Cleave, Dena Crowell, Paisley Crvantes, Lindy Dillon, Ron Whitted, Brett Cane, Jessica Leach, Kim Smith, Betsy Ramshur, Dez and Heather Baze, Sarah Neuschwander, Wendy Cortright, Kacie Wahl, Tonya Cairo, Deborah Branson, Jessica Glaser, Katy Kallai, Ashlie Duncan

2.0 AUDIENCE COMMENTS PERTAINING TO THE AGENDA

None received

3.0 AGENDA

3.1 Agenda Adjustments: Add 8.3, ASB Report. Director Winter made a motion to move the discussion of 8.3, ASB Report, to 3.3. 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

3.2 Adopt Board Agenda: Director Fleckenstein made a motion to adopt the September Board Agenda, as amended. Director Winter 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

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

4.1 Approve August 2025 Regular Board Minutes.

4.2 Approve August Work Session Minutes.

4.3 Staff Acknowledgements:

Resignations of Jesse Lee, Facilities Technician, and Eric Lemerande, Jr. High Wrestling Coach; and the hire of Crystal Priddy, Facilities Technician

4.4 Approve Licensed Staff Hire:

Anya Branson, Part-Time Roving Substitute Teacher, on a Temporary Contract

5.0 OLD BUSINESS

5.1 Board Policy JFCEB and JFCEB-AR, Personal Electronic Devices and Social Media; First Reading: Dr. Hess presented the first reading of the revised cell phone policy, which aligns with the Governor's Executive Order restricting use of personal electronic devices during defined instructional time. At the elementary school, no issues were reported under the no-use rule, while the high school noted two violations, with staff emphasizing that consistent adult

enforcement is critical. The Board discussed revisions such as allowing use during lunch at the secondary level but not during passing times, updating language to “parent/guardian,” and the tracking of violations. Members also requested a violation report, suggested a parent acknowledgement form once approved, and agreed to bring the revised policy back for a second reading at the next meeting.

Director Winter made a motion to proceed with a second reading, with proposed revisions, for the next meeting. 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

5.2 Acknowledge Board Policy JFCEB-AR, *Personal Electronic Devices*: The Board acknowledged Board Policy JFCEB-AR, *Personal Electronic Devices*.

5.3 Board Work Session - Board Goal Setting: Dr. Hess announced that a Board Work Session is scheduled for September 22nd with a focus on Board goal setting, with facilitation assistance by consultants Cathy Hurowitz and Andy Dey.

5.4 Superintendent Evaluation Process: Dr. Hess shared his Priority Plan with the Board, now posted on his Office of the Superintendent Webpage and scheduled for updates every 30 days. The plan could be used as part of his evaluation, which is due contractually by February 15. He noted his interest in a three-year contract but deferred to the Board’s decision. For the evaluation process, the Board favored forming a superintendent advisory committee that would report back to the Board. Director Irwin made a motion to create a Superintendent Advisory Committee, to include members Director Winter, Director Brady, and Director Fleckenstein. Vice Chair Leabo second the motion. Director Fleckenstein declined the nomination, leading Director Irwin to rescind the original motion and instead to a motion to create a Superintendent Advisory Committee. Director Winter second the motion. Motion passed 7-0. Director Winter-Yea, Vice Chair Leabo-Yea, Director Farris-Yea, Director Brady-Yea, Chair Curtis-Yea, Director Irwin-Yea, Director Fleckenstein-Yea

Vice Chair Leabo nominated Director Winter, and Director Brady, to serve on the Superintendent Advisory Committee. Both accepted the nomination. 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

5.5 Legal Support Update: Dr. Hess reported that the District is required to maintain a legal firm on record but may engage outside counsel as needed without issuing an RFP. The District pays only for services used and is not on retainer. He recommended continuing on a pay as you go basis while exploring other options. Policies BBAA and BCH, which outline legal representation and termination, were referenced.

6.0 NEW BUSINESS

6.1 Interview/Appoint Budget Committee member: The Board acknowledged receiving Budget Committee applications from Ron Whitted and Kelsy Pimm. As Kelsy Pimm was unable to attend, her interview has been rescheduled for the October Board Meeting. The Board chose to forgo a formal interview as Mr. Whitted is renewing his term on the Budget Committee. Director Fleckenstein made a motion to appoint Ron Whitted as Zone 6 Budget Committee Member. Director Winter second the motion. Motion passed 7-0. Director

Winter-Yea, Vice Chair Leabo-Yea, Director Farris-Yea, Director Brady-Yea, Chair Curtis-Yea, Director Irwin-Yea, Director Fleckenstein-Yea

6.2 Community School Boards of Oregon (CSBO): Brett Crane, a Harrisburg School Board and CSBO Board Member, reported that CSBO is an organization that supports rural and conservative school districts and board members. CSBO is not intended to replace OSBA but to operate alongside it; unlike OSBA, CSBO does not provide policy or legal support. Membership costs \$1 per ADM or \$500 annually. Vice Chair Leabo made a motion to join the Community School Boards of Oregon. 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

7.0 COMMITTEE UPDATES/REPORTS

7.1 Policy Committee: Director Farris made a motion to nominate Chair Curtis, and Chair Curtis nominated Director Farris, for the Policy Committee. Both accepted the nomination. Director Irwin second both motions. 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 Negotiations Committee: Director Farris nominated Director Brady for the Negotiations Committee, who accepted the nomination. Vice Chair Leabo nominated Director Irwin for the Negotiations Committee, who accepted the nomination. Director Farris second the motions of nominations. 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

7.3 Facilities Committee: Vice Chair Leabo made a motion to table reviewing the drafted Facilities Committee Guidelines for further review. 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

Director Fleckenstein nominated Vice Chair Lebo, and Director Farris nominated Director Fleckenstein, for the Facilities Committee. Vice Chair Leabo nominated Chair Curtis, who declined the nomination. 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

8.1.1 RUS Grant: Celeste Van Cleave reported on the completion of the \$992,000 USDA competitive RUS Grant, which provided interactive panels, microphones, cameras, laptops, and AV systems for classrooms, in partnership with Harrisburg and Alsea School Districts. Central Linn served as fiscal agent and paid a 13% match. Teachers were trained in August on the new technology. While the main phase is complete, the purchase of telehealth carts is planned for spring.

8.2 Superintendent Report

8.2.1 Welcome Back Keynote: Dr. Hess reported a positive start to the school year, highlighting his In-Service Keynote. His focus this year is on building trust through visibility, accessibility, communication, and integrity. He has met with about seventy stakeholders to support this goal. Noting student retention challenges, Dr. Hess

emphasized that building trust and offering excellent programs will help boost enrollment. Dr. Hess reported that the online program has already exceeded projections with roughly thirty students enrolled, with outreach to private schools and homeschool families planned.

8.3 ASB Report: ASB Representatives, Paisley Crvantes and Lindy Dillon, provided a start of the school year ASB update for the Board.

9.0 AUDIENCE COMMENTS
None Received

10.0 BOARD/SUPERINTENDENT COMMUNICATION
Director Irwin inquired about the COPS Grant. Mrs. Van Cleave reported that background checks are being completed, and installation of security measures, including cameras, door access controls, and a Jr/Sr High entrance gate system, will begin soon. Director Irwin also suggested exploring grant funding for a school resource officer to cover both campuses, and will coordinate with the sheriff's office regarding staffing. Concerns were raised regarding the Jr/Sr High entrance gate schedule. Dr. Hess shared an ongoing issue with doors being left unlocked and widespread key access.

The Board also discussed stakeholder meeting involvement, including participation from building principals and department supervisors, as well as increasing community engagement.

11.0 ADJOURN
With no further business before the Board, Chair Curtis adjourned the meeting at approximately 8:25 p.m.

Dena Crowell, Board Secretary

Jason Curtis, Board Chair

Date Approved

On September 22, 2025, the Central Linn Policy Committee convened at approximately 4:30 p.m. in the Central Linn Elementary Conference Room and via Zoom.

1.0 ATTENDANCE

Members Present: Jason Curtis, Levi Farris

Others Present: Rob Hess, Dena Crowell

2.0 POLICY COMMITTEE

Dr. Hess noted the District is behind on policy work and suggested two options to catch up: hold hour long policy sessions before each monthly Board meeting with the full Board, or schedule longer in-depth meetings (like this one) with a smaller group to report back to the Board. He emphasized that the policy meetings are public, stakeholders may be invited, and staff can assist with complex policies.

3.0 POLICY FOR DISCUSSION

3.1 IIA, Instructional Materials (and ARs) The committee reviewed Policy IIA with OSBA's recommended revisions and optional AR templates. While the District does not currently have an AR in place, members noted that ARs could help clarify controversial materials and curriculum approval. The committee agreed to retain the current IIA policy, acknowledging implementation challenges for a small district, and emphasized keeping this policy simple with the option to revise it in the future.

3.2 IKF, Graduation Requirements The committee reviewed Policy IKF, originally adopted in 2023, along with two required OSBA revisions since then. Dr. Hess expressed support for retaining the revised version, including the credit breakdown charts and footnotes. The committee agreed to keep additional local requirements, such as community service hours and personal finance (which are not state requirements), and present the policy at the next Board meeting.

3.3 JFCF-AR, Harassment, Intimidation, Bullying, Cyberbullying, or Teen Dating Violence Reporting Procedures-Students This updated policy, with the stated revisions, was recommended for presentation to the Board.

3.4 LBEA, Denial for Virtual Public Charter School Student Enrollment The committee reviewed the new LBEA policy, which is conditionally required. This policy formalizes the District's ability to deny enrollment requests for out-of-district virtual schools once the 3% cap is exceeded, while providing families a local high-quality option, including a district-supported virtual program (Greenways) and a homeschool option with curriculum support and reimbursement for educational expenses. Families can still appeal to the state, though that language is struck. The policy clarifies procedures for parental notice, semi-annual calculation of enrollment percentages, and the appeal process. The policy was recommended for a first reading at the next Board meeting.

3.5 LBE, Public Charter Schools The draft revised policy was recommended for presentation to the Board.

4.0

ADJOURN

The meeting adjourned at approximately 6:02 p.m.

Dena Crowell, Board Secretary

Jason Curtis, Board Chair

Date Approved

On September 22, 2025, the Central Linn School Board convened at approximately 6:10 p.m. in the Central Linn Elementary Conference Room and via Zoom to discuss Board goal setting.

1.0 ATTENDANCE

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

Others Present: Rob Hess, Celeste Van Cleave, Dena Crowell, Cathy Hurowitz, Andy Dey

2.0 BOARD GOAL SETTING

Dr. Hess opened the work session by explaining that the purpose was for the Board to identify three to four annual goals, along with objectives and measurable strategies for key results. Consultants Kathy Hurowitz and Andy Dye introduced themselves, highlighting the importance of Board unity, support for the superintendent, and alignment with community values. The session also included team-building and relationship-building activities aimed at building trust and strengthening connections among our Board members.

The Board reviewed its primary responsibilities: policy governance, budget oversight, complaint resolution, and superintendent evaluation. Policy governance was emphasized as a key tool for consistency, legal compliance, and alignment with community values, with plans to hold regular policy committee meetings to address updates. Budget discussions focused on aligning financial resources with District goals and ensuring transparency within Oregon's complex school budget system. The Board also discussed complaint resolution, reaffirming the importance of directing concerns through the established complaint policy; KL, which is located at the bottom of the District webpage. Lastly, the superintendent evaluation process was discussed, with a committee preparing an evaluation template to present for Board approval.

The Board explored the OKR (Objectives and Key Results) framework for goal setting, with Dr. Hess explaining the distinction between Board goals, which are actions within the Board's control, and District goals, which focus on academic and system-wide outcomes. The Board emphasized the importance of keeping goals concise and noted that saying "no" to competing priorities is often the most challenging part of the process. Using the OKR framework, Board members created individual goals, which were then categorized as:

- Build Community Trust
- Complete the CTE Building
- Complete Policy Revisions and Updates

Additional priorities included maintaining and improving District facilities, addressing declining enrollment (with growth as a measure of trust rebuilding), and retaining a long-term superintendent. As part of the discussion on improving enrollment is by sharing positives through monthly principal reports, staff engagement, policy updates, and family meetings on transfer requests.

District goals focused on academic achievement, facilities and curb appeal, and enrollment. The Board emphasized that transparency, accountability, and alignment of Board actions with District outcomes are essential for restoring trust. Dr. Hess will draft and present the goals at the next Board meeting.

3.0 ADJOURN

The meeting adjourned at approximately 8:04 p.m.

Dena Crowell, Board Secretary

Jason Curtis, Board Chair

Date Approved

Central Linn School District 552-C

Code: JFCEB
Adopted: 09/09/19
Revised:

Second Reading: 10/13/25

Personal Electronic Devices and Social Media

Purpose

In accordance with Oregon Executive Order 25-09, Central Linn School District (CLSD) promotes a focused, safe, and distraction-free learning environment. The purpose of this policy is to clarify when and how students may possess and use personal electronic devices (PEDs), including cell phones, and to outline expectations regarding social media, disciplinary consequences, and emergency communication.

Definitions

- Personal Electronic Device (PED): Any portable, electrically powered device capable of calling, texting, or accessing the internet independently of the district network. This includes, but is not limited to, smartphones, flip phones, smartwatches, tablets, and wireless earbuds.
- Instructional Day: The regular instructional hours of the school day, including passing periods, recess, and **lunch breaks**.
- Social Media: Online platforms such as Facebook, Instagram, TikTok, X (formerly Twitter), Snapchat, and YouTube, or any other site or app used for networking, sharing, or posting content.

Use and Storage of Personal Electronic Devices

- PEDs must be powered off and stored in the student's locker or backpack during the **entire** instructional day.
- Devices may not be used during class, passing time, or **lunch** breaks unless authorized by a school administrator.
- PEDs may not be accessed in restrooms or locker rooms at any time.
- Students are expected to respect the privacy of others and may not take, share, or post unauthorized images or videos of other students or staff.

Social Media Use

- Students are not permitted to access social media platforms using personal or district devices while on school grounds or at district-sponsored events unless authorized by a school administrator for educational purposes.

- Students may not post content that includes images or videos of others without permission or that violates district policy, including content that is harassing, defamatory, obscene, or illegal.
- The district is not liable for personal content posted by students on social media platforms.

Progressive Consequences for Violations

Students in violation of this policy will be subject to disciplinary action. Discipline for mere possession or use of a personal electronic device may not include loss of instructional time for the student (suspension or expulsion). However, if the actions taken by a student violate another conduct policy, the student may be subject to discipline up to and including expulsion.¹

Violations of the PED policy will follow these progressive steps:

1. First instance of Noncompliance: staff will give the student a verbal reminder of the policy and expectations to reinforce appropriate use of personal electronic devices;
2. Second Instance of Noncompliance: Referral to administration. The device will be temporarily held until the parent or guardian can pick it up.
3. Third Instance of Noncompliance: Referral to administration. The device will again be temporarily held, and parents or guardians ~~caregivers~~ will be informed. A meeting with school administration and family will be arranged to review the policy and make a plan for improved compliance including keeping the phone/device locked up in the office.
4. Beyond Third Instance of Noncompliance: If non-compliance continues, schools will determine additional appropriate consequences, always prioritizing keeping students in class and engaged in learning.

Discipline for Misuse

Students are subject to disciplinary action, up to and including expulsion, for using a PED in any of the following ways:

- Academically dishonest acts (e.g., cheating, unauthorized test aids).
- Illegal activity, including sexting, harassment, or unauthorized recording.
- Violation of another's privacy, including unauthorized images or videos.
- Disruption of school activities, including audio/video distractions.

Illegal or dangerous use of a PED will be referred to law enforcement. Confiscated devices may be returned only to a parent or guardian.

Emergency Communication

In the event of an emergency:

- Parents/guardians should contact the school office. School staff will coordinate necessary communication with students.
- Students will have access to school phones to reach family if needed.
- During a lockdown or evacuation, all devices must remain off to prevent interference with emergency operations and to reduce safety risks.
- The district will communicate with families via email, phone, and/or Parent Square as appropriate.

Exceptions to Policy

Use of PEDs may be permitted during the school day under the following conditions:

- Medical needs as directed by a licensed provider (e.g., diabetes management).
- Accommodations outlined in an IEP or 504 Plan.
- Written administrative exemption for unique educational or family circumstances.

All exceptions must be documented using the JFCEB-AR Form and approved by school administration.

Student and Family Communication

- This policy will be communicated annually via handbooks, orientation events, and family communications.
- Visual and multilingual resources will be provided to ensure accessibility.
- Staff will receive training to support consistent, equitable enforcement.

Liability and Responsibility

The district is not responsible for lost, damaged, or stolen personal electronic devices. Students are expected to handle any school-provided storage systems with care.

¹ For example, a student could be disciplined with lost instructional time for using a personal electronic device to bully another student. Discipline will be in accordance with Board policies.

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)

[ORS 336.840](#)

[Oregon Executive Orders 25-09 \(2025\)](#)

~~[Copyrights, Title 17 United States code 101-1332; 19 CFR Part 133 \(2017\);](#)~~

Sample Interview Questions

Applicant Name: _____

1. Please describe your background, especially as it relates to your interest in working with the budget committee.
2. Which areas of the District's operating budget do you think should be reduced to accommodate a loss in revenue, and which areas would you want to preserve?
3. How do you see your role as a budget committee member relative to helping the community understand some of these budgetary issues?
4. What do you believe are the three greatest strengths of the Central Linn School District?
5. If you could select one focus area for improvement, what area would you like to see the District address?
6. What questions or comments do you have for us?

