

February 19, 2024
6:30 P.M.

- 1.0 ROLL CALL Dena Crowell
Zone 1, Carie Simon; Zone 2, Tony Isom; Zone 3, Parker Leigh; Zone 4, Suzanne Parker;
Zone 5, Jason Curtis; Zone 6, Kirt Glenn; Zone 7, David Karo
- 2.0 AGENDA David Karo
2.1 Agenda Adjustment David Karo
2.2 Adopt Board Agenda David Karo
- 3.0 GOOD OF THE ORDER / COMMUNICATIONS David Karo
3.1 ~~Community Partnerships~~ Michelle Isom
3.1 ASB Report ASB Representative
3.2 FFA Nationals Report Brooke Glaser
3.3 2022-2023 Audit Report Conor Delaney
3.4 Strategic Plan Pillar Presentation Candace Pelt
3.4.1 - Pillar One, Engaged Learning Joel Sauter
3.4.2 - Pillar Two, Enrichment Dean Rech/Kevin Wise
3.4.3 - Pillar Three, Culture for Learning Rachel Hampton/James Shannon
3.4.4 - Pillar Four, Family and Community Connection Dena Crowell
3.4.5 - Pillar Five, Extraordinary Staff Celeste Van Cleave/Joni Wixom
- 4.0 ACTION / BUSINESS David Karo
4.1 Approve January Regular Board Minutes David Karo
4.2 Approve February Work Session Minutes David Karo
4.3 Staff Acknowledgements Candace Pelt
4.4 Approve 2022-2023 Audit Celeste Van Cleave
4.5 Adopt 2023-2024 Budget Calendar Celeste Van Cleave
4.6 Approve Board Communications Plan Candace Pelt
4.7 Approve Board Communications Editor David Karo
4.8 Adopt or Acknowledge Second Reading, Board Policies: Candace Pelt
BD/BDA, Board Meetings
BDC, Executive Sessions
4.9 Approve Perimeter HS Security Fencing Candace Pelt
4.10 Approve Early Literacy Grant Candace Pelt
- 5.0 REPORTS David Karo
5.1 Financial Report Celeste Van Cleave
5.2 Superintendent Report Candace Pelt

6.0 AUDIENCE COMMENTS

David Karo

The Board is interested in hearing from our community. Public comments are welcome at the specified place on the agenda. Comments need to be about district operations and programs. The Board is unable to hear in open session any matters related to personnel or students. If you have personnel concerns, please share those directly with the superintendent. If you have a complaint, you wish the district to address, please follow our policy KL (public) or GBM (staff).

6.1 Board Chair Responses

David Karo

7.0 ADJOURN

David Karo

The meeting location is accessible to persons with disabilities. A request for an interpreter for the hearing impaired or for other accommodations for persons with disabilities should be made at least 72 hours before the meeting to Dena Crowell, Executive Assistant, 32433 Hwy 228, Halsey Oregon, 97348, 541-657-8192. If needed, you may contact the Oregon Telecommunications Relay Service at 1-800-735-9200 for assistance in contacting the District. Central Linn is an equal opportunity educator and employer.

AGENDA EXPLANATIONS

4.3 Staff Acknowledgements - Acknowledge the hire of Sara Baneulos, Part-Time Department Secretary; the resignation of Tiffani Day, Assistant Varsity Softball Coach and Kathy Smith, AG Instructor and FFA Advisor.

4.4 Approve 2022-2023 Audit - Emailed was the 2022-2023 Audit and new last school year was Board approval of the financial audit for SIA funding.

4.5 Adopt 2023-2024 Budget Calendar - Enclosed is this year's Budget Meeting Calendar for review and adoption.

4.8 Adopt or Acknowledge Second Reading, Board Policies -
Please refer to Policy Cover Pages for policy update information.

BD/BDA, Board Meetings
BDC, Executive Sessions

Optional Updates
Optional Updates

UPCOMING EVENTS

Next Board Meeting - March 11, 2024 @ 6:30 p.m. at CLES Conference Room and via Zoom.

Budget Work Session - April 22, 2024 @ 6:30 p.m. at CLES Conference Room and via Zoom.


First Budget Meeting - May 6, 2024 @ 6:30 p.m. at CLES Conference Room and via Zoom.


Summer Board Retreat - August 16 & 17th, 2024. Location and time are to be determined.





Scorecard Update #2


Feb 19, 2024


Pillar	Goal	Measure	Base - line	Goal	#1 Jan	#2 Aug
 Engaged Learning	Supporting Learning	ES+MS Percentage of students meeting growth targets in literacy.	n/a	80%	44%	
		ES+MS Percentage of students meeting growth targets in math.	n/a	80%	43%	
		HS- Percentage of students on track for graduation.	84%	80%	76%	
	Preparing for the Future	Percentage of students participating in academic intervention or academic enrichment programming.	n/a	85%	71%	
	Increasing Student Engagement	Improved student perception of learning experiences.	64%	70%	n/a	


Pillar	Engaged Learning	
Goal	Progress Update	Strategies
 <p>Supporting Learning</p>	<p>Celebrations:</p> <ul style="list-style-type: none"> • Currently have 10 CTE opportunities this year with addition of a few more for the fall 2024. • New building completed to house CTE program due to be completed summer 2024 • 11 HS Teachers, school counselor and 4 administrators have attended a Summer Institute training for AVID (Advancement Via Independent Determination) • Elementary School is holding regular 20% meetings and had their first 100% meeting February 16th • Intervention block is part of the master schedule at the elementary school. <hr/> <p>Challenges:</p> <ul style="list-style-type: none"> • Intervention plan for Jr/Sr High challenge due to schedule. 	<ul style="list-style-type: none"> • Increase CTE opportunities • Implement AVID Schoolwide * Including Implementing WICOR strategies at the elementary school • Develop and implement Intervention plans at the Jr/Sr High


Pillar	Engaged Learning	
Goal	Progress Update	Strategies
 <p>Preparing for the Future</p>	<p>Celebrations:</p> <ol style="list-style-type: none"> Administration involved in ongoing observations and feedback Administrators and some certified taking part in year 2 of the CEL trainings. Friday School for students at all campuses allows for students to receive additional academic interventions and academic enrichments 	<ul style="list-style-type: none"> Develop Professional learning Plan for ALL staff, certified, classified and leadership. Develop plan for gathering student voice Develop and utilize plan to support student success
<p>Challenges:</p> <ul style="list-style-type: none"> Current building systems don't ensure administration are able to consistently attend building walkthroughs 		


Pillar	Engaged Learning	
Goal	Progress Update	Strategies
 <p data-bbox="92 883 323 1032">Increasing Student Engagement</p>	<p data-bbox="359 607 575 643">Celebrations:</p> <ul data-bbox="390 656 1108 922" style="list-style-type: none"> <li data-bbox="390 656 1108 786">● Master schedule at ES prioritizes CORE instruction and is reviewed regularly to ensure all students are able to take part. <li data-bbox="390 799 1108 883">● Teachers have had initial trainings in UDL (Universal Design for Instruction) <li data-bbox="390 896 1108 922">● Full inclusion to the level possible 	<ul data-bbox="1167 607 1965 873" style="list-style-type: none"> <li data-bbox="1167 607 1965 691">● All students will continue to be fully included in CORE instruction to the extent possible <li data-bbox="1167 704 1965 789">● Develop plan for Enrichment and connection at each building <li data-bbox="1167 802 1965 873">● Plan for more Jr/Sr High students completing the survey.
<p data-bbox="359 1088 548 1123">Challenges:</p> <ul data-bbox="390 1136 1108 1172" style="list-style-type: none"> <li data-bbox="390 1136 1108 1172">● Data not representative of all campuses. 		


