

AGENDA	CORBETT SCHOOL DISTRICT WORK SESSION / REGULAR SCHOOL BOARD MEETING CMS at Woodard Rd and via ZOOM/Owl 31520 E Woodard Rd Troutdale, OR 97060	6:00 PM Wednesday, November 19, 2025
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- 1. PRELIMINARY BUSINESS
 - 1. Work Session 6:00 - 6:50 p.m.
 - 2. RECESS
 - 3. Call to Order/Flag Salute 7:00 p.m. Regular School Board meeting
 - 4. Review and Acceptance of Agenda
 - a. Board Chair Report Information Item
- 2. Introduction and Comments of Guests and Representatives
- 3. STUDENTS
 - 1. Student Representatives Report to the Board
- 4. Approval of Minutes/Extension of Minutes Action Item 2
- 5. CONSENT AGENDA
- 6. Superintendent Fialkiewicz's Report Information/Discussion/Action Items
 - <https://policy.osba.org/corbett/C/CBA%20D3.PDF>
 - 1. Integrated Guidance Quarter 1 Information Item 13
- 7. Principal / Director/ Supervisor Reports 14
 - a. Cassie Duprey - CGS Principal - Enrollment updates: number of students/Application for next year
 - b. Jeanne Swift - Student Services Director/Assistant Superintendent - SPED Report
 - c. Todd Williams - Transportation Supervisor - 10 year bus transportation plan
 - d.
- 8. FINANCIAL REPORTS / MATTERS
 - 1. Report Information Item 37
 - 2. Budget Calendar for 2026-27 FY Action Item 55
- 9. PERSONNEL
 - 1. Vacant Positions Information Item
 - 2. See Consent Agenda Items **9.2- **9.5
- 10. POLICY
 - 1. See 5.1 57
 - 2. OSBA Elections Action Item 112
 - 3. Policy JFG-AR - Student Searches** Information Item 134
- 11. COMING EVENTS
- 12. ADJOURNMENT

CORBETT SCHOOL DISTRICT SPECIAL SCHOOL BOARD MEETING /Workshop/Retreat

35800 E Historic Columbia River Highway Corbett, Oregon 97019 via virtual ZOOM/Owl and GS Cafeteria

Thursday, September 11, 2025 6:00 p.m.

Minutes Approved _____

The following board members were present: Leah Fredericks, Board Chair; David Osborn, Board Vice Chair; Ben Byers; Malinda Carlson; Zac Arndt and Sis Childs. Board member Dylan Rickert had an excused absence. Also present in person were administrators Derek Fialkiewicz, Ed.D., Superintendent; Brie Windust, Business Office Assistant/ZOOM moderator and Robin Lindeen-Blakeley, Deputy Clerk/HR Lead. Kristen Miles, Director of Board Development at OSBA facilitated the board governance and development workshop. **NOTE: The minutes are prepared to coincide with time scheduled matters and the numbering system of the agenda and is not necessarily the actual order of happenings at the meeting.**

1. 6:00 p.m. — Assembled in GS Cafeteria side of the MPB in person for OSBA Board Development and Introductory Comments, or if virtual, a link was provided to join the webinar.

There was one attendee in person and two attendees online.

Leah Fredericks, Board Chair – called the meeting to order at 6:01 p.m.

2. Break for potluck dinner with recess from Chair Fredericks at 7:33 p.m. – Dr. Fialkiewicz hosted food orders from Troutdale Burrito Shop and some potluck items were shared for dinner.

Chair Fredericks brought the board back in session at 7:50 p.m.

2.1. 6:02-8:59 p.m. Board Development Workshop Facilitation with OSBA Information/Discussion Items

Kristen Miles, OSBA Board Development Director, shared a slideshow that covered board governance essentials, answered questions, and covered the layout of the agenda for the meeting.

Everyone started with introductions based on why they ran for the Board, how long they have been on the Board and/or with the district, and where they graduated high school.

Current successes and challenges were shared. Culture is key to the rest of the organization and the Board's impact to students. High performing boards from a 30,000-foot look have and focus on: vision and goals, strategic priorities, climate and resources, the 12 evidence-based standards of performance, data and monitoring, calendar, cohesive training and a learning organization, community engagement, needs specific to the board, policy and accountability – balanced governance and management with board agreements for effective leadership, cultural responsiveness and climate for all – inter-connected and inclusive, system thinking about long-term impacts, leveraging partnerships, models, and relationships, innovation and creativity, advocacy with legislators or other community organizations, financial and budgeting accountability, alignment and inspirational motivation for standards and for basis of board self-assessment on these things. Key questions in Policy BBAA. No one gets to speak for the Board. Direct folks to proper processes. Policy KL – public complaint process and Policy BDDH – public comment.

Also shared were priorities associated with negative impacts on student outcomes with budget, class

sizes and staffing. Hard decisions, unpleasant and incumbent on Board, but community and staff need to understand Board duties and to be responsible stewards of public funds. Grounded and focused work sessions before each board meeting could work towards goals, strategic plans. Collaborate through the Superintendent.

Board discussion about our calendar/timeframes, help for plans and the Vision and Values Committee process, Superintendent goals, financial stability/responsibility, building trust, improving our ongoing communications with community feedback, quantifiable/measurable goals and north star to student achievement.

Ms. Miles said that most missions look the same, visions are different and are direct or supportive of students. Superintendent and Board goals should be objective, aligned and focused for this year. Board discussion on where the Vision and Values are found:

(Found on the website at <https://corbett.k12.or.us/2019/12/02/visions-and-values-meeting-summary/> and approved at the January 2020 Board meeting.)

Ms. Miles liked the idea of not reinventing, aligning superintendent goals with board goals and to recognize each to focus on for one year. Meanwhile, think about strategic planning and map it out. Board discussion about Administrative Regulation development.

Ms. Miles suggested it is a partnership with recommendations from OSBA. The care is in the directive. As policy is the Board's and AR's are in the realm of the Superintendent.

Subject information and discussion about balanced government scenarios, tools for collaboration, and how to share information. Examples of communication protocol were Superintendent evaluation(s), board self-evaluation, Board operating agreement, and Board/Superintendent operating agreement.

Ms. Miles cautioned the Board to be mindful of public meeting laws, clarifications, don't unintentionally send information for discussion, as it could be a meeting. The Attorney General's public meetings manual is a good source. You can get together for a social purpose as long as you're talking about non-business and board conferences are an exception. The Superintendent knows work and timeline, make sure of alignment with Board agenda policy (BDDC) and collaboration.

Attachments: (1)

Ms. Miles thanked the board for the questions and engagement and hopes for continuation of the work.

3. Adjournment - 9:00 p.m.

Regular School Board Meeting
Wednesday, September 17, 2025

MPB Board Room and via ZOOM/Owl
35800 E Historic Columbia River Highway,
Corbett OR 97019

Board Approved: _____

A Regular School Board Meeting of the Board of Trustees of Corbett School District was held Wednesday, September 17, 2025, beginning at 7:00 PM in the MPB and via ZOOM-Owl virtual platform. Board members present were Leah Fredericks, Chair; Dylan Rickert; David Osborn, Vice Chair; Sis Childs; Malinda Carlson (virtual-in about 7:28 p.m.) and Zac Arndt. Board member Ben Byers had an excused absence. Also present were Administrators Derek Fialkiewicz, Ed.D., Superintendent; Brie Windust, Business Office Assistant/ZOOM moderator; Robin Lindeen-Blakeley, Deputy Clerk/HR Lead and Dennis Clague, Chief Financial Officer. Jeanne Swift, Assistant Superintendent/Student Services Director had an excused absence. Student Representatives Olivia Young and Leena Saied were also present. **NOTE:** The minutes are prepared to coincide with time scheduled matters and the numbering system of the agenda and is not necessarily the actual order of happenings at the meeting.

1. PRELIMINARY BUSINESS

Meeting was in person at the MPB on the main campus. There were about 8 attendees in the audience and also attendees virtually. We had some technical difficulties for audio/video with ZOOM-Owl which delayed the start of the meeting.

1.1. Call to Order / Flag Salute 7:06 p.m.

Leah Fredericks, Board Chair, called the meeting to order and led the group in the pledge of allegiance to the flag.

<https://policy.osba.org/corbett/I/INDB%20D1.PDF>

1.2. Review and Acceptance of Agenda

Ms. Lindeen-Blakeley announced there were no changes to the agenda.

Chair Fredericks had a question about information in the packet related to or not related to the PGE grant that will be addressed under item 9.

David Osborn moved to change the order of item 1.3.b. and vote on Resolution 9.30-25 after the public comments item 3.0.

Zac Arndt seconded.

The vote of the Board was 4-0; 1 abstention from Dylan Rickert.

<https://policy.osba.org/corbett/AB/BDDC%20D1.PDF>

1.3. Board Chair Report Information Item

<https://policy.osba.org/corbett/AB/BK%20D1.PDF>

<https://policy.osba.org/corbett/AB/BBF%20G2.PDF>

<https://policy.osba.org/corbett/D/DBEA%20D1.PDF>

<https://policy.osba.org/corbett/AB/BBA%20D1.PDF>

<https://policy.osba.org/corbett/AB/BG%20D1.PDF>

Leah Fredericks, Board Chair, talked about:

- a. Board Workshops — September 9 & 10, where the board trained and prepared questions for OSBA and shared information on roles and responsibilities of the Board, how to utilize Board and Superintendent goals and how to establish. Then moving forward into strategic short-term and long-term planning. Superintendent goals tied with the objectives of the Board, and given limited time in board meeting, will be establishing some work sessions for collaborations and bigger items to then communicate in the Board meetings.
- b. National School Lunch Week — October 13–17 — see attachment and the Board was encouraged to reach out to join students for lunch. She joined students for lunch the week of September 8 and enjoyed the food.
- c. Budget Committee Position 3 is open for the term ending December 2027—see attachment application
- d. Annual Convention Flyer — see attachment — contact Robin if interested before October 14
- e. OSBA Fall Regional Meeting in Portland — October 30 - Embassy Suites 5:15 -6:30 p.m. - RSVP October 26 by contacting Robin if interested by October 24
Chair Fredericks welcomed our student representatives and asked them to give their thoughts on board discussions, even though they are not able to vote, if they wanted to. She looked forward to their student report time on the agenda.

Attachments: (3)

1.3.a. AP (Advanced Placement) Student Recognition 2025 Information Item
Kathy Childress, CHS Principal, thanked the Board for their work, and expressed that the last few years she has invited students to a Board meeting for AP recognition, but not too many came. She will recognize their achievements at a student assembly. The High School Success dollars help pay for AP courses, and income need is also a consideration guideline that the State considers in helping pay for the exams. Since 2020 there has been more appeal for not only four year colleges, but also CTE (career and technical schooling). Students can opt for choice in choosing AP or regular grading, but either way are exposed to high level instruction. She shared her presentation on screen (pages 14-23 of the board packet), explaining the money savings students earn for passing AP tests with a score of three or more and obtaining credits towards their degrees in a lot of higher education settings. Our students also take SAT tests twice, Juniors in the spring and seniors in the fall, PSAT's as juniors, and the State pays for pre-PSAT as sophomores We have an impressive list of kids taking AP classwork and earning AP scholar, AP Scholar with Honor, AP Scholar with Distinction, AP Capstone Diplomas and Certificates, and AP Seminar and Research Certificates.
Board discussion on importance of AP courses and expectations and exposures of its academic rigor with congratulations to students for their hard work. It helps them get into and get credits for college.

Attachments: (1)

Sis Childs moved and Zac Arndt seconded:

1.3.b. **RESOLUTION NO. 9.30-25 — RESOLVED** that the Board start their regular school board meetings at 6:30 p.m. beginning on October 15, 2025, through June 2026.

Board discussion around work sessions starting at 6:00 p.m., as 5:30 p.m. is too early prior to the Board meeting. The vote was 5 – 1; Dylan Rickert opposed.

David Osborn amended **RESOLUTION NO. 9.30-25 (a) — RESOLVED** to have work sessions from 6:00 p.m.-7:00 p.m. and board meetings begin at 7:00 p.m. beginning October 15.

Sis Childs seconded.

Board discussion about one member not being able to make it, and if this is work session every month or only when needed? It was decided that there is enough to do for at least six months and have them scheduled ahead of time is easier to cancel if needed. It is hard for kids in sports to make it in time, but can also do virtually.

The vote of the board was 6 – 0 approval for the amended motion on the table.

7:28 p.m.

2. Approval of Minutes Discussion/Action Item

Sis Childs moved and Leah Fredericks/Malinda Carlson seconded:

RESOLUTION NO. 9.31-25 — RESOLVED that the Board approved the minutes of the Public Hearing 2025-2026 Budget/Special School Board meeting of June 30, 2025, and approved the extension of the Regular School Board meeting minutes of July 16, 2025, and August 20, 2025, Regular School Board meetings.

<https://policy.osba.org/corbett/AB/BDDG%20D1.PDF>

The vote of the Board was 4-0; 1 abstention from David Osborn.

Attachments: (1)

3. Introduction and Comments of Guests and Representatives

Leah Fredericks, Chair, read aloud the description about procedures for comment on the agenda.

7:32 p.m.

a. Caroline Oakley, 4th/5th grade teacher/parent/patron, spoke about a list of impacts in the grade school such as more students, crowding, more chaos in the classrooms, inside and out, and not enough time for conferences, small group lessons and recess. There is a lack of support and planning for extra students, extra prep time for making copies since copiers ran out of toner.

7:35 p.m.

b. Audrey Winebarger, Educational Assistant/Parent/Patron, spoke about district impacts and communication without toner in copiers, no free entry into school events and lack of lunch tables and educational assistants to accommodate student needs.

7:37 p.m.

c. Kathie Freund- patron, announced that Crown Point Historical Society will be open the first Sunday of October, November and December from 10:00 a.m.-3:00 p.m. to see collections and museum. Next March it will be fully decorated and open.

3.1. Principal / Director/ Supervisor Reports

Derek Fialkiewicz, Ed.D., Superintendent, no information at this time in the meeting.

4. FINANCIAL REPORTS / MATTERS

Dr. Fialkiewicz remembered the request to see comparison of 2024-25 to 2025-26 on September 17. Please refer to handout given to Board.

There is over \$400,000.00 Ending Fund Balance (EFB) with a Projected Ending Fund Balance (PEFB) of \$0.00. The outstanding bills are not counted towards the revised June 30, 2025 General Fund (GF). Now -\$11,000.00 EFB. For 2025-26 projecting \$204,000.00 EFB.

Board discussion about whether booked for 2024-25, outstanding bills we couldn't pay, toner, and backup processes.

Dr. Fialkiewicz stated that not all, if received after June 30, 2025, could be on 2025-26.

Mr. Clague added that not everything is paid yet and about \$50,000.00 could hit in 2025-26, carried over from 2024-25. Most have been paid, \$10,000.00 or less being paid now.

Dr. Fialkiewicz noted it was combinations of new system, vacation, and getting system to print checks.

Mr. Clague said he is now understanding how to do emergency check. We also have to watchful of our processes for separation of duties for auditors, or they will say we are out of compliance.

4.1. Report Information Item

Dennis Clague, CFO, referred to the report in the Board packet. We have saved about \$200,000.00 in vacancies that have not been filled, so we will see the impact for our 2024-25 fiscal year (FY) down from our 2023-24 FY. We are waiting for September payroll to firm up and continue to track. With our Federal Funds, even with the political environment, there is a solid picture, (page 29 of paper packet). We are expected to lose School Based Mental Health (SBMH) grant the second half of the year. We are looking at how to take advantage and then deal with fallout, as it may impact the GF. We are allowed 120-day clean up afterwards, using about \$25,000.00 towards Superintendent, Student Services Director, and CAPS/SBMH Building Secretary salaries, paid through April 2026.

Mr. Clague noted that PGE Electrical Bus Fund created because of significance (pages 35-36 of paper packet). Less than \$600,000.00, no expenditures yet incurred.

Dr. Fialkiewicz remarked that this is only 75%, and will get the other 25% upon completion.

Board discussion on timeframe, SBMH, seismic grants, adding staff, overall combined shortfall, and future strategies.

Dr. Fialkiewicz explained it was purchase and delivery of two buses and infrastructure installed.

If we approve the second bus and after delivered, can close it out. There are two separate grants. See items 9.0 and 9.1.

Mr. Clague continued his report. We did not receive the Outdoor School grant, the Seismic grant opened in February and may still come through, so sitting on \$2.5 million. Innovative Revenue (RV) sources may be seen in 2026-27. We have received \$25,000.00 for the assessment of the back gym seismic. The rest of the funds are tracking normally. Impacts from enrollment shortfall in student

funding, staff hiring and savings are estimated at about \$175,000.00 deficit.

Dr Fialkiewicz added that we tried for MPB seismic grant, but didn't get it. Not worth it for old CMS, as too old based on information per engineers. We can't add more staff without true ramifications, if we can't afford to, even with positive EFB we have to be careful. The October workshop topic will be finances.

8:20 P.M.

5. Superintendent Fialkiewicz's Report Information Items

Derek Fialkiewicz, Ed.D., Superintendent, reported on the September 15 District Equity Committee (DEC) opportunity. It is OK for districts with less than 1640 students to combine with other Districts. We will join with Colton SD and Clackamas ESD. The first meeting is in October. A budget committee member has to be on the DEC. SB 3732 was made four years ago that every District needed a DEC with equal or over 10,000 students, and as of 9/15/25 amendment in the last legislative session it is no longer a Board committee but now a Superintendent committee.

<https://policy.osba.org/corbett/C/CBA%20D3.PDF>

5.1. Enrollment / Application Process Update – Dr. Fialkiewicz invited Cassie Duprey, GS Principal, to discuss. Ms. Duprey said that the application to attend was closed September 16, 2025. 1201 is official enrollment, which is 23 students under targeted number. CHS is up 6%, CAPS is up 13%, CGS is up 15% and CMS up 32%. In 2023-24 we had 250 out of district students, and then Up 43% in 2024-25, and up 57% this year at 392. We tried to grow too fast, and 6th grade is under enrolled.

Dr. Fialkiewicz added that high school students don't move usually. We have a solid 9th and 10th with 12th grade down. 9th grade is higher due to matriculation. We never have a hard time filling kindergarten. We are on pace to hit target number next year.

Board discussion on rumors of Corbett resident students leaving the district, CHS enrollment and Small High School Funding (SHSF).

Dr. Fialkiewicz postured that every year kids leave, and this year is no different. We see more leaving between 8th and 9th grades for more CTE opportunities, etc. We were not able to get SHSF two years ago.

Ms. Duprey said 354 is CHS enrollment. There are lots of online options that many students are leaving for, so we would like to add them to our online program through Pearson if possible.

5.2. Update on Corbett School campus upgrades and/or grants

Derek Fialkiewicz, Ed.D., Superintendent – not at this time in the meeting.

5.3. Future Planning / Strategic Planning

Derek Fialkiewicz, Ed.D., Superintendent – excited about the conversations and direction we are heading with district priorities since September 11 Special Board meeting. He gave credit to the large group that did Vision and Values statements five years ago. A diverse group with priorities to drive decisions. His first step is to establish goals for remainder of the year, measurable in three areas: fiscal responsibility, communication and trust. They will be quantifiable and effective. Once his goals are adopted then the Board can adopt their goals, to align to our north star. He thinks

District priorities could start with each school coming up with performance standards and that leads to long-term goals in spring for the following year. Then, by next year, district wide long-term goals. He is hoping for evaluation measurements in October.

Board discussion about workshop topics and a proposal from OSBA.

<https://policy.osba.org/corbett/C/CBG%20G1.PDF>

5.4. Timelines

Derek Fialkiewicz, Ed.D., Superintendent – spoke to the State Performance Plan (SPP) Compliance Status – in Board packet starting on page 45 (paper). He thanked the team for meeting their timeline. The Summary on Feedback Surveys from Staff and Families June 2025 started on page 46-58, is completely qualitative and mostly positive. Thanks to Paxton Groundworks for donating time and resources for the front of CMS landscaping. Page 51 shows morale at CAPS lower, not feeling part of District; page 53 we are using radios as cost prohibitive for alarm systems; page 54 athletes missing classes and end of day (product of 4-day school week); page 55 family confused feedback with Superintendent/District Office (D.O.) – shared raw data with Administration and D.O. Board discussion regarding low response.

Dr. Fialkiewicz assumed it was because of the time of year – June.

Attachments: (2)

6. CONSENT AGENDA

6.1. **Consent agenda **Resolution items 9.32-25** through 9.34-25** Action Items**

Leah Fredericks moved and David Osborn seconded:

11.2RESOLUTION NO. 9.32-25** — RESOLVED** that the Board confirmed the transfer of Ciara O'Neal, .83 FTE Educational Assistant to 1.00 FTE 7th/8th Teacher, effective August 22, 2025.

11.3RESOLUTION NO. 9.33-25**—RESOLVED** that the Board confirmed the extra duty salary stipends as presented on the attachments in the board packet.

11.4RESOLUTION NO. 9.34-25**—RESOLVED** that the Board confirmed the hire of 1.00 FTE K-6th Learning Specialist, Emily Fiss Hobart, effective date September 22, 2025.

The vote of the Board was 6-0.

7. CURRICULUM – nothing at this time in the meeting.

8. STUDENTS- Welcome from our Board Chair to Oliva Young and Leena Saied-

8.1. Student Representatives to the Board Information Item

Ms. Saied noted that the start of school was August 25 and so far has been pretty good. Fall sports are underway with cheerleading added back into the mix (absent since 2022).

Ms. Young reported that there is a volleyball game September 18 at 6:30 p.m. and a football game September 20 at 7:00 p.m. Homecoming is scheduled for October 30. She thanked Ms. Folen, Temporary Counselor, who has been a big help with college/career planning and letters of recommendation. After December, her loss will be difficult to replace.

8:58 p.m.

The Board recessed from Public Session for a five minute break.

9:05 p.m.

The Board reconvened to Public Session.