<u>Exceptional</u>		<u>Above Average</u>		<u>Average</u>		<u>Below Average</u>
1	2	3	4	5	6	7

Board Member Name: _____

ALL INTERVIEW MATERIALS, NOTES, ETC., MUST BE RETURNED TO THE BOARD SECRETARY.

RECEIVED
AUG 13 2025
BY: W

APPLICATION FORM

CENTRAL LINN DISTRICT #552C

BUDGET COMMITTEE POSITION

ZONE: 2

NAME: Kelsy Pimm

ADDRESS 29085 Potter Rd
Halsey, OR 97348

Return to:

Dena Crowell, Executive Assistant
Central Linn School District
PO Box 200
Halsey, Oregon 97348

Note: An eligible candidate must be a registered voter, a resident of the district and residing within the boundaries of the designated zone appointed. The candidate cannot be an officer, agent or employee of the district. No budget committee member may receive any type of compensation from the district.

Name Kelsy Pimm
(Please type or print)

Date 8-4-25

The Central Linn School Board's objective is to appoint committee members who can be the most helpful to the District. The Board looks for people with different skills and perspectives, i.e., the committee needs members with experience in finance, management, parenting, leadership, schooling, and community activities.

The following information will assist the Board in considering the applications of all candidates on a consistent and uniform basis:

I. STATEMENT OF PURPOSE:

Please write a brief response to each of the following questions:

1. What knowledge, experience, and expertise could you contribute as a member of the Central Linn Budget Committee ("CLBC")?

I have an accounting degree, have served on a budget committee for a city before, and have worked in the financial sector for the last 10 years. I'm a mother of 5 with children who've attended Central Linn and other public schools in Oregon. My mother (whom I'm very close with) is a teacher at Glide Elementary and prior to move north in 2015 I spent many years volunteering in hers and my kids' classrooms.

2. What would be your primary goal(s) if you were appointed to serve on the CLBC?

I'd help make CLBC a school I would want to send my children too.

II. EDUCATIONAL & PROFESSIONAL TRAINING

Name of School and Location.

Include High School, College
Graduate Work, and Other

Degree
Diploma

Minor

Major

Glide High School	HS Diploma		
Umpqua Community College	AAS ²⁰¹³⁻ 2015	Accounting	
Southern Oregon University	23+ credits working towards my BS in accounting		

III. WORK/CAREER EXPERIENCE

Name of Business
and/or Job
and Location

Dates

No. of
Years

No. of
Employees
In System

Position
Held

Oregon DHS/DDS	6/2019 - present	6 yrs	unknown	PSW
Pimm Farms, Inc;	3/2018 to present;	7+	10+	Controller
Red Giant, LLC	2/2017 - 12/2018;	2 yrs;	54;	Accounting Specialist
KBK Industries	6/2015 - 3/2017;	2 yrs;	8;	Controller
Advanced Skin Care	3/2013 - 10/2013;	1 yr;	11;	Medical Assistant
Mercy Medical Center	9/2005 - 3/2013,	7 1/2 yrs;	600;	Administrative Communication Clerk

IV. COMMUNITY EXPERIENCE

Name of Clubs, Boards,

Organization, Etc., and Location

Date

Nature of Involvement

OSU Extension Serv.	2018 - present	4-H Leader
OR Women for Agriculture	2018 - present	State Board Member
First Baptist Church of Brownsville	2020 - present	various volunteer events
Oakland Budget Committee	2014 - 2015	Board Member
Oakland Library Board	"	Board Member
Oakland Parks Board	"	Chairwoman
Jones Cemetery Assoc.	2012 to present	President

3. What knowledge do you have about the Central Linn School District budget?
What would you like to change?

Just what I've glanced at online.

4. What budgetary challenges do you foresee for the Central Linn School District?

Rising costs and less than ideal enrollment numbers.

5. Why do you want to serve on the CLBC?

I devote my volunteer time to youth and public education via Oregon Women for Agriculture, OSU extension office (I've been a 4-H leader for 7 years), and various events throughout our community. With my tipicial background I feel I could use my skills for the greater good here.

Please specify special awards and recognition.

V. REFERENCES

Give at least three (3) current references who have firsthand knowledge of your character, personality, scholarship, and/or leadership ability.

Name	Address	Official Position	Telephone
Katie Forrest	34506 Plainview Dr, Shedd, OR	President, Linn Co Christian Homeschool co-op	541-908-4156
Cindie Brewer	PO Box 444, Elkton, OH 43626	CNA	541-784-5643
Mary Hood		Senior VP @ Umpqua Bank	541-979-2199

Also, See attached references

If you have a current resume, please attach a copy to this application. Only complete applications will be considered. To be considered, applications must be received ON or before the specified date in the official notice.

KELSY D. PIMM

P.O. BOX 387
HALSEY, OR 97348
(541) 580 – 4091
purpleblondie@outlook.com

Education

Umpqua Community College
AAS Accounting, June 2015

Glide High School
Diploma - 2005

EXPERIENCE

Oregon DHS/Home Care Services ♦ Halsey, Oregon
PSW, 2019 – present

- State sponsored care for my 24-year-old special needs son

Pimm Farms, Inc
Controller, March 2018 – present

- Adobe Suite, Microsoft Office, Quickbooks, & G-Suite
- A/P. A/R, payroll, & HR administration
- Heavy equipment operation, crop planning, etc.
- Vendor sourcing & product sales
- Forecasting & Budgeting
- Financial reporting
- Account reconciliation
- Month & Year-End Close

Red Giant, LLC ♦ Portland, Oregon
Accounting Specialist, February 2017 – November 2018

- NetSuite, ADP, Certify, Salesforce, Adobe Suite, Microsoft Office, & G-Suite
- A/P. A/R, payroll, & HR administration
- Vendor Sourcing
- Sales tax administration
- Forecasting & Budgeting
- Financial reporting
- Account reconciliation
- Month & Year-End Close

KBK Industries, INC ♦ Eugene, Oregon
Controller, June 2015 – April 2017

- QuickBooks, Adobe Suite, Microsoft Office, & G-Suite
- A/P. A/R, payroll, & HR administration
- Vendor sourcing
- Contract negotiation
- IT Network administration
- Forecasting & Budgeting
- Office management
- Account reconciliation
- Month & Year-End Close
- Sales tax administration

Advanced Skin Center ♦ Roseburg, Oregon
Medical Assistant/Scribe, March 2013 – September 2013

Mercy Medical Center ♦ Roseburg, Oregon
Administrative Communications Clerk, January 2006 – March 2013

COMMUNITY INVOLVEMENT

- OSU Linn County Extension Service
4-H Leader, August 2018 – Present
- Jones Pioneer Cemetery Association
President, 2001 – present
- Oregon Women for Agriculture – Board Member
2018 - present
- City of Oakland – Parks Commission Chair
August 2014 – July 2015
- City of Oakland – Budget Committee
March 2014 – July 2015
- Oakland Branch Library Board
Board Member, May 2014 – July 2015

Copy of Reference form sent to OSU Ext.

Date Received: _____
Reviewed By: _____

Confidential

Oregon State University Extension Service
4-H Reference Form A

Applicant's Name: Kelsy Jones

The above named individual is applying to do volunteer work in an Oregon State University Extension Service 4-H Youth Development Program and has given your name as a reference.

The OSU Extension Service seeks your assistance in selecting the best qualified people to serve in 4-H leadership roles and will appreciate your prompt completion of this reference form. To the extent provided by law, the information you provide will be treated in a confidential manner.

- 1. How long have you known the applicant? Four years
- 2. What is your relationship with the applicant? Kelsy was a fellow Oakland Library Board Member
- 3. Have you ever worked with the applicant in a volunteer capacity? Yes.
If yes, please describe: See above – we worked together on the Oakland Library Board
- 4. Does the applicant have as positive and pleasant attitude toward volunteer work?

Absolutely! Kelsy was a “breath of fresh air” on our library board!

Please use this checklist to evaluate the applicant’s leadership qualities. Use the following marking system:

E=Excellent	G=Good	F=Fair	N=Not Known
Understanding of children	<u>E</u>	Dependability	<u>E</u>
Flexibility	<u>E</u>	Communication skills	<u>E</u>
Sense of humor	<u>G</u>	Patience	<u>G</u>
Ability to organize	<u>E</u>	Sense of fairness	<u>G</u>
Initiative	<u>E</u>	Respect for others	<u>G</u>
Enthusiasm	<u>E</u>	Resourcefulness	<u>E</u>
Ability to complete a task	<u>E</u>	Role model for youth	<u>E</u>

Please share your impressions and knowledge of the applicant’s qualifications for the position by using specific examples where possible.

- 5. How well does the applicant interact and work with children/youth?
- 6.

Kelsy has children of her own and they used the library together. My impression is that she would be an excellent 4H leader. She had a good understanding of children and the positive role a library can play in their lives.

- 7. How well does the applicant interact and work with other adults?

Kelsy joined our library board during a turbulent time. Her confident, positive and proactive demeanor was exactly what the board needed at the time. The board was suffering from a climate of negativity and below the surface animosity between members. She immediately identified tasks to do and took them on. When an obstacle was presented, Kelsy had a talent for finding a solution and turning it into an opportunity to build on our success. She had a gift of diffusing tension in the group and encouraging the group to move on.

Date Received: _____

Reviewed By: _____

8. Is the applicant tactful and sensitive when working with people whose opinions and actions differ from his/her own? Please explain.

Yes. Definitely. See the answer to question #6.

9. How would you describe the applicant's ability to handle records and/or money? **As a board member Kelsy was an excellent record keeper and handled money during events. She purchased supplies for our holiday events and worked with our treasurer when necessary.**

10. What do you think are the applicant's greatest strengths and weaknesses as they relate to working with people (both youth and adults) and leading a group?

Strengths As I have mentioned. Positive, confident, self starter, creative, calm, diffuses situations (city personalities)

Weaknesses Honestly, I was so impressed at what a positive addition to our board she was that I did not see her weaknesses. She was not there long enough - that was the only negative aspect of her tenure on our board, only because she moved away from the area.

11. What additional skills, abilities and attributes does the applicant have that would be helpful in this position?

Kelsy was also a member of the City of Oakland Parks Commission and was instrumental in the development of a disc golf course in one of our parks. The park was previously used very little because of the steep hillsides that make up most of the park. Now it is used regularly by disc golfers. The course brings visitors and therefore additional exposure and tourist income and to our town.

Kelsy has children of her own and our Library's most successful activity has always been the summer reading program. Kelsy's perspective as a mother of younger children who used the library regularly was invaluable to much of our work as a board. As a mother of 4H age children now and an active community member, I have no doubt she will bring the same leadership qualities to any 4H activity she is involved in.

12. Would you be willing to place your child, or any other child for who you are responsible for under his/her leadership?

Yes. Why? See answers to all of the questions above. She sets an excellent example for youth to become involved and contribute to their community as young adults.

13. Do you know any reason why this person should not be considered for this position? If yes, please explain. **No.**

14. Would you recommend this applicant for this position?

(X) Very Strongly () Yes () With Some Hesitation () No

Reference Name: Debra Gray Phone: 541-784-5439

Address: 1003 Locust Street, Oakland, OR 97462

Signature: Debra S Gray Date: 9/22/18



ADVANCED SKIN CENTER

Paul D. Reicherter, M.D., P.C.

1813 W. Harvard Ave., Ste. 310
Roseburg, OR 97471

Phone: 541-672-SKIN (7546)
1-888-219-SKIN (7546)
Fax: 541-957-8446

9/27/13

Re: Kelsy Sabin

To Whom It May Concern,

Kelsy was employed at our office in the capacity of part time medical assistant from 4/12/13 to 9/26/13. She learned the functionality of our EMR system fairly quickly and efficiently. Even though she desired part time hours, she was willing to fill in extra days while another medical assistant was on maternity leave, which was helpful to us. For the last 2 months of her employment, Kelsy was in charge of ordering and maintaining our supply of topical prescription samples. She organized this well.

Sincerely,

Brandi Chapin, R.N.

Manager

Last review from this employer

CATHOLIC HEALTH
INITIATIVES

Mercy Medical Center

PERFORMANCE REVIEW

Staff

2700 Stewart Parkway Roseburg, OR 97470

Employee Name: Kelsy Sabin

Title: ACC

Department: Medical

Supervisor: Laurie Hayes

Type of Review: ☐ Six Month ☐ Transfer ☒ Annual

Review Date:

Mission: The mission of Catholic Health Initiatives is to nurture the healing ministry of the Church by bringing it new life, energy and viability in the 21st century. Fidelity to the Gospel urges us to emphasize human dignity and social justice as we move toward the creation of healthier

Vision: Catholic Health Initiatives' vision is to create a national Catholic ministry, which will live out its mission by transforming traditional healthcare

Core Values

Reverence	Integrity	Compassion	Excellence
Profound spirit of awe and respect for all of creation, shaping relationships to self, to one another and to God and acknowledging that we hold in trust all that has been given to us.	Moral wholeness, soundness, uprightness, honesty, sincerity as a basis of trustworthiness.	Feeling with others, being one with others in their sorrows and joy, rooted in the sense of solidarity as members of the human community.	Outstanding achievement, merit, virtue; continually surpassing standards to achieve/maintain quality.

Section 1: SERVICE EXCELLENCE STANDARDS OF BEHAVIOR:

Score Expectations: Exceeds=4 Meets=3 Below=2 Unsatisfactory=1

1.	ATTITUDE - I am Mercy. I treat everyone with utmost respect, dignity, courtesy and confidentiality.	Score
		3
Comments:		
Self Score		
2.	COMMUNICATION - I am Mercy. I am open, friendly and listen attentively to guests and co-workers.	Score
		3
Comments:	Kelsy continues to work on improving her skills r/t professional and postive communication.	
Self Score		
3.	TEAMWORK - I am Mercy. I support and recognize that together, everyone achieves more.	Score
		4
Comments:	Kelsy is often willing to help out with staffing holes (even on short notice) to help out her unit and her team. She is willing to take on extra tasks for the unit and is one of the staff responsible for odering out unit supplies. Kelsy is flexible in her schedule and floats willingly. Kelsy often goes the extra mile to help out a co-worker in need.	
Self Score		
4.	PRIDE - I am Mercy. I take pride and accountability in my appearance, conduct and growth.	Score
		3
Comments:		
Self Score		
5.	SAFETY - I am Mercy. I know and follow safety, emergency, infection control, and fitness for duty policies.	Score
		3
Comments:		
Self Score		
6.	CARING - I am Mercy. I serve my guests and co-workers with care, courtesy, kindness and compassion.	Score
		3
Comments:		
Self Score		

Possible Points: 24

Actual Points: 19

SEP 18 2012
CNO

Section 1: TECHNICAL/CLINICAL DUTIES/RESPONSIBILITIES/ACCOUNTABILITIES:			
List essential job duties (Only list if absolutely essential to perform the duties) Checkmark with an X to score			
Score Expectations: Exceeds=4 Meets=3 Below=2 Unsatisfactory=1			
Checkmark X		Acts as a communication liaison by greeting new admissions, greeting and directing visitors, dispensing information, and answering and following through with patient calls for assistance. Collaborates with the nursing team to expedite admissions, discharges, and transfers..	Score
X	1.		4
Self Score		Comments: Kelsy is very skilled and knowledgeable at use of our equipment, Meditech, and Vocera. She is a resource to team members and takes the time to ensure that things are fixed or corrected when needed to facilitate work flow. She is good at following through to ensure all people who need to know are informed of flow, activity, and problems on the unit. Kelsy learns quickly and is often called upon to help with training less experienced staff members.	
Checkmark X		Uses good time management and prioritization skills to manage work flow on unit and complete assigned tasks in a timely and efficient manner.	Score
X	2.		4
Self Score		Comments: Kelsy is very organized and fast at doing her work. She is able to handle an above average workload and still get it done in a timely manner.	
Checkmark X		Follows through with patient satisfaction, staff satisfaction, and physician satisfaction initiatives (Timely response to Physician requests, labs on chart in a timely manner, patient privacy, communication)	Score
X	3.		4
Self Score		Comments: Kelsy is responsive to physician requests and often takes the time to correct issues by letting others know a problem exists. She is willing to do whatever she can to meet a patient or visitor needs and informs the Charge RN or Clinical Coordinator of concerns.	