Pillar	Goal	Measure	Base - line	Goal	#1 Jan	#2 Aug
 Enrichment	<i>Varied Activities, Pathways and Programs</i>	Percentage of students with one enrichment opportunity each term.	N/A	80%	65%	
	<i>Participation with the Community for Learning</i>	Percentage of students offered at least one community learning opportunity each term.	N/A	65%	93%	


Pillar	Enrichment	
Goal	Progress Update	Strategies
 <p>Varied Activities, Pathways and Programs</p>	<p>Celebrations: CLES Being able to offer; Cooking, Gym, Games, Mad Scientist, Travel the World, Lego, Building & Recycling</p> <p>Junior High School - 100% Athletics, Music, AVID and FFA JR High ACE'S Attendance Citizenship Eligibility</p> <p>High School - 81% Athletics, Band/Choir, Drama, FFA CTE, AVID, NHS, Forensics and Culinary</p> <p>Challenges:</p> <ul style="list-style-type: none"> Increasing the number of students taking enrichment at CLES. Getting the other 19% of the students involved at the HS. 	<p>CLES</p> <ul style="list-style-type: none"> Offering six classes per-session. There is two session per semester. <p>JR High School</p> <ul style="list-style-type: none"> Offer a wheel of classes for Jr. High School Electives <p>High School</p> <ul style="list-style-type: none"> Offers 10 CTE Classes for students to take. Alternative Education Athletics Offer a variety of electives and programs; Culinary, AG, Forensics and FFA. Identifying the barriers and finding


Pillar	Enrichment	
Goal	Progress Update	Strategies
 <p>Participation with the Community for Learning</p>	<p>Celebrations: CLES - Guest Speaker Whole school NED assembly present on positive mind set.</p> <p>Junior High School Guest Speaker Science</p> <p>High School Albany Chamber</p> <ul style="list-style-type: none"> • Junior Class job fair <p>Tri-District Wellness Day</p> <ul style="list-style-type: none"> • 19 different organizations; All 9th-12th grade <p>Seneca Sawmill Company</p> <ul style="list-style-type: none"> • Construction Class <p>Northwest Pacific Construction</p> <ul style="list-style-type: none"> • Construction Class <p>Guest Speakers</p> <ul style="list-style-type: none"> • Contractor Standard Commercial; National Guard 	<ul style="list-style-type: none"> • Meetings with local businesses • Student led opportunities for success • Field trips to local businesses • Bring in guest speakers • Working with Brownsville and Halsey City Council. • Google Enrichment Form was created.
	<p>Challenges:</p> <ul style="list-style-type: none"> • Need to separate JH from HS on enrichment form. • CLES is in the process of working on a plan. 	


Pillar	Goal	Measure	Base - line	Goal	#1 Jan	#2 Aug
 Culture for Learning	<i>Inclusivity</i>	Improved student and parent perception of respect at school.	77%	75%	N/A	
	<i>Empower Student Voice</i>	Complete a student influenced improvement cycle for each term and school.	N/A	4	2	
	<i>Emotional Safety</i>	Improved student and parent perception of safety and expectations at school.	56%	65%	N/A	
	<i>Physical Safety</i>	Improved student and parent perception of physical conditions at school.	48%	60%	N/A	


Pillar	Culture for Learning	
Goal	Progress Update	Strategies
 <p data-bbox="75 873 300 922">Inclusivity</p>	<p data-bbox="344 537 569 578">Celebrations:</p> <ul data-bbox="373 591 1163 829" style="list-style-type: none"> <li data-bbox="373 591 1163 727">● Librarian collaborating with our English Language Teacher to provide stories in Spanish and English <li data-bbox="373 740 1163 829">● Students greeted at the door daily in both schools by staff and administrators <hr/> <p data-bbox="344 997 537 1037">Challenges:</p> <ul data-bbox="373 1050 1142 1187" style="list-style-type: none"> <li data-bbox="373 1050 1142 1187">● Need to create system to ensure that all necessary participants are able to attend attendance/grade data meetings. 	<ul data-bbox="1230 542 1902 1037" style="list-style-type: none"> <li data-bbox="1230 542 1902 591">● Multiple means of communication <li data-bbox="1230 591 1902 688">● District focus to create a culture of building community <li data-bbox="1230 688 1902 834">● Identify barriers to student attendance and work with families to support <li data-bbox="1230 834 1902 1037">● School teams regularly look at attendance and grade data and creates plans to assist specific students who need support


Pillar	Culture for Learning	
Goal	Progress Update	Strategies
 <p>Empower Student Voice</p>	<p>Celebrations:</p> <ul style="list-style-type: none"> Completed 2 improvement plan cycles Implemented new food choices based on student response Implemented discipline protocols based on student survey data and behavioral incidences data Increasing Instructional Time Committee has 5 student members Student quote, "Everything is so much smoother this year. Most of the time, directions and like what's happening school wide is more clear." <p>Challenges:</p> <ul style="list-style-type: none"> Improvement cycle at ES was determined to not be aligned to student needs. Revision for next cycle so that each building will use its own data to determine the next goal. 	<ul style="list-style-type: none"> Use student survey to prioritize improvements Utilize 4 improvement cycles this school year based on student survey data Students are included in committee work Students surveyed by the school counselor each term and the data is shared with staff during staff meetings.


Pillar	Culture for Learning	
Goal	Progress Update	Strategies
 <p><i>Emotional Safety</i></p>	<p>Celebrations:</p> <ul style="list-style-type: none"> • Core group of teachers, counselor, and administrator trained in RULER implementation. 2023-24 school year: Teachers and all staff trained. • Initial training will begin for all staff on Feb. 9th • 2024-25 school year: Students engaged in RULER strategies K-12 • Dedicated coordinator for PBIS • Regular meetings by the PBIS committee <hr/> <p>Challenges:</p> <ul style="list-style-type: none"> • Need to create a structured plan to respond to behaviors 	<ul style="list-style-type: none"> • Students greeted at the door • Staff trained in trauma informed practices • Student survey regarding access to trusted adult at school • Develop and implement long term Social Emotional Learning program K-12 • Implement PBIS school-wide at the ES • Utilize behavior matrix to provide consistent discipline practices


Pillar	Culture for Learning	
Goal	Progress Update	Strategies
 <p>Physical Safety</p>	<p>Celebrations:</p> <ul style="list-style-type: none"> ● Heating/cooling systems installed in all classrooms at the HS ● Facility staff trained annually in asbestos response–SafeSchools ● CTE building is on schedule and permits have been filed <hr/> <p>Challenges:</p> <ul style="list-style-type: none"> ● Finding qualified staff to fill open positions ● Acquiring grants to support the change to LED lighting 	<ul style="list-style-type: none"> ● Installing energy efficient heating/cooling systems in classrooms ● Removing asbestos from floors/ceilings in both the ES and the MS/HS ● Custodial staff reviewed protocols and trained new staff for classroom and building cleaning procedures ● Safety committee meet monthly to discuss safety concerns ● Change lighting systems to LED ● Provide CTE building that creates a safe and effective learning space


Pillar	Goal	Measure	Base - line	Goal	#1 Jan	#2 Aug
 <p data-bbox="79 820 331 992">Family and Community Connection</p>	Communication	Improved parent perception of communication with the school.	61%	70%	N/A	
	Support for Family Needs	Provide one parent education workshop per term.	N/A	2	1	
	Community Partnerships	Secure two new community partnerships to support family needs.	N/A	2	1	


Pillar	Family and Community Connection	
Goal	Progress Update	Strategies
 <p>Communication</p>	<p>Celebrations:</p> <ul style="list-style-type: none"> ● New: Weekly Cobra Nation and continuation of ES newsletters ● 17 newsletters sent home this year by ES/HS ● Weekly huddles ● ParentSquare delivery for Newsletters; parent delivery and language preference ● Increased staff use of ParentSquare <p>Challenges:</p> <ul style="list-style-type: none"> ● 25% meetings happened as planned to coordinate on school issues and communications ● Uninterrupted time where all office staff are available 	<ul style="list-style-type: none"> ● Collaboration with communication coach ● Explore different secretary meeting structure to support communication with staff and families. ● Family Rounding ● Staff shout outs for effective use of ParentSquare ● Additional ParentSquare training for secretary PD

Pillar	Family and Community Connection	
Goal	Progress Update	Strategies
 <p><i>Support for Family Needs</i></p>	<p>Celebrations:</p> <ul style="list-style-type: none"> ● One2Another met with Parent Teacher Committee ● Instructional Time Committee ● Community Bond Advisory Committee ● Coat Donations ● Mom's Night Out K-12 <hr/> <p>Challenges:</p> <ul style="list-style-type: none"> ● Knowing where to locate community resources ● Identifying specific family needs ● How to get information to families who would benefit from supports 	<ul style="list-style-type: none"> ● Family Rounding ● Create a way to connect parents to Central Linn parent support groups through social media or parent square ● Host Parenting Nights/Support Group Nights ● Continuously improve webpage

Pillar	Family and Community Connection	
Goal	Progress Update	Strategies
 <p><i>Community Partnerships</i></p>	<p>Celebrations:</p> <ul style="list-style-type: none"> • New partnership with One2Another • Wellness Day Partnership • Community Bond Advisory Committee • Tri District Wellness Partnership • Sharing Hands - HS Snack Pack • CTE Construction Class - Local Contractors, Business and Alumni 	<ul style="list-style-type: none"> • Explore how Linn County staff can provide additional family services • Invite partners to building events • Local businesses to cater events
	<p>Challenges:</p> <ul style="list-style-type: none"> • Conflicts of calendars • Duplication of partnerships 	