9. TRANSPORTATION, BUILDINGS AND MAINTENANCE - Derek Fialkiewicz, Ed.D., Superintendent- Noted the first few pages are quarterly reports for PGE, then application and PowerPoint (pages 77-78). He thanked Mr. Clague for putting these together. Once the second bus is here and finalized, extension is up on December 31 for payback if energy not used. Page 79-81 explains depreciation. Dr. Fialkiewicz went over the pluses of the PGE grants and different route scenarios for Transportation Supervisor to put into place.

Board discussion on the Transportation Supervisor's thoughts and repercussion of not buying a second bus, and the hope for a future report for a 10-year plan.

9.1. Purchase of EV school bus Action Item

Leah Fredericks moved and Dylan Rickert seconded:

RESOLUTION NO. 9.35 -25 — RESOLVED that the Board approved the purchase of a new 2026 EV bus with the Salem-Keizer piggyback quote attached with service agreement upgrades under the specifications of the PGE/EPA grants for the price of \$457,738.00.

The vote of the Board was 6-0.

Attachments: (9)

10. CO-CURRICULAR ACTIVITIES – nothing at this time in the meeting.

11. PERSONNEL - Dr. Fialkiewicz read aloud:

Transfer of Natalie Clark as .85 FTE GS SPED Educational Asst. — FLS to .83 FTE MS Educational Assistant effective August 19, 2025.

Reclassification Approval for Denise Papin from 1.00 FTE SPED Educational Assistant/SPED Secretary to 1.00 FTE SPED Educational Assistant -FLS/SPED Secretary effective August 19, 2025.

11.1. Vacant Positions Information Item

Derek Fialkiewicz, Ed.D., Superintendent – read aloud:

We have vacant positions open for the 2025-2026 school year for: 1.00 FTE Temporary K-8th Counselor; Substitute/Temporary Bus Drivers; Substitute Custodian; and Varsity Softball Coach for spring season.

11.2. See 6.1

11.3. See 6.1

Attachments: (2)

11.4. See 6.1

12. POLICY – Dr. Fialkiewicz and Ms. Kathy Childress, HS Principal – spoke to the personal devices that are already banned, mostly affecting high school students.

12.1. Board Policy Information/Discussion Item

First Read for the following policy(s):

a. Policy JFCEB - Personal Electronic Devices */**

Ms. Childress explained that cell phones are not used in class, and procedures if caught using. First offense, teacher keeps until end of class. Second offense, kept in Principal's office until the end of the day. Third offense, parents called. Phones are allowed before school and after school.

Ms. Young is not seeing phones in class, so is proud of students.

Ms. Saied says lunch is going well without cell phone use.

Dr. Fialkiewicz said the CGS and CAPS students leave them in their backpacks and at CMS the phones are collected in a basket at the beginning of school and students pick them up at the end of the day.

9:34 p.m.

The feedback on policy JFCEB from the principals is slightly different, so crossed out steps on page 199.

Attachments: (1)

12.2. Second Read and Adoption of Policy Action Item

Dr. Fialkiewicz noted this policy was discussed last month.

Board discussion on copies of first and second reading copies presented in the board packets.

Sis Childs moved and Leah Fredericks seconded:

RESOLUTION NO. 9.36 -25 - RESOLVED that the Board had a second reading and adopted Policy GCDA/GDDA - Criminal Records Checks and Fingerprinting*

Attachments: (1)

13. RECESS – the board recessed from public session at 9:40 p.m. into

13.1. EXECUTIVE SESSION — ORS 192-660(2)(d) — To conduct deliberations with persons designated by the governing body to carry on labor negotiations.

All board members as noted at the beginning of the meeting were present at 9:51 p.m. as well as Dr. Fialkiewicz, Ms. Lindeen-Blakeley and Ms. Windust.

9:59 p.m. end of Executive Session.

14. RECONVENE TO PUBLIC SESSION FOLLOWING EXECUTIVE SESSION – 10:03 p.m.

14.1. ACTION ON PROPOSED OR TABLED MATTERS TO FOLLOW EXECUTIVE SESSION-

Leah Fredericks moved and Sis Childs/Malinda Carlson seconded:

RESOLUTION NO. 9.37-25 — RESOLVED that the Board approved the Contract Agreement between Corbett School District No. 39 and The East County Bargaining Council Education Association OEA/NEA for July 1, 2025- June 30, 2026.

The vote of the Board was 6-0 in favor of Resolution No. 9.37-25.

15. COMING EVENTS

Also see item 1.3

Friday, September 26 — Inservice

Thursday, October 2 — Mid-term (GS/CAPS/MS)

Wednesday and Thursday, evenings, October 8-9, GS/CAPS/MS Conferences

Wednesday, October 15, Regular School Board Meeting at 7:00 p.m. following 6:00 p.m. Board Workshop.

MATTERS FOR THE GOOD OF THE ORDER – Ms. Windust announced that Friday, September 19 is alumni football – wear red, with and blue in honor of Jeff Lucas.

Malinda Carlson announced it is national school board week.

Chair Fredericks and Dr. Fialkiewicz expressed the lunch menu is on our website.

Consensus was to save paper and not have paper copies at the board table. Let Ms. Lindeen-Blakeley know if you need a device during the meeting.

David Osborn and Chair Fredericks did a recap of what could be expected at the October meeting.

Sis Childs thanked the community for the outpouring of support at the loss of a community member.

The family appreciated it.

Dylan Rickert wished his wife a happy anniversary.

16. ADJOURNMENT – The Board adjourned at 10:13 p.m.

Corbett SD 39 - IP Annual Report 23-25



Identifier #	Annual Response Question	2023-24 Annual Progress Reflection	2024-25 Annual Progress Reflection
1 AR1	<p>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)?</p> <p>Discuss at least one Outcome where you have seen progress in implementation.</p>	<p>Looking over our progress markers, we are pleased to see progress in a number of outcomes, especially in our high school. Our 4-year graduation rate climbed from 91% to 95% for all students. We also hit our target for 9th Grade OnTrack, with 95% of all 9th graders finishing the year on track to graduate. We're especially proud that we closed the OnTrack gap for some of our focal groups, with 95% of students receiving special services and 95% of students experiencing poverty ending the year on track to graduate in four years. District-wide, we also saw a positive jump in regular attendance, increasing from 61% in the 22-23 school year to 68% for all students in 23-24.</p> <p>At Corbett we have strategically invested to build a safe and welcoming environment where every student feels a sense of belonging and can thrive. Our increased focus on counseling has been instrumental, allowing us to provide essential mental and emotional support across all grade levels.</p> <p>At the high school level, we can see clear benefits in our investment in high school success. By identifying dedicated staff to monitor attendance and build strong relationships with students, we have been able to offer targeted support to those who need it most, helping them navigate both personal and academic challenges without slipping through the cracks. Additionally, our investment in expanding CTE courses and our close partnership with Mt. Hood Community College—where students can continue along a CTE pathway—have allowed us to better meet the needs of students eager to build successful careers in the trades.</p>	<p>Our 4-year graduation rate remains at least 95% for all students. Our target for 9th Grade OnTrack, with 95% of all 9th graders finishing the year on track to graduate was also met. We are very proud that at least 95% of students receiving special services and at least 95% of students experiencing poverty ending the year on track to graduate in four years.</p> <p>At Corbett we have strategically invested to build a safe and welcoming environment where every student feels a sense of belonging and can thrive. Our continued focus on counseling has been instrumental, allowing us to provide essential mental and emotional support across all grade levels.</p> <p>At the high school level, we can see clear benefits in our investment in high school success. By identifying dedicated staff to monitor attendance and build strong relationships with students, we have been able to offer targeted support to those who need it most, helping them navigate both personal and academic challenges without slipping through the cracks. Additionally, our investment in expanding CTE courses and our close partnership with Mt. Hood Community College—where students can continue along a CTE pathway—have allowed us to better meet the needs of students eager to build successful careers in the trades.</p>
2 AR2	<p>Where have you experienced barriers, challenges, or impediments to progress toward your Outcomes and Strategies in your plan that you could use support with?</p> <p>Discuss at least one Outcome where you have seen challenges or barriers to implementation.</p>	<p>A review of our data highlights a significant challenge in improving 3rd-grade reading proficiency. For the 2023-24 school year, 32% of 3rd-grade students in our district met state grade-level expectations—a troubling 8% decrease from the previous year. While it should be noted, our K-5 participation in the ELA state test did not meet the state participation targets of 94.5%, 90% of Corbett students K-5 did participate in the ELA state test in 2022-2023 and 89% of Corbett students K-5 did participate in the ELA state test in 2023-2024. Our data underscores the urgent need for focused efforts to address literacy instruction.</p> <p>We understand the vital role of strong literacy instruction in shaping students' futures. As outlined in Oregon's Early Literacy Framework, "The significance of literacy cannot be overstated; it has been described as a social determinant of health, with literacy deficits leading to lifetime impacts" (Oregon Department of Education, 2023). To support this priority, over the past two years, K-5 teachers at Corbett have participated in LETRS training. This comprehensive program delves into the Science of Reading, providing essential knowledge and skills to teach literacy effectively and intervene when students struggle to meet grade-level reading expectations.</p> <p>While most of our K-5 staff at Corbett Grade School have successfully completed the LETRS training, none of the staff at CAPS have completed it yet. As a result, students at CAPS do not currently have access to the High Dosage Tutoring interventions available at the grade school. To address literacy gaps across our district, we need support in creating and implementing a plan to ensure that all K-5 teachers receive full LETRS training.</p> <p>Additionally, as teachers apply the best practices from LETRS training and work to implement a new standards-aligned, evidence-based curriculum, progress has been slow. One significant challenge is the need for teachers to have more time to engage in effective coaching as they learn to systematically apply new reading strategies. Another challenge is finding sufficient instructional minutes to fully implement the new curriculum. Teachers would also benefit from greater support in using formative assessment data to deliver timely, in-class Tier 2 interventions and tracking student progress.</p> <p>Upon reviewing our current LPGT, we recognize the absence of targets specifically addressing literacy. As we plan and refine our strategies for 2025-27, it would be highly beneficial to establish specific and measurable longitudinal performance growth targets focused on literacy.</p> <p>These targets would empower educators to develop and implement a clear theory of action to guide professional learning, coaching, data utilization, and grade-level meetings. This structured approach would support teachers in their ongoing efforts to engage in continuous improvement and deepen their practices around literacy instruction.</p>	<p>Our Grade 3 Reading data continues to highlight an area of growth for the Corbett SD. In 2024-2025, the Grade 3 students reading at grade-level, based on SBAC results, dropped from 32%, in 2023-2024, to 28%. It is encouraging that the percentage of students reading at grade-level, based on SBAC results, for grade-level cohorts increased, or remained equal, from 2023-2024 to 2024-2025.</p> <p>We are continuing professional development focused on the Science of Reading utilizing LETRS in K-5 on both campuses. We have also increased the amount of High Dosage Tutoring and Tier 2 Intervention available for students in K-5. Even with this increase, we recognize that more professional development and intervention are necessary to increase the number of our students reading at grade-level to meet our internal goal.</p> <p>It is imperative that a literacy goal is included in our LPGTs in the future to ensure the focus on literacy is highlighted.</p>
3 AR3	<p>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.</p>		<p>Our 4-year and 5-year graduation rates and our 9th grade on track rates remain above our LPGT targets of 95%. We have focused on targeted intervention plans designed for each student along with utilizing Fridays for intervention to ensure students are on track to graduate and actually graduate on time.</p> <p>Our Grade 3 Literacy results (28%) have fallen well below our LPGT target of 51.8%. We are continuing professional development for staff members in grades K-3 aligned with the Science of Reading utilizing LETRS. We are also partnering with MESD to establish a district-wide MTSS structure to support our students requiring Tier 2 and 3 intervention.</p>

Electric School Bus Fund Award Agreement

This Electric School Bus Fund Award Agreement (“Agreement”) is entered into by Corbett School District (“Recipient”) and Portland General Electric Company (“PGE”) on 1 April 2024 (“Effective Date”) to support a transportation electrification project at 35800 Historic Columbia River Hwy, Corbett, Oregon. PGE will provide up to \$979,016.00 (“ESB Award Amount”) to Recipient, with seventy-five percent (75%) of budgeted project costs being awarded prior to commencement of the project, and the remaining amount, up to the full ESB Award Amount being awarded upon completion of all installation associated with the project and delivery of all components associated with the project.

The ESB Award Amount is based on the information provided to PGE by the Recipient and PGE estimates. Any material change to project design, plans, or scope by Recipient may result in forfeiture of funding or an adjustment to the Award Amount. All modifications to the project design, plan, or scope by Recipient, including those attributes listed below in Section I must be submitted to PGE for prior approval using the change request form provided by PGE.

This Agreement shall commence on the Effective Date and continue through the date that is ten (10) years after the Completion Date set forth in Section I(A) below (“Term”).

Recipient agrees to meet all requirements and deadlines set forth in this Agreement.

I. PROJECT ATTRIBUTES

A. **Project Components.** Recipient shall procure, install, and/or complete the following transportation electrification project components and attributes described in the table below (the “Project”):

Award Recipient	Corbett School District
Number and Type of Electric School Buses	(1) Type C Electric School Bus and (1) Type D Electric School Bus
Number and Type of Electric Vehicle Chargers	Up to \$150,000 for charging infrastructure and qualified chargers
Project address	35800 Historic Columbia River Hwy, Corbett, OR
Completion Date	No later than August 31 st 2025
Funding Award	Up to \$979,016.00
Approved project scope	Recipient will own, operate, and maintain (1) Type C Electric School Bus and (1) Type D Electric School Bus. Funding includes the cost of charging infrastructure up to \$150,000 but can be rescinded if the Recipient decided to self-fund those costs and claim the Clean Fuels Credits for the Recipient.

B. Completion Date. Recipient shall procure, construct, or install the Project by the Completion Date set forth in Section I(A). If the Project is not completed by the Completion Date and a change order form has not been submitted and approved by PGE extending the Completion Date, PGE may terminate this Agreement and rescind the ESB Award Amount.

C. Insured Loss of Project. In the event the Project experiences an insured loss to the equipment included in this project, Recipient shall (a) reimburse PGE a proportionate amount of the Award Amount that represents the portion of the Project that experienced the insured loss within sixty (60) days after receiving such insured amount, or (b) procure and/or install new equipment or procure new vehicles comparable to the original Project scope.

D. Use of Qualified Construction Contractor. If the Project requires installation of electric vehicle charging equipment, Recipient shall utilize a construction contractor licensed in Oregon. Recipient shall comply with all local, state, and federal laws, applicable building and electrical codes, utility interconnection requirements, and permitting requirements.

E. Use of Qualified Electric Vehicle Charging Equipment. Recipient may only install new qualified electric vehicle charging equipment for use with the vehicles in the Project, even if the electric vehicle charging equipment is not funded by ESB. Qualified electric vehicle charging equipment is listed at portlandgeneral.com/qualified-chargers. If requested, Recipient shall provide PGE written documentation to substantiate qualified charging equipment was installed.

F. Compliance with Law. Recipient, including its contractors, shall at all times comply with all applicable federal, state and local laws, statutes, rules, regulations and ordinances and shall bear all costs associated with such compliance.

G. Operations and Data. Recipient shall keep all electric vehicle charging equipment operational and online (connected to the internet) throughout the Term. Prior to the installation of the electric vehicle charging equipment, Recipient shall submit to PGE the Commercial Charging Station Data Release form and online Commercial Charging Registration Form (upon project close) that allows PGE to access the Recipient's EV charging data. The data collected by this may be used by PGE for educational purposes, performance analysis, reporting, compliance with the Oregon Clean Fuels Program, or any other reason PGE deems necessary in its discretion.

H. Oregon Clean Fuels Credits If the Project includes the installation of electric vehicle charging equipment, Recipient shall assign all Oregon Clean Fuels Program credits generated from the electric vehicle charging equipment associated with the Project to PGE, commencing on the Completion Date and continuing through December 31, 2034. Recipient will provide an executed Oregon Clean Fuels Program Aggregator Designation Form to PGE, designating PGE as the aggregator for any infrastructure funded by the ESB.

I. PGE Nondiscrimination Policy. Recipient agrees that the agency they represent does not discriminate based on a person's race, sex, religion, national or ethnic origin, age, disability, marital status, veteran status, sexual orientation, or gender identity in its programs or hiring practices.

II. USE OF ELECTRIC SCHOOL BUS FUNDS

Recipient may only use the Award Amount to pay for costs associated with the purchase and installation of the Project components set forth in Section I(A). Recipient shall maintain the Project and the useful life of its components, both physical and experiential, throughout the Term. In the event Recipient fails to maintain the Project through end of the Term, Recipient shall reimburse PGE a prorated amount of the Award Amount for the years remaining in the Term.

III. RECIPIENT DELIVERABLES

A. **Recipient Webinar/One on Ones:** Recipient, including all relevant Recipient project staff, shall attend the ESB award recipient webinar that is hosted by PGE. The webinar will cover funding award requirements and expectations, along with guidance to expedite the documentation and funding process. Webinar details will be provided upon execution of this Agreement.

B. **Meeting with Staff:** Recipient, including all relevant project staff, shall meet one-on-one with PGE staff at least once at project kick off.

C. **Quarterly Updates:** Recipient shall provide a quarterly progress report to PGE on the 15th day of the month following each calendar quarter after the Effective Date. For example, April 15th for Q1, July 15th for Q2 and so on. Recipient shall utilize the quarterly progress report form provided and submitted on CyberGrants.

D. **Change requests:** In the event Recipient desires to make changes to the Project scope or Project attributes listed in Section I(A), Recipient shall complete and submit a change request form provided by PGE.

E. **Project completion and reimbursement:** Upon completion of Project installation and all other funding requirements, Recipient shall submit a final report in the form provided by PGE along with any supplemental documentation reasonably requested by PGE on CyberGrants within thirty (30) days after the Completion Date.

F. **Ongoing reporting:** For a period of three (3) years after the Completion Date, the Recipient will submit an annual report. For a period of ten (10) years after the Completion Date, PGE will collect charging session data on the funded chargers.

G. **Communication:** Recipient must respond to all communications within ten (10) business days, unless otherwise communicated.

IV. EDUCATION AND OUTREACH REQUIREMENTS

A. **PGE Electric School Bus Fund Recognition Statement.** Recipient shall include the following statement on all signage, materials, and communications, both print and non-print,

produced as part of the Project or otherwise associated with the Project: "This project has been made possible by DEQ's Oregon Clean Fuels Program via the PGE Electric School Bus Fund."

B. Celebrations and Publicity. Recipient shall celebrate Project completion through one or all of the following: media event, tour, media advisory, press announcement, social media, stakeholder communications. Recipient shall notify PGE of such events and PGE may participate in such events.

C. Approvals. Recipient shall seek prior written approval from PGE at least three (3) weeks in advance for each and every instance of Recipient's use of PGE's customers, or use of PGE or ESB logos in promotional materials and advertising. PGE encourages the use of such logos and customer lists, but review and approval is required for any and all public facing materials.

D. Portland General Electric Company Website. PGE may include information regarding the Project in its promotional materials, customer communication materials, and any relevant reports or presentations, including use of photographs of the Project in brochures and internet pages for purposes of supporting ESB.

E. Site Tours: Recipient shall provide PGE and its customers and guests with access to the Project, subject to thirty (30) days advance notice from PGE.

IV. FUND DISBURSEMENT

PGE will provide seventy-five percent (75%) of the Award Amount to the Recipient within thirty (30) business days after either the Effective Date, or the date on which PGE receives the requested banking information from the Recipient, whichever is later. PGE will disperse up-to the remainder of the ESB Award Amount within thirty (30) business days after confirmation that all funding requirements set forth in this Agreement, including final reporting and documentation, have been met, Recipient shall report actual project costs to PGE upon project completion. In the event Recipient does not utilize the entire Award Amount on the Project, PGE may adjust the final payment amount or require Recipient to refund such funds not spent on the Project by providing written notice to Recipient. Recipient shall refund such amounts within thirty (30) business days after receiving such written notice from PGE.

PGE shall verify Project installation through the following steps:

- A. City/county permitting finalized, including electrical inspection.
- B. If required, Recipient has provided the executed Oregon Clean Fuels Program Aggregator Designation Form designating PGE as the aggregator for any EV charging infrastructure funded by the Electric School Bus Fund.
- C. Recipient has submitted the Commercial Charger Registration Form and signed the Commercial Charging Station Data Release allowing PGE access to charging session data.
- D. Final report is submitted by Recipient and approved by PGE, along with:
 - Itemization of each eligible Project expense – i.e., labor, permits, vehicles, equipment and materials.
 - Copies of detailed invoices documenting total and eligible project costs and supporting itemization of expenses.

- Documentation of each outside funding source.
- Photos of the installation (.jpg) of the Project.
- Photos of signage and other educational collateral.
- Photos of vehicles, charging equipment, and any public events.
- Documentation of public relations and outreach efforts (e.g., press coverage, celebrations, etc.) and/or schedule of future events if efforts have not yet occurred.

Recipient agrees to provide all documentation reasonably requested by PGE to verify completion of Project installation.

V. AUDIT

PGE may perform a technical and financial audit of Recipient's use of the Award Amount. Recipient agrees to provide support and cooperation for such audits. Recipient shall cure any deficiencies identified in the audit of Recipient's use of the Award Amount within thirty (30) days after receiving written notice from PGE or reimburse PGE the full amount of the Award Amount.

VI. MISCELLANEOUS

A. **Termination.** In the event Recipient materially breaches its obligations under this Agreement and fails to cure such breach within thirty (30) days after receiving written notice from PGE, PGE may terminate this Agreement. In the event of such termination, Recipient shall reimburse PGE a straight-line prorated amount of the Award Amount for the remaining years of the Term.