		Possible Points:	12
		Actual Points:	12

Section 1: PAST GOALS REVIEW AND OUTCOME				
		completed=80% or higher	in progress=50% or higher	not met=less than 50%
	Past Goals	Outcomes	Score	
Checkmark X	Participate in or champion a TCAB project	Kelsy has been active in our TCAB projects and willing to adapt to changes we have made to improve our unit and our patient care.	Completed = 2	
			In Process = 1	
			Not Met = 0	
X			2	
Checkmark X			Completed = 2	
			In Process = 1	
			Not Met = 0	
Checkmark X			Completed = 2	
			In Process = 1	
			Not Met = 0	

Possible Points:	2
Actual Points:	2

Section I Possible Points:	38
Actual Points:	33

SECTION II
GENERAL RESPONSIBILITIES & ACCOUNTABILITIES:
Score those that apply, use N/A if does not apply
Consistently = 2 Usually = 1 Seldom = 0

Department	Score
1. Proficient in use of equipment - computer, fax, telephone, patient call system, and photocopier.	2
2. Accurately inputs labs, diets, and tests as ordered by the Physician.	2
3. Completes assigned clerical tasks including chart management, charges, accommodation codes, task lists, etc.	2
4. Ensures that equipment is available, in proper place, and maintained in good working condition. Keeps work area stocked, clean, and tidy.	2
5. Demonstrates initiative in daily work and in identifying ways to meet the needs of the unit, staff, and patients.	2
6.	N/A
Subtotal:	10

COMMENTS:
Score those that apply, use N/A if does not apply
Consistently = 2 Usually = 1 Seldom = 0

Compliance	Score
1. Complies with Our Values & Ethics At Work Reference Guide and terms of the Mercy Medical Center Security Policies as it applies to their job role.	2
2. Adheres to Mercy Medical Center written policies and procedures applicable to specific job function and responsibilities.	2
3. Acts in accordance with federal, state and local healthcare laws and regulations.	2
4. Ensures our customers' right to privacy by maintaining a secure and trusting environment. Regards personal information offered by others as private and confidential. Maintains confidentiality of patient information, complies with HIPAA regulations. Has respect for and compliance with Mercy's Patient Rights Statement.	2
5. Actively and noticeably supports Mercy Medical Center's corporate culture of compliance, via embracing updated laws/regulations, and attending all pertinent training.	2
6. Wears Mercy Medical Center identification badge while on duty and according to HR policy EM-10.	2
7. Uses Kronos time-keeping system correctly. Provides time corrections for approval prior to cut off deadline on payroll Monday.	2
8. Compliant with the Attendance policy i.e.; report to work on time, leave work on time, provides appropriate notice when out etc.	2
9. Achieves and maintains current and valid licensure and certification(s) at all times if applicable.	2
10. Mandatory Education requirements are met.	2
Subtotal:	20

COMMENTS:

SECTION II**GENERAL RESPONSIBILITIES & ACCOUNTABILITIES:***Score those that apply, use N/A if does not apply**Consistently = 2 Usually = 1 Seldom = 0*

Continuing Education, Growth & Development		Score
1.	Demonstrated ability as an end user of all Lawson and/or other software applications specific to their department as applicable.	2
2.	Attends Hospital sponsored meetings such as Towne Hall meetings, Leadership Development meetings etc. or reviews information from these meetings.	2
3.	Completes continuing education, in-service training, technical updates and other activities to continue competency and professional growth.	2
4.	Attends departmental staff meetings or reviews all monthly meeting minutes.	2
Subtotal:		8

COMMENTS:*Score those that apply, use N/A if does not apply**Consistently = 2 Usually = 1 Seldom = 0*

Safety		Score
1.	Observes hospital and departmental safety and health policies and procedures.	2
2.	Applies appropriate Ergonomic principles and diligently practices correct body mechanics in all aspects of job performance.	2
3.	Completes immunizations, tests and other Employee Health related requirements if applicable.	2
4.	Reports all accidents and incidents appropriately; immediately corrects or reports safety hazards.	2
5.	Demonstrates compliance and applicability of current Joint Commission National Patient Safety Goals appropriate to scope of practice.	2
Subtotal:		10

COMMENTS:

Section II Possible Points:	48
Actual Points:	48

SECTION III**Goals for the Upcoming Year (including education)**

Other Achievements/Accomplishments

Responsible for ordering supplies on the unit.

Decomamination Team

Additional Comments

Manager:

Kelsy is skilled and competent in her work and her job. She is good at dealing with multiple priorities and does not fluster easily. Kelsy is always willing to take on extra tasks to help out a co-worker, visitor, or patient. She demonstrates a commitment to her work and doing the best she can in any situation. Kelsy is creative and energetic always looking for opportunities to problem solve or improve the care or flow on the unit. We value Kelsy as a member of our team.

APPLICATION FORM

RECEIVED
SEP 24 2025
BY: *[Signature]*

CENTRAL LINN DISTRICT #552C

BUDGET COMMITTEE POSITION
ZONE: _____

NAME: Dezmith Baze

ADDRESS 1487 W 3rd St

Halsey OR, 97348

Return to:

Dena Crowell, Executive Assistant
Central Linn School District
PO Box 200
Halsey, Oregon 97348

Note: An eligible candidate must be a registered voter, a resident of the district and residing within the boundaries of the designated zone appointed. The candidate cannot be an officer, agent or employee of the district. No budget committee member may receive any type of compensation from the district.

Name Dezmith Baze
(Please type or print)

Date 9-16-2025

The Central Linn School Board's objective is to appoint committee members who can be the most helpful to the District. The Board looks for people with different skills and perspectives, i.e., the committee needs members with experience in finance, management, parenting, leadership, schooling, and community activities.

The following information will assist the Board in considering the applications of all candidates on a consistent and uniform basis:

I. STATEMENT OF PURPOSE:

Please write a brief response to each of the following questions:

1. What knowledge, experience, and expertise could you contribute as a member of the Central Linn Budget Committee ("CLBC")?

I was a business for 15 years. I now work for a large construction company that
does multi-million dollar projects. I have gained the knowledge through my job
on how to understand, manage, and build budgets.

2. What would be your primary goal(s) if you were appointed to serve on the CLBC?

I would like to understand and work with others to help with a budget that
best works for the students in our community.

3. What knowledge do you have about the Central Linn School District budget?
What would you like to change?

I don't know a lot about the budget. What I have heard is past moneys may have
spent poorly. I would like to understand the process.

4. What budgetary challenges do you foresee for the Central Linn School District?

Building maintenance and upgrades.

5. Why do you want to serve on the CLBC?

To understand a school budget and give input as a member from the community.

II. EDUCATIONAL & PROFESSIONAL TRAINING

Name of School and Location. Include High School, College Graduate Work, and Other		Degree Diploma	Minor	Major
South Albany High School		Diploma		
Riverside Community Collage		1 year		

III. WORK/CAREER EXPERIENCE

Name of Business and/or Job and Location	Dates	No. of Years	No. of Employees In System	Position Held
Dez Baze Drywall		15 years	30	Owner
Western Partitions Inc.		8 years	200	Foreman
Mid Valley Commercial Construction		9 years	100	Job Superintendent

IV. COMMUNITY EXPERIENCE

Name of Clubs, Boards, Organization, Etc., and Location	Date	Nature of Involvement
Coaching at Brownsville Rec Center	2011-2018	Football / Softball
The Church of Jesus Christ of Latter Day Saints		Teaching Youth / Leadership.

Please specify special awards and recognition.

V. REFERENCES

Give at least three (3) current references who have firsthand knowledge of your character, personality, scholarship, and/or leadership ability.

Name	Address	Official Position	Telephone
Jesse Vigil		Boss	541-905-3592
Ken Bissit		Co-Worker	971-313-3383
Moses Joices		Friend	541-206-1967

If you have a current resume, please attach a copy to this application. Only complete applications will be considered. To be considered, applications must be received ON or before the specified date in the official notice.

Central Linn School District

Report on Compliance with Public School Standards

2024-25 School Year

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

The table below contains a summary of Central Linn School District's compliance with each of the requirements of Oregon's administrative rules found in [DIVISION 22 - STANDARDS FOR PUBLIC ELEMENTARY AND SECONDARY SCHOOLS](#) during the 2024-25 school year. For each rule reported as out of compliance, Central Linn School District has provided an explanation of why the school district was out of compliance and the school district's proposed corrective action plan to come into compliance. The corrective action must be approved by ODE and completed by the district by the beginning of the 2026-27 school year.

What are the requirements of the standards? For a general overview of what each rule/standard requires, consult this high-level [Rules at a Glance summary](#). For specific, comprehensive requirements, use the links below for each individual rule.

Category: High-Quality Learning Experiences for All Students

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2000 Diploma Requirements	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2010 Modified Diploma	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2015 Extended Diploma	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2020 Certificate of Attendance	In compliance	The district has met all of the requirements for this rule.	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2050 Human Sexuality Education	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2055 Career Education	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2263 Physical Education Requirements *Elementary Grades	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2263 Physical Education Requirements *Middle Grades	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2340 Media Programs	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2350 Independent Adoptions of Instructional Materials	Out of compliance	Independent adoption materials have not been presented to or approved by the school board.	June 2027
581-022-2355 Instructional Materials Adoption	Out of compliance	We have not followed the state's adoption calendar in all subjects and have those subjects approved by the school board	June 2027
581-022-2360 Postponement of Purchase of State-Adopted Instructional Materials	Out of compliance	We have not communicated to the state any of the postponement plans to the state.	June 2027
581-022-2440 Teacher Training Related to Dyslexia	In compliance	The district has met all of the requirements for this rule.	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2500 Programs and Services for TAG Students	Out of compliance	Our TAG plan is out of date and needs to be updated	June 2026
581-022-2505 Alternative Education Programs	In compliance	The district has met all of the requirements for this rule.	Not applicable

Category: Aligned and Focused Educational Systems

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2025 Credit Options	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2030 District Curriculum	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2060 Comprehensive School Counseling	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2100 Administration of State Assessments	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2110 Exception of Students with Disabilities from State Assessments	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2115 Assessment of Essential Skills: Diploma Requirements	Waived through the end of 2027-28 school year	Not applicable	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2115(2) Assessment of Essential Skills: Local Performance Assessment Requirement	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2120 Essential Skill Assessments for English Language Learners	Waived through the end of 2027-28 school year	Not applicable	Not applicable
581-022-2250 District Improvement Plan	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2260 Records and Reports	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2265 Report on PE Data	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2300 Standardization	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2305 District Assurances of Compliance with Public School Standards	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2315 Special Education for Children with Disabilities	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2320 Required Instructional Time	In compliance	The district has met all of the requirements for this rule.	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2325 Identification of Academically Talented and Intellectually Gifted Students	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2335 Daily Class Size	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2400 Personnel	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2445 Universal Screenings for Risk Factors of Dyslexia	In compliance	The district has met all of the requirements for this rule.	Not applicable

Category: Engaged Partners and Communities

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2005 Veterans Diploma	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2255 School and District Performance Report Criteria	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2270 Individual Student Assessment, Recordkeeping and Reporting	In compliance	The district has met all of the requirements for this rule.	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2330 Rights of Parents of TAG Students	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2370 Complaint Procedures	In compliance	The district has met all of the requirements for this rule.	Not applicable

Category: Safe & Inclusive Schools

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2045 Substance Use Prevention and Intervention Plan	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2205 Policies on Reporting of Child Abuse	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2210 Anabolic Steroids and Performance Enhancing Substances	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2215 Safety of School Sports – Concussions	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2220 Health Services	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2223 Healthy and Safe Schools Plan	In compliance	The district has met all of the requirements for this rule.	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2225 Emergency Plans and Safety Programs	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2230 Asbestos Management Plans	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2267 Annual Report on Restraint and Seclusion	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2308 Agreements Entered Into with Voluntary Organizations	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2310 Equal Education Opportunities	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2312 Every Student Belongs	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2345 Auxiliary Services	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2430 Fingerprinting of Subject Individuals in Positions Not Requiring Licensure as Teachers, Administrators, Personnel Specialists, School Nurses	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2510 Suicide Prevention Plan	In compliance	The district has met all of the requirements for this rule.	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2515 Menstrual Dignity for Students	Out of compliance	Not every bathroom has a dispenser, two languages and instructions.	TBD

Category: Committed and Supportive Staff

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2405 Personnel Policies	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2410 Teacher and Administrator Evaluation and Support	Out of compliance	System used last year did not require student learning goals	November 2025
581-022-2415 Core Teaching Standards	Out of compliance	System last year was not aligned to the InTASC standards	November 2025
581-022-2420 Educational Leadership - Administrator Standards	Out of compliance	System not aligned to the current required standards	November 2025



24-25 Integrated Programs Annual Report Presentation

Central Linn School District

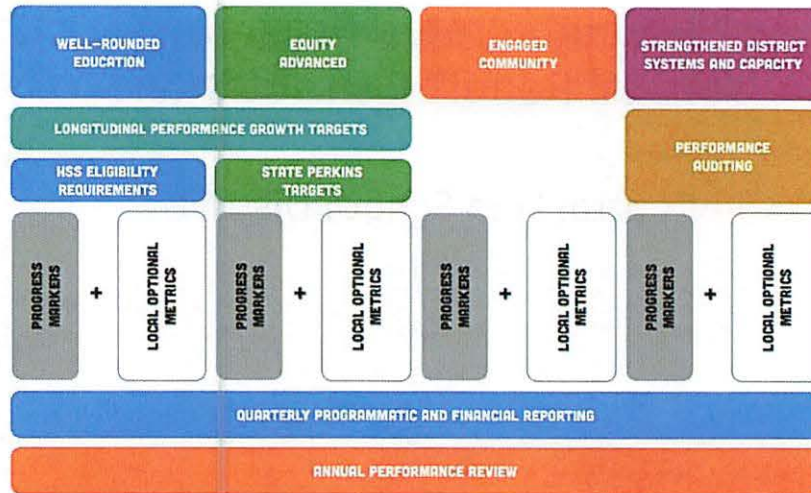
1

Annual Reporting Requirements

- ODE's annual report consists of two narrative questions (Optional inclusion of Progress Markers)
- Throughout the year, grant recipients have been asked to report expenditures, three overall reflection narrative questions, and report on progress markers which will help inform overall progress and annual report.

2

Summary of Integrated Programs Performance Measures



3

Growth Targets

Metric	Target Type	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Target	2023-24 Actual	2023-24 Difference	2024-25 Target	2025-26 Target	2026-27 Target	2027-28 Target
⬇	⬇	⬇	⬇	⬇	⬇	⬇	⬇	⬇	⬇	⬇	⬇	⬇	⬇
Four Year Cohort Graduation													
Four Year Cohort Graduation	Baseline Target: All Students		63.16%	82.51%	74.07%	87.04%	74.10%	83.0%	8.9%	76.00%	77.90%	79.80%	81.70%
Four Year Cohort Graduation	Stretch Target: All Students		63.16%	82.51%	74.07%	87.04%	76.40%	83.0%	6.6%	80.60%	84.80%	89.00%	93.20%
Four Year Cohort Graduation	Gap-Closing Target: All Focal Group Students		44.63%	66.57%	60.00%	81.25%	60.40%	74.1%	13.7%	63.40%	66.40%	69.40%	72.40%
Four Year Cohort Graduation	Difference Between Baseline and Gap-Closing	0.00%	18.33%	15.94%	14.07%	5.79%	13.70%	8.95%		12.60%	11.50%	10.40%	9.30%
Four Year Cohort Graduation	Gap-Closing Target: All Focal Group Students: student						51.20%			54.20%	57.20%	60.20%	63.20%
Four Year Cohort Graduation	Gap-Closing Stretch Target: All Focal Group Students						62.40%			67.40%	72.40%	77.40%	82.40%
Four Year Cohort Graduation	Gap-Closing Stretch Target: All Focal Group Students						55%			60%	75.40%	81.40%	87.40%
Five Year Cohort Completion													
Five Year Cohort Completion	Baseline Target: All Students		81.63%	69.09%	90.91%	83.33%	81.00%	90.4%	9.4%	82.00%	83.00%	84.00%	85.00%
Five Year Cohort Completion	Stretch Target: All Students		81.63%	69.09%	90.91%	83.33%	82.60%	90.4%	7.8%	85.20%	87.80%	90.40%	93.00%
Five Year Cohort Completion	Gap-Closing Target: All Focal Group Students		68.75%	51.85%	83.33%	69.23%	72.80%	87.1%	14.3%	75.80%	78.80%	81.80%	85.00%
Five Year Cohort Completion	Difference Between Baseline and Gap-Closing	0.00%	12.88%	17.24%	7.58%	14.10%	8.20%	3.29%		6.20%	4.20%	2.20%	0.00%
Five Year Cohort Completion	Gap-Closing Stretch Target: All Focal Group Students						73.80%			77.80%	81.80%	85.80%	89.80%
9th Grade On-Track													
9th Grade On-Track	Baseline Target: All Students	59.68%		79.17%	79.55%	72.73%	69.90%	77.3%	7.4%	72.90%	75.90%	78.90%	80.00%
9th Grade On-Track	Stretch Target: All Students	59.68%		79.17%	79.55%	72.73%	74.40%	77.3%	2.9%	81.90%	89.40%	93.00%	>95%
9th Grade On-Track	Gap-Closing Target: All Focal Group Students	41.38%		68.42%	68.42%	67.66%	52.30%	67.9%	15.6%	55.50%	58.70%	61.90%	65.10%
9th Grade On-Track	Difference Between Baseline and Gap-Closing	18.30%	0.00%	10.75%	11.13%	4.87%	17.60%	9.42%		17.40%	17.20%	17.00%	14.90%

4

Growth Targets

Metric	Target Type	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Target	2023-24 Actual	2023-24 Difference	2024-25 Target	2025-26 Target	2026-27 Target	2027-28 Target	2028-29 Target
3rd Grade ELA Proficiency														
3rd Grade ELA Proficiency	Baseline Target: All Students	59.46%			29.17%	32.00%	36.40%	27.6%	-8.8%	37.80%	39.20%	40.60%	42.00%	
3rd Grade ELA Proficiency	Stretch Target: All Students	59.46%			29.17%	32.00%	50.30%	27.6%	-22.7%	53.70%	57.10%	60.50%	63.90%	
3rd Grade ELA Proficiency	Gap-Closing Target: All Focal Group Students	60.00%			20.00%	30.77%	36.40%	23.1%	-13.3%	37.80%	39.20%	40.60%	42.00%	
3rd Grade ELA Proficiency	Difference Between Baseline and Gap-Closing	-0.54%	0.00%	0.00%	9.17%	1.23%	0.00%	4.51%		0.00%	0.00%	0.00%	0.00%	0.00%
3rd Grade ELA Proficiency	Gap-Closing Stretch Target: All Focal Group Students	60.00%			20.00%	30.77%	40%	23.1%	-16.9%	42%	54.40%	56.90%	59.40%	
Regular Attenders														
Regular Attenders	Baseline Target: All Students	79.67%		68.98%	68.90%	62.87%	74.20%	62.4%	-11.8%	74.70%	75.20%	75.70%	76.20%	
Regular Attenders	Stretch Target: All Students	79.67%		68.98%	68.90%	62.87%	74.90%	62.4%	-12.5%	76.10%	77.30%	78.50%	79.70%	
Regular Attenders	Gap-Closing Target: All Focal Group Students	73.75%		55.63%	42.48%	43.27%	66.40%	53.5%	-12.9%	67.60%	68.80%	70.00%	71.20%	
Regular Attenders	Difference Between Baseline and Gap-Closing	5.93%	0.00%	13.35%	16.42%	9.60%	7.80%	8.96%		7.10%	6.40%	5.70%	5.00%	0.00%
Local Metric: (replace this text)														
Local Metric	Baseline Target: All Students													
Local Metric	Stretch Target: All Students													
Local Metric	Gap-Closing Target: All Focal Group Students													

5

Annual Report Narrative #1

As you review your progress markers/overall reflection responses and reflect on plan implementation, how do you see your progress contributing to the Outcomes and Strategies in your plan and your Longitudinal Performance Growth Targets (LPGT)/Local Optional Metrics (LOM)?