Pillar	Goal	Measure	Base - line	Goal	#1 Jan	#2 Aug
 Extraord-inary Staff	<i>Continuous Learning Organization</i>	Improved staff perception of Central Linn as a “Learning Organization.”	66%	70%	N/A	
	<i>Authentic Feedback for Staff and Support for Growth</i>	Improved staff perception of feedback received.	49%	60%	N/A	
		Improved staff evaluation of professional development.	N/A	TBD	N/A	

Pillar	Extraordinary Staff	
Goal	Progress Update	Strategies
 <p>Continuous Learning Organization</p>	<p>Celebrations:</p> <ul style="list-style-type: none"> • 3 staff members attend Improvement Science in South Dakota • 5 staff members to Klamath Falls for small group instruction • Leadership: 2 working towards National Certification • 1 teacher on track to complete National Board Certification • Staff Wellness Day • Leadership completed 2 PDSA cycles 	<ul style="list-style-type: none"> • AVID - Advancement Via Individual Determination • RULER - Recognize, understand, label, express, regulate • OEA grant - Educator Empowerment Academy • National Board • Grow Your Own • Monthly meetings: Secretaries, DO, Leadership, All Staff • Rounding with all staff
	<p>Challenges:</p> <ul style="list-style-type: none"> • Scheduling meetings • Working outside our roles • Comprehensive Professional Learning Plan • Rounding: 4 questions 	

Pillar	Extraordinary Staff	
Goal	Progress Update	Strategies
 <p><i>Authentic Feedback for Staff and Support for Growth</i></p>	<p>Celebrations:</p> <ul style="list-style-type: none"> ● 91% of staff have completed self assessment in TeachBoost ● Leadership goal to round with all employees ● 5:10 greetings ● CEL: Center for Education Leadership walkthroughs/ observation <hr/> <p>Challenges:</p> <ul style="list-style-type: none"> ● Completion of the professional learning feedback tool and then distribution ● Completion of self assessment ● New process/software for classified 	<ul style="list-style-type: none"> ● DO Feedback Survey ● All staff required to complete self assessment and tie to growth/improvement ● Annual parent and student surveys ● Professional learning feedback tool under development ● Staff survey of professional development

1.0 FLAG SALUTE/ROLL CALL

On January 8, 2024 Chair Karo called the meeting to order at approximately 6:30 p.m. in the Central Linn Elementary Conference Room and via Zoom.

Members Present: David Karo, Tony Isom, Suzy Parker, Jason Curtis, Carie Simon, Parker Leigh

Members Absent: Kirt Glenn

Others Present: Candace Pelt, Dena Crowell, Celeste Van Cleave, Dean Rech, Joel Sauter, Michelle Isom, Jerry Lachenbruch, Joselyn Morales, Jerry Gilson, Tia Parrish, Jamie Derrickson, Dena Weber, Lauri Archer, Leisa Keyser

2.0 AGENDA

2.1 Agenda Adjustments: None

2.2 Adopt Board Agenda: Director Leigh made a motion to adopt the January Board Agenda, as amended. Director Parker second the motion. Motion passed 6-0. Zone 6 absent for vote.

3.0 GOOD OF THE ORDER/COMMUNICATIONS

3.1 School Board Recognition: In recognition of School Board Appreciation Month, Dr. Pelt, on behalf of the Central Linn School District, thanked board members for volunteering their time and energy serving on the school board.

3.2 ASB Report: Joselyn Morales, ASB Representatives, reported on ASB Activities and updated the Board on their ASB camera fundraiser.

3.3 Community Partnerships: Michelle Isom, City of Halsey Representative, reported on City of Halsey activities and introduced the new City Administrator, Brenna Parra.

3.4 Building Reports: Both Elementary Principal, Joel Sauter, and Jr/Sr High Principal, Dean Rech, reported on student activities and achievements.

3.5 Food Services Presentation: Cindy Chapman, Food Services Supervisor, and Celeste Van Cleave, Business Manager, reported on updates to the Food Services program driven by student voice and on the improved Food Services Webpage.

3.6 Early Literacy Grant: Dr. Pelt reported on the Early Literacy State Grant which is money used for Kinder thru Second Grade Reading. Central Linn is using the \$40,000 to offset the cost of the Reading Specialist.

3.7 Community Bond Advisory Committee (CBAC): Dr. Pelt updated the Board on the Community Bond Advisory Committee members, informing them we currently have 7-9 confirmed community members and asking the Board to directly connect with additional community members. As Board representation, Chair Karo and Vice Chair Isom volunteered to join the Community Bond Advisory Committee.

4.0 ACTION/BUSINESS

4.1 Approve Minutes of the December Regular Board Meeting: Director Parker made a motion to approve the December Regular Board Meeting. Director Simon second the motion. Motion passed 6-0. Zone 6 absent for vote.

4.2 Staff Acknowledgements: The Board acknowledged the hire of Bailey McManus, Paraprofessional.

4.3 Acknowledge Superintendent Evaluation: The Board acknowledged the Superintendent Evaluation, which was read by Chair Karo.

4.4 Acknowledged as First Reading, Board Policies: The Board acknowledged as First Reading, Board Policies BD/BDA, Board Meetings and BDC, Executive Sessions.

5.0 **REPORTS**

5.1 Financial Report: Celeste Van Cleave, Business Manager, informed the Board that the majority of current year's taxes have been collected and that the District may not fully collect on prior year's taxes, thus may break even. The District is cash flush during December and is collecting additional revenue from the higher interest rates. Mrs. Van Cleave reported Beginning Fund Balance came in at 97.8% of projected balance and that the Early Literacy Grant which was budgeted at \$100,000 came in at \$42,000 in October. Due to the Early Literacy Grant shortfall, an appropriations transfer will be likely necessary at the end of year for going over appropriation for Instruction. Mrs. Van Cleave reported that security services were budgeted at zero though the district is incurring costs due to hired campus security services for ongoing campus theft.

5.2 Superintendent Report: Superintendent Pelt reviewed the Strategic Plan Pillar work with the Board with updates on Deep Learning, Enrichment, Culture for Learning, Family and Community Engagement and Extraordinary Staff. Pillar 1, Deep Learning; During weekly walkthroughs Leadership witnessed teachers implement teaching strategies which were taught by Mrs. Hampton. Pillar 2, Enrichment; CTE Building has been ordered with an anticipated March 1st date for pouring the concrete slab with full occupancy Fall 2024. Pillar 3, Culture for Learning; Leadership completed their first PDSA cycle based on student voice and will begin a second student voice cycle. Pillar 4, Family and Community Engagement; community and family are involved in the Instructional Times Committee and Community Bond Advisory Committee. Pillar 5, Extraordinary Staff; The District has been recognizing staff for their years of employment with Central Linn School District.

6.0 **AUDIENCE COMMENTS**

No Comments Given

6.1 Board Chair Response: None

7.0 **ADJOURN**

With no further business before the Board, Chair Karo adjourned the meeting at approximately 7:41 p.m.

Dena Crowell, Board Secretary

David Karo, Board Chair

Date Approved

On February 5, 2024, members of the Central Linn School Board met to review a participatory budgeting presentation, discuss board succession and to review the work of policy committees. The meeting was held in the Central Linn Elementary Conference Room and via Zoom. The meeting began at approximately 6:36 p.m.

1.0 ATTENDANCE

Members Present: David Karo, Carie Simon, Jason Curtis, Kirt Glenn, Suzy Parker, Parker Leigh, Tony Isom

Others Present: Candace Pelt, Dena Crowell, Celeste Van Cleave

2.0 PARTICIPATORY BUDGETING

Celeste Van Cleave started the meeting by sharing a budget presentation geared towards teaching a fifth grader an overview of the school's budget process. Dr. Pelt informed the board the plan to get the High School Leadership Class involved in evaluating problems within the school and to allocate \$10,000 to the class' process of improvement. High School Leadership would work collectively with the student body to vote on outcomes. Dr. Pelt also proposed to include two students in the budget meetings and to be a part of the budget process.

Dr. Pelt asked board members what they needed from her and Celeste to feel informed enough to approve the budget. Several members stated they appreciate the pie charts/pictographs, percentage of budget versus actuals, and appreciate the budget's one page summary and suggested placing it towards the front of the budget binder. Dr. Pelt reminded the board that the role of the Budget Committee is to ensure that the budget aligns to the goals of the district and going forward to align financial decisions made broken down with the Strategic Plan Pillars. Mrs. Van Cleave reminded board members that the Budget Committee approves the budget at major function level.