B. **Indemnification.** Recipient shall indemnify, defend and hold harmless PGE from any and all claims, liabilities, governmental fines and penalties and damages of every kind, including attorneys' fees, made against or incurred by PGE arising out of or resulting from (i) the procurement, installation and use of any component of the Project, and (ii) any willful misconduct or negligence of the Recipient and any third parties retained by Recipient in connection with this Agreement. Recipient's indemnity obligation shall not extend to any liability to the extent caused by the negligence of PGE.

C. **Limitation of Liability.** IN NO EVENT SHALL PGE BE LIABLE UNDER THIS AGREEMENT TO RECIPIENT OR ANY THIRD PARTY FOR CONSEQUENTIAL, INDIRECT, INCIDENTAL, SPECIAL, EXEMPLARY, PUNITIVE OR ENHANCED DAMAGES, LOST PROFITS OR REVENUES OR DIMINUTION IN VALUE, ARISING OUT OF, OR RELATING TO, AND/OR IN CONNECTION WITH THIS AGREEMENT REGARDLESS OF (A) WHETHER SUCH DAMAGES WERE FORESEEABLE, (B) WHETHER OR NOT IT WAS ADVISED OF THE POSSIBILITY OF SUCH DAMAGES AND (C) THE LEGAL OR EQUITABLE THEORY (CONTRACT, TORT OR OTHERWISE) UPON WHICH THE CLAIM IS BASED. PGE'S TOTAL AGGREGATE LIABILITY UNDER THIS AGREEMENT SHALL NOT EXCEED THE TOTAL AWARD AMOUNT RECEIVED BY RECIPIENT UNDER THIS AGREEMENT.

D. **Severability.** If any provisions of this Agreement are for any reason held by a court of competent jurisdiction to be invalid, illegal, or unenforceable in any respect, such invalidity,

illegality or unenforceability shall not affect any other provision hereof, and this Agreement should be construed to give effect as nearly as possible to the intent of the parties. The parties agree to work together to replace such invalid, illegal or unenforceable provision as promptly as possible with a provision that is valid, legal and enforceable.

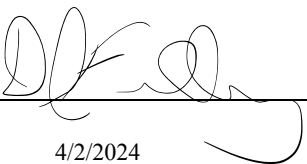
E. Controlling Law and Venue. THIS AGREEMENT SHALL BE INTERPRETED IN ACCORDANCE WITH AND GOVERNED BY THE SUBSTANTIVE AND PROCEDURAL LAWS OF THE STATE OF OREGON WITHOUT REGARD TO CHOICE-OF-LAW PRINCIPLES. RECIPIENT IRREVOCABLY CONSENTS TO THE JURISDICTION OF THE COURTS OF THE STATE OF OREGON OR OF THE U.S. DISTRICT COURT FOR THE DISTRICT OF OREGON FOR ANY ACTION, SUIT, OR PROCEEDING IN CONNECTION WITH THIS AGREEMENT AND WAIVES ANY OBJECTION THAT RECIPIENT MAY NOW OR HEREAFTER HAVE REGARDING CHOICE OF FORUM.

F. No Third-Party Beneficiaries. This Agreement is intended solely for the benefit of the parties hereto. Nothing in this Agreement shall be construed to create any liability to or any benefit for any person not a party to this Agreement.


G. Successors and Assigns. This Agreement shall be binding on the parties' successors, and insofar as assignment is permitted, on the parties' assignees.

The parties, through their duly authorized representatives, have executed this Agreement as of the dates indicated below.

RECIPIENT

Signature: 
Date: 4/2/2024
Printed Name: Dr. Derek Fialkiewicz
Title: Superintendent
Company: Corbett School District #39

PORTLAND GENERAL ELECTRIC COMPANY

Signature: 
Date: Apr 11, 2024

Printed Name: Kristen Sheeran
Title: Sr. Director of Policy, Planning and Sustainability







2024 PGE Corbett ESB Award Agreement

Final Audit Report

2024-04-11

Created:	2024-04-04
By:	Juliáe Riva (juliae.riva@pgn.com)
Status:	Signed
Transaction ID:	CBJCHBCAABAAub85DnLEPq5ONMQY1LM7fv0lg8RRm0hA

"2024 PGE Corbett ESB Award Agreement" History

-  Document created by Juliáe Riva (juliae.riva@pgn.com)
2024-04-04 - 10:02:07 PM GMT
-  Document emailed to Kristen Sheeran (kristen.sheeran@pgn.com) for signature
2024-04-04 - 10:02:31 PM GMT
-  Email viewed by Kristen Sheeran (kristen.sheeran@pgn.com)
2024-04-11 - 5:53:39 PM GMT
-  Kristen Sheeran (kristen.sheeran@pgn.com) has agreed to the terms of use and to do business electronically with PORTLAND GENERAL ELECTRIC CO
2024-04-11 - 5:55:12 PM GMT
-  Document e-signed by Kristen Sheeran (kristen.sheeran@pgn.com)
Signature Date: 2024-04-11 - 5:55:12 PM GMT - Time Source: server
-  Agreement completed.
2024-04-11 - 5:55:12 PM GMT

Electric School Bus Fund – Change Request Form

Use this form to request approval for changes from your original project plan as described in your award agreement. Email completed form to PGEDriveChangeFund@pgn.com for approval, using the titling format "Project Name_Change Order". Failure to submit form may result in delayed award reimbursement or a rescinded offer of funding.

Note: Changes to your project may result in a reduced award amount or project cancellation.

Quarter: Quarter 2

Year: 2025

Project Information

Project Name	Corbett Electric Bus
Year Funded	Choose an item.
Award Recipient	Corbett School District SD39
Name and Address for Check Payment	35800 Columbia Rvr Hwy, Corbett OR
Award Amount	\$979,016
Primary Project Contact <ul style="list-style-type: none"> • Name • Title • Email • Phone 	Derek Fialkiewicz Superintendent dfialkiewicz@corbett.k12.or.us 503-261-4226
Contractor Contact <ul style="list-style-type: none"> • Name of project lead • Company Name • Email • Phone 	Curtis Young Cunayo Development Group curtis@cunayo.org 913-522-7042

Change(s) Requested

Project Size

Project Location

Project Completion Date

Total Project Cost

Project Funding Sources

Project Design

Change Description

For each change selected above, describe the reason for the change, the alternatives considered, and the impact of the change. Write “N/A” if that aspect is unchanged.

<p>Project Size</p> <p><i>Specify change number of vehicles/chargers, anticipated energy use, and justification for size change.</i></p>	<p>Original project size: N/A</p> <p>New project size: N/A</p> <p>Description and justification: N/A</p>
<p>Project Location</p> <p><i>Describe new location and justification for change.</i></p>	<p>N/A</p>
<p>Project Completion Date</p> <p><i>Specify new completion date and reason for change.</i></p>	<p>Corbett’s plan was to have EPA grant funds mitigate the cost of a diesel bus and PGE funds pay the differential. The recent executive orders have frozen all EPA funding and made the disbursement of those awards uncertain. We understand that there are challenges to the executive orders pending in court right now and it has been reported that a final resolution on them will be decided by Q4 2025. Corbett SD 39 will not be moving forward with the purchase of the second bus, due to external funding not being available, and will request additional buses in upcoming years. Further, there have been delays in getting the infrastructure projects started. We are requesting an extension for the infrastructure construction and installation of chargers through the end of the year; 12/31/25 will be the new project completion date.</p>
<p>Total Project Cost</p> <p><i>State original project cost. Describe changes in total cost and reason(s) for the change.</i></p>	<p>N/A</p>
<p>Project Funding Sources</p> <p><i>Describe variance(s) from original funding plan and impact on project development. Include reason for the change/delay, a revised list of funding sources, dollar amounts, and an updated funding status (secured or unsecured).</i></p>	<p>N/A</p>
<p>Project Design</p>	<p>N/A</p>

<p><i>Describe changes scope, equipment/vehicle type, layout, education/outreach, visibility, additionality, or other project attributes.</i></p>	
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PORTLAND GENERAL ELECTRIC – CHANGE REQUEST REVIEW

Change request review status:

- Approved** Change request has been approved to allow the construction of charging infrastructure and chargers. This project is to be completed and closed by new completion date which is 12/31/25.
- Denied**

The Drive Change Fund award will be:

- Changed** Since Corbett SD will not be moving forward with the purchase of the second bus, Corbett SD will have to reimburse PGE the unused funds. The reimbursement amount will be determined at the end of the project once funding for all eligible costs is accounted for when the final report is submitted along with all invoices and/or receipts.
 Original funding award: [Click here to enter text.](#)
 New funding award: [Click here to enter text.](#)
- Unchanged**

Approver Name: Gerardo Trejo

Approver Title: Product Specialist

Approver Signature/Date: Gerardo Trejo-martinez 6/03/25

CORBETT SCHOOL DISTRICT

Student Services Department.

ODE Monitoring Process and Census Data.

November, 2025

Oregon Department of Education (ODE)

General Supervision

- The Individuals with Disabilities Education Act (IDEA) (34 CFR § 300.149) requires each state to ensure compliance with its requirements. General supervision is the mechanism by which the state ensures IDEA compliance, monitors and supports local educational agencies (LEAs) in implementing IDEA, and improves educational results and functional outcomes for students experiencing disabilities.
- To guarantee that children with disabilities have access to the same educational opportunities as their peers and to provide them with the support they need to succeed. Schools are funded under Part B, Ages 3–21: Special education and related services for school-aged children. (School-age at Corbett School District is kindergarten through age 21).

State Monitoring

Roles of the LEA and DISTRICT

Oregon Department of Education (ODE):
Cyclical monitoring occurs on a three - year schedule for each LEA in Oregon. The purpose of this monitoring is to ensure compliance with federal and state laws for serving students experiencing disabilities, direct the provision of technical assistance from the Oregon Department of Education's (ODE) Office of Enhancing Student Opportunities (OESO) to the LEA, and assist the LEA in engaging in continuous improvement.

Corbett School District:

- LEA (Corbett SD) responsible for IDEA implementation.
- Ensures FAPE is provided by the LEA for students with disabilities.
- 2023-2024 was Corbett's assigned Cyclical monitoring year.

Cyclical Monitoring - Priority Areas

ODE requires the LEA to use the standards outlined in three priority area protocols to review student files. Two of these priority area protocols were assigned by ODE based on the review of LEA State Performance Plan (SPP), Indicator data, and other factors.

The third priority is chosen by the district.

Priority Areas:

- **Priority Area 1 Protocol: Least Restrictive Environment (LRE)**
- **Priority Area 2 Protocol: IEP Development**
- **Priority Area 3 Protocol: Free Appropriate Public Education (FAPE)**
- **Priority Area 4 Protocol: Discipline**
- **Priority Area 5 Protocol: Secondary Transition (SEC)**

Protocols used during the review process for Corbett SD 39 included: **LRE, FAPE, and SEC.**

What was the monitoring process last school year?

- Corbett is part of the Cohort C.
- Cyclical monitoring occurs each fall, from August to January.
- In collaboration, a District Support Specialist (DSS) is assigned to each Cohort in order to provide supports for making any corrections. Corbett's Student Services Director and Special Education Secretary met regularly last school year to review file submissions.
- Corbett special education teachers worked as a team to conduct the file reviews.

Implementation Process

- During the audit process, there was no need for ODE to conduct site observations or interviews.
- The data that was collected from the school team's file reviews that needed correction is fairly easy to correct. (Prior written notice to correct simple errors, updating team members in Synergy to reflect an outside partner such as vocational rehabilitation services for transition age students).
- Corrections are due by spring 2026. Most corrections are taking place in fall through spring as IEP meetings take place.



OREGON AT-A-GLANCE SPECIAL EDUCATION PROFILE Corbett SD 39



SUPERINTENDENT: Derek Fialkiewicz | 35800 E Hist Columbia River Hwy, Corbett 97019 | 503-261-4200
DIRECTOR OF SPECIAL EDUCATION: Jeanne Swift | 503-261-4235

Equity and Disproportionality

DISTRICT IDENTIFICATION

Target: No Significant Discrepancy or Disproportionate Representation

Suspension/expulsion

B4A. Significant discrepancy in rate of suspension/expulsion for more than 10 days.



NO SIGNIFICANT DISCREPANCY FOUND

B4B. Significant discrepancy, by race or ethnicity, for more than 10 days; and, policies, procedures, or practices contributed and do not comply with requirements relating to IEP development and implementation.



NO SIGNIFICANT DISCREPANCY FOUND

Students Receiving Special Education Services

B9. Disproportionate representation of racial/ethnic groups in special education resulting from inappropriate identification



NO DISPROPORTIONATE REPRESENTATION FOUND

B10. Disproportionate representation of racial/ethnic groups in specific disability categories resulting from inappropriate identification

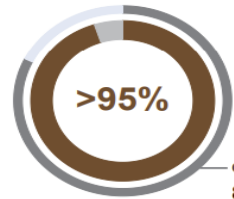


NO DISPROPORTIONATE REPRESENTATION FOUND

Academic Success

B1. GRADUATION RATE

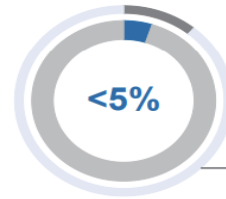
Students with IEPs who exited special education by earning a regular or modified diploma



Oregon target 82.00%

B2. DROPOUT RATE

Students with IEPs who exited special education by dropping out

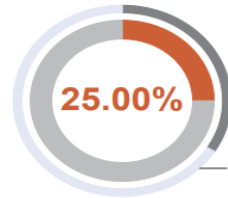


Oregon target 11.82%

Outcomes

B14A. HIGHER ED

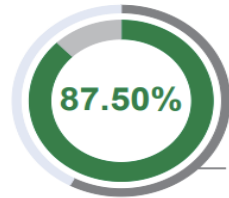
Students with an IEP who enrolled in higher education within one year of leaving high school.



Oregon target 34% or more

B14B. HIGHER ED/EMPLOYED

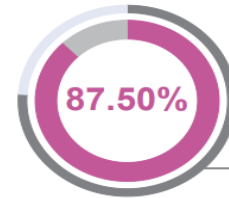
Students with an IEP who enrolled in higher education or were competitively employed within one year of leaving high school.



Oregon target 58% or more

B14C. HIGHER ED/TRAINING/EMPLOYED

Students with an IEP who enrolled in higher education, enrolled in post secondary education/training or were competitively employed or had other employment within one year of leaving high school.



Oregon target 76% or more

Individualized Education Program (IEP)

A written statement for a child with a disability that is developed, reviewed, and revised by an IEP Team.

Special Education (SE)

Special education means specially designed instruction, at no cost to the parents, to meet the unique needs of a child with a disability.

Corbett SD At A Glance Special Education Profile 2023-2024

Graduation Rate
Dropout Rate
Higher Ed
Higher Ed/Employed
Higher Ed/Training
Employed

Page 2

Participation
Regular
Assessment
Alternate
Assessment
Gaps in
Proficiency



OREGON AT-A-GLANCE SPECIAL EDUCATION PROFILE

Corbett SD 39

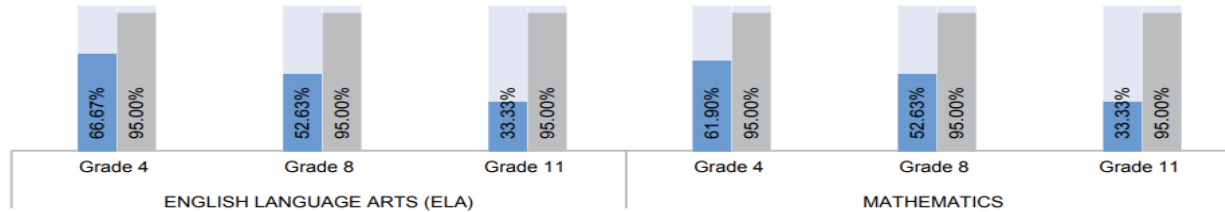
SUPERINTENDENT: Derek Fialkiewicz | 35800 E Hist Columbia River Hwy, Corbett 97019 | 503-261-4200
 DIRECTOR OF SPECIAL EDUCATION: Jeanne Swift | 503-261-4235



Academic Achievement

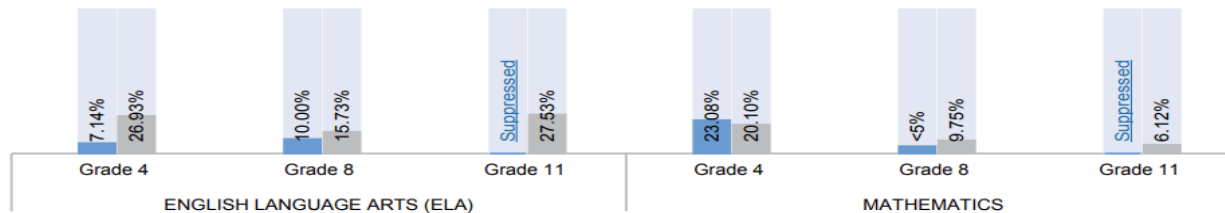
B3A: Participation

- Participation Rates for Students with IEPs
- Oregon target



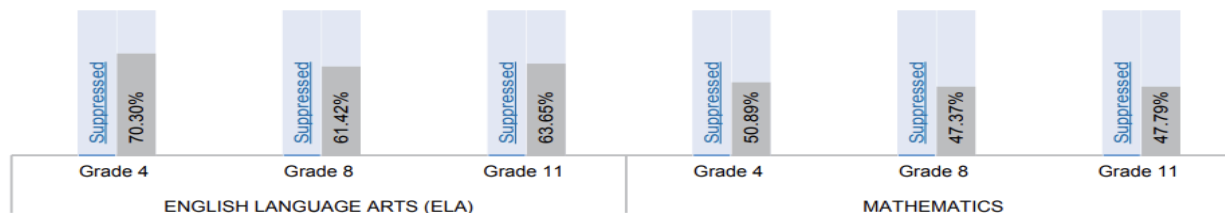
B3B: Regular Assessment

- Proficiency Rates for Students with IEPs Meeting or Exceeding Grade Level Academic Achievement Standards
- Oregon target



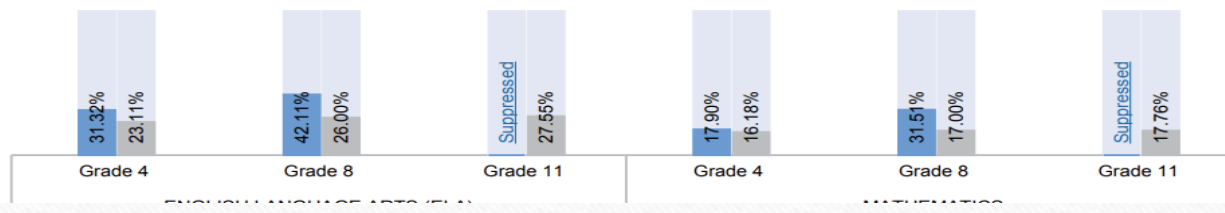
B3C: Alternate Assessment

- Proficiency Rates for Students with IEPs Meeting or Exceeding Alternate Academic Achievement Standards
- Oregon target



B3D: Gap in Proficiency

- Gap in Proficiency for Students with IEPs and All Students Against Grade Level Academic Achievement Standards (Goal is to be less than or equal to Oregon target)
- Oregon target



2022-2025 Special Education Census with Projected Data.

SCHOOL	2022-2023	2023-2024	2024-2025	October 1, 2025	26-27 Projected
Grade School	Total enrollment: 382 SpEd enrollment: 22.77%	Total enrollment: 442 SpEd enrollment: 24.48%	Total enrollment: 458 SpEd enrollment: 25.32%	Total enrollment: 511 SpEd enrollment: 19.76%	
CAPS Grades K-5 Grades 6-8	Total enrollment: 144 SpEd enrollment: Gr. K-5 16.49% Gr. 6-8 27.65%	Total enrollment: 161 SpEd enrollment: Gr. K-5 26.92% Gr. 6-8 26.31%	Total enrollment: 163 SpEd enrollment: Gr. K-5 24.07% Gr. 6-8 21.81%	Enrollment: 169/SpEd 16.21% and 22.41%	
MS Grades 6,7,8	Total enrollment:139 SpEd enrollment: 20.28%	Total enrollment:137 SpEd enrollment: 18.24%	Total enrollment: 135 SpEd enrollment: 20%	Total enrollment: 172 SpEd enrollment: 13.95%	
HS Grades 9-12	Total enrollment- 412 SpEd enrollment: 15.53%	Total enrollment: 350 SpEd enrollment:15.14%	Total enrollment; 360 SpEd enrollment: 19.16%	Total enrollment: 346 SpEd: 19.34%	
Total Population K-12	Total Enrollment: 1077 SpEd: 19.22%	Total enrollment: 1090 SpEd: 21.0%	Total enrollment: 1116 SpEd: 22.40%	Total population K-12: 1198 SpEd: 17.27%	Total K-12 enrollment: 1198 SpEd: 18.28%

State Funding

- 11% Cap –IEP counts are capped at 11% of the Resident Average Daily Membership (ADMr) by ODE.
- ORS 327.013 provides that each child with an Individualized Education Plan (IEP) shall be given 1.0 weighting, which equates to additional funding to the General Education weight, 2.0 total for students with disabilities (IDEA).
- High Cost Disabilities
- Maintenance of Effort

What can schools and the district do to reduce the number of students identified for special education?

- Partner with general education staff to effectively implement curriculum across the system.
- Implement effective building intervention teams in collaboration with general education staff and intervention staff (e.g. multi tiered systems of supports across K-12 schools).
- Regularly collect and analyze schoolwide data to identify students who are struggling in building teams. What students are flagged for intervention? Skill group and progress monitor.
- Effectively implement evidence based instruction for students in special education so there is documented growth related to IEP goals. Teams regularly study the data and review growth or the lack of growth. Regularly meet to discuss modifying strategies used with instructional delivery.
- To support instruction: provide instructional training to general education and special education staff in order to align use of curriculum and interventions for teachers and para professionals. Collaborate with intervention specialist, teachers, specialists, and administrators to identify training needs.