Discuss at least one Outcome where you have seen progress in implementation.

WE HAVE SEEN GROWTH IN OUR 3RD GRADE READING OUTCOMES. DURING THE 24-25 SCHOOL YEAR, 32 STUDENTS TOOK THE STATE ASSESSMENT, AND 16 PASSED THE ASSESSMENT (50%). HOWEVER, WE ONLY HAD A PARTICIPATION RATE OF 80%. WE NEED TO IMPROVE OUR PARTICIPATION RATE TO 95% WHILE AT THE SAME TIME HITTING OUR LPGT TARGET OF 37.8% MEETING PROFICIENCY.



WE HAVE ALSO SEEN A CONTINUED INCREASE IN OUR GRADUATION OUTCOMES (9TH GRADE ON-TRACK, 4 YEAR COHORT RATE, AND 5 YEAR COMPLETER RATES) OVER THE PAST FEW YEARS. WE EXCEEDED OUR LPGT TARGET OF 76% BY 7% (83% FOR THE 4 YEAR COHORT RATE) DURING THE 24-25 SCHOOL YEAR.

Annual Report Narrative #2

Where have you experienced barriers, challenges, or impediments to progress toward your Outcomes and Strategies in your plan that you could use support with?

Discuss at least one Outcome where you have seen challenges or barriers to implementation.



WE HAVE ALSO SEEN A CONTINUED INCREASE IN OUR GRADUATION OUTCOMES (9TH GRADE ON-TRACK, 4 YEAR COHORT RATE, AND 5 YEAR COMPLETER RATES) OVER THE PAST FEW YEARS. WE EXCEEDED OUR LPGT TARGET OF 76% BY 7% (83% FOR THE 4 YEAR COHORT RATE) DURING THE 24-25 SCHOOL YEAR.

7

Annual Report Narrative #3

2024-25 Only: Review actual metric rates compared to previously created LPGT and LOM and share reflection on progress. Describe how activities are supporting progress towards targets and if any shifts in strategy implementation are planned for the future based upon that current progress. Include specific metrics and target types in your reflection.

IN ORDER ADDRESS DECLINING ENROLLMENT AND A LACK OF ENGAGEMENT, WE HAVE TAKEN THE FOLLOWING ACTIONS:

- 1) RETURNED TO A 4 DAY WEEK;
- 2) WE ADDED OUR OWN ONLINE PROGRAM (CENTRAL LINN ONLINE ACADEMY) SO THAT WE CAN RECOVER ENROLLMENT NUMBERS WE HAVE LOST TO VIRTUAL CHARTER SCHOOLS.
- 3) FORMED A CTE ADVISORY WITH INDUSTRY PARTNERS AND A FACILITIES COMMITTEE WITH COMMUNITY REPRESENTATION THAT IS COMMITTED TO COMPLETING THE CTE BUILDING SO THAT WE CAN OFFER MORE CTE PROGRAMS TO STUDENTS.
- 4) BOTH OUR SCHOOLS HAVE IDENTIFIED IMPROVING REGULAR ATTENDANCE AS A GOAL IN THEIR SCHOOL IMPROVEMENT PLANS;
- 5) WE ARE IMPLEMENTING AVID SCHOOL WIDE IN BOTH OUR SCHOOLS TO INCREASE STUDENT ENGAGEMENT.

Central Linn School Board Goals • 2025-2026

Objective #1: Build Community Trust

- Key Result #1** Building maintenance and improved facilities
- Key Result #2** Increase Enrollment
- Key Result #3** Evaluate Interim Superintendent and hire a permanent leader
- Key Result #4** Build positivity, transparency, and communication into all school, district, and board activities
- Key Result #5** Board Training

Objective #2: Complete the CTE Building

On Track

- Key Result #1** September 6th Listening Session
- Key Result #2** Establish an effective facilities committee
- Key Result #3** Approve a plan for the CTE building and how it will be used
- Key Result #4** Pursue grants to help finish the building (Write a CTE Revitization Grant)

Making Progress

- Key Result #5** Build partnerships with local industry
- Key Result #6** Establish a CTE Advisory Committee

Objective #3: Complete Policy Revisions and Updates

- Key Result #1** Policy committee meets on a regular basis to review and update policies
- Key Result #2** Every board meeting has policy discussions
- Key Result #3** Staff and community are informed about board policy
- Key Result #4** Decisions are made based on board policy
- Key Result #5**

Developed September 22, 2025

Adopted October 13, 2025

Public Meetings Law

What board members need to know
[Mandatory Training Video Review](#)

Board Meeting, October 13, 2025

Public Meeting Law applies to the following types of meetings:

- Regular Meetings
- Special Meetings
- Emergency Meetings
- Executive Sessions, whether convened separately or as part of a regular, special, or emergency meeting; and
- Meetings held for the purpose of either presenting information to the governing body to prepare the governing body for a regular or special meeting, or to allow the governing body to engage in preliminary discussions or deliberations. (These meetings are often called “work sessions” or “workshop” meetings). OAR 199-050-0015(2)



Definitions of a Public Meeting

Oregon's Public Meetings Law

“The Oregon form of government requires an informed public aware of the deliberations and decisions of governing bodies and the information upon which such decisions were made. It is the intent of [public meetings law] that decisions of governing bodies be arrived at openly.”

ORS 192.620

is the intent of the public meeting law that decisions of governing bodies be arrived at openly
so generally your meetings should be open the deliberations and the



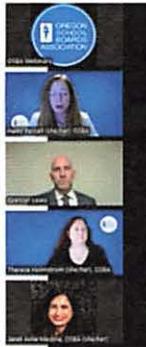
Public Meeting Laws DO NOT apply to:

Fact Gathering Bodies. Bodies with only the authority to gather and provide purely factual information to a public body, and that do not have the authority to make decisions or recommendations.

Bodies Advising Individual Public Officials. Bodies appointed by an individual public official with authority to make recommendations only to that individual public official who has the authority to act on the body's recommendation and is not required to pass the recommendations on unchanged to a public body.

Certain Multi-Jurisdictional Bodies. Multi-jurisdictional bodies whose Oregon members do not constitute a majority of the governing body's voting members.

OAR 199-050-0010

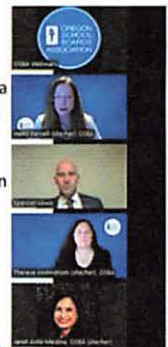


Not a "Meeting"

- On-site inspections of any project or program
- Attendance at any national, regional or state association to which the public body or the members belong ORS 192.610(7)(b)

- Social gatherings
Harris v. Nordquist, 96 Or App 19 (1989)

Members constituting a quorum cannot decide on or deliberate towards any decision while attending such an event or gathering

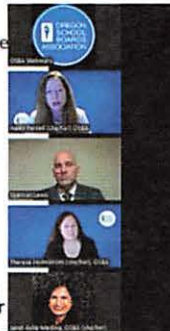


Not a "Meeting"

Communications between or among members of the governing body, including communications of a quorum of members, that are:

- Purely factual or educational in nature and that convey no deliberation or decision on any matter that might reasonably come before the governing body;
- Not related to any matter that, at any time, could reasonably be foreseen to come before the governing body for deliberation and decision; or
- Nonsubstantive in nature, such as communication relating to scheduling, leaves of absence and other similar matters.

OAR 199-050-0015(3)(c)



What about committees/subcommittees?

- Committees, subcommittees, advisory committees, etc., are subject to public meetings law, if they have:
 - Authority to make decisions for a public body; or
 - Authority to make recommendations to a public body.



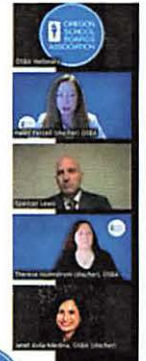
Serial Meetings Prohibited

A quorum of the members of a governing body shall not, outside of a meeting conducted in compliance with the Public Meetings Law, use a series of communications of any kind, directly or through intermediaries, for the purpose of deliberating on any matter that is within the jurisdiction of the governing body. OAR 199-050-0020(1)



ORS 192.610(1)– “Convening” means...

- (a) Gathering in a physical location;
- (b) Using electronic, video or telephonic technology to be able to communicate contemporaneously among participants;
- (c) Using serial electronic written communication among participants; or
- (d) Using an intermediary to communicate among participants.



and we've known about them for years and other ones have not been particularly specified in

Open to the Public

- All meetings of the governing body of a public body shall be open to the public and all persons shall be permitted to attend any meeting except as otherwise provided in ORS 192.610 to 192.705. ORS 192.630(1)
- A quorum of a governing body may not meet in private for the purpose of deciding on or deliberating toward a decision on any matter except as otherwise provided by ORS 192.610 to 192.705. ORS 192.630(2)



Public Comment

“The Public Meetings Law does not provide the public the right to participate or to provide public testimony or public comment. In the absence of a statutory or other legal requirement to hear public testimony or comment on certain matters, a governing body may conduct a meeting without any public participation.”
OAR 199-050-0050(6)



Voting Requirements

- 1) All official actions by public vote;
- 2) Vote by name recorded;
- 3) Secret ballots prohibited;
- 4) If written ballot, must include name and vote, and be announced during the meeting.

OAR 199-050-0055



Executive Sessions

Executive Sessions

- Can be held as part of a regular, special or emergency meeting;
- Can be held separate from any other agenda items;
- Public meeting requirements still apply:
 - Notice
 - Minutes
 - Location
 - Accessibility



Unique to Executive Sessions

- No final action or making any final decisions (can reach informal consensus, but no votes except ORS 332.061);
- News media allowed to attend except:
 - Labor negotiations (ORS 192.660(2)(d));
 - Student issues (ORS 332.061); or
 - Current litigation or litigation likely to be filed if the news media is a party to the litigation; but should be instructed not to report;
- Board and any guests allowed to attend.



Common Reasons for Executive Sessions

- To consider the employment of a public officer, employee, staff member or individual agent. (ORS 192.660(2)(a))*
- To consider the dismissal or disciplining of, or to hear complaints or charges brought against, a public officer, employee, staff member or individual agent who does not request an open hearing. (ORS 192.660(2)(b))*/**/****
- To conduct deliberations with persons designated by the governing body to carry on labor negotiations. (ORS 192.660(2)(d))
- To conduct deliberations with persons designated by the governing body to negotiate real property transactions. (ORS 192.660(2)(e))

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Common Reasons for Executive Sessions

- To consider information or records that are exempt by law from public inspection. (ORS 192.660(2)(f))
- To consult with counsel concerning the legal rights and duties of a public body with regard to current litigation or litigation likely to be filed. (ORS 192.660(2)(h))
- To review and evaluate the employment-related performance of the chief executive officer of any public body, a public officer, employee or staff member who does not request an open hearing. (ORS 192.660(2)(i))***. Cannot use this provision to conduct "a general evaluation of an agency goal, objective or operation or any directive to personnel concerning agency goals, objectives, operations or programs."
- To consider matters relating to school safety or a plan that responds to safety threats made toward a school. (ORS 192.660(2)(k))



Common Reasons for Executive Sessions

- To consider matters relating to the safety of the governing body and of public body staff and volunteers and the security of public body facilities and meeting spaces. (ORS 192.660(2)(o))
- To consider matters relating to cyber security infrastructure and responses to cyber security threats. (ORS 192.660(2)(p))
- To review the expulsion of a minor student from a public elementary or secondary school. (ORS 332.061(1)(a))
- To review matters pertaining to or examination of the confidential records of a student. (ORS 332.061(1)(b))

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Labor Negotiations and Executive Sessions

- To conduct deliberations with persons designated by the governing body to carry on labor negotiations. (ORS 192.660(2)(d))
- "Labor negotiations shall be conducted in open meetings unless negotiators for both sides request that negotiations be conducted in executive session. Labor negotiations conducted in executive session are not subject to the notification requirements of ORS 192.640." ORS 192.660(3)

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Violations

OGEC Authority

- Civil penalty of up to \$1,000 for each board member for violation of public meetings law (ORS 244.350(2)(a))
- No civil penalty if acting at the advice of legal counsel, but letter of education is possible (ORS 244.350(2)(b))
- Lawsuits against the district
- Insurance policies generally do not provide insurance coverage to entities and individuals who intentionally violate the law

Website Must Include

1. Person and contact information to whom a grievance may be submitted; and
2. Hours during which in-person grievances will be accepted.

Absent these, a grievance can be filed with the chief administrative officer or to the chair of the public body.

If no website, must publish notice in the same manner as meeting notices.

OAR 199-050-0070(3)

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21 DAYS

Step 2: Responding to the alleged violation.

Response 1



Deny

Deny the facts.
Provide the public body's version of events, and that no violation occurred.

Response 2



Admit / Deny

Admit the facts.
Explain why the facts are not a violation of PML.

Response 3



Admit / Admit

Admit the facts.
Admit the violation, and explain how the public body will fix the violation.

WRITTEN
RESPONSE
FILE

COPY OF
GRIEVANCE
& RESPONSE
TO OGEC



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Complaints Against All Members of the Governing Body

OAR 199-050-0075(2):

A complaint alleging violations of Public Meetings Law that is filed with the Commission under ORS 192.685 will be construed as a complaint against all members of the governing body and cases will be opened for each member of the governing body.

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Prohibited Serial Communications

Purpose & Definitions

Governing bodies are required to deliberate and decide matters in open public meetings. The purpose and intent of the Public Meetings Law is that the decisions of governing bodies be arrived at openly and that the public be informed and aware of the deliberations and decisions of governing bodies and the information upon which such decisions are made. ORS 192.620

Prohibited serial communications occur when the governing body, outside of a public meeting, uses serial electronic written communications (notes, emails, texts), in-person communications, or an intermediary to communicate among a quorum of the members of the governing body for the purpose of deliberating or deciding on any matter within the governing body's jurisdiction (i.e., a matter for which the governing body has the authority to make a decision or recommendation). OAR 199-050-005(10) & OAR 199-050-0020

Deliberating includes any discussions or communications that are part of the governing body's decision-making process. A decision-making process may include:

- (a) Identifying or selecting the nature of the decision to be made;
- (b) Gathering information related to the decision to be made;
- (c) Identifying and assessing alternatives;
- (d) Weighing information; and
- (e) Making a decision.

ORS 192.610(3) & OAR 199-050-0005(4)

An **intermediary** is a person who is used to facilitate communications among members of a governing body about a matter subject to deliberation or decision by the governing body, by sharing information received from a member or members of the governing body with other members of the governing body. An intermediary may be a member of the governing body, a staff member, or any other person who is used to facilitate communications among members of the governing body. OAR 199-050-0005(7)

Frequently Asked Questions

1. When do communications among governing body members become prohibited serial communications?

Answer: It depends on whether the communications involved a quorum of members and on the subject and purpose of the communications. The determinative factors include:

- (A) Do the serial communications involve a quorum of the governing body?
- (B) Do the communications involve a matter within the governing body's jurisdiction (i.e., a matter for which the governing body has the authority to decide or make a recommendation)?
- (C) Did a quorum use the serial communications for the purpose of deliberating or deciding on that matter?

2. Does a quorum of the governing body have to be involved in the same communication at the same time for it to be considered a prohibited serial communication?