3.0 BOARD SUCCESSION

Dr. Pelt started the discussion with the question, "How does the board create stability and legacy work for Central Linn that includes a successful succession planning with a new board?" Things to think about were assessment (identify current and future leadership needs), growing competencies (establish plans and structures for new board members to learn policies, operation agreements, governance) and communication (transparency).

Board members then reviewed and rated their progress on current Board Goals. Feedback was a below a three out of five rating for Board Goals #1.b.i and #2.c and above a three on Board Goals #3 and #1.b.i. Out of the discussion was the conversation on increasing communication from the board and possibly establishing a quarterly newsletter; to use a mailer to reach all Central Linn residents. Added to the February Board Agenda was 'Board Communications Plan' for approval.

Members then continued to look at the LBL Succession Plan where the vice chair would step up to chair position the following year and the following years, the same pattern would occur so that all members have a rotation into a chair position. Members agreed to meet an hour before an upcoming Regular Board Meeting to map out a succession plan - to either formalize a new Board Operating Agreement or to add to the existing Board Operating Agreement. A survey will be sent to board members on likes and dislikes of a succession plan.

4.0 REVIEW POLICY COMMITTEES

One year after the establishment of Policy Committee Meetings, the board was asked whether they want to keep the same structure going forward and whether Policy Committees are working. The consensus was to keep utilizing Policy Committees. The collaborative work of board members with the opportunity to bring in outside representation allows for deeper conversations which in turn, when it's brought forward to a Regular Board Meeting, the board as a whole feels more comfortable that the policy has been properly vetted.

With no further business before the Board, Chair Karo adjourned the meeting at approximately 8:31 p.m.

Dena Crowell, Board Secretary

David Karo, Board Chairman

Date Approved

**CENTRAL LINN SCHOOL DISTRICT 552C
2023- 2024 BUDGET CALENDAR**

- April 19, 2024** **Publish First Notice of First Budget Committee Meeting to
Receive the Budget and Budget Message
(Five to thirty days before meeting)**
- April 22, 2024** **Budget Committee Work Session**
- April 26, 2024** **Publish Second Notice of Budget Committee Meeting to
Receive the Budget and Budget Message
(At least five days after first notice)**
- May 6, 2024** **First Budget Committee Meeting
Receive the Proposed Budget and Budget Message**
- May 13, 2024** **Regular May Board Meeting**
- May 20, 2024** **Second Budget Committee Meeting**
- May 24, 2024** **Publish Notice of Budget Hearing, Financial Summary
(Five to thirty days before hearing.)**
- June 10, 2024** **Public Hearing on the Budget**
- Regular June Board Meeting
Enact Resolution Adopting the Budget,
Making Appropriations, and Declaring the Tax Levy**



CENTRAL LINN SCHOOL DISTRICT POLICY AGENDA ITEM

February 19, 2024

POLICY: BD/BDA - Board Meetings

OSBA Recommendation: Optional

Second Reading

DESCRIPTION OF CHANGE RECOMMENDATION:

House Bill 2805 (2023) and House Bill 2806 (2023) added new provisions to Public Meetings Law and executive sessions, expanded Oregon Government Ethics Commission (OGEC) oversight of public meetings law, and added provisions requiring a board member to receive mandatory public meetings training.

As a result of HB 2805, a person who believes the district has violated identified provisions of public meetings law may be able to file a grievance with the district in accordance with law. The new public meetings law provisions to file a grievance become effective in September 2023.

The new public meetings law provisions for executive sessions (HB 2806), which now include considering matters relating to the safety of the board, district staff and volunteers and the security of district facilities and meeting spaces, as well as considering matters relating to cyber security infrastructure and responses to cyber security threats, are effective now.

The new board member training requirement takes effect January 1, 2024.

SUPERINTENDENT'S RECOMMENDATION:

For adoption or second reading.

Central Linn School District 552-C

Code: **BD/BDA**
Adopted: 8/11/97
Revised: 4/14/05; 5/14/18;
1/10/22

Second Reading: 2/19/24

Board Meetings

Optional policy. School boards must follow public meeting law regardless of whether the board adopts this policy. This policy reflects public meeting law as amended by House Bill 2805 (2023).

The Board has the authority to act only when a quorum is present at a duly called regular, special or emergency meeting. "Meeting" means the convening¹ of a quorum of the Board as the district's governing body to make a decision² or to deliberate³ toward a decision on any matter. This includes meetings for the purpose of gathering information to serve as the basis for a subsequent decision or recommendation by the Board governing body, i.e. a work session. "Meeting" does not include any on-site inspection of any project or program, the attendance of members of the Board at any national, regional or state association to which the Board or its members belong.

The affirmative vote of the majority of members of the Board is required to transact any business.

All regular, special and emergency meetings of the Board will be open to the public except as provided by law. Access to and the ability to attend all meetings (excluding executive sessions) by telephone, video or other electronic or virtual means will be made available when reasonably possible. All meetings will be conducted in compliance with state and federal statutes. Information how to give or submit public comment is outlined in Board policy BDDH-Public Comment at Board Meetings and posted on the district's website.

All Board meetings, including Board retreats and work sessions, will be held within district boundaries, except as allowed by law⁴. The Board may attend training sessions outside the district boundaries but cannot deliberate or discuss district business. No meeting will be held at any place where discrimination on the basis of disability, race, creed, color, sex, sexual orientation, gender identity, age or national origin is practiced.

[1] "Convening" means: (a) Gathering in a physical location; (b) Using electronic, video or telephonic technology to be able to communicate contemporaneously among participants; (c) Using serial electronic written communications among participants; or (d) Using an intermediary to communicate among participants.

[2] "Decision" means any determination, action, vote or final disposition upon a motion, proposal, resolution, order, ordinance or measure on which a vote of a governing body is required, at any meeting at which a quorum is present.

[3] "Deliberation" means discussion or communication that is part of a decision-making process.

[4] ORS 192.630(4). Meetings of the governing body of a public body shall be held within the geographic boundaries over which the public body has jurisdiction, or at the administrative headquarters of the public body or at the other nearest practical location. Training sessions may be held outside the jurisdiction if no deliberations toward a decision are involved.

All regular, special and emergency meetings of the Board will be open to the public except as provided by law. Access to and the ability to attend all meetings (excluding executive sessions) by telephone, video or other electronic or virtual means will be made available when reasonably possible. All meetings will be conducted in compliance with state and federal statutes. Information how to give or submit public comment is outlined in Board policy BDDH-Public Comment at Board Meetings and posted on the district's website.

All Board meetings, including Board retreats and work sessions, will be held within district boundaries, except as allowed by law. The Board may attend training sessions outside the district boundaries but cannot deliberate or discuss district business. No meeting will be held at any place where discrimination on the basis of disability, race, creed, color, sex, sexual orientation, gender identity, age or national origin is practiced.

The Board will give public notice reasonably calculated to give actual notice to interested persons, including the news media which have required notice ~~those with disabilities~~, of the time and place for all Board meetings and of the principal subjects to be considered. The Board may consider additional subjects at a meeting, even if they ~~were~~ are not included in the notice.

If requested to do so at least 48 hours before a meeting held in public, the Board shall make a good faith effort to provide an interpreter for hearing impaired persons. If the meeting is being held upon less than 48 hours' notice and a request for an interpreter is made, the Board shall make a reasonable effort to have an interpreter present. Other appropriate auxiliary aids and services will be provided upon request and appropriate advance notice.

If requested to do so at least 72 hours before a meeting held in public, the Board shall make a reasonable effort to provide translation services.

All meetings held in public shall comply with the Oregon Indoor Clean Air Act.

The possession of dangerous or deadly weapons and firearms, as defined in law and Board policy, is prohibited on district property.

Regular, Special and Emergency Meetings

Generally, a regular Board meeting will be held each month, with the exception of July. The regular meeting schedule will be established at the annual organizational meeting after July 1, but may be changed by the Board with proper notice. The purpose of each regular monthly meeting will be to conduct the regular Board business.

No later than the next regular meeting following July 1, the Board will hold the annual organizational meeting to elect Board officers for the coming year and to establish the year's schedule of Board meetings. In Board election years (odd numbered years), the first meeting will be held no later than the second Monday in August. Previous years organizational designations shall remain in place until such meeting is held.

Special meetings can be convened by the Board chair, upon request of three Board members, or by common consent of the Board at any time to discuss any topic. A special meeting may ~~also~~ be schedule

if less than a quorum is present at a meeting, ~~or~~ additional business still needs to be conducted at the ending time of a meeting, conducting business prior to the next regular meeting would be advantageous to the district or other reasons. At least 24 hours² notice must be provided to all Board members, the news media, which have requested notice, and the general public for any special meeting.