Resources

- Oregon Department of Education (ODE). Oregon Online Report Card. <https://www.ode.state.or.us/apps/OregonReportCard/>
- Oregon Department of Education. At A Glance District Profiles, Special Education, 2023-2024.
- <https://www.oregon.gov/ode/schools-and-districts/reportcards/reportcards/Pages/default.aspx>
- U.S. Department of Education. IDEA. <https://www.ed.gov/laws-and-policy/individuals-disabilities/idea>

Corbett School District 39

100 General Fund | Financial Projection by Object

For the Period Ending October 31, 2025

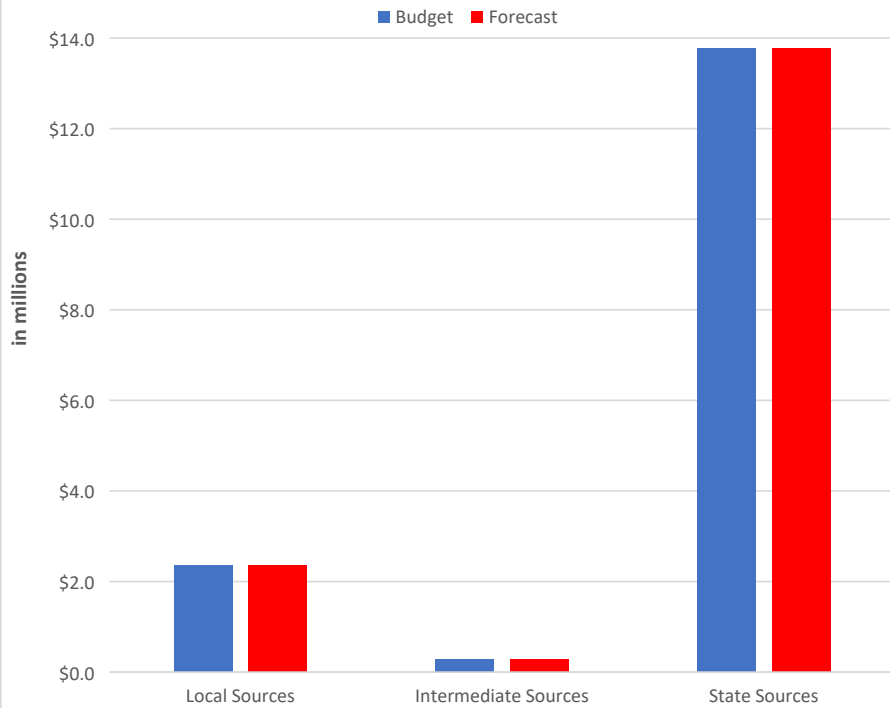
	Current Year			% of		
	Prior YTD	Budget	Current YTD	Budget	Add: Projections	Annual Forecast
RESOURCES						
Operating Revenues						
Local Sources	\$ 2,563,146	\$ 2,358,798	\$ 12,875	0.55%	\$ 2,345,923	\$ 2,358,798
Intermediate Sources	201,200	290,000	-	0.00%	290,000	290,000
State Sources	12,762,126	13,767,158	5,772,572	41.93%	7,994,586	13,767,158
Federal Sources	92,541	-	-	0.00%	75,000	75,000
Other Sources	2,000,000	-	-	0.00%	-	-
Total Operating Revenues	\$ 17,619,013	\$ 16,415,956	\$ 5,785,447	35.24%	\$ 10,705,509	\$ 16,490,956
Beginning Fund Balance	-	-	-	0.00%	-	-
TOTAL RESOURCES	\$ 17,619,013	\$ 16,415,956	\$ 5,785,447	35.24%	\$ 10,705,509	\$ 16,490,956
REQUIREMENTS						
Operating Expenditures						
Salaries	\$ 7,380,501	\$ 7,187,018	\$ 1,945,881	27.07%	\$ 4,948,116	\$ 6,893,997
Associated Payroll Costs	5,444,292	4,960,592	1,193,080	24.05%	\$ 3,142,034	4,335,113
Purchased Services	1,923,156	1,662,670	656,365	39.48%	\$ 1,157,251	1,813,616
Supplies and Materials	633,668	904,761	282,468	31.22%	\$ 684,522	966,990
Capital Outlay	665,400	422,610	-	0.00%	\$ 422,610	422,610
Other Objects	1,569,496	541,296	73,892	13.65%	\$ 444,034	517,926
Transfers	2,500	668,345	362,020	54.17%	668,345	1,030,365
Total Operating Expenditures	\$ 17,619,013	\$ 16,347,292	\$ 4,513,705	27.61%	\$ 11,466,912	\$ 15,980,617
Contingencies	-	250,000	-	0.00%	-	250,000
Unappropriated Ending Fund Balance	-	33,763	-	0.00%	-	33,763
TOTAL REQUIREMENTS	\$ 17,619,013	\$ 16,631,055	\$ 4,513,705	27.14%	\$ 11,466,912	\$ 16,264,380
OPERATING SURPLUS / (DEFICIT)					\$ (761,403)	\$ 226,576

Corbett School District 39

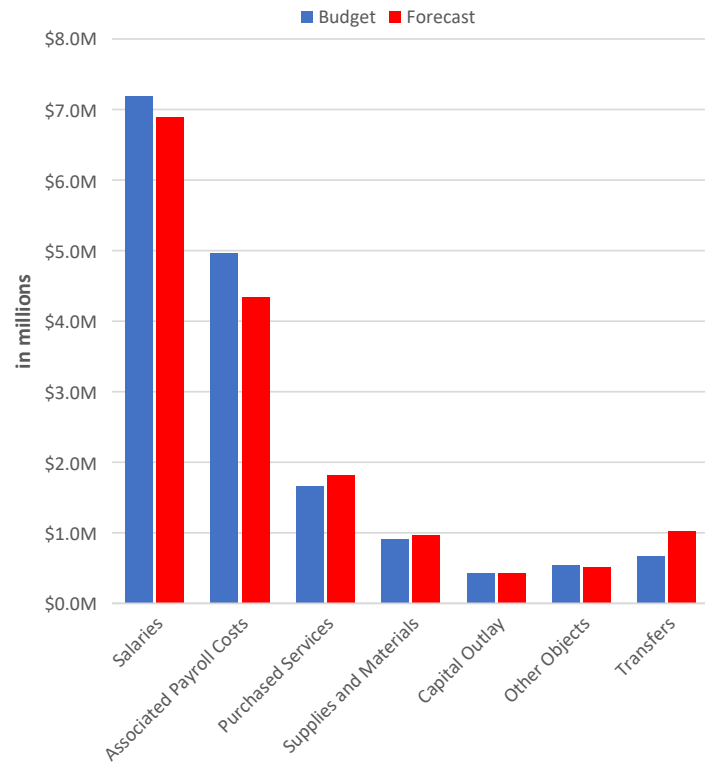
100 General Fund | Financial Projection by Object

For the Period Ending October 31, 2025

Revenues by Source | Budget v. Forecast



Expenditures by Object | Budget v. Forecast



Corbett School District 39

201 Federal Funds | Financial Projection by Object

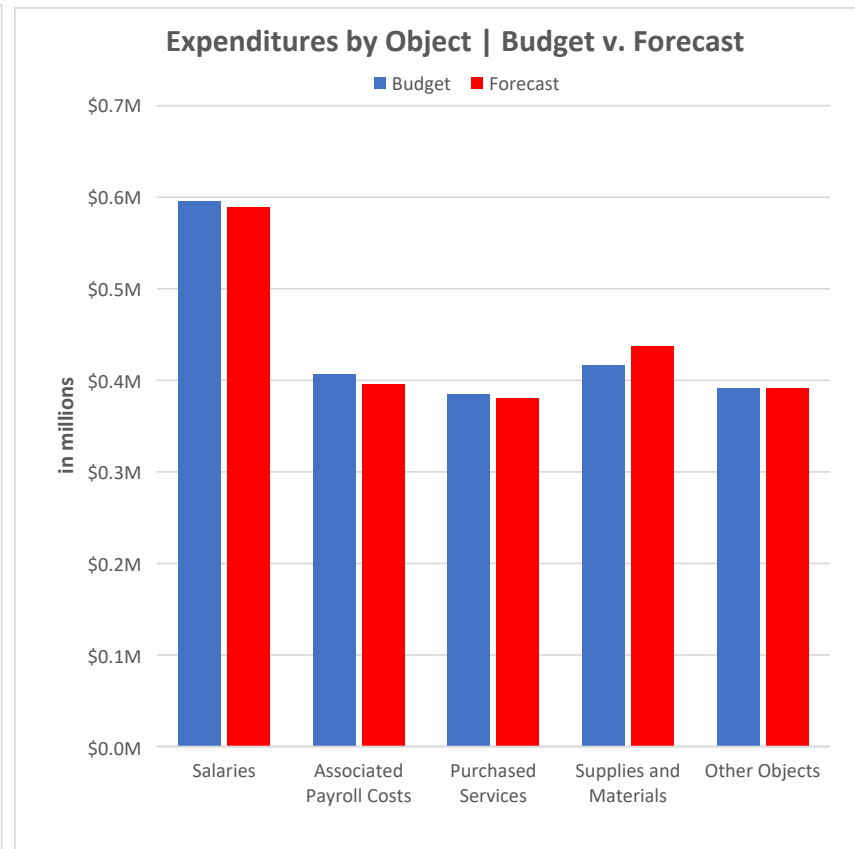
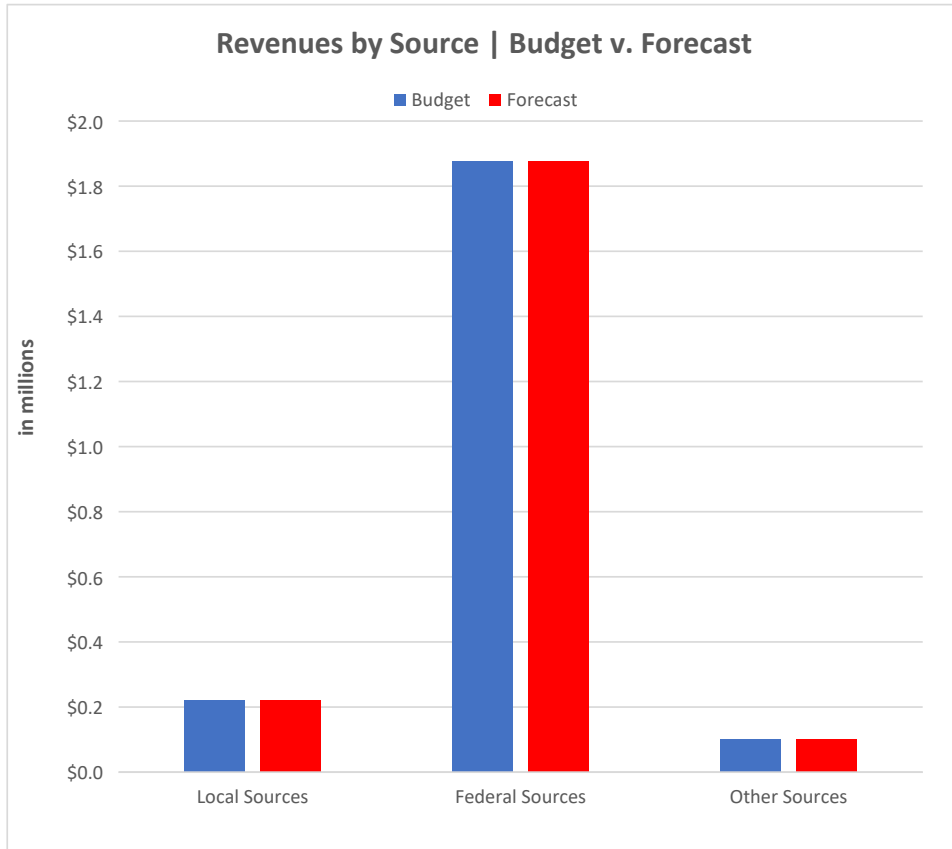
For the Period Ending October 31, 2025

	Prior YTD	Current Year Budget	Current YTD	% of Budget	Add: Projections	Annual Forecast
RESOURCES						
Operating Revenues						
Local Sources	\$ -	\$ 220,000	\$ -	0.00%	\$ 220,000	\$ 220,000
Intermediate Sources	-	-	-	0.00%	-	-
State Sources	-	-	-	0.00%	-	-
Federal Sources	1,284,483	1,875,633	204,768	10.92%	1,670,865	1,875,633
Other Sources	-	100,000	-	0.00%	100,000	100,000
Total Operating Revenues	\$ 1,284,483	\$ 2,195,633	\$ 204,768	9.33%	\$ 1,990,865	\$ 2,195,633
Beginning Fund Balance	-	-	-	0.00%	-	-
TOTAL RESOURCES	\$ 1,284,483	\$ 2,195,633	\$ 204,768	9.33%	\$ 1,990,865	\$ 2,195,633
REQUIREMENTS						
Operating Expenditures						
Salaries	\$ 642,084	\$ 595,942	\$ 142,092	23.84%	\$ 446,957	\$ 589,048
Associated Payroll Costs	268,997	407,375	78,395	19.24%	\$ 328,980	395,616
Purchased Services	49,732	384,604	37,337	9.71%	\$ 347,267	380,758
Supplies and Materials	211,583	416,426	12,334	2.96%	\$ 404,092	437,247
Capital Outlay	-	-	-	0.00%	\$ -	-
Other Objects	112,087	391,286	-	0.00%	\$ 391,286	391,286
Transfers	-	-	-	0.00%	-	-
Total Operating Expenditures	\$ 1,284,483	\$ 2,195,633	\$ 270,158	12.30%	\$ 1,918,581	\$ 2,193,955
Contingencies	-	-	-	0.00%	-	-
Unappropriated Ending Fund Balance	-	-	-	0.00%	-	-
TOTAL REQUIREMENTS	\$ 1,284,483	\$ 2,195,633	\$ 270,158	12.30%	\$ 1,918,581	\$ 2,193,955
OPERATING SURPLUS / (DEFICIT)					\$ 72,284	\$ 1,678

Corbett School District 39

201 Federal Funds | Financial Projection by Object

For the Period Ending October 31, 2025



Corbett School District 39

251 Student Investment Account | Financial Projection by Object

For the Period Ending October 31, 2025

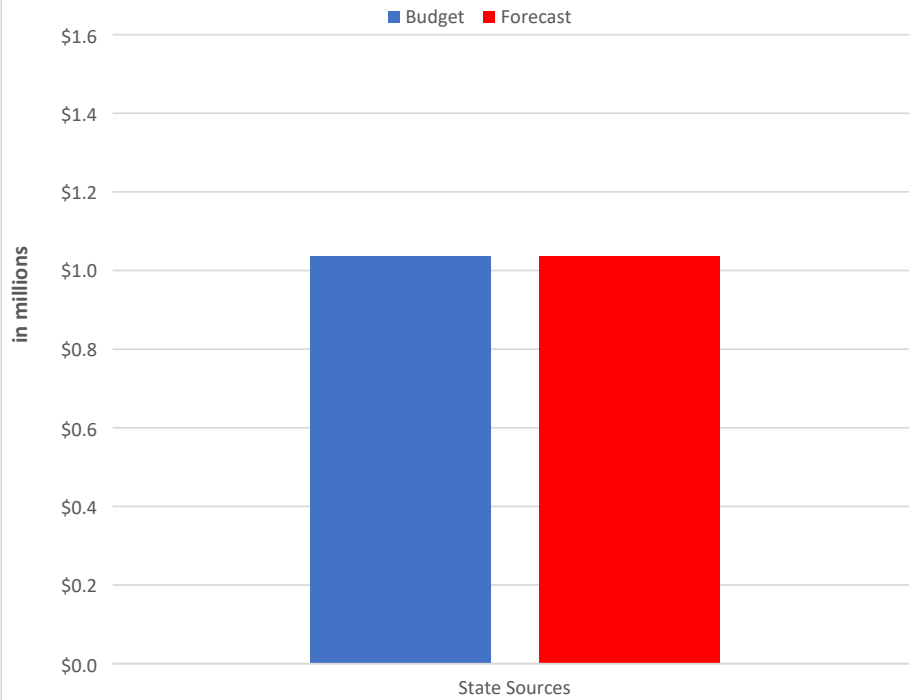
	Prior YTD	Current Year Budget	Current YTD	% of Budget	Add: Projections	Annual Forecast
RESOURCES						
Operating Revenues						
Local Sources	\$ -	\$ -	\$ -	0.00%	\$ -	\$ -
Intermediate Sources	-	-	-	0.00%	-	-
State Sources	988,000	1,036,659	149,459	14.42%	887,200	1,036,659
Federal Sources	-	-	-	0.00%	-	-
Other Sources	-	-	-	0.00%	-	-
Total Operating Revenues	\$ 988,000	\$ 1,036,659	\$ 149,459	14.42%	\$ 887,200	\$ 1,036,659
Beginning Fund Balance	-	-	-	0.00%	-	-
TOTAL RESOURCES	\$ 988,000	\$ 1,036,659	\$ 149,459	14.42%	\$ 887,200	\$ 1,036,659
REQUIREMENTS						
Operating Expenditures						
Salaries	\$ 658,603	\$ 561,046	\$ 135,788	24.20%	\$ 425,903	\$ 561,691
Associated Payroll Costs	273,557	413,439	83,669	20.24%	270,804	354,473
Purchased Services	-	-	-	0.00%	-	-
Supplies and Materials	55,840	2,355	-	0.00%	2,355	2,355
Capital Outlay	-	-	-	0.00%	-	-
Other Objects	-	59,819	-	0.00%	59,849	59,849
Transfers	-	-	-	0.00%	-	-
Total Operating Expenditures	\$ 988,000	\$ 1,036,659	\$ 219,458	21.17%	\$ 758,910	\$ 978,368
Contingencies	-	-	-	0.00%	-	-
Unappropriated Ending Fund Balance	-	-	-	0.00%	-	-
TOTAL REQUIREMENTS	\$ 988,000	\$ 1,036,659	\$ 219,458	21.17%	\$ 758,910	\$ 978,368
OPERATING SURPLUS / (DEFICIT)					\$ 128,289	\$ 58,291

Corbett School District 39

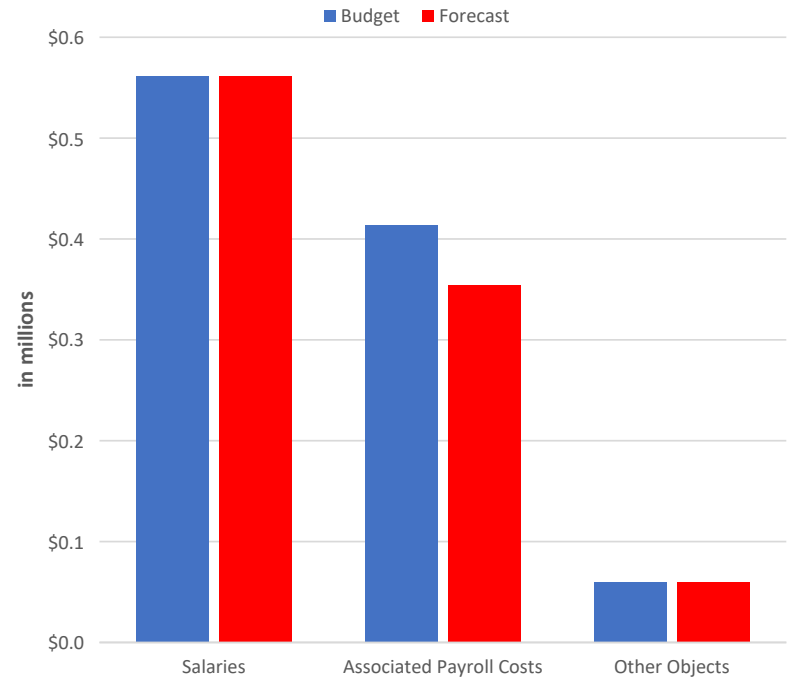
251 Student Investment Account | Financial Projection by Object