Answer: No. Prohibited serial communications may occur through a quorum of members being involved in the same communication or a quorum of members being involved in a series of individual or small group communications. If a member of the governing body individually communicates (in person or by telephone, email, text, etc.) one by one with enough members that a quorum of the governing body is involved, and the matter communicated is within the governing body's jurisdiction, and the communications are for the purpose of deliberating or deciding on the matter, then it is prohibited serial communications.

Using an example of a governing body comprised of seven members and a quorum of four members:

Member A calls Member B on May 1st to discuss lowering the downtown parking fines by 10%. On May 15th, Member B emails Member C to see if Member C would also be supportive of lowering the downtown parking fees by 10%. The next day, Member A sends a text message to Member D to see if Member D would support lowering the downtown parking fees by 10%. In this example, four members - a quorum - have deliberated about whether to lower the downtown parking fees by 10%. In this situation a prohibited serial communication has occurred in violation of the Public Meetings Law.

3. Can a quorum of the governing body engage in serial communications on topics not within their jurisdiction?

Answer: Yes. The prohibitions on serial communications only apply to matters within the governing body's jurisdiction. For example, it is not a prohibited serial communication for the Library Advisory Committee, with authority only to make recommendations about the Library matters, to serially communicate about the Police Department's proposed budget that includes a new K-9. Also, it is not a prohibited serial communication for members of a governing body to communicate about other non-jurisdictional matters, like one member's vacation or another member's favorite sports team.

4. I am on a governing body. If a constituent or member of the public approaches me to discuss a matter within my governing body's jurisdiction, may I speak to them without risk of engaging in a prohibited serial communication? What if that member of the public also approaches other members of the governing body to discuss the same matter?

Answer: Generally, yes. Nothing in the Public Meetings Law prohibits you from speaking to a constituent about their concerns and other topics or matters within the governing body's jurisdiction. The fact that a constituent communicates on their own with a quorum of the governing body does not mean the governing body engaged in prohibited serial communications. But if a member of the governing body asks or directs the constituent to be the go between among governing body members, in order to share information among a quorum of the governing body for the purpose of deliberating or deciding on a matter, that could be a prohibited serial communication.

5. May I speak to a member of the media?

Answer: Yes. Nothing in the Public Meetings Law prohibits a member of a governing body from speaking to the media about topics regarding the public body's business or otherwise. The stated policy and purpose of Oregon's Public Meetings Law is transparency and openness; it is not intended to limit or prohibit interactions between governing bodies and the media.

6. The governing body is scheduled to consider a matter at our next public meeting and I would like to know how other members of the governing body feel about the matter beforehand. May I ask a staff member to ask other members of the governing body and report back to me?

Answer: Generally, no. In this situation, the staff member would be considered an intermediary used to communicate among members of the governing body for the purpose of deliberating or making a decision on a matter within the governing body's authority. If the communications occur with a quorum of the governing body, a prohibited serial communication has occurred. However, it would not be a prohibited serial communication if the communications are either:

- (1) purely factual or educational in nature and that convey no deliberation or decision on any matter that might reasonably come before the governing body;
- (2) Not related to any matter that, at any time, could reasonably be foreseen to come before the governing body for deliberation and decision; or
- (3) Nonsubstantive in nature, such as communication relating to scheduling, leaves of absence and other similar matters.

For example, if the communications with staff was to check with other members of the governing body to determine whether to reschedule the meeting to another time, such communications would not be prohibited.

7. I am a city administrator; may I meet privately with individual members of the governing body on a routine basis to discuss matters subject to deliberation or decision by the governing body?

Answer: Yes. A city administrator or other staff member may meet with individual members of the governing body. However, if the city administrator or staff member is communicating among a quorum of members and sharing the information received from individual members with a quorum of the governing body members, such communications may be prohibited serial communications. The Public Meetings Law requires deliberations and decisions of a governing body to be conducted in a public meeting. So if the purpose of the city administrator's meetings with individual members is to facilitate communications among a quorum of the members and those communications are for the purpose of deliberating or deciding on a matter, those individual meetings may violate the Public Meetings Law.

As an example, assume the city administrator wants the council to consider whether and by how much to adjust the sound permit fee for local music concerts in the park. Consider the following scenarios:

Scenario 1: The city administrator contacts each councilor individually and asks for their thoughts on whether the sound permit fee should be adjusted. The city administrator does not convey information received to other members of the council. The city administrator uses the information gained from the discussions with individual council members to create a staff report.

The city administrator places an item on the agenda for the council to consider whether to adjust the sound permit fee and by how much. The sound permit fee is then considered at a publicly noticed council meeting where the city administrator presents the staff report. At the public meeting, the councilors debate the issue and determine the fee amount.

In Scenario 1, the city administrator is gathering information in order to create a staff report to present the issue for discussion, deliberation, and decision by the council at a public meeting. The council did not engage in deliberations or make a decision, through the city administrator as an intermediary, about whether to adjust the fee and by how much. The council had an open debate about the fee at a public meeting. In Scenario 1, it does not appear to the city council engaged in prohibited serial communications.

Scenario 2: The city administrator contacts each councilor individually and asks for their thoughts on whether the sound permit fee should be adjusted. When speaking with the Mayor, the Mayor proposes a 10% reduction in the permit fee. The city administrator then conveys to the other councilors that the Mayor has proposed a 10% reduction and asks whether they agree with that amount. Councilor A suggests it should instead be a 5% increase. The city administrator then presents the Mayor's and Councilor A's suggestions to the other councilors individually. A majority of the councilors indicate to the city administrator that they agree with the Mayor's suggestion of a 10% reduction. The city administrator then places a 10% reduction on the agenda for the council's vote.

In Scenario 2, the city administrator is acting as an intermediary, sharing information received from individual councilors with a quorum of the city council. Through the city administrator, the city council members are communicating with each other for the purpose of deliberating or deciding on the fee amount, setting the fee reduction at 10% and rejecting the proposal of a 5% increase. The city council's consideration of the competing proposals, their deliberations, and the decision reached on the fee reduction were done outside of a public meeting. In Scenario 2, the council appears to have engaged in prohibited serial communications.

8. May I attend town halls or neighborhood association meetings?

Answer: Generally, yes. Governing body members (individually or in groupings less than a quorum) can attend town halls or neighborhood association meetings where they may talk with their constituents and discuss matters within the governing body's jurisdiction. However, if a quorum of the governing body is present at the town hall or neighborhood association meeting and the topic to be discussed is a matter within the governing body's jurisdiction, then the governing body would need to hold the gathering as a public meeting and satisfy all of the Public Meetings Law requirements (public notice, accessibility and accommodations, minutes or recordings, etc.).

9. May I discuss nonsubstantive matters such as scheduling with other members of the governing body?

Answer: Yes. Communications that are nonsubstantive in nature, such as communications relating to scheduling, leaves of absence and other similar matters, are not subject to the Public Meetings Law.

10. Can prohibited serial communications occur during a public meeting?

Answer: Yes. During a public meeting, if members of the governing body communicate with each other via text message, group chat, email, or even hand-written notes, and those communications involve a matter within the governing body's jurisdiction and are for the purpose of deliberating or deciding on that matter, then prohibited serial communications are likely to have occurred, unless all of these communications were shared publicly during the public meeting.

11. How may the governing body correct a prohibited serial communications violation?

Answer: If members of a governing body realize that they may have engaged in prohibited serial communications, the best practice would be to schedule a public meeting at which the governing body publicly shares its past prohibited serial communications. For example, at the public meeting the governing body could present the emails or texts or repeat the communications and conversations previously held. At the same time, the governing body should consider and communicate how it will prevent similar violations from occurring in the future, such as by obtaining additional training.

Such a corrective action may not prevent someone from filing a grievance and submitting a complaint with the Oregon Government Ethics Commission (OGECE), but it would be a factor considered by OGECE in evaluating the case and in determining the appropriate penalties or sanctions.

12. What are the penalties if prohibited serial communications occur?

Answer: Engaging in prohibited serial communications violates the Public Meetings Law. If someone were to file a complaint with OGECE, after having satisfied the mandatory grievance process in ORS 192.705, and if OGECE were to find a violation, it could impose sanctions against each governing body member found to have participated in the prohibited serial communications. The sanctions for a violation range from a Letter of Education to a civil penalty in an amount up to \$1,000 per violation.

**** OGECE may supplement these FAQs with additional questions and answers. Please contact our office at mail@ogec.oregon.gov or 503-378-5105 with questions.**

To file a complaint with the Oregon Government Ethics Commission (OGEc) for public meeting violations, follow these steps:

1. **Submit a written grievance to the public body.**
 - This grievance must detail the facts and circumstances of the alleged violation.
 - It must be submitted within 30 calendar days of the alleged violation.
 - Include the date of submission, your name and contact information, and the date of the alleged violation.
 - The public body may have contact information for submitting grievances on its website.
2. **Allow the public body up to 21 days to respond.**
 - Their written response should acknowledge receipt of the grievance and address it by either:
 - Denying the facts and circumstances, and explaining why they don't violate public meetings law.
 - Admitting the facts but denying a violation.
 - Admitting the facts and a violation, and explaining steps to address it.
 - The public body is required to send a copy of your grievance and their response to the OGEc via email at pbgr@ogec.oregon.gov.
3. **Submit a complaint to the OGEc.**
 - You can only do this *after* completing steps 1 and 2.
 - Your complaint to the OGEc *must* include proof that you satisfied the mandatory prerequisites, such as documentation of your written grievance and the public body's response (or affirmation if no response was received within 21 days).
 - Be specific in your complaint to the OGEc, explaining exactly what actions or occurrences you believe violated the law, and provide dates or a timeframe. OGEc can only open a preliminary review if the alleged conduct occurred within the last four years.
 - You can contact OGEc staff at (503) 378-5105 for guidance before submitting a complaint.

OGEc Review Process:

- **Preliminary Review Phase:** If a case is opened, it begins with a confidential preliminary review, which must be completed within 60 days (135 days for Lobby Law). The purpose is to determine if there is "cause" to investigate, meaning a substantial objective basis for believing a violation may have occurred.
- **Confidentiality:** During the preliminary review, the OGEc and its staff cannot make public disclosures or comments beyond acknowledging receipt of a complaint. The person the complaint was filed against will receive a copy of the staff report about one week before the Commission's executive session.
- **Commission's Decision:** At the end of the preliminary review, a staff report with a recommendation to dismiss or investigate is prepared for the Commission. If the Commission does not find cause, the matter is dismissed. If cause is found, the case

moves to investigation. All information becomes public after the preliminary review, unless exempt by statute.

- **Investigation Phase:** If an investigation proceeds, a staff report is prepared and considered by the Commission in a public meeting. Both the complainant and the subject of the complaint receive copies of this report about a week prior to the meeting.
- **Commission's Actions:** The Commission may dismiss the case, continue the investigation, find a violation, seek a negotiated settlement, or take other appropriate action.

PROPOSAL and AGREEMENT

CCB #33426

Customer Name:
CENTRAL LINN HIGH SCHOOL
Customer Address:
32433 HWY 228
HALSEY, OR 97348

Date: October 3, 2025

Customer Phone:
541-397-7739
rob.hess@centrallinn.k12.or.us



1920 SW Third St, Corvallis, OR 97333
541-754-1681 / 1-800-554-1681
www.stephensheating.com

Job Address (if different):

Bid effective for 15 days.



WE PROPOSE TO PROVIDE THE LABOR & MATERIALS NEEDED FOR THE FOLLOWING:

ON INITIAL INSPECTION, PROBLEMS FOUND WERE CRACKS IN (2) TUBES ON ONE UNIT, DRAFT INDUCER ASSEMBLIES ON BOTH UNITS WERE BAD. IT WAS DECIDED TO INSTALL A NEW DRAFT INDUCER ON UNIT THAT APPEARS TO HAVE A GOOD HEAT EXCHANGER, AND DO A CO2 CHECK TO MAKE SURE THERE ARE NO PROBLEMS. COMPRESSORS ON BOTH UNITS STILL NEED CHECKED TO MAKE SURE THEY ARE OPERATIONAL.

SERVICE OPTIONS:

- 1.) REPLACE INDUCER AND DO CO2 CHECK ON UNIT WITH GOOD HEAT EXCHANGER

1,482 INSTALLED

INITIAL TO ACCEPT

- 2.) REPLACE HEAT EXCHANGER IN UNIT WITH CRACKED HEAT EXCHANGER AND INSTALL NEW DRAFT INDUCER

10,435 INSTALLED

INITIAL TO ACCEPT

*If home is located in a flood plain, please note that this proposal does not include necessary surveys/related costs to obtain flood plain certificate.

*CUSTOMER MUST REGISTER EQUIPMENT WITHIN 60 DAYS OF INSTALLATION TO VALIDATE WARRANTY.

*Stephens Heating provides one year labor warranty on all work performed.

*Initial next to items being accepted.

In the case of any replacement work, Contractor is to use such existing material as it considers to be in good condition. Existing material not used to be removed by and belong to the Contractor, unless otherwise agreed to in writing.

Accessory Equipment

In connecting to any flue, the Contractor shall not be held to have endorsed its efficiency. If the flue does not prove adequate the Buyer shall at his own expense, correct the same so as to insure the proper draft and conditions for the fuel being used. This paragraph will not apply if the Contractor agrees to furnish a flue.

Utilities Supply

The Buyer agrees to furnish a nearby, adequate electric supply having the necessary current characteristics required for proper operation of the equipment, and provide all labor and material for all soffits and catwalks, furring, cement slabs and wood roof curbs for the equipment that is installed.

Building Responsibility

The Buyer agrees to see that the structure is tightly constructed with windows and doors sufficiently close fitting to permit efficient operation of the equipment.

Title

In accepting the Agreement, it is understood and agreed that the title to the equipment and materials shall not pass by delivery, but shall remain the property of the Contractor until the purchase price has been fully paid. Buyer also agrees not to remove the equipment and materials from the address as given without the consent of the Contractor. Contractor may remove equipment and materials when and if payment is defaulted by the Buyer according to the terms of this Agreement. Any and all payments made by the Buyer prior to such removal shall be retained by the Contractor as charges for the use and wear of such equipment and material.

Warranty

Contractor warrants to the original Buyer that the equipment sold hereunder and the work performed by Contractor to be free from defects in material and workmanship under normal use with normal maintenance. Contractor's obligation under this warranty shall be limited to the repair or exchange of any part or parts which may thus prove defective under normal use and service within one year from the date of substantial completion of the work. THIS WARRANTY IS EXPRESSLY IN LIEU OF ALL OTHER WARRANTIES EXPRESSED OR IMPLIED INCLUDING THE WARRANTIES OF MERCHANTABILITY AND FITNESS FOR USE OR A PARTICULAR PURPOSE AND OF ALL OTHER OBLIGATIONS OR LIABILITIES ON CONTRACTOR'S PART, AND IT NEITHER ASSUMES, NOR AUTHORIZES ANY OTHER PERSON TO ASSUME FOR IT, ANY OTHER LIABILITY IN CONNECTION WITH THE EQUIPMENT SOLD AND INSTALLED HEREUNDER. THIS WARRANTY SHALL APPLY ONLY WITHIN THE BOUNDARIES OF THE CONTINENTAL UNITED STATES."

Mold Warranty Disclaimer and Indemnification

CONTRACTOR MAKES NO REPRESENTATION OR WARRANTY, EXPRESS, IMPLIED OR OTHERWISE, REGARDING MOLD, FUNGI, RUST, CORROSION OR OTHER BACTERIA OR ORGANISMS. CONTRACTOR SHALL HAVE NO DUTY, RESPONSIBILITY OR LIABILITY, ALL OF WHICH ARE EXPRESSLY WAIVED BY BUYER, FOR LOSSES, FINES, PENALTIES, OR DAMAGES (ACTUAL, CONSEQUENTIAL, PUNITIVE, OR OTHERWISE) ARISING FROM ANY INVESTIGATION, TESTING, ANALYSIS, MONITORING, CLEANING, REMOVAL, DISPOAL, ABATEMENT, DECONTAMINATION, REMEDIATION, REPAIR, REPLACEMENT, RELOCATION, LOSS OR USE OF BUILDING OR BUILDING EQUIPMENT AND SYSTEM, OR PERSONAL INJURY, SICKNESS OR DISEASE IMPLIED AN IMPLIED WARRANTY OF WORKMANLIKE CONSTRUCTION, HABITABILITY, MERCHANTABILITY, OR FITNESS FOR, ASSOCIATED WITH MOLD, FUNGI, RUST, CORROSION OR OTHER BACTERIA OR ORGANISMS, ANY WARRANTIES, INCLUDING PARTICULAR USE OR PURPOSE, ARE HEREBY WAIVED AND DISCLAIMED.

Buyer shall indemnify, defend, hold harmless, and release Contractor from and against any and all losses, damages, risks, liabilities, claims, causes of action, injuries to property or person, demands and expenses, whether known or unknown, arising now or in the future concerning or occasioned by, directly or indirectly, any & all mold and mold related claims resulting from the work or equipment, even if caused by negligent acts of the Contractor. Buyer expressly assumes the risk of all damages, injuries and claims to property or persons from mold and mold related claims resulting from the work and/or equipment. This agreement releases liability for any & all claims of any kind whatsoever, including without limitation those at common law, in tort, contract, strict liability, or based upon statutes or rules and regulations, now existing or hereafter enacted.

General Conditions

Any equipment used in unfurnished buildings or used before installation is complete, shall be used at Buyer's sole risk.