Emergency meetings can be called by the Board in the case of an actual emergency upon appropriate notice under the circumstances. The minutes of the emergency meeting must describe the emergency. Only topics necessitated by the emergency may be discussed or acted upon at the emergency meeting.

Communications Outside of Board Meetings

Communications, to, by and among a quorum of Board members outside of a legally called Board meeting, in their capacity as Board members, shall not be used for the purpose of discussing district business. This includes electronic, video or telephonic communications, serial electronic communications among participants and using an intermediary to communicate among participants. Such ~~Electronic~~ communications among Board members shall be limited to messages not involving deliberation, debate, decision-making or gathering of information on which to deliberate.

Electronic communications may contain: Communications outside of a Board meeting may contain:

a. Communications to, between or among members of a governing body that are:

(1) Purely factual or educational in nature and that convey no deliberation or decision on any matter that might reasonable come before the Board (including agenda and information concerning agenda items):

(2) Not related to any matter that, at any time, could reasonably be foreseen to come before the Board for deliberation and decisions; or

(3) Nonsubstantive in nature, such as communication relating to scheduling, leaves of absence or other similar matters; or

- ~~a. Agenda item suggestions;~~
- ~~b. Reminders regarding meeting times, dates and places;~~
- ~~c. Board meeting agendas or information concerning agenda items;~~
- ~~d. One-way information from Board members or superintendent to each Board member (e.g., an article on student achievement or to share a report on district progress on goals) so long as that information is also being made available to the public;~~

e. b. Individual responses to questions posed by community members, subject to other limitations in Board policy.

E-mails sent to other Board members will have the following notice:

Important: Please do not reply or forward this communication if this communication constitutes a decision or deliberation toward a decision between and among a quorum of a governing body which could be considered a public meeting. Electronic communications on district business are governed by Public and Meetings Law.

Private or Social Meetings

Private or social meetings of a quorum of the Board for the purpose of making a decision or to deliberate toward a decision on any matter are prohibited by the Public Meetings Law.

Work Sessions

The Board may use regular or special meetings for the purpose of conducting work sessions to provide its members with opportunities for planning and thoughtful discussion. Work sessions will be conducted in accordance with the state law on public meetings, including notice and minutes. The Board is discouraged from making official decisions during a work session. Generally, Boards do not take official action during work sessions, although there is no legal prohibition to do so.

Executive Sessions

Executive sessions may be held as an agenda item during regular, special, or emergency meetings for a reason permitted by law. (See Board policy BDC - Executive Sessions)

[Complaints regarding public meetings laws can be filed with the Board in accordance with Board Policy KL – Public Complaints. The Board will respond and provide a copy of the complaint and response to the Oregon Government Ethics Commission within 21 days in accordance with state law⁵.](#)

Mandatory Training

[Every member of the Board shall attend or view a training on public meetings law prepared or approved by the Oregon Government Ethics Commission \(OGE\) at least once during the Board member's term of office and shall verify attendance in accordance with OGE procedures.](#)

END OF POLICY

Legal Reference(s):

~~ORS 174.100~~
~~ORS 174.104~~
[ORS Chapter 192](#)
~~ORS Chapter 193~~
[ORS 255.335](#)
[ORS 332. to 332.061](#)
[ORS 433.835- 433.875](#)

Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213; 29 C.F.R. Part 1630 (2020), 28 C.F.R. Part 35 (2020).

Americans with Disabilities Act Amendments Act of 2008, 42 U.S.C. §§ 12101-12133 (2018)

OR. ATTY. GEN. Public Records and Meetings Manual.

[House Bill 2805 \(2023\)](#)

~~Oregon House Bill 2560 (2021):~~

~~Oregon House Bill 3041 (2021):~~

^[5] See [House Bill 2805 \(2023\) Section 5\(2\) for requirements of the response.](#)



CENTRAL LINN SCHOOL DISTRICT POLICY AGENDA ITEM

February 19, 2024

POLICY: BDC - Executive Sessions

OSBA Recommendation: Optional

Second Reading

DESCRIPTION OF CHANGE RECOMMENDATION:

House Bill 2805 (2023) and House Bill 2806 (2023) added new provisions to Public Meetings Law and executive sessions, expanded Oregon Government Ethics Commission (OGEC) oversight of public meetings law, and added provisions requiring a board member to receive mandatory public meetings training.

As a result of HB 2805, a person who believes the district has violated identified provisions of public meetings law may be able to file a grievance with the district in accordance with law. The new public meetings law provisions to file a grievance become effective in September 2023.

The new public meetings law provisions for executive sessions (HB 2806), which now include considering matters relating to the safety of the board, district staff and volunteers and the security of district facilities and meeting spaces, as well as considering matters relating to cyber security infrastructure and responses to cyber security threats, are effective now.

The new board member training requirement takes effect January 1, 2024.

SUPERINTENDENT'S RECOMMENDATION:

For adoption or second reading.

Executive Sessions

Optional policy. School boards can only meet in executive session when statute allows. This policy can be a helpful resource for Board members in determining whether executive session can be used.

The Board may meet in executive session to discuss subjects allowed by statute but may not take final action except for the expulsion of students and matters pertaining to or examination of the confidential ~~medical~~ records of a student, ~~including that student's educational program.~~

An executive session may be included as an agenda item of an existing meeting in accordance with Board policy BDDC - Board Meeting Agenda or held as its own meeting. Proper notice is required.

~~If open session is held prior to the executive session, convened by the Board chair upon request of three Board members or by common consent of the Board for a purpose authorized under Oregon Revised Statute (ORS) 192.660, during a regular, special, or emergency meeting. The presiding officer will announce the executive session by identifying the authorization under Oregon Revised Statute (ORS) 192.660 or ORS 332.061 for holding such session and by noting the subject of the executive session.~~

The Board may hold an executive session:

1. To consider the employment of a public officer, employee, staff member or individual agent.¹ (ORS 192.660(2)(a))
2. To consider the dismissal or disciplining of, or to hear complaints or charges brought against, a public officer², employee, staff member or individual agent who does not request an open hearing. (ORS 192.660(2)(b))
3. To conduct deliberations with persons designated by the governing body to carry on labor negotiations. (ORS 192.660(2)(d))
4. To conduct deliberations with persons designated by the governing body to negotiate real property transactions. (ORS 192.660(2)(e))
5. To consider information or records that are exempt by law from public inspection. (ORS 192.660(2)(f))

[1] This provision does not apply to the filling of a vacancy in elective office or on any public committee, commission or other advisory group; or for the consideration of general employment policies. Prior to holding an executive session under ORS 192.660(2)(a), the Board must ensure

- a. The vacancy has been advertised;
- b. Regular hiring procedures have been adopted;
- c. If hiring an officer, the public has had the opportunity to comment on the employment of the officer; and

d. If hiring a chief executive officer, the Board has adopted hiring standards, criteria and policy directives in meetings open to the public in which the public has had the opportunity to comment on the standards, criteria and policy directives.

12) To determine whether the individual involved is considered a public officer, consult with legal counsel.

6. To consult with counsel concerning the legal rights and duties of a public body with regard to current litigation or litigation likely to be filed. (ORS 192.660(2)(h))
7. To review and evaluate the employment-related performance of the chief executive officer of any public body, a public officer, employee, or staff member who does not request an open hearing. (ORS 192.660(2)(i))
8. To consider matters relating to school safety or a plan that responds to safety threats made toward a school. (ORS 192.660(k))
9. To consider matters relating to the safety of the governing body and of the body staff and volunteers and the security of public body facilities and meeting spaces. (ORS 192.660(2)(o))
10. To consider matters relating to cyber security infrastructure and responses to cyber security threats. (ORS 192.660(2)(p))
11. To ~~review~~discuss the expulsion of a minor student from a public elementary or secondary school. (ORS 332.061(1)(a))
12. To discuss matters pertaining to or examination of the confidential medical records of a student, including that student's educational program. (ORS 332.061(1)(b))

Members of the press may attend executive sessions except those matters pertaining to:

1. Deliberations with persons designated by the Board to carry on labor negotiations;
2. Hearings on the expulsion of minor students; or examination of the confidential medical records of a student including that student's educational program; and
3. Current litigation or litigation likely to be filed if the member of the news media is a party to the litigation or is an employee, agent or contractor of a news media organization that is a party to the litigation.