For the Period Ending October 31, 2025

Revenues by Source | Budget v. Forecast



Expenditures by Object | Budget v. Forecast



Corbett School District 39

252 High School Success | Financial Projection by Object

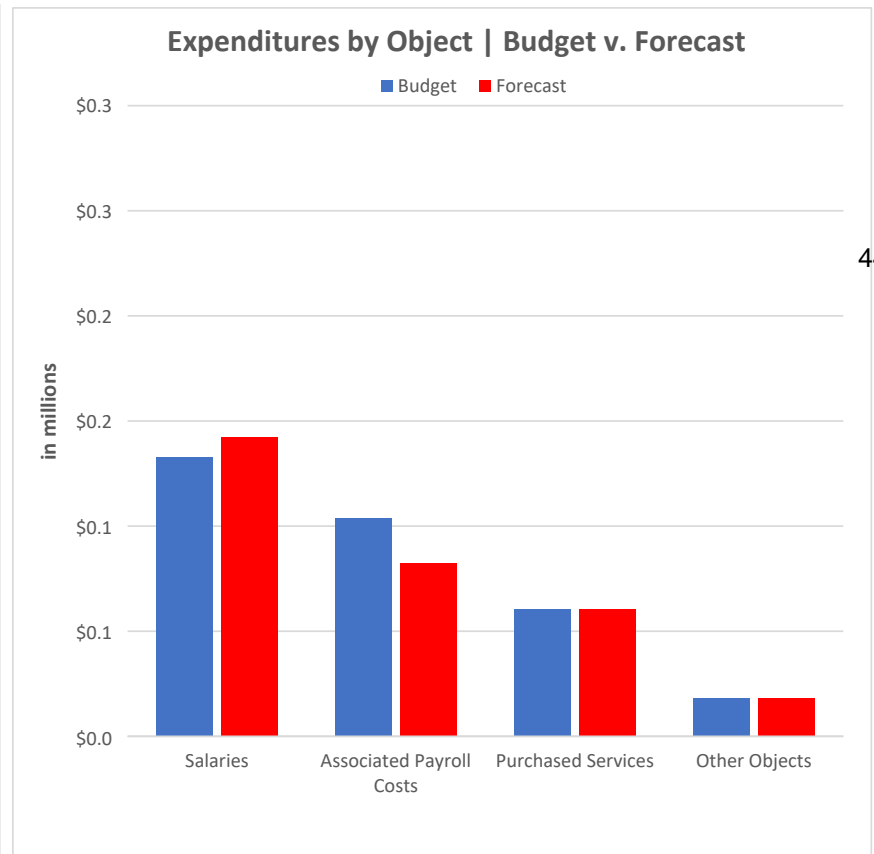
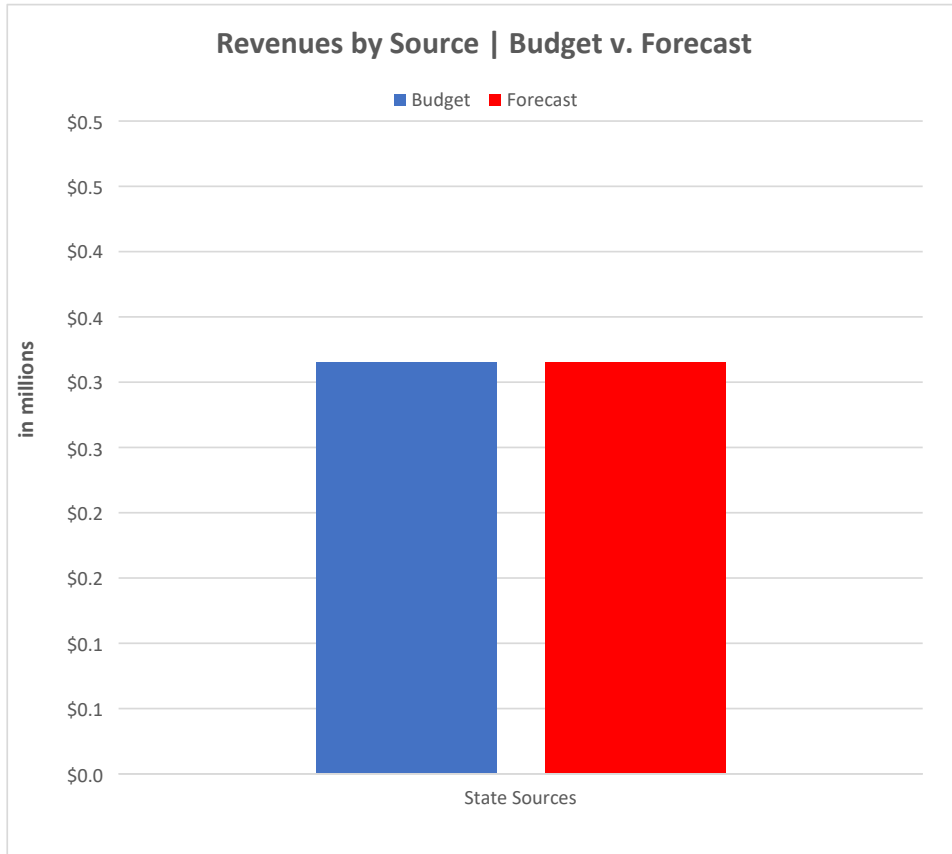
For the Period Ending October 31, 2025

	Prior YTD	Current Year Budget	Current YTD	% of Budget	Add: Projections	Annual Forecast
RESOURCES						
Operating Revenues						
Local Sources	\$ -	\$ -	\$ -	0.00%	\$ -	\$ -
Intermediate Sources	-	-	-	0.00%	-	-
State Sources	189,897	315,359	-	0.00%	315,359	315,359
Federal Sources	-	-	-	0.00%	-	-
Other Sources	-	-	-	0.00%	-	-
Total Operating Revenues	\$ 189,897	\$ 315,359	\$ -	0.00%	\$ 315,359	\$ 315,359
Beginning Fund Balance	-	-	-	0.00%	-	-
TOTAL RESOURCES	\$ 189,897	\$ 315,359	\$ -	0.00%	\$ 315,359	\$ 315,359
REQUIREMENTS						
Operating Expenditures						
Salaries	\$ 95,295	\$ 132,660	\$ 36,414	27.45%	\$ 105,732	\$ 142,147
Associated Payroll Costs	34,602	103,769	19,484	18.78%	\$ 63,023	82,508
Purchased Services	60,000	60,702	-	0.00%	\$ 60,702	60,702
Supplies and Materials	-	-	-	0.00%	\$ -	-
Capital Outlay	-	-	-	0.00%	\$ -	-
Other Objects	-	18,228	-	0.00%	\$ 18,228	18,228
Transfers	-	-	-	0.00%	-	-
Total Operating Expenditures	\$ 189,897	\$ 315,359	\$ 55,899	17.73%	\$ 247,686	\$ 303,584
Contingencies	-	-	-	0.00%	-	-
Unappropriated Ending Fund Balance	-	-	-	0.00%	-	-
TOTAL REQUIREMENTS	\$ 189,897	\$ 315,359	\$ 55,899	17.73%	\$ 247,686	\$ 303,584
OPERATING SURPLUS / (DEFICIT)					\$ 67,673	\$ 11,775

Corbett School District 39

252 High School Success | Financial Projection by Object

For the Period Ending October 31, 2025



Corbett School District 39

255 PGE Electric Bus Fund | Financial Projection by Object

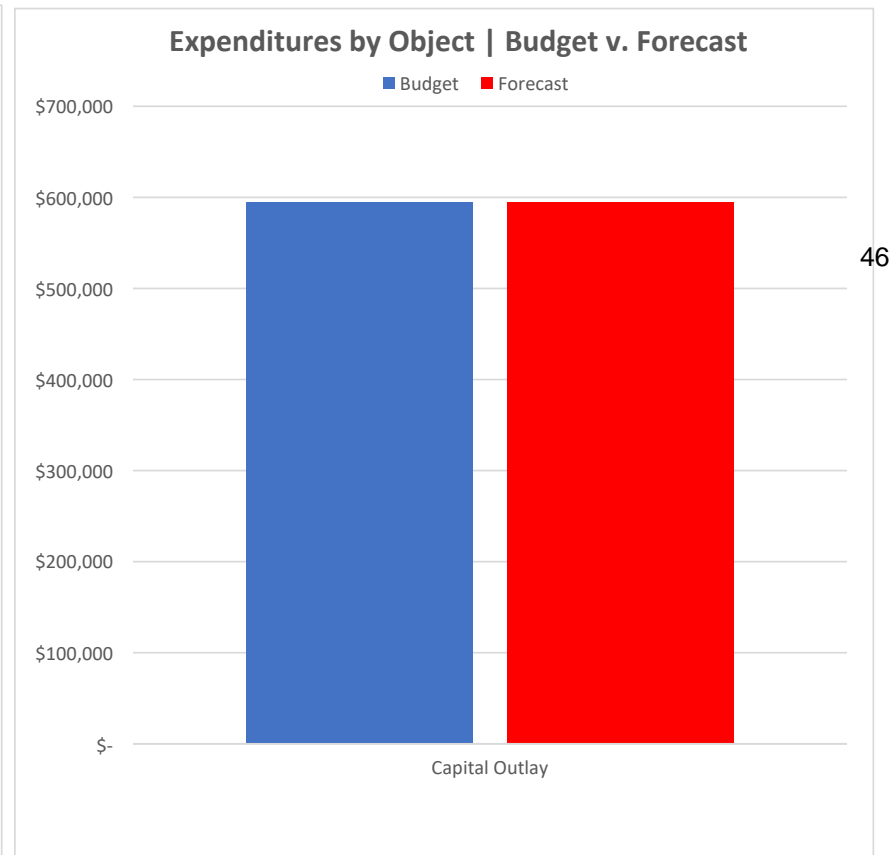
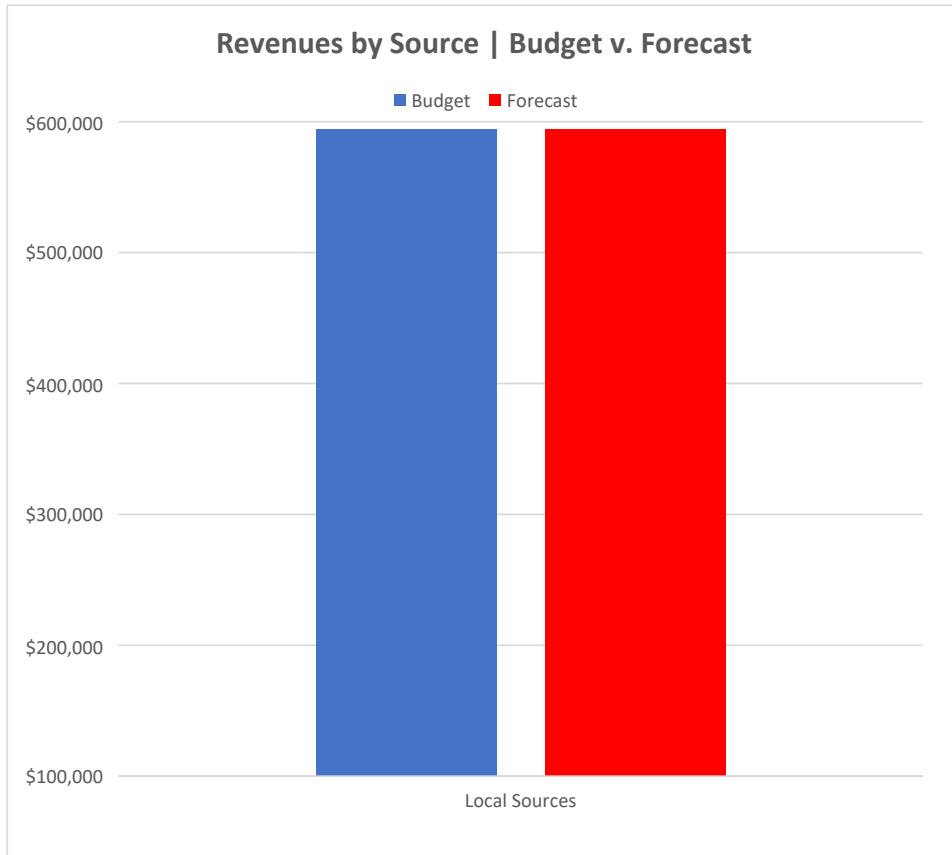
For the Period Ending October 31, 2025

	Prior YTD	Current Year Budget	Current YTD	% of Budget	Add: Projections	Annual Forecast
RESOURCES						
Operating Revenues						
Local Sources	\$ 954,786	\$ 594,088	\$ -	0.00%	\$ 594,088	\$ 594,088
Intermediate Sources	-	-	-	0.00%	-	-
State Sources	-	-	-	0.00%	-	-
Federal Sources	-	-	-	0.00%	-	-
Other Sources	-	-	-	0.00%	-	-
Total Operating Revenues	\$ 954,786	\$ 594,088	\$ -	0.00%	\$ 594,088	\$ 594,088
Beginning Fund Balance	-		-	0.00%	-	-
TOTAL RESOURCES	\$ 954,786	\$ 594,088	\$ -	0.00%	\$ 594,088	\$ 594,088
REQUIREMENTS						
Operating Expenditures						
Salaries	\$ -	\$ -	\$ -	0.00%	\$ -	\$ -
Associated Payroll Costs	-	-	-	0.00%	-	-
Purchased Services	-	-	-	0.00%	-	-
Supplies and Materials	-	-	-	0.00%	-	-
Capital Outlay	384,928	594,088	-	0.00%	\$ 594,088	594,088
Other Objects	-	-	-	0.00%	\$ -	-
Transfers	-	-	-	0.00%	-	-
Total Operating Expenditures	\$ 384,928	\$ 594,088	\$ -	0.00%	\$ 594,088	\$ 594,088
Contingencies	-	-		0.00%	-	-
Unappropriated Ending Fund Balance	-	-		0.00%	-	-
TOTAL REQUIREMENTS	\$ 384,928	\$ 594,088	\$ -	0.00%	\$ 594,088	\$ 594,088
OPERATING SURPLUS / (DEFICIT)					\$ -	\$ -

Corbett School District 39

255 PGE Electric Bus Fund | Financial Projection by Object

For the Period Ending October 31, 2025



Corbett School District 39

255 Local/State Grant Funds | Financial Projection by Object

For the Period Ending October 31, 2025

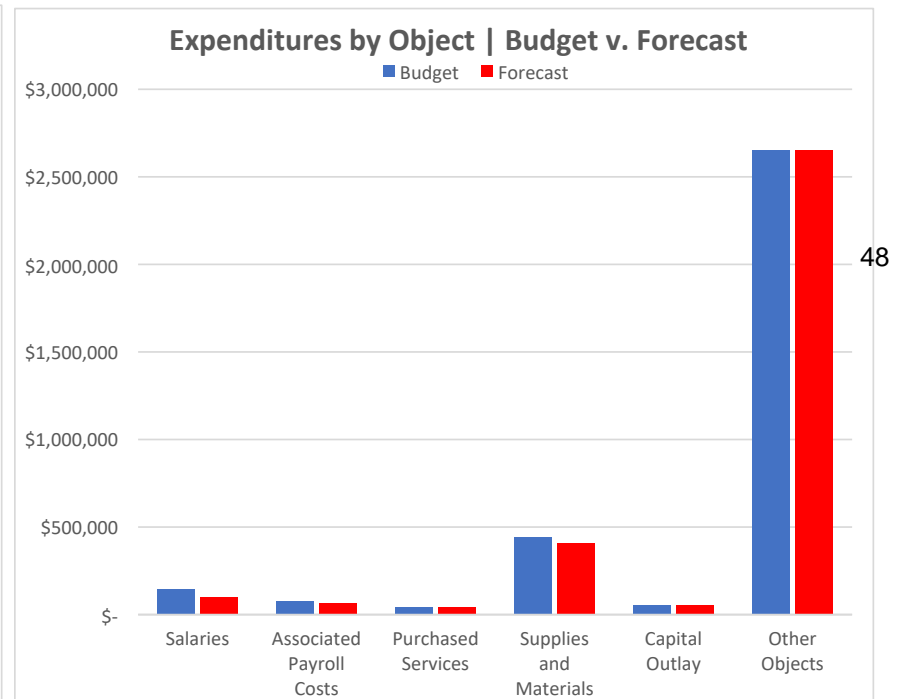
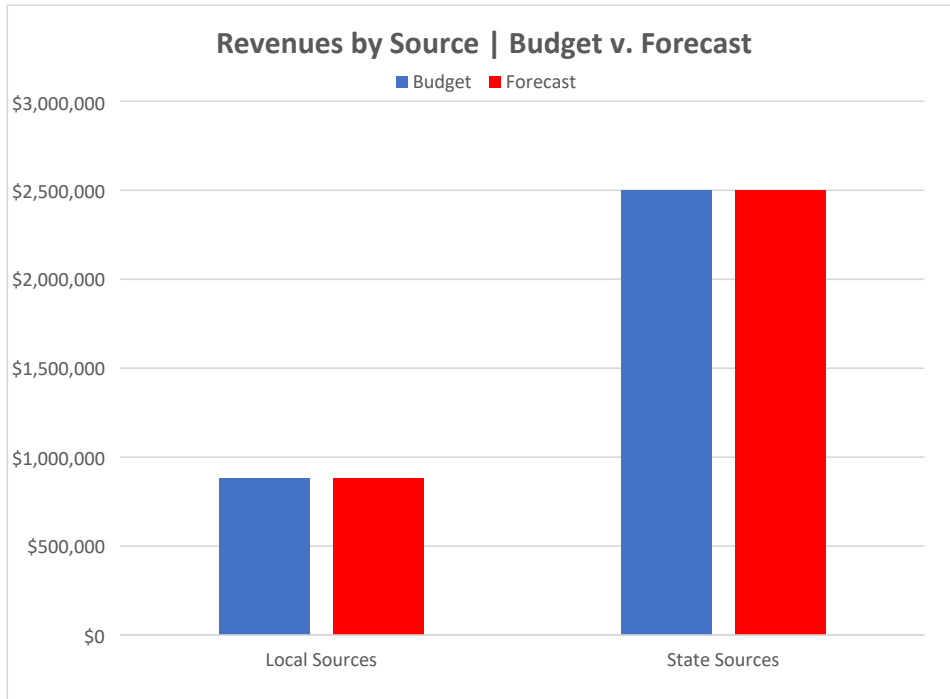
	Prior YTD	Current Year Budget	Current YTD	% of Budget	Add: Projections	Annual Forecast
RESOURCES						
Operating Revenues						
Local Sources	\$ -	\$ 881,009	\$ -	0.00%	\$ 881,009	\$ 881,009
Intermediate Sources	-	-	-	0.00%	-	-
State Sources	-	2,500,000	-	0.00%	2,500,000	2,500,000
Federal Sources	-	-	-	0.00%	-	-
Other Sources	-	-	-	0.00%	-	-
Total Operating Revenues	\$ -	\$ 3,381,009	\$ -	0.00%	\$ 3,381,009	\$ 3,381,009
Beginning Fund Balance	-	-	-	0.00%	-	-
TOTAL RESOURCES	\$ -	\$ 3,381,009	\$ -	0.00%	\$ 3,381,009	\$ 3,381,009
REQUIREMENTS						
Operating Expenditures						
Salaries	\$ -	\$ 148,123	\$ 27,549	18.60%	\$ 71,937	\$ 99,486
Associated Payroll Costs	-	78,751	17,765	22.56%	\$ 45,880	63,645
Purchased Services	-	40,898	-	0.00%	\$ 40,898	40,898
Supplies and Materials	-	443,467	12,651	2.85%	\$ 394,816	407,467
Capital Outlay	-	54,113	-	0.00%	\$ 54,113	54,113
Other Objects	-	2,654,113	77,291	2.91%	\$ 2,576,822	2,654,113
Transfers	-	-	-	0.00%	-	-
Total Operating Expenditures	\$ -	\$ 3,419,465	\$ 135,256	3.96%	\$ 3,184,467	\$ 3,319,723
Contingencies	-	-	-	0.00%	-	-
Unappropriated Ending Fund Balance	-	-	-	0.00%	-	-
TOTAL REQUIREMENTS	\$ -	\$ 3,419,465	\$ 135,256	3.96%	\$ 3,184,467	\$ 3,319,723
OPERATING SURPLUS / (DEFICIT)					\$ 196,542	\$ 61,286

Includes Youth Transition Program, Menstrual Dignity, Outdoor School, SB1149 (Energy), Seismic Rehabilitation Grant, and Driving Change Grants

Corbett School District 39

255 Local/State Grant Funds | Financial Projection by Object

For the Period Ending October 31, 2025



Includes Youth Transition Program, Menstrual Dignity, Outdoor School, SB1149 (Energy), Seismic Rehabilitation Grant, and Driving Change Grants

Corbett School District 39

299 Food Service | Financial Projection by Object

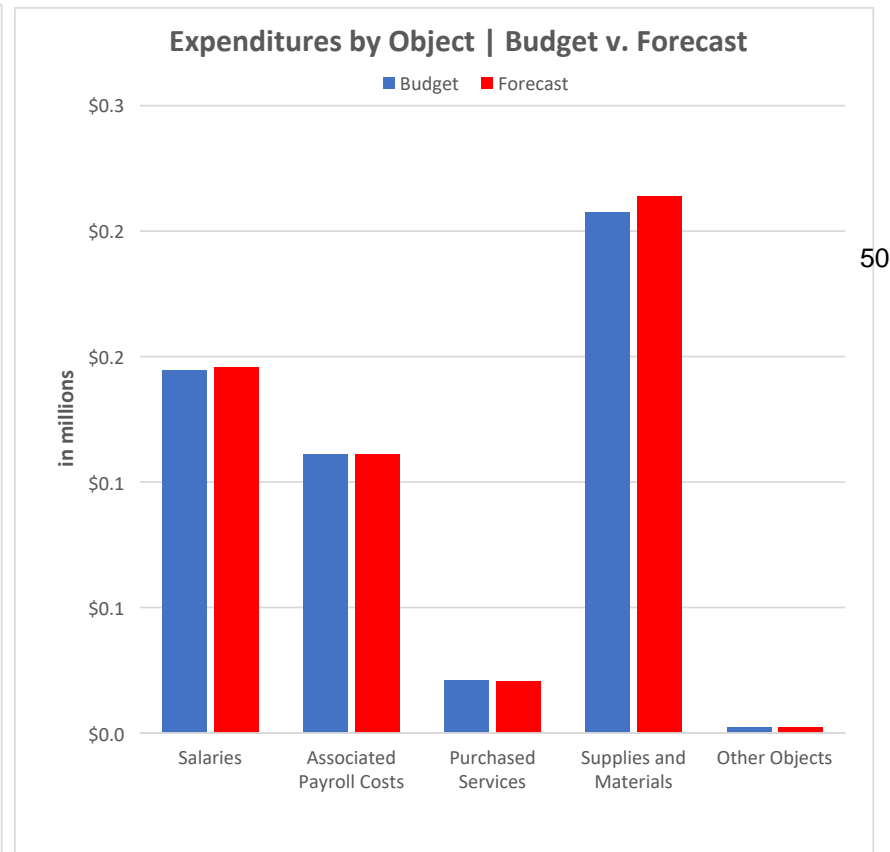
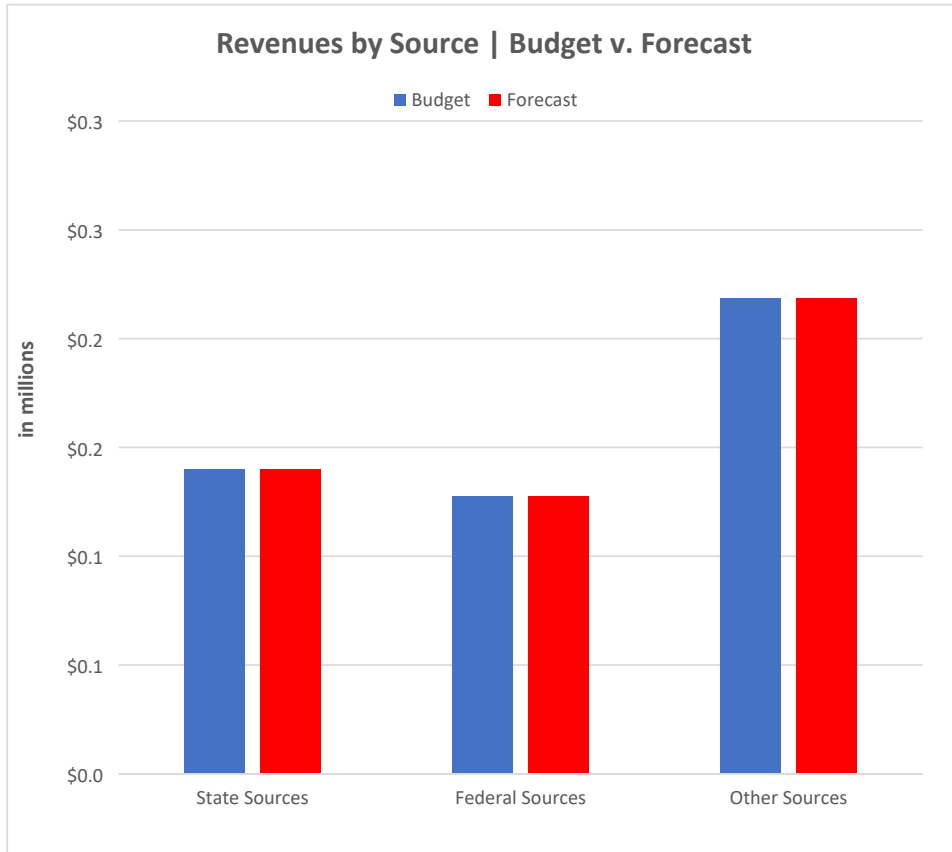
For the Period Ending October 31, 2025