No payments due under the terms of this Agreement shall be delayed: 1) for lack of proper weather in which to test the equipment, or 2) for any other cause whatsoever, the Buyer hereby agreeing to rely solely, in the event of defect in equipment or workmanship, upon the printed warranty accompanying the equipment.

The acceptance of notes, or any renewal thereof, or any security for the purchase price shall not operate as a waiver of any of the provisions of the Agreement, or as a transfer of title to the equipment or materials or as to the right of possession thereof.

Failure of the Contractor to exercise any rights at any time under the provisions of this Agreement shall not be deemed to constitute a waiver of any such rights or an estoppel against the Contractor from asserting any such right at some future date.

The Buyer unconditionally guarantees payment according to the terms of this Agreement. Contractor reserves the right its discretions to terminate this contract if progress payments are not made to exercise any remedy authorized by Oregon law.

In the event an attorney is employed to enforce the provisions of this Agreement, the prevailing party shall be entitled to recover reasonable attorney fees and other costs incurred, irrespective of whether any legal proceeding is commenced. If any legal action, arbitration or other proceeding is brought to construe, interpret or enforce the terms of this Agreement, the prevailing party shall be entitled to recover reasonable attorney fees and other costs incurred in connection therewith, both at trial and on any appeal therefrom or petitions for review thereof.

The invalidity of any term or provision of this Agreement shall not affect the validity of any other provision.

This Agreement shall not be construed against the drafting party.



Invoice 60815730
Invoice Date 9/24/2025
Payment Term Due Upon Receipt

Billing Address
Central Linn (Halsey) High School
32433 Oregon 228
Halsey, OR 97348 USA

Job Address
Halsey (Central Linn High School)
32433 Oregon 228
Halsey, OR 97348 USA

Description of work

Service #	Description	Quantity	Your Price	Total
SFR-Service Diagnostic	Technician: Jason W.	1.50	\$179.00	\$268.50

Customer Concern: The two package units that supply the gym are not working. A different company shut them down due to carbon monoxide testing.

DIAGNOSTICS - Upon arrival, multiple panels were off the units. The blower motor in the east unit has been exposed to the elements. The blower mounting plate is cracked on one side and rusted on the other. This is letting air in from the heat exchanger compartment. The draft inducer is disconnected and lying on the ground, also exposed to the weather. The burners are rusted. The entrance to the heat exchanger is rusted. I could not get access to the heat exchanger to prove that it is rusted, but it is very likely. CO detection is usually caused by a rusted or cracked heat exchanger. The refrigerant coils are clogged, rusted, and have partial corrosion.

The west unit is almost as bad as the east. The draft inducer is lying on the ground and is rusted out. The tubes entering the heat exchanger are rusted. The blower wheel is rusted. The coils are also clogged and partially corroded. Both systems use R22 refrigerant which is no longer in production.

Final Review:

- Age of equipment (about 28 years old)
- Average lifespan of equipment (15-20 years).

RECOMMENDATIONS - The package units should be replaced rather than repaired. Most of the parts are likely obsolete. Even if the parts are available, the repair costs could easily be over \$10,000 each. The equipment is almost 30 years old, extremely inefficient, and in very poor condition. For liability reasons, we will not repair these units. Call our office to schedule a visit to discuss replacement options.

Billing.

Sub-Total	\$268.50
Tax	\$0.00
Total	\$268.50
Payment	\$0.00
Balance Due	\$268.50

33551 Eagle Rd
Tangent, OR 97389
541-753-6760

Comfort for Life
www.hendrixheating.com



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

Fwd: The Gymnasium units at Central Linn High School

Joni Wixom <joni.wixom@centrallinn.k12.or.us>

Thu, Oct 2, 2025 at 11:22 AM

To: Dena Crowell <dena.crowell@centrallinn.k12.or.us>, Rob Hess <rob.hess@centrallinn.k12.or.us>, David Moffat <david.moffat@centrallinn.k12.or.us>

I think we need to ask Stevensons about the R22 refrigerant that has been banned.

----- Forwarded message -----

From: **Ed Gates** <ed@pacecomfort.com>

Date: Thu, Oct 2, 2025 at 11:15 AM

Subject: The Gymnasium units at Central Linn High School

To: Joni Wixom <joni.wixom@centrallinn.k12.or.us>

Hi Joni

I have attached the 9/18/25 updated quotation on replacing the 2 Gymnasium units at the High School.

Repair to the existing units is not possible or practical at this juncture.

- The units are 1997 vintage and are approaching 30 years old.
- There are multiple things wrong with both units.
- Parts have been removed.
- Many parts needed are no longer available.
- Long ago the government declared the R22 refrigerant they use to be banned.
- The units are grossly over-sized. Which is also one of the reasons these units were not more durable.

We have run the HVAC loads on the spaces and re-sized the units for greater efficiency.

The new units feature the industry's first "Vane Axial" ECOBLUE fan system which has 75% fewer moving parts and other impressive advantages.

Other features: Higher efficiency, Economizers, Wi-Fi assessable programmable thermostats, smoke detector shutdown.

Earlier you asked about "mini-split" units as a value alternative.....

Mini-split units, even the largest ones would not address the fresh air requirements for a gym space.

The electric and gas service is already to the location of the ground level package units which make replacing them the real value.

The ducts and there, the electric and gas are there, the pads are there. The push-pull replacement is the more economical choice.

I would be glad to answer questions. If you would like me to meet with you or the board, I would be happy to arrange that.



Ed Gates

a: [PACECOMFORT.COM](mailto:ed@pacecomfort.com) | PO BOX 2529 | CORVALLIS OR 97339



Joni Wixom <joni.wixom@centrallinn.k12.or.us>

Replacement HVAC Units for High School Gymnasium

1 message

Ed Gates <ed@pacecomfort.com>

Mon, Feb 24, 2025 at 2:56 PM

To: "joni.wixom@centrallinn.k12.or.us" <joni.wixom@centrallinn.k12.or.us>

Cc: "james.shannon@centrallinn.k12.or.us" <james.shannon@centrallinn.k12.or.us>

Hello Joni

I have a quotation attached to replace the 2 HVAC units on the High School Gym.

As I suspected the existing units were grossly over-sized.

We have sized the new 10 ton units for not only a good sized group of people but also the high volume of fresh air ventilation that is needed when teams are exerting themselves in athletics. On the heating side the units we propose will work very well also.

The HVAC industry is currently in a state of transition....the gov't is requiring a change of refrigerant....

(again)....what this means is that the prices are going up around 10% right away and availability is going to be poor.

Your units are the old obsolete R22. The new units I priced are in stock and they are R410....There is a great incentive to consider replacing those old units right away. Consider the information attached and let me know if you have questions.

Thanks for the opportunity to quote this project.



Ed Gates

a: PACECOMFORT.COM | PO BOX 2529 | CORVALLIS OR 97339

e: ED@PACECOMFORT.COM

p: 541.753.4328



2 attachments



Catalog_Data.pdf
3248K



HVAC_Quote_CentralLinn_GYM_Pace1.pdf
547K



HEATING & AIR

541.753.4328
Fax: 541.248.3076
PO BOX 2529
Corvallis, OR 97339
Oregon CCB# 199564

REVISED Quotation

DATE 9/18/2025
Quotation # C25-0202
Customer ID NA

Quotation valid until: 10/18/2025
Prepared by: Ed Gates

Quote For:

Joni Wixom

Central Linn School District
32433 Hwy 228
Halsey, OR 97348
541-369-2813
541-223-3316

joni.wixom@centrallinn.k12.or.us

Replace 2 Package HVAC units for Gymnasium at Central Linn High School

Description		AMOUNT
1	Removal-Disposal of the 2 existing package units	
2	Installation of 2 CARRIER 48FEEM12A3A5 <u>10 ton</u> Package Heating-Cooling units featuring economizers reconnecting to the existing: Ductwork, Gas Lines, Control wires, Electric Circuits, Mount Bases, These units also feature 2 stage heat/cool, high velocity fans. smoke detectors, and R-454-B refrigerant.	
3	We will install new electronic commercial programmable wi-fi accessible thermostats	
NOTE	This equipment is the new refrigerant (R454-B)	
Includes	Electrical services, Mechanical Permit, Std 1 yr installation warranty Factory-to-user warranties	
Excludes	Air test & Balance, cosmetic screening of units or fencing of units This price excludes Oregon BOLI wage rates	
		\$67,320.00
NOTE	If this project becomes subject to <u>Oregon BOLI</u> wage rates & procedures the price would then be: <u>\$73,367.00</u>	

If you have any questions concerning this quotation contact Ed Gates at the office, ed@pacecomfort.com



Best Heating & Cooling
PO Box 567
Scio, OR 97374
Phone: 503-394-3461
Email: office@best-heating.com

Estimate 72689497
Job 61608524
Estimate Date 2/18/2025
Customer PO

Billing Address
Central Linn School
32433 Oregon 228
Halsey, OR 97348 USA

Job Address
Central Linn School
32433 Oregon 228
Halsey, OR 97348 USA

Estimate Details

Ruud 20 Ton Gas/Electric Packaged Systems:
Budget estimate install a new Ruud RGEG series 20 ton Gas/Electric packaged system.

This estimate includes labor and materials for removing and recycling the existing equipment and installing the (2) new 20 ton package units, with supply and return air modifications to mate to the existing duct system.

This estimate excludes new electrical circuits, electrical panel, engineering, fencing removal, building modifications or any other task not mentioned below.

* Please note this equipment is currently available and has a 5-7 business day lead time at the time of sending this estimate*
This equipment was manufactured in 2024 before the new EPA refrigeration rule change for new A2L compliant refrigerants.
Newer A2L compliant equipment is expected to be available after May 1st and is expected to be roughly 6%-10% more in cost.

Service #	Description	Quantity	Your Price	Your Total
Crane Rental	Crane pick for minimum 4 hrs and up to 3 units. Price includes set up and coordination. Price excludes street closure fee's if required.	1.00	\$3,650.00	\$3,650.00
Transition1	Custom built duct transition to mate a new package unit to the existing ductwork/ ducting. plenums.	2.00	\$1,950.00	\$3,900.00
Electrical Reconnect ≤150	Electrical reconnect/modification for commercial applications per code requirements for existing electrical circuits between 90 to 150 amps. This price includes permit and small modifications as needed. This does not include a panel upgrade or new circuit which may be necessary.	2.00	\$2,375.00	\$4,750.00
T841345	Mechanical Permit A mechanical permit will be issued for this job. This permit does not include land surveying, elevation certificate, or structural engineering if required.	1.00	\$1,995.00	\$1,995.00
RGEG2T240ACG40BBACA0A	RUUD 20 ton packaged gas furnace and air conditioning system. • Two Stage Cooling, R-410A • 400K BTU Heating input, 2-stage • Scroll Compressors • High pressure and low pressure/loss of charge protection with built-in Smart Logic • MicroChannel evaporator and condenser coil Dimensions: 127" long, 86-3/16" wide, 58-1/2" tall. Weight 2120lbs Power: 208/230v -60hz- 3ph. MCA 89, MOCP: 110 WARRANTY: 10 year heat exchanger, 5 year compressor, 1 year parts and labor.	1.00	\$39,800.00	\$39,800.00



Joni Wixom <joni.wixom@centrallinn.k12.or.us>

quotes for Central Linn

Marcus Mateo <MarcusM@hydrotempmech.com>

Wed, Mar 5, 2025 at 2:13 PM

To: Joni Wixom <joni.wixom@centrallinn.k12.or.us>, Garrett Leabo <garrett.leabo@centrallinn.k12.or.us>

Cc: Garrett Leabo <platinumracing2@gmail.com>

Hi Garret and Joni,

Please see attached proposal concerning the repair or replacement of the gym unit for Central Linn School District.

Both options are provided in the proposal. Please note that the repair option is still not ideal however, we think it could get you through the spring season for heating needs. We would still suggest replacing the unit overall.

To proceed with the work outlined in the proposal, email a signed copy of the proposal to me.

If you have any questions or concerns feel free to contact me.

Thank you,

Marcus Mateo

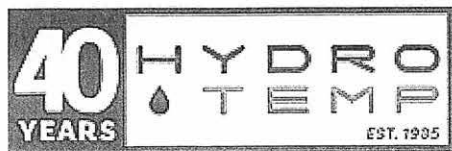
Technical Service Engineer

HYDRO-TEMP MECHANICAL, INC.

28465 SW Boberg Road, Wilsonville, OR 97070

503.582.8525 – Office • 503.758.6659 – Cell

www.hydrotempmech.com



CELEBRATING 40 YEARS OF BUSINESS - THANK YOU FOR YOUR PARTNERSHIP AND ROLE IN OUR GROWTH!!

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[Quoted text hidden]

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2 attachments



SPG25-163 Central Linn SD Gym Unit HVAC Repair - Replacement Proposal.pdf

217K



70182799-00 Hydro-Temp Submittal.pdf

2876K



Building for our community, Building for the future.



HYDRO-TEMP MECHANICAL, INC.
28465 SW Boberg Road · Wilsonville, OR 97070
Tel 503.582.8525 · Fax 503.582.1914 · CCB# 63907
www.hydrotempmech.com

Service Proposal

Central Linn School District
Attn: Garrett Leabo
32433 OR 22B
Halsey, OR 97348
Garrett.leabo@centrallinn.k12.or.us – 541.979.8702

March 05, 2025
Proposal: SPG25-163

Re: Central Linn School District – Gym Unit Repair vs. Replacement Proposal

Based on issues reported, following inspections and review of existing products, and discussions with Garrett Leabo, Hydro-Temp Mechanical is pleased to propose the following options, please initial which option you would like to move forward with.

Both options presented below are based on the investigation performed by HTM technicians on 02/06/25. I copy of the completed report we provided to the school district, reference job number 906870.

Option 1: Unit Repair (Initial here: _____)

- Perform carbon monoxide (CO) detector testing on unit prior to repairs, in current condition.
- Provide and install sheet metal to repair and patch holes identified in the cabinet that are letting combustible gas into the air stream.
- Remove and reattach fan housing
- Perform carbon monoxide (CO) detector testing after repairs to confirm no gas leakage into air stream
- Provide and install CO sensors into existing unit to monitor CO moving forward
 - Proposed sensor is E3Point Toxic and Combustible Gas Monitor.
 - Note: HTM to adjust controls such that the system shuts down if CO is detected in the supply air stream
 - Note: Lead time for parts is approximately 1 week at time of quote.
- HTM will confirm unit operation after repairs are completed
- Exclusions:
 - BOLI/PW
 - Temporary heating / cooling
 - Cooling operation investigation
 - Fan repairs.
 - Controls.

Garrett Leabo

Our bid for the above work is: **\$9,850.00**



HYDRO-TEMP MECHANICAL, INC.

28465 SW Boberg Road · Wilsonville, OR 97070

Tel 503.582.8525 · Fax 503.582.1914 · CCB# 63907

www.hydrotempmech.com

Hydro-Temp Mechanical's Standard Exclusions

We have not included any monies in our proposal for the following:

- Architectural work, concrete work, structural work, cutting, patching, painting, electrical, ceiling removal/replacement, floor protection, scanning, heat trace, starters, louvers, fireproof patching, and furniture relocation.
- Dumpster - We will place our debris & recycling into dumpsters provided by others daily.
- Any exception to "working alone" - We will coordinate appropriate safety precautions for HTM personnel.
- Insurance costs beyond \$2,000,000 (\$2,000,000 aggregate) in liability / automobile limits and beyond \$1,000,000 for worker's compensation limits / each accident or disease or each employee per disease.
- Plan/check fees and sewer and/or systems development charges. We have included permits as required.