If an executive session is held pursuant to ORS 332.061, the following shall not be made public: the name of the minor student; the issue, including the student's confidential medical records and educational program; the discussion; and each Board member's vote on the issue.

Minutes shall be kept in written form for all executive sessions.

Content discussed in executive sessions is confidential except as provided by law. Board members and the media are instructed not to disclose information obtained in executive session except when specifically authorized to do so or as required by law.

END OF POLICY

Legal Reference(s):

~~ORS 192.610 - 192.710~~

ORS 192.660

ORS 332.045

ORS 332.061

OR. ATTY. GEN. Public Records and Meetings Manual.

Oregon Government Ethics Commission, Staff Advisory Opinion No. 22-106S

House Bill 2806 (2023)



Early Literacy Grant

Program Review Tool

You will prepare your response for each section of the program review directly in the Program Review Tool and then copy/paste your responses in the Application (Smartsheet).

Professional Development and Coaching

1. Describe how you will provide professional development and coaching in research-aligned literacy strategies to teachers and administrators to improve early literacy instruction. Include how you will provide professional development to teachers and administrators on using and implementing literacy assessments, tools, curricula, and digital resources with fidelity to research-aligned literacy strategies. For each professional development and coaching strategy description, include the following details:
 - the research-aligned literacy strategies that the professional development and coaching will focus on;
 - the target audience (including roles) for the professional development and coaching; and
 - the literacy assessments, tools, curricula or digital resource(s) the professional development will focus on (as applicable).

If you are not yet able to implement professional development and coaching, you must submit a rationale and describe how you plan to do so in the future.

To provide professional development and coaching using Amplify's Comprehensive K-3 Literacy Assessment (CKLA):

1. Target Audience: The professional development will target K-3 classroom teachers and administrators responsible for early literacy instruction.

2. Research-Aligned Literacy Strategies: Training will emphasize research-aligned strategies integrated into CKLA, including phonological awareness, phonics, vocabulary development, comprehension strategies, and oral language development.



3. Literacy Assessments, Tools, Curricula, and Digital Resources: The focus will be on CKLA Assessment for data-driven decisions, curriculum materials for effective teaching, and digital resources for enhanced instruction.

Professional Development Strategies:

1. Initial Workshops: Conduct workshops for teachers and administrators to establish a shared understanding of CKLA's research-based strategies and resources.

2. Ongoing Coaching: Provide one-on-one and small-group coaching, classroom observations, and feedback sessions to support teachers in implementing CKLA effectively.

3. Data Workshops: Offer training for administrators on interpreting CKLA Assessment data for informed decision-making.

4. Peer Learning: Foster peer communities for collaboration, sharing best practices, and addressing challenges in CKLA implementation.

5. PLCs: Encourage participation in Professional Learning Communities for in-depth professional dialogue.

6. Continuous Feedback: Establish a feedback loop for ongoing improvement.

This approach ensures that teachers and administrators receive targeted support in implementing research-aligned literacy strategies with CKLA, enhancing early literacy instruction and student outcomes.

Extended Learning



2. Describe how you will provide extended learning programs that use research-aligned literacy strategies and that are made available by licensed teachers or by qualified tutors. For each extended learning program description, include the following details:
 - description of how literacy is included as the focus of this program; and
 - who will provide the extended learning and their qualifications.

If you are not yet able to implement extended learning programs, you must submit a rationale and describe how you plan to do so in the future.

To provide extended learning programs using Amplify's CKLA with a focus on research-aligned literacy strategies, consider the following:

Extended Learning Program 1: After-School Literacy Clubs

Description: After-School Literacy Clubs offer students supplemental literacy instruction in an engaging and informal setting. These clubs incorporate CKLA components, emphasizing phonological awareness, phonics, and vocabulary development. Students read books, participate in discussions, and complete literacy activities to strengthen their skills.

Provider: Licensed teachers or experienced paraprofessionals with expertise in early literacy instruction will lead After-School Literacy Clubs. They should have experience with CKLA and its research-aligned strategies.

Extended Learning Program 2: Summer Reading Camp

Description: Summer Reading Camps provide an intensive literacy-focused experience during school breaks. These programs heavily emphasize comprehension strategies, oral language development, and vocabulary building using CKLA. Students read books, engage in discussions, and participate in language-rich activities.

Provider: Certified teachers with expertise in CKLA and early literacy strategies will lead Summer Reading Camps. They should be well-versed in CKLA's research-based approach.



Extended Learning Program 3: One-on-One Literacy Tutoring

Description: Individualized literacy tutoring sessions use CKLA to target each student's specific needs, whether it's phonics, comprehension, or vocabulary. Tutors create personalized lessons and activities to address these areas.

Provider: Qualified tutors, such as certified reading specialists or literacy coaches, with extensive experience in CKLA and research-aligned literacy strategies will provide one-on-one tutoring.

Extended Learning Program 4: Family Literacy Workshops

Description: Family Literacy Workshops focus on enhancing literacy skills for students and their parents or guardians. These workshops introduce CKLA's research-aligned strategies and provide families with tools to support literacy at home.

Provider: Literacy specialists or licensed teachers will lead Family Literacy Workshops. They should have experience in CKLA and family engagement in literacy.

These extended learning programs ensure literacy as the primary focus. Qualified educators will provide instruction, and their qualifications will align with the specific program's needs, including expertise in CKLA and research-aligned literacy strategies. These programs aim to support students' reading and language development beyond regular classroom instruction.

High-Dosage Tutoring

3. Describe how you will provide high-dosage tutoring that integrates reading and writing and that is delivered by a qualified tutor using developmentally appropriate practices. For each high-dosage tutoring strategy description, include the following details:
 - the domains of language¹ addressed (at least reading and writing);



- who will provide the high dosage tutoring and their qualifications;
- duration and frequency; and
- how the tutoring is developmentally appropriate, including how it is responsive to student need.

If you are not yet able to implement high-dosage tutoring, you must submit a rationale and describe how you plan to do so in the future.

High-Dosage Tutoring Strategy with Amplify's CKLA:

Domains of Language: Reading and Writing

Provider and Qualifications: Certified teachers or experienced reading specialists with expertise in CKLA and early literacy. Tutors should be skilled in assessment and adapting instruction to meet individual student needs.

Duration and Frequency: High-dosage tutoring sessions will typically be scheduled for 30-45 minutes, 3-5 times per week, for an extended period. The duration will depend on the individual needs of the student, with continuous progress monitoring.

Developmental Appropriateness and Responsiveness:

Diagnostic Assessment: Tutors will begin with comprehensive diagnostic assessments to identify each student's specific needs in reading and writing. This data informs the creation of personalized learning plans.

Individualized Instruction: Tutors will tailor instruction to the student's developmental stage and needs, using CKLA's research-aligned strategies. For younger students, they might focus on foundational skills like phonological awareness, while older students may work on complex reading comprehension or essay writing.

Scaffolded Support: Tutors will provide a gradual release of responsibility, starting with modeling and guided practice, then moving toward more independent work as the student's skills improve.

Explicit Instruction: Tutors will use explicit teaching methods, breaking down complex reading and writing tasks into manageable steps, ensuring comprehension and mastery at each stage.

Formative Assessment: Regular assessment of student progress will drive instruction, with adjustments made as needed. This responsiveness ensures that the tutoring remains aligned with student needs, addressing strengths and weaknesses in real-time.

¹ Reading, Writing, Speaking, and Listening.



High-dosage tutoring with CKLA will be a targeted and intensive intervention for students, focusing on both reading and writing. Tutors, with their expertise and responsiveness, will provide personalized instruction to help students build foundational literacy skills and improve their reading and writing proficiency.

Student Growth Assessment

4. If you do not have a current student growth assessment that allows for data to be disaggregated by student groups who have historically experienced academic disparities, describe how you will provide one.

To create a student growth assessment with Amplify's CKLA that allows for data disaggregation by historically disadvantaged student groups, follow these steps:

Assessment Design:

Inclusive Assessment Items: Ensure that the assessment includes items that are culturally sensitive, unbiased, and free from any inherent disadvantage to specific groups. This can involve collaborating with diverse groups of educators and experts.

Differentiated Questioning: Create a variety of question types and prompts that cater to different learning styles and language backgrounds. Include visual aids, audio options, and clear language to accommodate a wide range of students.

Contextual Assessment: Design assessment items that relate to real-world situations and experiences to make it relevant and fair for all students.

Data Collection:

Demographic Data: Collect and maintain comprehensive demographic data on students, including race, ethnicity, socio-economic status, English language proficiency, and more.

Data Privacy: Ensure strict adherence to data privacy regulations and anonymize the data to protect students' identities.