	Prior YTD	Current Year Budget	Current YTD	% of Budget	Add: Projections	Annual Forecast
RESOURCES						
Operating Revenues						
Local Sources	\$ 100,000	\$ -	\$ -	0.00%	\$ 1,000	\$ 1,000
Intermediate Sources	-	-	-	0.00%	-	-
State Sources	6,000	139,896	-	0.00%	139,896	139,896
Federal Sources	160,000	127,525	-	0.00%	127,525	127,525
Other Sources	121,268	218,345	-	0.00%	218,345	218,345
Total Operating Revenues	\$ 387,268	\$ 485,766	\$ -	0.00%	\$ 486,766	\$ 486,766
Beginning Fund Balance	-	-	-	0.00%	-	-
TOTAL RESOURCES	\$ 387,268	\$ 485,766	\$ -	0.00%	\$ 486,766	\$ 486,766
REQUIREMENTS						
Operating Expenditures						
Salaries	\$ 108,509	\$ 144,384	\$ 45,563	31.56%	\$ 100,141	\$ 145,705
Associated Payroll Costs	71,397	110,888	33,916	30.59%	77,019	110,934
Purchased Services	6,000	20,984	-	0.00%	20,564	20,564
Supplies and Materials	197,862	207,510	22,826	11.00%	190,909	213,735
Capital Outlay	-	-	-	0.00%	-	-
Other Objects	3,500	2,000	-	0.00%	2,000	2,000
Transfers	-	-	-	0.00%	-	-
Total Operating Expenditures	\$ 387,268	\$ 485,766	\$ 102,305	21.06%	\$ 390,633	\$ 492,938
Contingencies	-	-	-	0.00%	-	-
Unappropriated Ending Fund Balance	-	-	-	0.00%	-	-
TOTAL REQUIREMENTS	\$ 387,268	\$ 485,766	\$ 102,305	21.06%	\$ 390,633	\$ 492,938
OPERATING SURPLUS / (DEFICIT)					\$ 96,133	\$ (6,172)

Corbett School District 39

299 Food Service | Financial Projection by Object

For the Period Ending October 31, 2025



Corbett School District 39

300 GO Bond Debt Service | Financial Projection by Object

For the Period Ending October 31, 2025

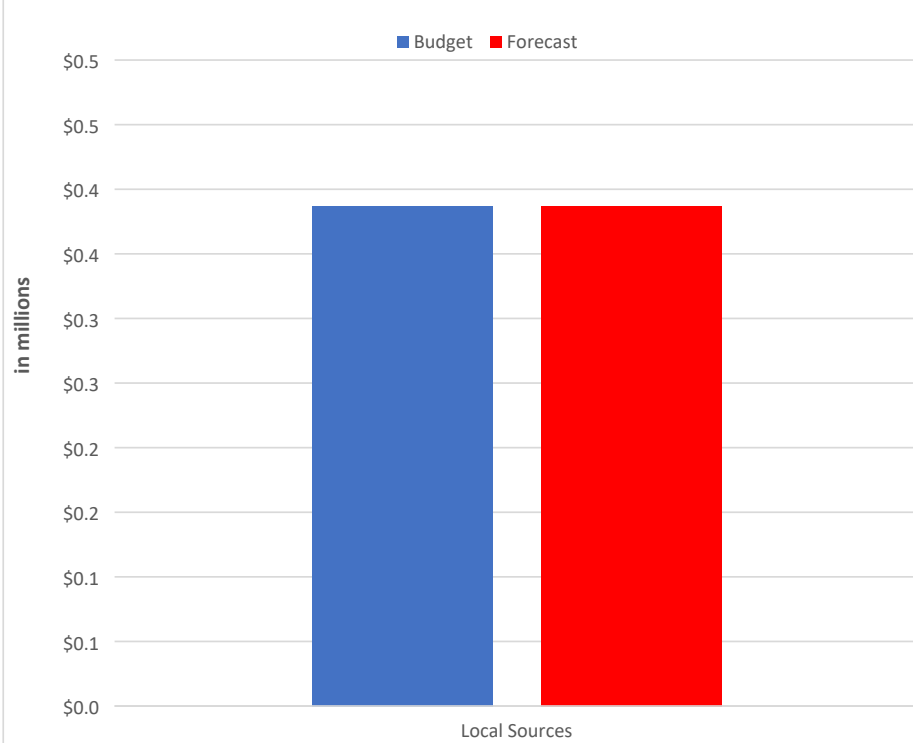
	Prior YTD	Current Year Budget	Current YTD	% of Budget	Add: Projections	Annual Forecast
RESOURCES						
Operating Revenues						
Local Sources	\$ 479,945	\$ 387,072	\$ -	0.00%	\$ 387,072	\$ 387,072
Intermediate Sources	-	-	-	0.00%	-	-
State Sources	-	-	-	0.00%	-	-
Federal Sources	-	-	-	0.00%	-	-
Other Sources	-	-	-	0.00%	-	-
Total Operating Revenues	\$ 479,945	\$ 387,072	\$ -	0.00%	\$ 387,072	\$ 387,072
Beginning Fund Balance	-	50,000	-	0.00%	50,000	50,000
TOTAL RESOURCES	\$ 479,945	\$ 437,072	\$ -	0.00%	\$ 437,072	\$ 437,072
REQUIREMENTS						
Operating Expenditures						
Salaries		\$ -		0.00%		\$ -
Associated Payroll Costs		-		0.00%	\$ -	-
Purchased Services		-		0.00%	\$ -	-
Supplies and Materials		-		0.00%	\$ -	-
Capital Outlay		-		0.00%	\$ -	-
Other Objects		437,072		0.00%	\$ 437,072	437,072
Transfers		-		0.00%	-	-
Total Operating Expenditures	\$ -	\$ 437,072	\$ -	0.00%	\$ 437,072	\$ 437,072
Contingencies	-	-		0.00%	-	-
Unappropriated Ending Fund Balance	-	-		0.00%	-	-
TOTAL REQUIREMENTS	\$ -	\$ 437,072	\$ -	0.00%	\$ 437,072	\$ 437,072
OPERATING SURPLUS / (DEFICIT)					\$ -	\$ -

Corbett School District 39

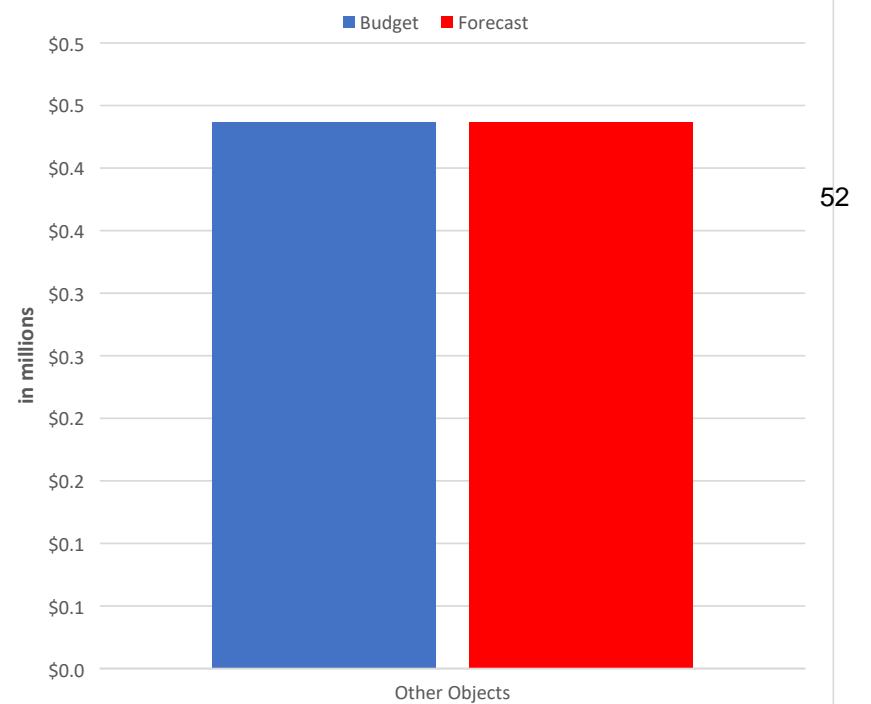
300 GO Bond Debt Service | Financial Projection by Object

For the Period Ending October 31, 2025

Revenues by Source | Budget v. Forecast



Expenditures by Object | Budget v. Forecast



Corbett School District 39

400 Capital Projects | Financial Projection by Object

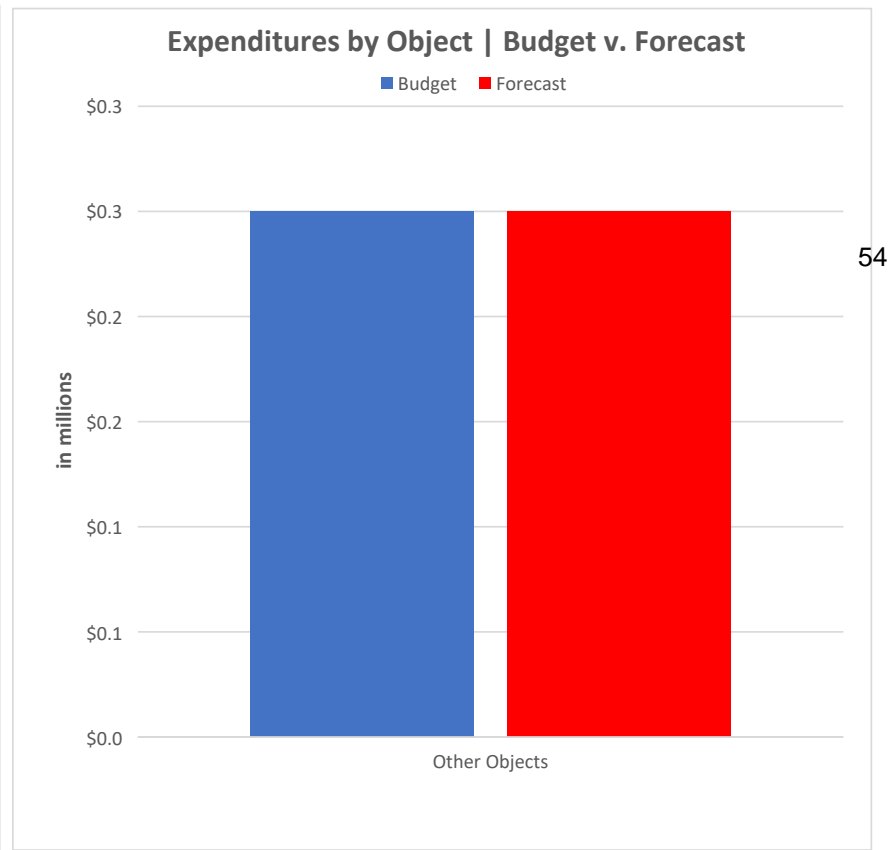
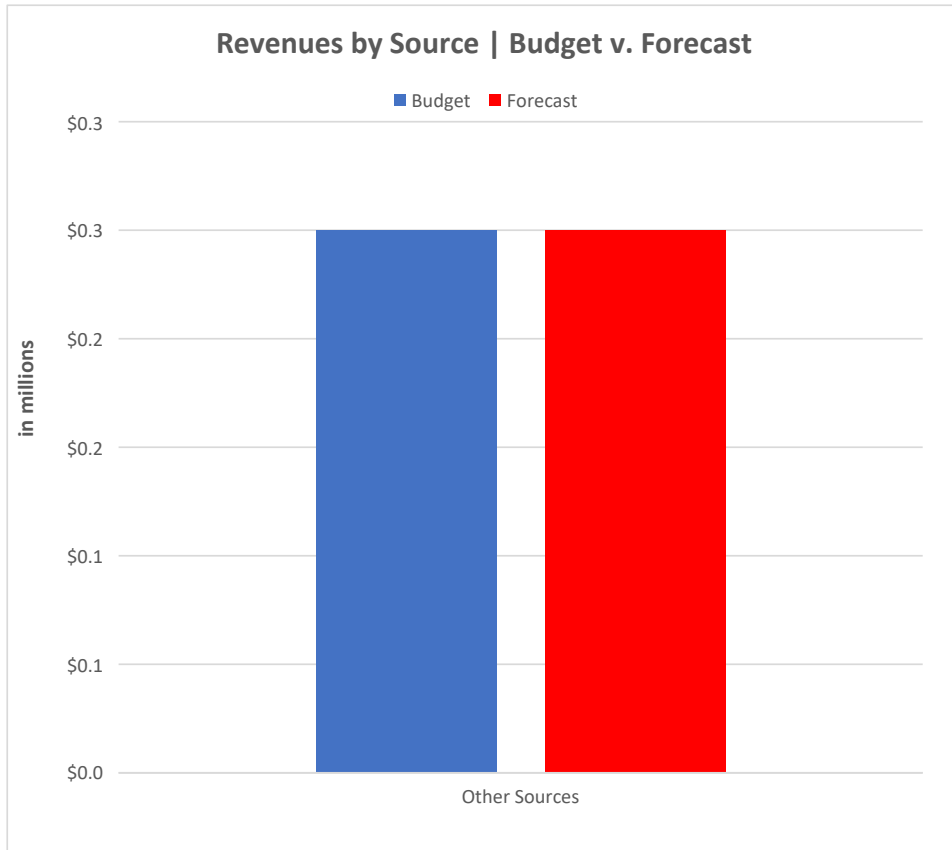
For the Period Ending October 31, 2025

	Prior YTD	Current Year Budget	Current YTD	% of Budget	Add: Projections	Annual Forecast
RESOURCES						
Operating Revenues						
Local Sources	\$ -	\$ -	\$ -	0.00%	\$ -	\$ -
Intermediate Sources	-	-	-	0.00%	-	-
State Sources	-	-	-	0.00%	-	-
Federal Sources	-	-	-	0.00%	-	-
Other Sources	-	250,000	-	0.00%	250,000	250,000
Total Operating Revenues	\$ -	\$ 250,000	\$ -	0.00%	\$ 250,000	\$ 250,000
Beginning Fund Balance	-	-	-	0.00%	-	-
TOTAL RESOURCES	\$ -	\$ 250,000	\$ -	0.00%	\$ 250,000	\$ 250,000
REQUIREMENTS						
Operating Expenditures						
Salaries		\$ -		0.00%	\$ -	\$ -
Associated Payroll Costs		-		0.00%	\$ -	\$ -
Purchased Services		-		0.00%	\$ -	\$ -
Supplies and Materials		-		0.00%	\$ -	\$ -
Capital Outlay		-		0.00%	\$ -	\$ -
Other Objects		250,000		0.00%	\$ 250,000	\$ 250,000
Transfers		-		0.00%	-	-
Total Operating Expenditures	\$ -	\$ 250,000	\$ -	0.00%	\$ 250,000	\$ 250,000
Contingencies	-	-		0.00%	-	-
Unappropriated Ending Fund Balance	-	-		0.00%	-	-
TOTAL REQUIREMENTS	\$ -	\$ 250,000	\$ -	0.00%	\$ 250,000	\$ 250,000
OPERATING SURPLUS / (DEFICIT)					\$ -	\$ -

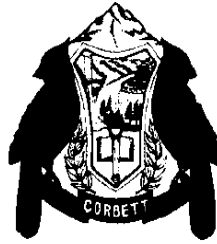
Corbett School District 39

400 Capital Projects | Financial Projection by Object

For the Period Ending October 31, 2025



DEREK FIALKIEWICZ, Ed.D.
Superintendent
ROBIN LINDEEN-BLAKELEY
Deputy Clerk/ HR Lead



35800 E. Historic Columbia River Highway
Corbett, Oregon 97019-9629

Administration Office 503-261-4200
Grade School 503-261-4236
Middle/High School 503-261-4226
CAPS 503-261-4294
Fax 503-695-3641

**CORBETT SCHOOL DISTRICT
NO. 39**

**Budget Calendar
July 1, 2026 to June 30, 2027**

Board of Directors Meeting July 15, 2025

- √ Board Appoints Budget Officer

Board of Directors Meeting November 19, 2025

- √ Board Considers 2025-2026 Budget Calendar for 2026-2027 Budget

Staff and Community Input Sessions December 3 through December 18, 2025

- √ Staff Input
- √ Community Input
- √ Video and Input Survey available on District website

Budget Priorities Board Work Session January 13, 2026

Board Adoption of 2026-2027 Budget Priorities January 21, 2026

Publish 1st Notice of Budget Committee Meetings March 4, 2026

- √ 5 to 30 Days Before the 1st Meeting

Budget Workshop Training March 11, 2026

Publish 2nd Notice of Budget Committee Meetings March 18, 2026

- √ 5 to 30 Days Before the 2nd Meeting

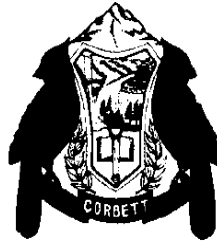
**Proposed Budget to Tax Supervising & Conservation
Commission (TSCC) March 25, 2026**

Proposed Budget Published April 1, 2026

1st Budget Committee Meeting April 8, 2026

- √ Appoint Presiding Officer
- √ Receive Budget Message
- √ Receive Proposed Budget Document and Discuss Relevant Changes
- √ Receive Public Testimony
- √ Respond to Questions from Budget Committee
- √ Budget Committee Deliberations (if ready)

DEREK FIALKIEWICZ, Ed.D.
Superintendent
ROBIN LINDEEN-BLAKELEY
Deputy Clerk/ HR Lead



35800 E. Historic Columbia River Highway
Corbett, Oregon 97019-9629

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CORBETT SCHOOL DISTRICT NO. 39

- √ Budget approval and resolution approving the permanent tax rate imposing and categorizing taxes (if ready)

2nd Budget Committee Meeting (if needed)

April 15, 2026

- √ Respond to Questions from First Meeting
- √ Receive Public Testimony
- √ Budget Committee Deliberations (if ready)
- √ Budget approval and resolution approving the permanent tax rate imposing and categorizing taxes (if ready)

Possible 3rd Budget Committee Meeting (if needed)

April 22, 2026

- √ Respond to Questions from Second Meeting
- √ Budget Committee Deliberations
- √ Budget approval and resolution approving the permanent tax rate imposing and categorizing taxes

Approved Budget submitted to TSCC

May 14, 2026

Publish Notice of Budget Hearing (only once)

May 20, 2026

- √ 5 to 30 Days Before the Hearing
- √ Publish Financial Summaries

Board of Directors Meeting - Conduct Budget Hearing

June 17, 2026

- √ Conducted by School Board
- √ Open to Public
- √ Run Budget Hearing Concurrent with Board Meeting

Board of Directors Meeting - Enact Resolutions

June 17, 2026

- √ Adopt Budget, Authorize Appropriations & Impose and Categorize Taxes
- √ Amend 2024-2025 Appropriations (if necessary)

Submit Tax Certification Documents

July 15, 2026

- √ To County Assessor Office for Certification of Tax Levy
- √ File Budget Document with County Recorder, TSCC and Designated Agencies

OSBA Model Sample Policy

Code: JFCEB
Adopted:

Personal Electronic Devices */**

{This policy is required by ORS 336.840 and EO 25-09. EO-25-09 requires policy to be adopted and in place by October 31, 2025, with full implementation by January 1, 2026.}

Student ~~[possession or]~~ use of a personal electronic device is prohibited from the start of regular instructional hours until the end of regular instructional hours, except as provided below. [Personal electronic devices can be used when students are not on school grounds and are not under the supervision of school personnel (other than a school bus driver)¹.]

Except as otherwise provided in this policy, “personal electronic device” means any portable, electrically powered device that is capable of making and receiving calls and text messages and accessing the internet independently from the school’s network infrastructure.^[2] This includes headphones and earbuds attached to personal electronic devices. This does not include a laptop computer or other device required to support academic activities.