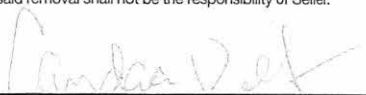
P.O. Box 455
Brownsville, OR 97327
Cell: 541.214.1131
Fax: 541.446.5807
Email: carl202@centurytel.net

HVAC SERVICE ORDER INVOICE

3049

Central Linn

THIS WORK IS TO BE	
☐ C.O.D.	☒ CHARGE
☐ NO CHARGE	
MAKE	MAKE
MODEL	MODEL
SERIAL NUMBER	SERIAL NUMBER

BILL TO				ESTIMATE NUMBER		ORDER NUMBER			
STREET 32433 OR 774			DATE 1/19/75		ENVIRONMENTAL CHECK LIST		RECOMMENDATIONS		
CITY Halsey OR 97348			PROMISED		WORK PERFORMED	QTY.	TYPE/DISPOSITION		
PHONE J		CALL BEFORE		☐ A.M. ☐ P.M.		☐ RECOVERED			
TECHNICIAN		AUTHORIZED BY				☐ RECYCLED			
WORK TO BE PREPARED						☐ RECLAIMED			
						☐ RETURNED			
P.O. #						☐ DISPOSAL			
						☐ DISMANTLED ☐ CHANGED OUT/REPLACED	TOTAL \$		
QTY.	MATERIALS & SERVICES		UNIT PRICE	AMOUNT		DESCRIPTION OF WORK PERFORMED			
	REFRIGERANT R- LBS.					We at Restco Service recommend that the High School gym package unit be disconnected/condemned as it is not safe to run with its current state. with it on. This signature is to ensure this recommendation was read and seen by Admin.			
	FILTERS X X								
	FILTERS X X								
	BELTS								
TOTAL MATERIALS									
HRS.	LABOR		RATE	AMOUNT					
TOTAL LABOR									
TERMS						LIMITED WARRANTY: All materials, parts and equipment are warranted by the manufacturers' or suppliers' written warranty only. All labor performed by the above named company is warranted for 30 days or as otherwise indicated in writing. The above named company makes no other warranties, express or implied, and its agents or technicians are not authorized to make any such warranties on behalf of above named company.			
I have authority to order the work outlined above which has been satisfactorily completed. I agree that Seller retains title to equipment/materials furnished until final payment is made. If payment is not made as agreed, Seller can remove said equipment/materials at Seller's expense. Any damages resulting from said removal shall not be the responsibility of Seller.  CUSTOMER SIGNATURE						TOTAL SUMMARY			
						TOTAL MATERIALS			
						TOTAL LABOR			
						TAX			
						TOTAL			
						Thank You			

Cell: 541.214.1131
Fax: 541.446.5807
Email: carl202@centurytel.net

HVAC SERVICE ORDER INVOICE

R-24165

2995

Central Linn

THIS WORK IS TO BE	
☐ C.O.D.	☒ CHARGE
☐ NO CHARGE	
MAKE Rheem package	MAKE unit
MODEL Cym - Highschool	MODEL
SERIAL NUMBER	SERIAL NUMBER

BILL TO									
STREET 371133 OR-228			DATE 9/10/24	ENVIRONMENTAL CHECK LIST			RECOMMENDATIONS		
CITY Halsey, OR 97348			PROMISED	WORK PERFORMED	QTY.	TYPE/DISPOSITION			
PHONE		CALL BEFORE		☐ A.M.					
				☐ P.M.					
TECHNICIAN Craig / Carl		AUTHORIZED BY James		☐ RECOVERED					
WORK TO BE PREPARED				☐ RECYCLED					
				☐ RECLAIMED					
				☐ RETURNED					
				☐ DISPOSAL					
P.O. #				☐ DISMANTLED		TOTAL \$			
				☐ CHANGED OUT/REPLACED					
QTY.	MATERIALS & SERVICES		UNIT PRICE	AMOUNT	DESCRIPTION OF WORK PERFORMED				
	REFRIGERANT R- LBS.				Called to job for attempted repair of Gyn Package unit. Found shorted condenser & various controls. Found blower housing and mounts detached from foundation, cracks in heat exchanger. Unit is no longer safe to operate.				
1	Condenser			1600.00					
x	stat wire			20.00					
	FILTERS X X								
	FILTERS X X								
	BELTS								
TOTAL MATERIALS				1800.00					
HRS.	LABOR		RATE	AMOUNT					
5	1 Man		135.00	675.00					
TOTAL LABOR				675.00					
TERMS					LIMITED WARRANTY: All materials, parts and equipment are warranted by the manufacturers' or suppliers' written warranty only. All labor performed by the above named company is warranted for 30 days or as otherwise indicated in writing. The above named company makes no other warranties, express or implied, and its agents or technicians are not authorized to make any such warranties on behalf of above named company.				
I have authority to order the work outlined above which has been satisfactorily completed. I agree that Seller retains title to equipment/materials furnished until final payment is made. If payment is not made as agreed, Seller can remove said equipment/materials at Seller's expense. Any damages resulting from said removal shall not be the responsibility of Seller.					TOTAL SUMMARY				
					TOTAL MATERIALS		1800.00		
					TOTAL LABOR		675.00		
CUSTOMER SIGNATURE					DATE	Thank You	TAX		
						TOTAL	955.00		



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

Fwd: The Gymnasium units at Central Linn High School

Rob Hess <rob.hess@centrallinn.k12.or.us>

Thu, Oct 2, 2025 at 12:25 PM

To: Joni Wixom <joni.wixom@centrallinn.k12.or.us>

Cc: Dena Crowell <dena.crowell@centrallinn.k12.or.us>, David Moffat <david.moffat@centrallinn.k12.or.us>

This is what I learned about R22 Refrigerant...

R22 refrigerant, also known as HCFC-22 or R-22 Freon™, is a chemical primarily used in HVAC systems to cool homes. The U.S. Environmental Protection Agency (EPA) banned its production and import on January 1, 2020, due to its high global warming potential (GWP) and its role in depleting the Earth's ozone layer.

Here's a summary of the R22 refrigerant ban:

- **Environmental Impact:** R22 significantly contributes to ozone depletion and climate change, being 1,800 times more potent than carbon dioxide over a century.
- **Phase-out Timeline:** The phase-out process began in 2010, with a ban on the sale of newly manufactured residential AC units and heat pumps using R22. The complete ban on R22 production and import in the U.S. took effect on January 1, 2020. After this date, servicing systems with R22 relies on recycled or stockpiled quantities.
- **Impact on Existing Systems:** If your HVAC unit was manufactured in 2009 or earlier, it likely still uses R22. While continued use of these systems is allowed, the supply of R22 will dwindle, making it more expensive and harder to service in the future.
- **Alternatives:** Newer HVAC systems use more sustainable refrigerants like R-410A or R-454B, which have lower GWP and no ozone depletion potential. If your R22 system needs a major repair involving refrigerant, you may need to consider upgrading to a new system.

For more detailed information, you can refer to these resources:

- [What Is R-22 and Why Is It Being Phased Out? - Trane®](#)
- [Will the Phase Out of R22 Refrigerant Affect You? - Goodman](#)
- [What Does The Ban Of R22 Freon Mean For Your Old AC? - SuperTech HVAC](#)
- [What is R22 Refrigerant and Why is it Being Banned? - Crossville Heating and Cooling](#)
- [Phasing out HCFC refrigerants to protect the ozone layer - EPA](#)

Dr. Robert Hess
Central Linn Interim Superintendent
[Schedule a Meeting](#)
Cell: 541-657-8623

[Quoted text hidden]

RECOMMEND REPLACING

Public Charter Schools**

The district recognizes that public charter schools offer an opportunity to create new, innovative and more flexible ways of educating students in an atmosphere of learning experiences based on current research and development. Public charter schools shall demonstrate a commitment to the mission and diversity of public education while adhering to one or more of 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.

Public charter schools may be established as a new public school, from an existing public school 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 nonsectarian school or religious institution or encompass all the schools in the district unless the district is composed of only one school.

The Board will not approve any public charter school proposal when it is deemed that its value is outweighed by any direct identifiable, significant and adverse impact on the quality of the public education of students residing in the district. To meet the eligibility criteria for Board approval, a public charter school proposal must meet the requirements of Oregon Revised Statutes, Oregon Administrative Rules, Board policy and regulation. Upon request of the Board, the public charter school applicant must furnish in a timely manner any other information the Board deems relevant and necessary to conduct a complete and good faith evaluation of the public charter school proposal.

The district will determine if it has any unused or underutilized buildings. Buildings may be made available for public charter school use, subject to Board approval. Approved use may be limited to instructional purposes only. Appropriate-use fees will be determined by the Board. Public charter school use outside the district's instructional day will be subject to Board policy KG - Community Use of District Facilities and accompanying administrative regulation.

Public charter school students may, upon request and with tuition paid by the charter school, 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. Students must adhere to state law, Board policies, regulations and rules concerning conduct and discipline

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

The district will annually by December 1¹, calculate the number of students residing in the district who are enrolled in a virtual public charter school. When the percentage is more than three percent, the district may choose to not approve additional students for enrollment to a virtual public charter school, subject to the requirements in 581-026-0305(2).

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 public charter schools located in the district;
3. The number of students residing in the district enrolled in virtual public charter schools;
4. The number of home-schooled students who reside in the district and who have registered with the educational service district; and
5. The number of students who reside in the district enrolled in private schools located within the school district.

A parent may appeal a decision of a school district to not approve a student for enrollment to a virtual public charter school to the State Board of Education.

¹[Per OAR 581-026-0305(7)(a) the district must choose annual, semi-annual or other date used for calculation; dates are provided as a recommendation only.]

The superintendent will develop administrative regulations for public charter schools to include the proposal process, review and appeal procedure and charter agreement provisions.

END OF POLICY

Legal Reference(s):

[ORS 327.077](#)
[ORS 327.109](#)

[ORS 332.107](#)
[ORS Chapter 338](#)

[ORS 339.141](#)
[ORS 339.147](#)
[OAR 581-026-0005 to -0515](#)

Every Student Succeeds Act of 2015, 20 U.S.C. §§ 6311-6322 (2015).

Central Linn School District 552C

Code: **LBE**

Adopted: 5/8/00

Revised: 4/14/05; 5/14/18

First Reading: 10/13/25

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.

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).

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

Central Linn School District 552C

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

First Reading: 10/13/25

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.

END OF POLICY

Legal Reference(s):

ORS 332.107
ORS 338.125
OAR 581-026-0305
OAR 581-026-0310

[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))

RECOMMEND REPLACING

Graduation Requirements

The Board will establish graduation requirements for awarding of a high school diploma, a modified diploma, an extended diploma, an honors diploma, and an alternative certificate 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 received 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. A foster child¹;
2. Eligible under McKinney Vento or considered at risk for becoming McKinney Vento;
3. A child in a military family covered by the Interstate Compact on Educational Opportunity for Military Children;
4. A child of a migrant worker; or
5. Enrolled in the Youth Corrections Education Program or the Juvenile Detention Education Program.

For any student identified above, the district shall accept any credits earned by the student in an educational program* 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.

* "Educational program in this state" means an educational program that is provided by a school district, a public charter school, 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 343.962 or a hospital identified in ORS 343.261.

Diploma

A high school diploma will be awarded to students 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 for students graduating 2026)	3
Health	1
PE	1
Career Technical Ed, The Arts, or Second Language (in any one or combination thereof)	2.5
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	5.5
Total credits required to graduate:	24

If the district has additional credit or graduation requirements, the district is required to include those additional credits and graduation requirements in the following lists. However, if the district provides an education as described in ORS 336.585 or 336.590 and awards high school diplomas, the district may not impose requirements for a high school diploma in those instances that are in addition to the requirements prescribed by ORS 329.451 (2)(a) or by rule of the State Board of Education.

*Civics becomes a half-credit requirement beginning on January 1, 2026 (Senate Bill 513, 2021 ORS 329.451).

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

* Essential Skills

Modified Diploma

A modified diploma will be awarded only to students who have demonstrated the inability to meet the full set of academic standards established by the State Board of Education for a diploma while receiving reasonable accommodations. A modified diploma may only be awarded to a student who meets the eligibility criteria below:

1. Has a documented history of an inability to maintain grade level achievement due to significant learning or instructional barriers, or both;

2. Has a documented history of a medical condition that creates a barrier to achievement.

Instructional barriers is defined as a significant physical, cognitive, or emotional barrier that impairs a student's ability to maintain grade level achievement.

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 which shall include:

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

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

1. Develop an education plan and build an education profile;
2. Demonstrate extended application through a collection of evidence.

Classes may be modified in the following ways; based on Central Linn's proficiency-based system:

1. The team can determine that proficiency may be shown at a lower level. For example; a "1.5" (nearly meets grade level standard) may be acceptable for modified credit versus the "2" (meets grade level standard) for regular credit.
2. IEP or school support teams may determine the appropriate percentage of standards needed to receive credit based on the individual student's performance level.
3. The level of proficiency in individual cases, may be modified to a lower level. Decisions regarding the level of proficiency required to earn credit is determined by an IEP or school support team and is dependent on the individual student's performance level. The purpose is to push the student to

work towards their potential while providing them with any accommodations and/or modifications they require to do so.

The district 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), any modifications to work samples must be consistent with the requirements established in the IEP. Modifications are changes to the achievement level, construct, or measured outcome of an assessment. This means that IEP or 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;
2. For a student, not on an IEP, 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 504 Plan may not receive a modified state assessment.

A student's IEP or school team may decide that a student who was not previously working toward a modified diploma should work toward one when a) the student is less than two years from anticipated exit from high school if the documented history has changed; or b) if the requirements or guidance of the modified diploma have changed; or c) if prior decisions are determined not to be in the best interest of the student as determined by the educational team or superintendent.

Beginning in grade five when a student is taking an alternate assessment, the district shall annually provide to the parents or guardians of the student, information about the availability and requirements of a modified diploma.

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 diploma while receiving modifications and accommodations. To be eligible for an extended diploma, a student must:

Have a documented history of:

1. An inability to maintain grade level achievement due to significant learning and instructional barriers; or
2. A medical condition that creates a barrier to achievement; and
3. Participating in an alternate assessment no later than grade six and lasting for two or more assessment cycles; or
4. 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.

Beginning in grade five when a student is taking an alternate assessment, the district shall annually provide to the parents or guardians of the student, information about the availability and requirements of an extended diploma.

Having met the above eligibility criteria, an extended diploma will be awarded to students who while in grade nine through completion of high school, complete 12 credits, which may not include more than six credits in a self-contained special education classroom and will include:

Subject	Extended Diploma Requirements
English	2
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)	.5
Personal Finance (For students graduating 2027)	.5
Total credits required for Extended Diploma:	11
Modified Courses should be graded Pass/Incomplete	

Alternative Certificates

Alternative certificates will be awarded to students who do not satisfy the requirements for a diploma, a modified diploma, or an extended diploma if the students meet minimum credit requirements established by the district. Alternative certificates will be awarded based on individual student needs and achievement. A student who receives a modified diploma, an extended diploma or an alternative certificate will have the option of participating in a high school graduation ceremony with the student's class.

Beginning in grade five, when a student is taking an alternate assessment, the district shall annually provide to the parents or guardians of the student, information about the availability and requirements of an alternative certificate.

Honors Diploma

A student who exceeds the requirements for a district standard diploma may earn a district honors diploma. To earn a district honors diploma, a student must meet district credit requirements. Five credits of the required credits must be advanced placement, junior and/or senior level honors, International

Baccalaureate 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 and meet district graduation requirements. A student graduating early must maintain a 3.5 GPA through six semesters.

Early/Late Graduation

A student may complete requirements for graduation in less than a four-year period of time or take longer than four years. Early or late graduating students must meet the graduation requirements of their entering class. Students desiring to complete the program in less than four years must seek approval for an early completion/graduation plan with the designated building administrator. A student completing requirements early may request a statement attesting to the completion of the district's program. Students may receive diplomas at or following the formal graduation exercise at the end of spring semester.

A. Requirements for Program Completion: General

1. Students transferring into the district must meet the state and district requirements for graduation.
2. A senior transferring into the district during the eighth semester may be granted a district standard diploma, providing the district and state requirements are met. A senior not able to meet the district requirements may request a diploma from the previous school attended.
3. Students may participate in the graduation exercise only if they complete district graduation requirements for the honors diploma, standard diploma, modified diploma, extended diploma or alternate certificate by the graduation date unless otherwise approved by the Superintendent.
4. A student withdrawing from school prior to graduation and re-enrolling prior to their 21st birthday will meet the district requirements of his/her original entering class.

B. Requirements for Program Completion: Extended Application

1. Extended Application is the application of knowledge and skills in the context of the student's personal and career post high school goals.
2. Extended Application will be completed during the junior or senior year.

Other District Responsibilities

The district will ensure that students have onsite access to the appropriate resources to achieve a diploma, a modified diploma, an extended diploma, or an alternative certificate. The district will provide age appropriate and developmentally appropriate literacy instruction to all students until graduation.

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

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

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

A student may satisfy the requirements for a Oregon diploma modified diploma, extended diploma; or an alternative certificate in less than four years but not less than three years. To satisfy the requirements for a modified diploma, extended diploma, or an alternative certificate in less than four 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 receives a modified diploma, an extended diploma, or an alternative certificate will 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 alternative certificate 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 and when added together provide a total number of hours of instruction and services that equals at least the total number of instructional hours that are required to be provided to students who are attending a public high school.

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; an alternate certificate or completion of a General Education Development document. The continuance of services for students with disabilities for a modified diploma, extended diploma, or alternative certificate 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 Smarter Balanced or alternate Oregon Extended Assessment by completing the Oregon Department of Education's Opt-out Form¹ and submitting the form to the district.

The district will issue a high school diploma pursuant to Oregon law (ORS 332.114) 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 Test Administration Manual or accompanying guidance; or results in a score that is invalid.

END OF POLICY

Legal Reference(s):

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

TEST ADMINISTRATION MANUAL, PUBLISHED BY THE OREGON DEPARTMENT OF EDUCATION.
SENATE BILL 1522 (2022).

1 Oregon Department of Education page for: 30-day notice and opt-out form

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

First Reading: 10/13/25

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 ⁶24 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;

First Reading: 10/13/25

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).

Hazing/Harassment/Intimidation/Menacing/Bullying/Cyberbullying Teen Dating Violence Reporting Procedures – Student

Required AR. ORS 339.256(2)(g) requires districts to have procedures outlining the response to reports of harassment, intimidation or bullying or an act of cyberbullying.

Building principal and the superintendent¹ has/have responsibility for investigations concerning acts of hazing, harassment, intimidation, menacing or bullying, acts of cyberbullying and incidents of teen dating violence. The investigator(s) shall be a neutral party having had no involvement in the report presented.

All reports will be investigated in accordance with the following procedures:

Step 1 Any reports or information on acts of hazing, harassment, intimidation, menacing or bullying, acts of cyberbullying or incidents of teen dating violence information (e.g., complaints, rumors) shall be presented to the building principal. Reports against the principal shall be filed with the superintendent. Reports against the superintendent shall be filed with the Board chair. All such information will be reduced to writing and will include the specific nature of the offense and corresponding dates.