Data Analysis:

Disaggregation: Use the collected demographic data to disaggregate the assessment results by various student groups, such as race, ethnicity,



CENTRAL LINN

SCHOOL DISTRICT

socioeconomic status, English language proficiency, special education status, etc. Comparative Analysis: Analyze the performance data of these different student groups to identify disparities in achievement. This may involve statistical methods to determine statistically significant differences.

Reporting:

Transparent Reporting: Clearly present the disaggregated data in reports and visualizations, highlighting achievement gaps and areas of concern.

Actionable Insights: Provide actionable insights to educators, administrators, and policymakers on how to address disparities through instructional adjustments, support services, and policy changes.

Continuous Monitoring: Implement a system for ongoing assessment and monitoring, allowing educators to track the impact of interventions over time.

By creating a culturally sensitive, inclusive, and equitable assessment using Amplify's CKLA, and meticulously collecting and analyzing data, educators can gain insights into the performance of historically disadvantaged student groups. This information informs targeted strategies and policies to address academic disparities and promote educational equity.

Matching Funds

5. Name the fund source(s) for the 25% match.
General Fund
6. If applicable, a fund source is named for the 4th and/or 5th grade match. For additional detail, please see the Matching section within the [Application Guidance: Early Literacy Success School District Grants](#).
7. Please do your best to mark which of the following categories best describe how you are using your matching funds? (check all that apply)

Hiring

Fiscal Agent

12. Name your fiscal agent for this grant agreement.
Central Linn School District Business Manager



Assurances

Early Literacy Success School District Grant - Specific Assurances

By checking the following boxes, the applicant agrees that they:

- Have reviewed their early literacy program to identify areas of alignment with Oregon's Early Literacy Framework: A Strong Foundation for Readers and Writers (K-5) and the applicant's work will align with the definitions included in the Early Literacy Success Initiative*
- Have reviewed the reporting requirements in Section 6 (2) of the Early Literacy Success Initiative and included in the Early Literacy Success School District Grants Application Guidance. *
- Use literacy assessments, tools, curricula and digital resources that are reflected in the inventory and that they are based on research-aligned literacy strategies and are formative, diagnostic and culturally responsive; and if not, have indicated planned changes to ensure this requirement is met.*
- Will provide professional development and coaching in research-aligned literacy strategies to teachers and administrators in early elementary grades to improve early literacy instruction; and if not, have provided a rationale and description of how they will plan to do so in the future.*
- Will provide extended learning programs that use research-aligned literacy strategies to students in early elementary grades by licensed teachers or by qualified tutors; and if not, have provided a rationale and description of how they will plan to do so in the future.*
- Will provide high-dosage tutoring to students in early elementary grades that integrates reading and writing and that is delivered by a qualified tutor using developmentally appropriate practices; and if not, have provided a rationale and description of how they will plan to do so in the future.*
- Have a student growth assessment (or have described that they will obtain one) that produces data that can be disaggregated by student groups who have historically experienced academic disparities (as defined in the Early Literacy Success Initiative).*

Overarching Assurances

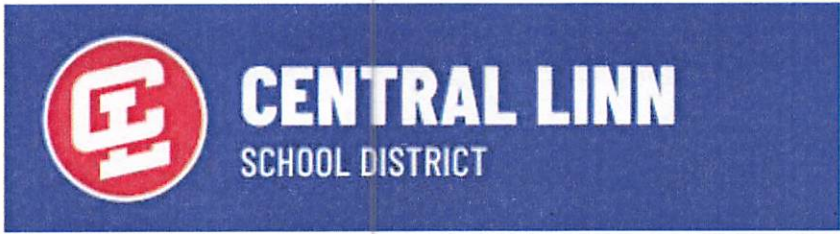
- By checking this box, the applicant agrees to comply with all applicable state and federal civil rights laws, to the effect that no person shall be excluded from participation in, be denied benefits of, or otherwise be subject to discrimination under any program or



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SCHOOL DISTRICT

activity on the basis of race, color, national origin, sex, sexual orientation, marital status, gender identity, religion, age, or disability.*

* - These assurances are required to be checked in the Smartsheet for submission.



Revision Summary: Version 1.1 - Updated 10/23/2023

Question	Revision Summary
Program Review Tool Instructions	Removed question number references for clarity.
1-3	Updated Application Questions to include language clarifying what is required of allowable use planning and implementation.
5-8	Updated language to clarify communication versus engagement for the communication plan.
Assurances	Updated Assurances to reflect language clarifying what is required of allowable use planning, reporting and implementation.



2023-2024 Central Linn SD 552 | General Fund Overview - Revenue

YTD Local Sources

101.75% of Budget

Prior Year YTD: 90.91% of Actuals

YTD State Sources

62.80% of Budget

Prior Year YTD: 71.67% of Actuals

YTD All Sources (except 5400s)

82.43% of Budget

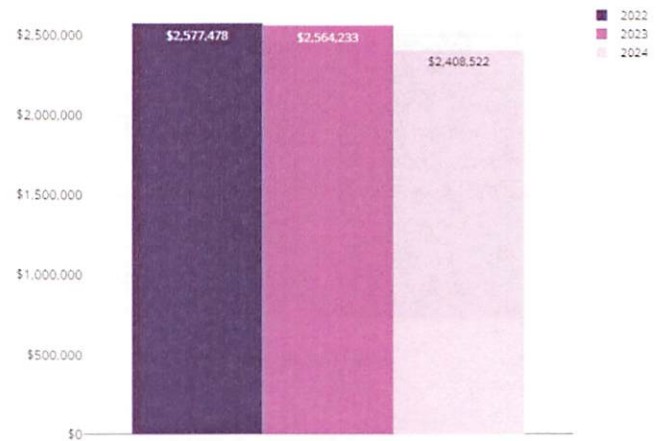
Prior Year YTD: 81.99% of Actuals

Property Taxes (1100s)



For the Period JUL - JAN

State School Fund (3101)



For the Period JUL - JAN

Beginning Fund Balance



For the Period JUL - JAN



2023-2024 Central Linn SD 552 | General Fund Overview - Expense

YTD Salary and Benefits

48.78% of Budget

Prior Year YTD: 47.07% of Actuals

YTD Purchased Services

78.42% of Budget

Prior Year YTD: 49.30% of Actuals

YTD Other Expenses

45.18% of Budget

Prior Year YTD: 43.01% of Actuals

Salaries (100s)



Benefits (200s)



Purchased Services (300s)



Supplies (400s)



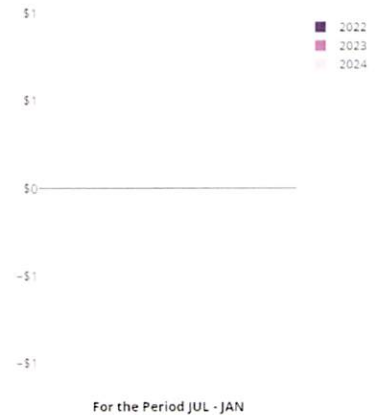
Capital Outlay (500s)



Other Objects (600s)