Personal electronic devices may be used when use complies with the terms of:

1. The student’s medical provider’s order for the care and treatment of a medical condition;³
2. The student’s individualized education program, as defined in ORS 343.035 or an education plan developed for the student in accordance with section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794);⁴
3. A written exemption provided for the student based on a request received in JFCEB-AR. School administration will respond to such a request within [ten] school days.⁵

Personal electronic devices ~~[must be placed in district provided pouches or storage]~~ [may be kept by students in lockers or backpacks, but personal electronic devices are not to be stored on the student’s person or in the student’s clothing]~~[may be stored on the student’s person, but may not be used]~~ during regular instructional hours.

¹ If students are under the supervision of school personnel other than a school bus driver, the use of personal electronic devices is prohibited during regular instructional hours. {ODE’s guidance, *Fostering Student Learning, Well-Being, and Belonging* provides that districts have discretion related to field trips. The district could include language regarding field trips here.}

² [ODE’s guidance, *Fostering Student Learning, Well-Being, and Belonging* provides “This includes personal electronic devices that can make calls, send texts, or access the internet via cellular data are restricted. This includes smartphones, web-enabled flip phones, cellular-capable tablets and e-readers, smartwatches, smart glasses, and connected headphones or earbuds. This does not include laptop computers or other devices required to support academic activities.”]

³ JFCEB-AR must be submitted to the building administrator, along with a copy of the order.

⁴ If use of the personal electronic device is included in the individualized education program or education plan, JFCEB-AR submission is not required.

⁵ JFCEB-AR must be submitted to the building administrator.

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 (including suspension or expulsion), but could include [detention, Saturday school, a change to storage requirements, etc. {⁶}]. However, if the actions taken by a student violate another conduct policy, the student may be subject to discipline up to and including expulsion.⁷ [Steps may include:

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: the device will be temporarily confiscated and held in the front office until the end of the school day. Parents or guardians will be notified, and a meeting with school administration may be scheduled to discuss ways to support the student;
3. Third Instance of Noncompliance: the device will again be temporarily held, and parents or guardians will be informed. A meeting with school administration and family will be arranged to review the policy and plan for improved compliance;
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. {⁸}

Necessary communications during the school day while on school grounds between students and parents or guardians can be made through the school office.

The superintendent or designee shall ensure this policy is posted on the district website and made available to district personnel, students, parents, guardians, partners who are in school buildings during the school day, and the Oregon Department of Education.

In accordance with ORS 336.840, students may be allowed to use personal electronic devices⁹ that support academic activities and independent communications¹⁰, except as prohibited by this policy. In academic activities in which a personal electronic device is required as part of the curriculum, students may be allowed, but not required to use their own personal electronic devices for that portion of the curriculum. Students using their own device must be granted access to any applications or electronic materials that are available to students who do not use their own personal electronic devices. These applications must be free of charge if students who do not use their own devices have access free of charge. {*MOVED FROM EARLIER IN POLICY.*}

⁶ {Correction may include requiring a student to store their device in a classroom storage space instead of in the backpack.}

⁷ For example: a student could be disciplined with lost instructional time for using a personal electronic device to bully another student or for accessing inappropriate content. Discipline will be in accordance with Board policies.

⁸ {From guidance from the Oregon Department of Education. Consider whether these procedures apply at all grade levels and whether this much detail is desired in policy.}

⁹ The use of “personal electronic device” in this paragraph comes from ORS 336.840, which does not define the term. However, the definition in EO 25-09 wouldn’t necessarily apply. Consequently, items like laptop computers or other devices required to support academic activities would likely be considered personal electronic devices within this paragraph.

¹⁰ “Independent communication means communication that does not require assistance or interpretation by an individual who is not part of the conversation, but that may require the use or assistance of an electronic device. ORS 336.840(1).

Requests for exemptions to this policy can be processed in accordance with JFCEB-AR, Request for Personal Electronic Devices Exemption. Appeals can be filed [with the superintendent][in accordance with KL-AR(1) – Public Complaint Procedure].

The taking, disseminating, transferring or sharing of obscene, pornographic or otherwise illegal images or photographs, whether by electronic data transfer or otherwise (commonly called texting, sexting, emailing, etc.) may constitute a crime under state and/or federal law. Any person taking, disseminating, transferring or sharing obscene, pornographic or otherwise illegal images or photographs will be reported to law enforcement and/or other appropriate state or federal agencies.

[This policy takes effect on January 1, 2026.]

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)

[ORS 336.840](#)

Oregon Executive Order 25-09

OSBA Model Sample Administrative Regulation

Code: IGBAB/JO-AR

Adopted:

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, which 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 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 a 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 the individual 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's 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; and
- 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 an 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 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 an 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

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.

student or student's parent(s) may, at their expense, choose a physician or other appropriate professional and have those records reviewed.

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) 192.345(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 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 their 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;

- 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.

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.

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 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 an eligible student;
- b. The school official or 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, the student or parent(s) 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 a 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 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 own expense, choose one or more individuals to assist or represent them, 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 a 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 there is disagreement 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 a 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.

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.

OSBA Model Sample Administrative Regulation

Code: JO/IGBAB-AR

Adopted:

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, which 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 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 a 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 the individual 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's 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; and
- 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 an 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 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 an 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

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.

student or student's parent(s) may, at their expense, choose a physician or other appropriate professional and have those records reviewed.

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) 192.345(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 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 their 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;

- 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.

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.

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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 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 an eligible student;
- b. The school official or 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, the student or parent(s) 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 a 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 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 own expense, choose one or more individuals to assist or represent them, 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 a 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 there is disagreement 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 a 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.

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- 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.

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“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.

OSBA Model Sample Policy

Code: JHCA/JHCB
Adopted:

Immunization, ~~and~~ School Sports Participation, Concussions and Other Brain Injuries**

Immunization

Proof of immunization must be presented at the time of initial enrollment¹ in school or within 30 days of transfer to the district in accordance with Oregon law. Proof consists of a signed Certificate of Immunization Status form documenting either evidence of immunization, a religious, philosophical beliefs and/or medical exemption or immunity documentation.²

School Sports Participation

A student participating in extracurricular sports in grades 7 through 12 is required to submit to an appropriate School Sports Pre-Participation Examination³ prior to their initial participation in a related district program. The form⁴ is to be completed and signed by a parent or guardian giving permission for the student to participate and be signed by a medical provider authorized by law⁵ who has examined and evaluated the student. The completed form(s) must be returned (as directed) [to the school office]. A student who is subsequently diagnosed with a significant illness or has had a major surgery is required to have a physical examination prior to further participation.

A student who continues to participate in extracurricular sports in grades 7 through 12 shall be required to complete a sports examination once every two years, thereafter.

Concussions and Other Brain Injuries

A student who exhibits signs, symptoms or behaviors consistent with a concussion following an observed or suspected blow to the head or body, or who has been diagnosed with a concussion will not be allowed to participate in any athletic event or training on that day, unless an athletic trainer licensed by the Board of Athletic Trainers or a physician licensed pursuant to ORS 677.100 - 677.228 has determined the student

¹ The district shall immediately enroll a student experiencing houselessness in the school selected even if the student is unable to produce records normally required for enrollment.

² Documentation requirements for exemptions are outlined in ORS 433.267.

³ The required form is available at <https://www.osaa.org/governance/forms>, a copy may be obtained from a school office, or a form generated by the medical provider may be used if it meets requirements of law in OAR 581-021-0041.

⁴ The form may be used in either a hard copy or electronic format.

⁵ This physical examination must be conducted by a physician possessing an unrestricted license to practice medicine, a licensed naturopathic physician, a licensed physician assistant, a licensed nurse practitioner or a licensed chiropractic physician who has clinical training and experience in detecting cardiopulmonary diseases and defects.

has not suffered a concussion.⁶ Except as allowed above, a student excluded for concussion reasons will not be allowed to return to participate in an athletic event or training until the following three conditions have been met:

1. It is not the same day as the student exhibited signs, symptoms or behaviors, experienced a blow to the head or body, or was diagnosed with a concussion;
2. The student no longer exhibits signs, symptoms or behaviors consistent with a concussion; and
3. The student has received a medical release form from a health care professional⁷.

~~A student who continues to participate in extracurricular sports in grades 7 through 12 shall be required to complete a sports examination once every two years, thereafter.~~

Upon receipt of written notification⁸ from a parent or guardian that a student has been diagnosed with a concussion or other brain injury by a health care professional and that accommodations are being requested, the district shall follow all procedures developed by the Oregon Department of Education (ODE) to develop and implement an immediate and temporary accommodation plan.⁹ Written notice is not required for the district to begin following concussion protocols.

Any accommodations will be communicated to the parent or guardian, to all teachers who provide instruction to the student and to other employees who have regular responsibilities for the student's supervision or health.¹⁰

Accommodations will be in effect no later than 10 school days after the written notification is received by the district and will be reviewed as needed, but no later than every two months.

END OF POLICY

Legal Reference(s):

[ORS 326.580](#)

[ORS 336.479](#)

[ORS 336.485 - 336.490](#)

[ORS 433.235 - 433.280](#)

[OAR 333-019-0010](#)

[OAR 333-050-0010 - 050-0120](#)

[OAR 581-021-0041](#)

[OAR 581-021-3007](#)

⁶ For more information regarding medical releases for students in grades 9-12, see OSAA rules.

⁷ "Health care professional" includes a chiropractic physician, a naturopathic physician, a psychologist, a physical therapist, an occupational therapist, a physician assistant or a nurse practitioner who is licensed or registered under the laws of Oregon.

⁸ "Written notification" means a written notice from a parent or guardian, supported by medical documentation from a health care professional, informing the district that they are requesting an accommodation for a student who has been diagnosed with a concussion or other brain injury by a health care professional.

⁹ The district must use the sample form developed by ODE [add link when available] or a district form that includes all required content.

¹⁰ Including, but not limited to, school nurses, counselors, physical education teachers, coaches, athletic trainers and staff supervision recess or other physical activities.

McKinney-Vento Homeless Assistance Act, Subtitle VII-B, reauthorized by Title IX-A of the Every Student Succeeds Act, 42 U.S.C. §§ 11431-11435 (2018).
Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2018); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (2024).
House Bill 3007 (2025)

OSBA Model Sample Policy

Code: JOA
Adopted:

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 electronic address;~~
- 5.2. Student’s photograph;
- ~~6. Date and place of birth;~~
- 7.3. Major field of study;
- 8.4. Participation in officially recognized ~~sports and~~ activities and sports;
- 9.5. Weight and height of ~~athletic team~~ members of athletic teams;
- 10.6. Dates of attendance; and
11. Grade level;
- 12.7. ~~Diploma, honors or~~ Degrees and awards received;
13. ~~Most recent previous school or program attended.~~

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 upon request, 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.

[†] [For the health, safety and welfare of students, the district may want to consider limiting this list. Consider deleting #2, 3, 4, 6, 7, 10, 11, 12 and/or 13; recommend deleting the word ‘diploma’ in #12 if kept.]

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 names, 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 - 021-0430](#)
[OAR 581-022-2060](#)

Individuals with Disabilities Education Act (IDEA), 20 U.S.C. §§ 1400-1419 ([20122024](#)).
Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g ([20122024](#)); Family Educational Rights and Privacy, 34 C.F.R. Part 99 ([20172025](#)).
Every Student Succeeds Act, 20 U.S.C. § 7908 ([20122024](#)).

OSBA Model Sample Administrative Regulation

Code: IGBAB/JO-AR
Adopted:

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, which 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 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 a 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 the individual 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's 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; and
- 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 an 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 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 an 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

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.

student or student's parent(s) may, at their expense, choose a physician or other appropriate professional and have those records reviewed.

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) 192.345(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 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 their 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;

- 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.

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.

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 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 an eligible student;
- b. The school official or 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, the student or parent(s) 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 a 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 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 own expense, choose one or more individuals to assist or represent them, 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 a 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 there is disagreement 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 a 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.

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.

OSBA Model Sample Administrative Regulation

Code: JO/IGBAB-AR

Adopted:

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, which 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 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 a 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 the individual 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's 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; and
- 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 an 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 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 an 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

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.

student or student's parent(s) may, at their expense, choose a physician or other appropriate professional and have those records reviewed.

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) 192.345(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 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 their 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;

- 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.

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.

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 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 an eligible student;
- b. The school official or 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, the student or parent(s) 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 a 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 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 own expense, choose one or more individuals to assist or represent them, 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 a 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 there is disagreement 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 a 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.

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.

OSBA Model Sample Policy

Code: JHCA/~~JHCB~~
Adopted:

Immunization, ~~and~~ School Sports Participation, Concussions and Other Brain Injuries**

Immunization

Proof of immunization must be presented at the time of initial enrollment¹ in school or within 30 days of transfer to the district in accordance with Oregon law. Proof consists of a signed Certificate of Immunization Status form documenting either evidence of immunization, a religious, philosophical beliefs and/or medical exemption or immunity documentation.²

School Sports Participation

A student participating in extracurricular sports in grades 7 through 12 is required to submit to an appropriate School Sports Pre-Participation Examination³ prior to their initial participation in a related district program. The form⁴ is to be completed and signed by a parent or guardian giving permission for the student to participate and be signed by a medical provider authorized by law⁵ who has examined and evaluated the student. The completed form(s) must be returned as directed. A student who is subsequently diagnosed with a significant illness or has had a major surgery is required to have a physical examination prior to further participation.

A student who continues to participate in extracurricular sports in grades 7 through 12 shall be required to complete a sports examination once every two years, thereafter.

Concussions and Other Brain Injuries

A student who exhibits signs, symptoms or behaviors consistent with a concussion following an observed or suspected blow to the head or body, or who has been diagnosed with a concussion will not be allowed to participate in any athletic event or training on that day, unless an athletic trainer licensed by the Board of Athletic Trainers or a physician licensed pursuant to ORS 677.100 - 677.228 has determined the student

¹ The district shall immediately enroll a student experiencing houselessness in the school selected even if the student is unable to produce records normally required for enrollment.

² Documentation requirements for exemptions are outlined in ORS 433.267.

³ The required form is available at <https://www.osaa.org/governance/forms>, a copy may be obtained from a school office, or a form generated by the medical provider may be used if it meets requirements of law in OAR 581-021-0041.

⁴ The form may be used in either a hard copy or electronic format.

⁵ This physical examination must be conducted by a physician possessing an unrestricted license to practice medicine, a licensed naturopathic physician, a licensed physician assistant, a licensed nurse practitioner or a licensed chiropractic physician who has clinical training and experience in detecting cardiopulmonary diseases and defects.

has not suffered a concussion.⁶ Except as allowed above, a student excluded for concussion reasons will not be allowed to return to participate in an athletic event or training until the following three conditions have been met:

1. It is not the same day as the student exhibited signs, symptoms or behaviors, experienced a blow to the head or body, or was diagnosed with a concussion;
2. The student no longer exhibits signs, symptoms or behaviors consistent with a concussion; and
3. The student has received a medical release form from a health care professional⁷.

~~A student who continues to participate in extracurricular sports in grades 7 through 12 shall be required to complete a sports examination once every two years, thereafter.~~

Upon receipt of written notification⁸ from a parent or guardian that a student has been diagnosed with a concussion or other brain injury by a health care professional and that accommodations are being requested, the district shall follow all procedures developed by the Oregon Department of Education (ODE) to develop and implement an immediate and temporary accommodation plan.⁹ Written notice is not required for the district to begin following concussion protocols.

Any accommodations will be communicated to the parent or guardian, to all teachers who provide instruction to the student and to other employees who have regular responsibilities for the student's supervision or health.¹⁰

Accommodations will be in effect no later than 10 school days after the written notification is received by the district and will be reviewed as needed, but no later than every two months.

END OF POLICY

Legal Reference(s):

ORS 326.580	OAR 333-019-0010
ORS 336.479	OAR 333-050-0010 - 050-0120
ORS 336.485 - 336.490	OAR 581-021-0041
ORS 433.235 - 433.280	OAR 581-021-3007

⁶ For more information regarding medical releases for students in grades 9-12, see OSAA rules.

⁷ "Health care professional" includes a chiropractic physician, a naturopathic physician, a psychologist, a physical therapist, an occupational therapist, a physician assistant or a nurse practitioner who is licensed or registered under the laws of Oregon.

⁸ "Written notification" means a written notice from a parent or guardian, supported by medical documentation from a health care professional, informing the district that they are requesting an accommodation for a student who has been diagnosed with a concussion or other brain injury by a health care professional.

⁹ The district must use the sample form developed by ODE [add link when available] or a district form that includes all required content.

¹⁰ Including, but not limited to, school nurses, counselors, physical education teachers, coaches, athletic trainers and staff supervision recess or other physical activities.

McKinney-Vento Homeless Assistance Act, Subtitle VII-B, reauthorized by Title IX-A of the Every Student Succeeds Act, 42 U.S.C. §§ 11431-11435 (2018).
Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2018); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (2024).
House Bill 3007 (2025)

OSBA Model Sample Policy

Code: JOA
Adopted:

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 electronic address;~~
- 5.2. Student’s photograph;
- ~~6. Date and place of birth;~~
- 7.3. Major field of study;
- 8.4. Participation in officially recognized ~~sports and~~ activities and sports;
- 9.5. Weight and height of ~~athletic team~~ members of athletic teams;
- 10.6. Dates of attendance; and
- ~~11. Grade level;~~
- 12.7. ~~Diploma, honors or~~ Degrees and awards received;
- ~~13. Most recent previous school or program attended.~~

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 upon request, 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.

[†][For the health, safety and welfare of students, the district may want to consider limiting this list. Consider deleting #2, 3, 4, 6, 7, 10, 11, 12 and/or 13; recommend deleting the word ‘diploma’ in #12 if kept.]

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 names, 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 - 021-0430](#)
[OAR 581-022-2060](#)

Individuals with Disabilities Education Act (IDEA), 20 U.S.C. §§ 1400-1419 ([20122024](#)).

Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g ([20122024](#)); Family Educational Rights and Privacy, 34 C.F.R. Part 99 ([20172025](#)).

Every Student Succeeds Act, 20 U.S.C. § 7908 ([20122024](#)).

OSBA Board of Directors CANDIDATE QUESTIONNAIRE

Name: _____

Date: _____

Address: _____

City/Zip: _____

Business phone: _____

Residence phone: _____

Cell phone: _____

E-mail: _____

District/ESD/CC: _____

Term expires: _____ Years on board: _____

Region: _____

Position #: _____



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

Name

Date

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

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

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

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

OSBA Board of Directors

CANDIDATE PERSONAL/PROFESSIONAL RESUME

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

Other education board positions held/dates:

Occupation (Include at least the past five years):

Employers:

Dates:

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

High school:

College:

Degrees earned:

Education honors and/or awards:

Other applicable training or education:

Activities, other state and local community services:

Hobbies/special interests:

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

Additional comments:

NOMINATION FORM

OSBA BOARD OF DIRECTORS

REGIONAL MEMBER

Date: September 3, 2025

TO: Dawn Watson, OSBA President-
Elect Oregon School Boards Association
1201 Court St NE, #400
Salem, OR 97301
Fax: 503-588-2813
E-mail: elections@osba.org

**Nominations are due by 5 pm,
September 30, 2025**

Return this form and all candidate information
forms to the OSBA office by email at
elections@osba.org, or mail to Oregon
School Boards Association, 1201 Court
St. NE, #400, Salem, OR 97301

Dear Dawn Watson:

With this letter, our board nominates the candidate named below to a position on the OSBA Board of Directors for the
Mulnomah Region, Position # 18.

BOARD CANDIDATE INFORMATION

Name: Kris Howatt
District/ESD/Community College: Gresham-Barlow School District No. 10 Jt.
Address: 1331 NW Eastman Parkway
City: Gresham Oregon ZIP: 97030-3825
E-mail: howatt3@gresham.k12.or.us Phone: 503-830-3608

**This nomination was approved by official action of our board of directors at a duly called meeting on
September 3, 2025
(date)**



(Board Chair signature)

Board Chair name: Blake Petersen
District: Gresham-Barlow School District No. 10 Jt.
Address: 1331 NW Eastman Parkway
City, State, Zip: Gresham, OR 97030

OSBA Board of Directors CANDIDATE QUESTIONNAIRE

Name: _____

Date: _____

Address: _____

City/Zip: _____

Business phone: _____

Residence phone: _____

Cell phone: _____

E-mail: _____

District/ESD/CC: _____

Term expires: _____ Years on board: __

Region: _____

Position #: _____



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

Name

Date

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

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

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

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

OSBA Board of Directors

CANDIDATE PERSONAL/PROFESSIONAL RESUME

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

Other education board positions held/dates:

Occupation (Include at least the past five years):

Employers:

Dates:

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

High school:

College:

Degrees earned:

Education honors and/or awards:

Other applicable training or education:

Activities, other state and local community services:

Hobbies/special interests:

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

Additional comments:

**NOMINATION FORM
OSBA BOARD OF DIRECTORS
REGIONAL MEMBER**

Date: _____

TO: Dawn Watson, OSBA President-
Elect Oregon School Boards Association
1201 Court St NE, #400
Salem, OR 97301
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Dear Dawn Watson:

With this letter, our board nominates the candidate named below to a position on the OSBA Board of Directors for the _____ Region, Position # _____.

BOARD CANDIDATE INFORMATION

Name: _____
District/ESD/Community College: _____
Address: _____
City: _____ Oregon ZIP: _____
E-mail: _____ Phone: _____

**This nomination was approved by official action of our board of directors at a duly called meeting on _____
(date)**



(Board Chair signature)

Board Chair name: _____
District: _____
Address: _____
City, State, Zip: _____

BRENDA I. RIVAS

12536 NE Siskiyou St, Portland, OR 97230 · (503) 708-8049

Over 20 years managing staff and projects in a healthcare setting, managed SBO implementation, Epic implementations for Hospital and Physician billing, Home health, Hospice, and Palliative care, strong history of meeting and exceeding goals, excellent customer services skills coupled with the ability to effectively resolve issues, build, and developed team members.