Step 2 The building principal receiving the report shall promptly investigate. Parents will be notified of the nature of any report involving their student. The building principal will arrange such meetings as may be necessary with all concerned parties within five working days after receipt of the information or report. The parties will have an opportunity to submit evidence and a list of witnesses. All findings related to the report will be reduced to writing. The building principal conducting the investigation shall notify the person making the report within (10) working days of receipt of the information and report, and parents as appropriate, in writing; when the investigation is concluded and a decision regarding disciplinary action, as warranted, is determined.

A copy of the notification letter or the date and details of notification to the person making the report, together with any other documentation related to the incident, including disciplinary action taken or recommended, shall be forwarded to the superintendent.

Step 3 If the person making the report is not satisfied with the decision at Step 2, they may submit a written appeal to the superintendent or designee. Such appeal must be filed within 10 working days after receipt of the Step 2 decision. The superintendent or designee will arrange such meetings with the person making the report and other affected parties as deemed necessary to

¹ Required by state law House Bill 2599 (HB 2599). All other bracketed language exceeds the requirements of HB 2599 and is under Board authority ORS 332.107.

discuss the appeal. The superintendent or designee shall provide a written decision to the appeal within 10 working days.

- Step 4 If the person making the report is not satisfied with the decision at Step 3, a written appeal may be filed with the Board. Such appeal must be filed within 10 working days after receipt of the Step 3 decision. The Board shall, within 20 working days, conduct a hearing at which time the person making the report shall be given an opportunity to present the report. The Board shall provide a written decision to the person making the report within ~~3~~10 working days ~~following completion of the hearing~~ of receipt of the appeal by the Board.

Reports against the superintendent should be referred to the Board chair on behalf of the Board. The Board chair shall present the report to the Board. If the Board decides an investigation is warranted, the Board may refer the investigation to a third party. When the investigation is complete, the results will be presented to the Board. After receiving the results of the investigation, the Board shall decide in open session what action, if any, is warranted. A final decision will be made within 30 days of receipt of the report.

Reports against the Board as a whole or against an individual Board member should be made to the Board chair on behalf of the Board. The Board chair shall present the report to the Board. If the Board decides an investigation is warranted, the Board may refer the investigation to a third party. When the investigation is complete, the results will be presented to the Board. After receiving the results of the investigation, the Board shall decide, ~~within (20) days~~, in open session what action, if any, is warranted. A final decision will be made within 30 days of receipt of the report.

Reports against the Board chair may be made directly to the district counsel on behalf of the Board. The district counsel shall present the report to the Board. If the Board decides an investigation is warranted, the Board may refer the investigation to a third party. When the investigation is complete, the results will be presented to the Board. After receiving the results of the investigation, the Board shall decide, ~~within (20) days~~, in open session what action, if any, is warranted. A final decision will be made within 30 days of receipt of the report.

Timelines may be extended upon written agreement between both parties. This also applies to reports filed against the superintendent or any Board member.

Direct complaints of discriminatory harassment related to educational programs and services may be made to the Regional civil Rights Director, U.S. Department of Education, Office for Civil Rights, Region X, 915 Second Ave., Room 3310, Seattle, WA 98174-1099.

Documentation related to the incident may be maintained as a part of the student's education records. Additionally, a copy of all reported acts of hazing, harassment, intimidation, menacing or bullying, or cyberbullying or incidents of teen dating violence and documentation will be maintained as a confidential file in the district office.

Central Linn School District 552-C

Code: JFCEB-AR
Reviewed/Revised: 10/13/25

Personal Electronic Devices and Social Media

A parent or guardian may request an exception to the personal electronic device prohibition by submitting the following form to the principal:

Name of Student _____ Grade _____

School _____

If the reason for the request is included in the student's individualized education program, as defined in ORS 343.025 or an education plan developed for the student in accordance with section 504 of the Rehabilitation Act of 1973, 29 U.S.C. 794, this form is not required.

This request is:

- ☐ in compliance with the student's medical provider's order for the care and treatment of a medical condition (attach a copy of the order);
- ☐ Accommodate the individual circumstances of the student;
- ☐ Further specific educational outcomes for the student.

Exemption Requested (describe the requested possession or use of a personal electronic device to be allowed and reason for the requested exemption):

Duration for Requested Exemption: _____

Signed _____ Date _____

Parent or Guardian Phone _____ Email _____

FOR COMPLETION BY SCHOOL ADMINISTRATION

Request: ☐ Granted Expiration of Exemption _____

☐ Denied Reason for Denial _____

[] More information needed. To ensure reconsideration, please submit no later than Date: _____

Signed _____ Date _____

School administration decisions will be issued and communicated to the parent or guardian within ten school days of receipt and can be appealed to the superintendent within ten days of issuance. The superintendent's decision will be final. Denied requests may be resubmitted if circumstances change or after 12 months, whichever is earlier.

Guidelines for exemption consideration:

1. Exemptions should only be approved for legitimate needs of students and their families, not mere convenience;
2. Exemptions should be consistently granted in a non-discriminatory manner;
3. Exemptions should be limited to address the specific need, with limitations communicated to the student regarding other possession and use;
4. Exemptions should only be approved when other communication methods and device availability (school phones, laptops, computers, available internet, etc.) are not adequate for the specific need;
5. Exemptions should be communicated to necessary staff in a way that protects student privacy;
6. Exemptions should minimize disruption to other students, staff and the educational environment.

Central Linn School District 552C

Revenue Month End For the Period 07/01/2025 through 08/31/2025

Fiscal Year: 2025-2026

	<u>07/01/2025 - 08/31/2025</u>	<u>Year To Date</u>	<u>Budget</u>	<u>Budget Balance</u>	
INCOME					
Local Revenue					
Current Year's Taxes (+)	\$9,959.30	\$9,959.30	\$4,505,361.00	\$4,495,401.70	0.2%
Prior Year's Taxes (+)	\$5,233.69	\$5,233.69	\$59,341.00	\$54,107.31	8.8%
Tuition From Other Districts (+)	\$0.00	\$0.00	\$5,000.00	\$5,000.00	0.0%
Interest Earnings (+)	\$8,816.82	\$8,816.82	\$65,000.00	\$56,183.18	13.6%
Admissions (+)	\$0.00	\$0.00	\$12,000.00	\$12,000.00	0.0%
Pay to Play (+)	\$0.00	\$0.00	\$100,000.00	\$100,000.00	0.0%
Contributions & Donations (+)	\$1,000.00	\$1,000.00	\$2,000.00	\$1,000.00	50.0%
Misc Revenue (+)	\$3,991.89	\$3,991.89	\$150,000.00	\$146,008.11	2.7%
Sub-total : Local Revenue	\$29,001.70	\$29,001.70	\$4,898,702.00	\$4,869,700.30	0.6%
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 (+)	\$815,531.00	\$815,531.00	\$3,222,253.00	\$2,406,722.00	25.3%
Common School Fund (+)	\$37,298.05	\$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 (+)	\$3,976.81	\$3,976.81	\$14,683.00	\$10,706.19	27.1%
Sub-total : State Revenue	\$856,805.86	\$856,805.86	\$3,367,258.00	\$2,510,452.14	25.4%
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	\$885,807.56	\$885,807.56	\$8,538,160.00	\$7,652,352.44	10.4%
NET ADDITION/(DEFICIT)	\$885,807.56	\$885,807.56	\$8,538,160.00	\$7,652,352.44	10.4%

End of Report

Central Linn School District 552C

Expenditures Month End For the Period 08/01/2025 through 08/31/2025

Fiscal Year: 2025-2026

☐ Include Pre Encumbrance

	<u>Budget</u>	<u>Range To Date</u>	<u>Year To Date</u>	<u>Balance</u>	<u>Encumbrance</u>	<u>Budget Balance</u>	
EXPENSES							
Instruction							
Elementary K- 6 (+)	\$1,363,212.00	\$3,163.81	\$3,332.77	\$1,359,879.23	\$1,237,254.70	\$122,624.53	9.0%
High School Programs (+)	\$1,442,978.00	\$5,186.46	\$5,186.46	\$1,437,791.54	\$1,238,832.43	\$198,959.11	13.8%
Athletics (+)	\$216,508.00	\$10,915.41	\$10,915.41	\$205,592.59	\$145,748.97	\$59,843.62	27.6%
Early Literacy Program (+)	\$111,064.00	\$0.00	\$0.00	\$111,064.00	\$73,112.56	\$37,951.44	34.2%
TAG (+)	\$3,000.00	\$0.00	\$0.00	\$3,000.00	\$1,546.37	\$1,453.63	48.5%
Special Education (+)	\$569,276.00	\$2,712.38	\$4,725.30	\$564,550.70	\$515,009.17	\$49,541.53	8.7%
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	\$21,978.06	\$24,159.94	\$3,719,878.06	\$3,211,504.20	\$508,373.86	13.6%
Support Services							
Guidance Services (+)	\$21,685.00	\$0.00	\$0.00	\$21,685.00	\$17,973.87	\$3,711.13	17.1%
Health/ Homeless Liason Services (+)	\$42,500.00	\$121.61	\$121.61	\$42,378.39	\$0.00	\$42,378.39	99.7%
Speech Pathology (+)	\$115,000.00	\$0.00	\$0.00	\$115,000.00	\$164,407.38	(\$49,407.38)	-43.0%
Service Direction (+)	\$0.00	\$0.00	\$0.00	\$0.00	\$4,468.28	(\$4,468.28)	0.0%
Library Services (+)	\$57,848.00	\$3,251.36	\$3,251.36	\$54,596.64	\$39,449.18	\$15,147.46	26.2%
Board of Education Services (+)	\$242,304.00	\$45,496.40	\$51,605.91	\$190,698.09	\$71,474.38	\$119,223.71	49.2%
Executive Administration Services (+)	\$368,345.00	\$27,727.89	\$51,087.68	\$317,257.32	\$277,065.36	\$40,191.96	10.9%
Office of the Principal Services (+)	\$634,847.00	\$51,710.19	\$85,923.85	\$548,923.15	\$527,497.74	\$21,425.41	3.4%
Fiscal Services (+)	\$290,582.00	\$23,312.93	\$46,145.91	\$244,436.09	\$227,225.59	\$17,210.50	5.9%
Operations and Maintenance (+)	\$999,427.00	\$180,278.38	\$195,314.35	\$804,112.65	\$453,056.74	\$351,055.91	35.1%
Student Transportation Services (+)	\$756,533.00	\$24,814.09	\$25,093.86	\$731,439.14	\$550,878.23	\$180,560.91	23.9%
Technology Services (+)	\$198,000.00	\$38,563.20	\$46,925.95	\$151,074.05	\$85,568.89	\$65,505.16	33.1%
Retiree Insurance (+)	\$0.00	\$1,107.37	\$1,738.96	(\$1,738.96)	\$2,945.30	(\$4,684.26)	0.0%
Sub-total : Support Services	\$3,727,071.00	\$396,383.42	\$507,209.44	\$3,219,861.56	\$2,422,010.94	\$797,850.62	21.4%
Long Term Debt Service							

Operating Statement with Encumbrance

Central Linn School District 552C

Expenditures Month End For the Period 08/01/2025 through 08/31/2025

Fiscal Year: 2025-2026

☐ Include Pre Encumbrance

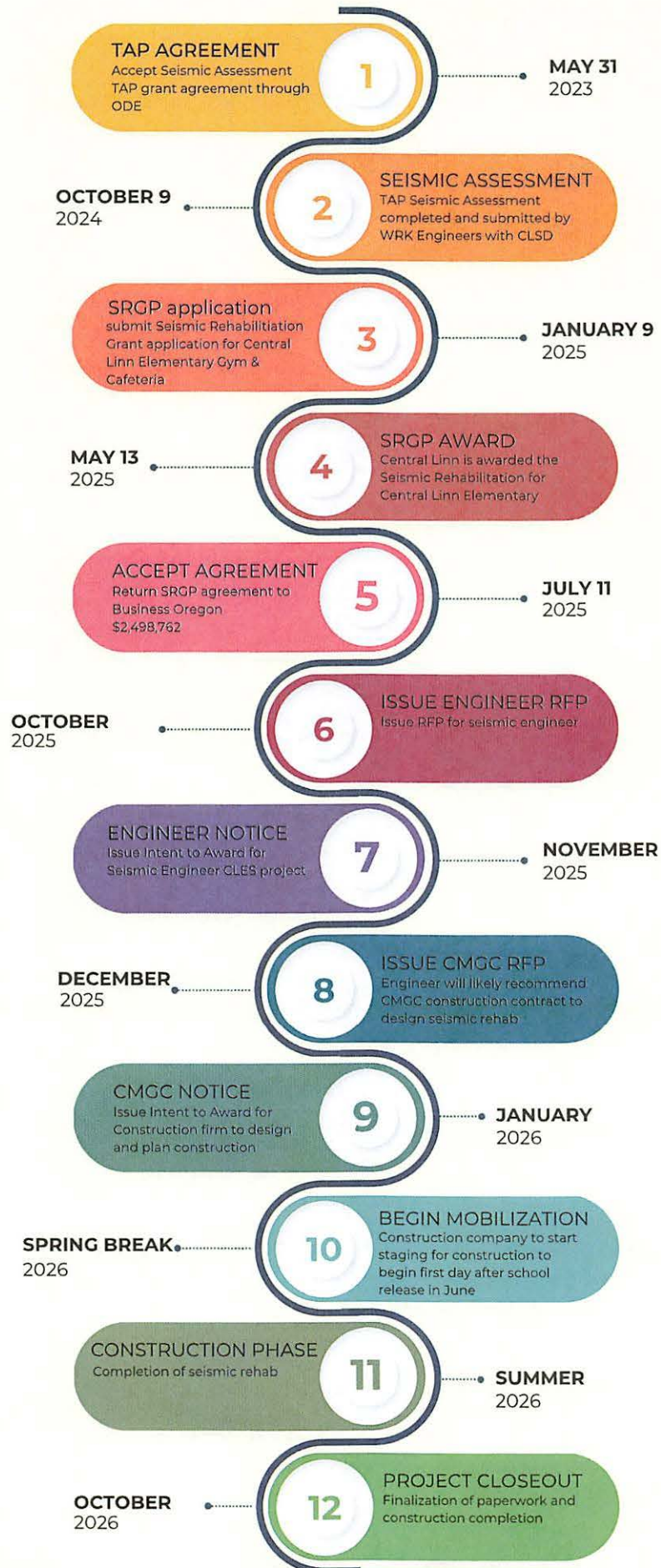
	<u>Budget</u>	<u>Range To Date</u>	<u>Year To Date</u>	<u>Balance</u>	<u>Encumbrance</u>	<u>Budget Balance</u>	
Long Term Debt (+)	\$145,397.00	\$4,931.65	\$9,863.30	\$135,533.70	\$0.00	\$135,533.70	93.2%
Sub-total : Long Term Debt Service	\$145,397.00	\$4,931.65	\$9,863.30	\$135,533.70	\$0.00	\$135,533.70	93.2%
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	\$423,293.13	\$541,232.68	\$7,996,927.32	\$5,633,515.14	\$2,363,412.18	27.7%
NET ADDITION/(DEFICIT)	\$8,538,160.00	\$423,293.13	\$541,232.68	\$7,996,927.32	\$5,633,515.14	\$2,363,412.18	27.7%

End of Report

Operating Statement with Encumbrance

CENTRAL LINN SCHOOL DISTRICT

CLES SEISMIC



David Moffat

Maintenance Supervisor

October 3, 2025

Maintenance Progress Report

Work completed July 7th - Oct.3rd, 2025

- 1) 7/7/25-7/16/25 Completed building and grounds inspection/ got to know my team(Clinton, Jessie, Takota, and Nathan) and completed various repairs.
- 2) 7/16/25-7/18/25 Repaired wall under the windows in the elementary school.
- 3) 7/21/25-7/25-25 Team building and misc. Repairs including the ticket booth dry rot.
- 4) 7/28/25-8/6/25 Repair dugouts and install siding / various maintenance and custodial items
- 5) 8/7/25-8/8/25 Paint kindergarten lobby
- 6) 8/11/25-8/24/25 Misc. end of summer school prep and meetings
- 7) 8/25/25-10/2/25 Work the custodial day shift and train Krys/deacon. Various work orders and repairs. Set up the health and wellness rooms at both campuses.

[High School Day Shift](#)
[Building Inspection](#)
[Maintenance Priority Plan](#)
[Photos](#)

**CENTRAL LINN SCHOOL DISTRICT
ENROLLMENT**

As of October 2, 2025

<i>October 2024</i>	<i>Aug. 29th, 2025</i>	<i>October 2025</i>
K 35	K 30	K 30
1 35	1 29	1 30
2 28	2 32	2 32
3 44	3 27	3 27
4 34	4 37	4 39
5 32	5 33	5 33
6 35	6 37	6 39
<i>Total 243</i>	<i>Total 225</i>	<i>Total 230</i>
7 37	7 35	7 35
8 35	8 36	8 38
9 35	9 40	9 39
10 44	10 33	10 35
11 41	11 36	11 37
12 46	12 36	12 35
<i>Total 238</i>	<i>Total 216</i>	<i>Total 219</i>
District Total 481	District Total 441	District Total 449

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