**Change Management | Project Management | Results Oriented | Coaching & Mentoring | Analyze and Interpret Data
| After Action Review | Strategic Thinking | Epic Systems | Continuous Integration**

CAREER HIGHLIGHTS

- Collaborated with Senior leaders and managed to integrate five states into One Revenue Cycle for account receivables while maintaining current receivables and meeting and exceeding goals.
- Employed, developed, and mentored staff to move into lead positions to support new lines of business.
- Strong history of completing project timelines and collaborating with all stakeholders.

PROFESSIONAL EXPERIENCE

Manager, Revenue Cycle Post Balance Collections Sept 24 – Current

- Oversee daily operations for account receivables for post balance collections for all seven of our markets
- Responsible for account receivables for specialty collections for venture, corporate, and sports billing
- Manage two team supervisors to support twenty-one of our self-pay collectors
- Manage three analysts that supports specialty collections, vendors, and self-pay collectors
- Report out weekly and monthly outcomes of the post patient balance receivables
- Meet with collection vendors to discuss monthly and weekly outcomes and areas of focus to increase cash collections and discuss work queues

Manager, Business Process Improvement Jan 2022 – Oct 2024

- Played a key role in ensuring that we had successful Single Billing Office implementation for all seven of our markets.
- Monthly tracking of Single Billing Office metrics to report benefits to Senior leadership and Finance.
- Lead monthly meetings with our market leaders to review the outcomes and status of their accounts receivable.
- Partnered with our member services call center and digital engagement team to communicate system or workflow changes with direct member impact.
- Collaborated with analysts to evaluate and validate system changes
- Responsible for communicating key messages related to system changes and updates to workflows to our internal teams and vendors.
- Ensured that CFSR audits were completed timely and reported out outcomes during our monthly national

meetings with market leaders.

- Partnered with analyst to develop training and workflow to empower team managers to be able to process timely grievance and appeal adjustments when receiving a grievance from a member.

Sr. Manager Applications Oct 2021 – Dec 2022

- Managed a team of eleven application analysts for home health and hospice and third-party applications.
- Conducted biweekly one on ones.
- Collaborated with the community technologies team to review and approve optimization requests.
- Ensured service requests are completed timely to resolve build issues that affect patient care.
- Reported out weekly to the director on the status of projects assigned to my team.
- Attended growth and expansion meetings to approve and provide feedback on future implementations.
- Conducted monthly meetings to review caregiver survey results to give the team an opportunity to provide feedback.
- Collaborated with the compliance and community technology team to review upcoming regulations to ensure build is completed timely and tested.
- Meet with the director to review future projects to make sure they align with the overall company's strategic plan and goals.

Epic Application Analyst Dorothy and Comfort Mar 2020 – Oct 2021

- Completed new build for new lines of business within Providence and affiliates as well as conducting application and integrated testing for new build and upgrade.
- Collaborated with team when working multiple projects by setting up meetings, testing, or assisting in leading meetings.
- Collaborated with training team and community technology to review questions regarding build and upgrade that can potentially affect workflow.
- Work with Epic TS when needing assistance after trouble shooting and unable to identify the root cause of a potential issue or risk within Epic.
- Provided support to leadership as questions come up regarding changes within the system.
- Supported and partnered with business and clinical leadership to meet organizational goals and objectives.
- Ensured projects were planned and executed in a timely manner that supports the Providence mission; integration and collaboration across the health system, while meeting the organization needs.

Revenue Cycle Business Analyst Jul 2015 – Mar 2020

- Played a key role in ensuring that we had successful implementation when affiliates are joining Providence and new lines of business by providing them with the support in understanding the workflows, policies, job aids, and be readily available for questions.

- Led and collaborated with key stakeholders including managers and supervisors in the implementations of Home health, Hospice, and Palliative care.
- Worked closely with the Epic build analyst to identify, troubleshoot, and resolve issues.
- Ensured projects are planned and executed in a timely manner that supports the Providence mission; integration and collaboration across the health system, while meeting the organization needs.
- Responsible for understanding and refining the prescribed workflows, policies, and procedures, as well as having familiarity with the functional workings of the Epic software for physician and hospital billing.
- Conducted pre-go live and post go live weekly meetings with the customer to go over the status of the implementation and address key concerns.
- Conducted biweekly meetings with leadership to review Epic Revenue Dashboards to review the state of the implementation by reviewing outstanding account receivables, claims submission, any stops that can potentially affect the goal of producing a claim or a statement to the patient.
- Project Manager for implementations to ensure successful completion; by tracking key concerns, staying within timelines and scope, schedule daily/weekly meetings with stakeholders and executive leadership to report progress and capture key concerns.

Self-Pay Manager Jul 2012 – Jul 2015

- Oversaw daily operations in managing account receivables for five states.
- Supported and mentored four supervisors on how to manage eighty front line staff and how to meet their daily, monthly, yearly objectives.
- Reported on volumes and suggested enhancements needed to improve the receivables process. Worked with multiple collection agencies, effectively optimized timely collections on those accounts.
- Planned short- and long-term goals in hope of assisting to eliminate some of the excess in accounts receivables.
- Assisted collection agencies by submitting questions on nebulous accounts.
- Generated daily and monthly reports dealing with bad debt, cash collections, and online bill pay.
- Led and collaborated with key stakeholders including managers and supervisors in the implementations of our affiliates Swedish and Kadlec to take on working their account receivables for self-pay.
- Ensured that we met or exceeded the service level agreements with internal and external operations.
- Documented workflows created job aids, and policies and procedures for the Kadlec and Swedish go live and developed the training curriculum.
- Joined monthly leadership calls with Senior leadership and Finance to report outcomes monthly and quarterly outcomes.

EDUCATION

Concordia University, Portland, Oregon **2019, Master of Business Administration**

Warner Pacific College, Portland, Oregon **2014, Bachelor of Health Care Administration**

OSBA Legislative Policy Committee CANDIDATE QUESTIONNAIRE

Name: _____

Date: 9/2/2025

Address: _____

City/Zip: _____

Business phone: _____

Residence phone: _____

Cell phone: _____

E-mail: _____

District/ESD/CC: _____

Term expires: _____ Years on board: _____

Region: _____



Position #: _____

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

Name

Date

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

1. What do you want to accomplish by serving on the Legislative Policy Committee (LPC)?
2. What leadership skills do you bring to the LPC? Give an example of a situation in which you demonstrated these skills.
3. What do you see as the two most challenging legislative issues faced by OSBA?
4. What do you see as the two most challenging legislative issues faced by your region?
5. What is your plan for communicating with boards in your region about legislative issues?

OSBA Legislative Policy Committee

CANDIDATE PERSONAL/PROFESSIONAL RESUME

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

Other education board positions held/dates:

Occupation (Include at least the past five years):

Employers:

Dates:

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

High school:

College:

Degrees earned:

Education honors and/or awards:

Other applicable training or education:

Activities, other state and local community services:

Hobbies/special interests:

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

Additional comments:

NOMINATION FORM
OSBA LEGISLATIVE POLICY COMMITTEE (LPC)
REGIONAL MEMBER

Date _____

TO: Dawn Watson, OSBA President-
Elect Oregon School Boards Association
1201 Court St NE, #400
Salem, OR 97301
Fax: 503-588-2813
E-mail: elections@osba.org

**Nominations are due by 5 pm,
September 30, 2025.**

Return this form and all candidate information forms to the OSBA office by email at elections@osba.org, or mail to Oregon School Boards Association, 1201 Court St. NE, #400, Salem, OR 97301

Dear Dawn Watson:

With this letter, our board nominates the candidate named below to a position on the OSBA Legislative Policy Committee for the _____ Region, Position # _____.

LPC CANDIDATE INFORMATION

Name: _____
District/ESD/Community College: _____
Address: _____
City: _____ Oregon ZIP: _____
E-mail: _____ Phone: _____

This nomination was approved by official action of our board of directors at a duly called meeting on

(date)



(Board Chair signature)

Board Chair name: _____
District: _____
Address: _____
City, State, Zip: _____

OSBA Legislative Policy Committee CANDIDATE QUESTIONNAIRE

Name: _____

Date: _____

Address: _____

City/Zip: _____

Business phone: _____

Residence phone: _____

Cell phone: _____

E-mail: _____

District/ESD/CC: _____

Term expires: _____ Years on board: _____

Region: _____

Position #: _____



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

Name

Date

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

1. What do you want to accomplish by serving on the Legislative Policy Committee (LPC)?
2. What leadership skills do you bring to the LPC? Give an example of a situation in which you demonstrated these skills.
3. What do you see as the two most challenging legislative issues faced by OSBA?
4. What do you see as the two most challenging legislative issues faced by your region?
5. What is your plan for communicating with boards in your region about legislative issues?

OSBA Legislative Policy Committee

CANDIDATE PERSONAL/PROFESSIONAL RESUME

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

Other education board positions held/dates:

Occupation (Include at least the past five years):

Employers:

Dates:

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

High school:

College:

Degrees earned:

Education honors and/or awards:

Other applicable training or education:

Activities, other state and local community services:

Hobbies/special interests:

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

Additional comments:

NOMINATION FORM

OSBA LEGISLATIVE POLICY COMMITTEE (LPC)

REGIONAL MEMBER

Date September 18, 2025

TO: Dawn Watson, OSBA President-
Elect Oregon School Boards Association
1201 Court St NE, #400
Salem, OR 97301
Fax: 503-588-2813
E-mail: elections@osba.org

**Nominations are due by 5 pm,
September 30, 2025.**

Return this form and all candidate information forms to the OSBA office by email at elections@osba.org, or mail to Oregon School Boards Association, 1201 Court St. NE, #400, Salem, OR 97301

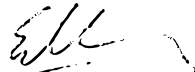
Dear Dawn Watson:

With this letter, our board nominates the candidate named below to a position on the OSBA Legislative Policy Committee for the Multnomah County Region, Position # 19.

LPC CANDIDATE INFORMATION

Name: Christy Splitt
District/ESD/Community College: Portland Public Schools
Address: 5715 SW Illinois Street
City: Portland Oregon ZIP: 97221
E-mail: csplitt@pps.net Phone: 503-208-9666

This nomination was approved by official action of our board of directors at a duly called meeting on
September 9, 2025
(date)


(Board Chair signature)

Board Chair name: Eddie Wang
District: Portland Public Schools
Address: 501 N. Dixon Street
City, State, Zip: Portland, OR 97227

Education

MA Education

July 2002

Pepperdine University

BA History

March 2000

UC Santa Barbara

Community Service

Portland Public School
Board, Director (current)

Hayhurst Parent Teacher
Association Board

Community and Parents
for Public Schools Board
(Portland)

Food Front Cooperative
Grocery Board

Lincoln High School
Constitution Team Coach

Mother PAC Endorsement
Team

VOIS Business Alliance
Policy Team

OLCV Multnomah County
Steering Committee

Summary

Twenty years working in or around the Oregon Legislature. Extensive experience on all sides of advocacy work and across two branches of Oregon state government. Demonstrated commitment to public education in Oregon over the past 22 years, serving as a current school board member and school funding advocate, and as a past PTA president, academic coach, and teacher.

Work Experience

Government Relations Coordinator, June 2020 - present

Oregon Department of Energy, Salem, OR

Lead and coordinate agency work on legislation, from inception to implementation, and support agency work on its budget. Represent the agency to legislators and legislative staff on both sides of the aisle. Co-lead agency relationships with advocates, utilities, and peer agencies

Development Director, July 2016 - May 2020

Oregon League of Conservation Voters (OLCV), Portland, OR

Led fundraising efforts for a political nonprofit with an annual budget of \$1 million. Managed Development Associate and “managed up” to Executive Director to carry out fundraising plan, including ownership of events, major donor program, and board fundraising. Co-led diversity, equity, and inclusion efforts at the organization.

External Affairs Director, January 2013 - July 2016

Oregon League of Conservation Voters (OLCV), Portland, OR

Coordinated the Oregon Conservation Network (OCN) and lobbied in the State of Oregon on behalf of both OCN and OLCV. Worked with legislators, advocates, OLCV members, and allies to pass and defeat legislation, including bills related to energy and climate.

Legislative Director, Co-Speaker Arnie Roblan, January - December 2012

Oregon State Legislature, Salem, OR

Co-managed committee process during the 2012 session and interim. Negotiated bill referrals with Republican counterpart. Worked with committee chairs of both parties to reach consensus.

Legislative Aide to State Rep. Ben Cannon, January 2007 - September 2011

Oregon State Legislature, Salem and Portland, OR

Served as lead staff to an Oregon legislator who served as Vice Chair and then Chair of the House energy committee. Collaborated with advocates on multiple pieces of legislation, including clean energy and climate bills. Managed communications and the work of other aides and interns.

Previous Work Experience:

Program Coordinator, SOLV, January - December 2006; Various Positions, Oregon Bus Project, July 2004 - June 2006; Executive Assistant, Stand for Children, February - November 2005; Social Studies Teacher, Amador Valley and Estacada High Schools, August 2002 - June 2004



Dedicated to improving student success and education equity through
advocacy, leadership and service
to Oregon public school boards.

2025 OSBA Election Information - Multnomah Region

In odd-numbered years, member boards take official action to elect regional representatives for even-numbered positions on the OSBA Board of Directors, all regional representatives on the Legislative Policy Committee, and any positions that are currently vacant or were filled by appointment, and to vote on any resolutions brought before the membership.

- *The Multnomah region holds three position on the Board of Directors and three position on the Legislative Policy Committee. Position 18 on the Board of Directors and positions 17, 18, and 19 on the Legislative Policy Committee are up for election.*
- *There are no resolutions being brought before the membership at this time.*
- *Candidate materials are posted on the [OSBA Election Information](#) page.*
- *Member boards must take official action to vote.*
- *Please [use this map](#) to verify your region before proceeding.*

Multnomah Region Official Ballot

1. Board of Directors Position 18

Kris Howatt

130

Brenda Rivas

2. Legislative Policy Committee Position 17

Heather Coleman-Cox

3. Legislative Policy Committee Position 18

Althea Ender

4. Legislative Policy Committee Position 19

Christy Splitt

Board Action Verification

* 5. Type the name of the district, ESD, or community college board that officially made this vote.

* 6. Type the meeting date when the board officially made this vote.

* 7. Type your name and title.

Send me a copy of my responses via email

Done

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Corbett School District 39

Code: JFG-AR
Revised/Reviewed: 10/21/15; 1/19/22
Orig. Code: JFG-AR

Student Searches**

1. Definitions

- a. “Reasonable suspicion” is based upon specific and articulated facts to believe that the student personally poses, or is in possession of some item that poses a risk of immediate and serious harm to the student, school officials and/or others at the school. The official’s knowledge may be based upon relevant past experience of the official, observation by the official and/or credible information from another person.
 - (1) “Past experience” may provide the district official with information relevant to the violation as well as information which enables the official to evaluate the credibility of information from another person.
 - (2) “Credible information from another person” may include information which the district official reasonably believes to be true provided by another district employee, a student, a law enforcement or other government official or some other person.
- b. “Reasonable in scope” means that the manner and extent of the search are reasonably related to the objectives of the search, the unique features of the official’s responsibilities, and limited to the particular student or students most likely to be involved in the infraction and the area(s) which could contain the item(s) sought, and not excessively intrusive in light of the student’s age, sex, maturity and the nature of the infraction.

2. Routine Inspection of District Property Assigned to Students

- a. Lockers, desks and other storage areas provided by the school and assigned to a particular student(s) are the property of the district, remain in the possession of the district and are under the control of the principal. Students have no expectation of privacy regarding these items/areas.
- b. Students may use district-owned storage areas for the limited purpose of temporarily keeping items needed for attendance and participation in school instructional and activity programs only. No other purpose is permitted.
- c. Students shall be provided notification that district-owned storage areas assigned to students are subject to routine inspection without prior notice for the following reasons:
 - (1) Ensure that no item which is prohibited on district premises is present;
 - (2) Ensure maintenance of proper sanitation;
 - (3) Ensure mechanical condition and safety;
 - (4) Reclaim overdue library books, texts or other instructional materials, property or equipment belonging to the district.

3. Voluntary Consent

- a. When a district official has the requisite justification to search either a particular district-owned storage area assigned to a student or the clothing or the personal property of a student, the official has the option of making a search or asking the student to voluntarily provide the item(s) sought. Before making a search, the official should ordinarily ask for the student's voluntary consent by requesting the student to empty the contents of the storage area, clothing or personal property. If the student refuses consent for his/her personal property, the official may elect to contact the student's parents to obtain consent for the search of personal property.

4. Search Procedures

- a. With the requisite justification, a school official may search an individual student, a district-owned storage area assigned to a student or the personal property of a student. Personal property of a student includes, but is not limited to, wallets, purses, lunch boxes/sacks, book bag, backpack or other containers used to carry belongings.
- b. All searches of a student or a student's personal property shall be based on the required reasonable suspicion/risk of immediate and serious harm and shall be reasonable in scope. A "strip search," requiring a student to remove clothing down to the student's underwear or including underwear is prohibited by the district.
- c. Searches will generally be conducted by an administrator or by other school personnel only as authorized by the administrator. In certain circumstances an administrator may be assisted by a law enforcement official(s).
- d. The student will generally be permitted to be present during a search of a district-owned storage area assigned to the student or during a search of the student's personal property. The student's presence is not required, however.
- e. Search of a student's clothing will be limited to the student's "outer clothing" only. "Outer clothing" means the student's coat, jacket or other such outerwear garments worn by a student. A search of the clothing may include the search of a container inside the clothing, provided that the container is of a size and shape to hold the object of the search.
- f. Searches of a student's outer clothing will be conducted by a district official of the same sex as the student.
- g. Where the object of the search may be felt by a "pat down" of clothing or personal property, the district official may first pat the clothing or property in an attempt to locate the object before searching inside the clothing or property.
- h. Searches will be conducted in privacy, out of the view of other students, staff and others and in the presence of an adult witness of the same sex as the student.
- i. Any item removed from the student as a result of the above procedures which is not evidence of a violation of a law, Board policy, administrative regulation or school rule may be returned to the student, as appropriate.

5. Other Searches¹

- a. Student vehicles may be parked on district property on the condition that the student and their parent(s) allow the vehicle and its contents, upon reasonable suspicion/risk of immediate serious harm, to be examined.

¹ Consult with legal counsel prior to implementing procedures in this section, modifying as appropriate to meet local needs.

- (1) If a student or parent(s) refuses to allow access to a vehicle when requested under the circumstances described above, the student’s privilege of bringing a vehicle onto district property will be terminated. Law enforcement officials may be notified.
- b. Metal detectors, including walk-through and hand-held devices, may be used when the superintendent determines that there is a need for such detectors based upon reasonable information of a history of:
- (1) Weapons, ~~or~~ dangerous objects, **or drug paraphernalia** found at school, on district property, at a school function or in the vicinity of the school; or
 - (2) Incidents of violence involving weapons at a school, on district property, at a school function or in the vicinity of the school.
 - (3) Upon positive detection, a student will be asked to voluntarily remove the metal item. If the student refuses consent, the student will be held (will not be allowed further entrance into the building) and any personal property will be seized and secured while the parent(s) and law enforcement officials are summoned.
- c. Drug-detection dogs may be used when the superintendent determines that there is a need for use of such dogs based upon reasonable information of a history of:
- (1) Drugs and/or drug paraphernalia use/possession at school, on district property, at a school function or in the vicinity of the school; or
 - (2) Incidents of violence or health emergencies involving drugs and/or drug paraphernalia at a school, on district property, at a school function or in the vicinity of the school.

After such need has been determined, drug-detection dogs may be used to sniff out contraband in district-owned storage areas or in student vehicles parked on district property upon reasonable suspicion to believe that contraband is in the area or vehicle.

Drug-detection dogs will not be used for general or “dragnet” searches.

- d. Body fluid searches of students for the presence of alcohol or drugs are prohibited by the district unless specifically authorized by the Board as part of its athlete drug-testing program.
- e. The district may deploy breathalyzer devices at extracurricular events and activities. Students may be subject to testing procedures as a prerequisite to attending the event/activity. If a student refuses testing, he/she will be detained and parents will be contacted to come and take the student home.

6. Discipline

- a. Possession or use of unauthorized, illegal, unhealthy or unsafe materials will result in the following:
 - (1) Seizure of the material:
 - (a) Property, the possession of which is a violation of law, Board policy, administrative regulation or school rule will be returned to the parent or, if also a violation of law, turned over to law enforcement officials or destroyed by the district as deemed appropriate by the principal;
 - (b) Stolen property will be returned to its rightful owner;

(c) Unclaimed property may be disposed of in accordance with Board policy DN - Disposal of District Property.

(2) Discipline up to and including expulsion and notification given to law enforcement officials as appropriate or as otherwise required by law or Board policy.

7. Documentation

a. Administrators shall document all searches.

b. Documentation shall consist of the following:

- (1) Name, age and sex of student;
- (2) Date, time and location of search;
- (3) Justification for search and nature of the reasonable suspicion/risk of immediate and serious harm;
- (4) Description of the object(s) of the search;
- (5) Type/Scope of search (areas/items searched);
- (6) Results of search, prohibited material(s) found, disposition of the material(s) seized and discipline imposed;
- (7) Name of the witness to the search;
- (8) Name of the district official conducting the search;
- (9) Contacts with law enforcement and name/position of the contact(s).

c. Documentation will be maintained as a part of the student's education records and retained in accordance with applicable Oregon Administrative Rules governing records' retention.

8. Notice

Notice of the Board's policy and this administrative regulation will be provided to staff, students and their parent(s) annually, through staff and student/parent handbooks.

9. Cooperation with Law Enforcement Officials

a. Administrators will meet with law enforcement officials annually to review:

- (1) Official contact protocols;
- (2) Applicable Board policies and administrative regulations;
- (3) Circumstances in which the district will generally be requesting local law enforcement involvement in student searches and suspected crimes;
- (4) Handling searches and evidence when involving law enforcement officials.