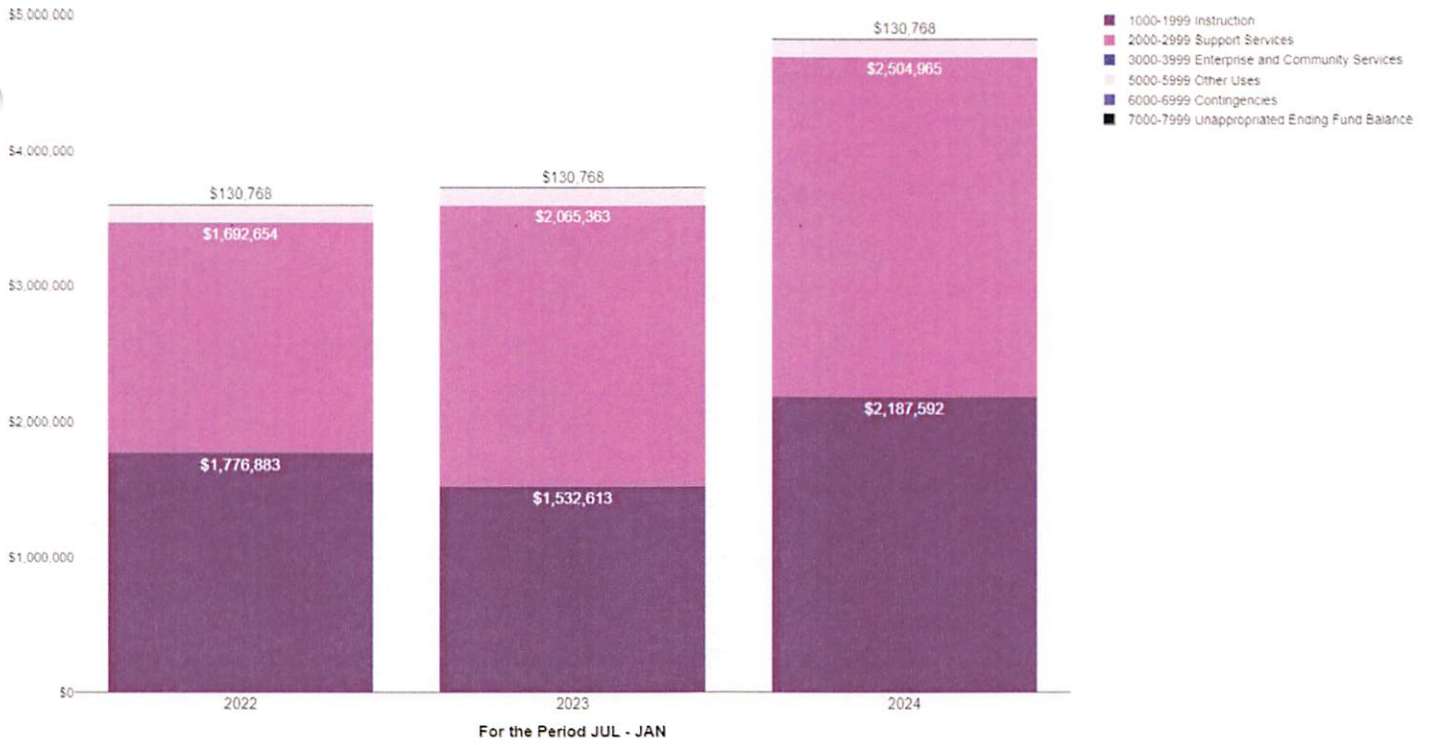


Transfers (700s)



Expense - YTD by Function

General Fund YTD by Function





Superintendent Report to the Central Linn School Board

February 19, 2024

"Pillar"	Updates
<p><i>Deep Learning:</i> We will facilitate student learning grounded in high expectations, varied experiences, and student curiosity while ensuring access and opportunity for each learner.</p>	<p>Increasing Instructional Committee: This committee has met for 3.5 hours in January and is scheduled next week for another 3.5 hours. The committee reviewed research regarding decreasing instructional time and student outcomes, read and coded all of the feedback received to date, and learned there are several opinions regarding moving forward. The next meeting will include: CL student achievement data, proposals for increasing time, a consensus making process where one proposal will be presented, crafting a community and Board message, and plans for publication sharing information. All of this information is available on our website.</p> <p>In March, this group will present to the School Board with findings, the process, as well as a recommendation for increasing time. The school year calendar will be presented in April for Board approval.</p> <p>Center for Education Leadership Work: One of the key areas for us to continually focus is our instructional commitment. We are witnessing some early bright spots in professional practices throughout our classrooms. This month, Board Member Simon walked classrooms at the Elementary School along with Director Hampton and Principal Sauter. Our continental focus during these visits is the student task.</p>
<p><i>Enrichment:</i> We will provide students with opportunities that extend learning beyond the core curriculum.</p>	<p>ESSEX calendar - permits have been filed with Linn County for the AG building, the building has been ordered, and we are working with Pacific Power this week alongside the Electrical Engineers.</p> <p>Groundbreaking Ceremony: We are going to schedule a groundbreaking ceremony this next month before construction. This is a chance to highlight the funding that has been used, the progress of the construction program, and the future designs. Be on the lookout for an invitation to this event.</p>
<p><i>Culture for Learning:</i> We will provide a safe and welcoming environment that supports the individual interests and voices of all students.</p>	<p>RULER training: At our Staff Wellness day, we began the process of having all staff trained in RULER. We shared the staggering statistics for adult and student data around depression, anxiety, self-harm, and suicide completion. RULER is a proven curriculum that supports all students and staff with understanding their emotions, learning new tools to manage them, and offers critical support when students struggle.</p>

CENTRAL LINN



	<p>Our team is heading to Scio Elementary this month to see their RULER (year three) in action.</p>
<p><i>Family and Community Engagement:</i> We will be a center of our community by providing effective communication and engagement opportunities.</p>	<p>CBAC- This month we will focus on the current state of our facilities with a walking tour of the campuses. This will give committee members an opportunity to see areas of concern that may not be generally available to the public. All documents, presentations, and links provided are posted on our website. Be sure to share with others.</p> <p>Rounding: Our goal is to have every employee interact with and be able to talk with their immediate supervisor or leadership team member about their job, areas of concern, and possibilities for future success. Starting this month, we are implementing 30 and 90 day rounding sessions with all employees. This allows the supervisor to assess the needs, skills, and support for the employee to be successful and remain a long-term CL employee.</p> <p>Student Leadership Project- The leadership class at the HS begins the student improvement project this month. Look for future ideas, presentations, and voting related to student-generated solutions.</p>
<p><i>Extraordinary Staff:</i> We will develop all staff to contribute to a professional community dedicated to service and professional growth.</p>	<p>Staff wellness day: this was a huge success. The morning began with breakfast and an initial “why” regarding RULER training and teaching our students and staff about emotions. The morning was filled with several sessions for staff to choose including meal planning, personal financial planning, leisure activities, and more. For the afternoon, we took all the staff on our buses to the MU Center at OSU. It was fabulous to watch them interact, smile, and laugh with one another. At the end of the day I received the following text from a staff member, “Just want to say- Today was really great!!! I had so much fun with my colleagues! Thank you for the leadership you are sharing with our district!”</p> <p>DSS Survey results: our District Office conducted a survey with our staff regarding District Office operations. The following results highlights our team’s amazing work:</p>

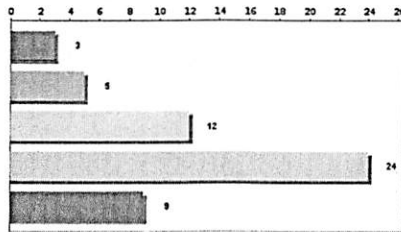
CENTRAL LINN



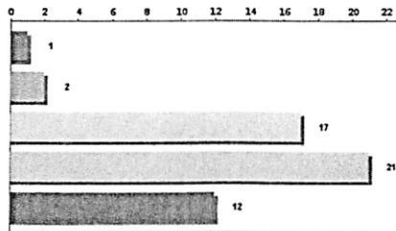
Participation by Role.

	Response percent	Response total
Administration	6.9%	4
Instructional Staff	50%	29
Classified Staff	43.1%	25

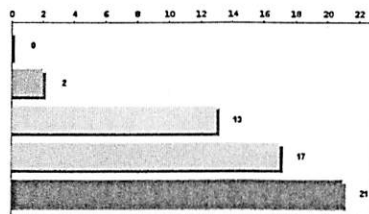
Accessibility: 3.59



Accuracy: 3.77



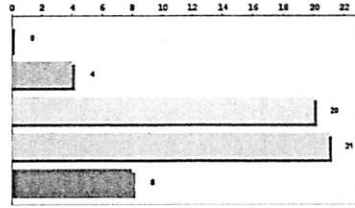
Attitude: 4.08



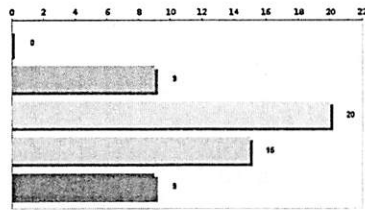
CENTRAL LINN



Operations: 3.62



Timeliness: 3.45



**CENTRAL LINN SCHOOL DISTRICT
ENROLLMENT**

As of February 12, 2024

<i>February 2023</i>	<i>January 2024 (December 19th Totals)</i>	<i>February 2024</i>
K 32	K 37	K 39
1 39	1 37	1 35
2 38	2 44	2 42
3 34	3 32	3 32
4 36	4 33	4 34
5 42	5 42	5 42
6 42	6 41	6 40
Total 263	Total 266	Total 266
7 30	7 44	7 45
8 45	8 32	8 31
9 47	9 48	9 48
10 51	10 43	10 43
11 52	11 48	11 47
12 51	12 53	12 50
Total 276	Total 268	Total 264
District Total 539	District Total 534	District Total 530

September 2003 = 583
September 2004 = 640
September 2005 = 647
September 2006 = 678
September 2007 = 644
September 2008 = 651
September 2009 = 655
September 2010 = 708

September 2011 = 676
September 2012 = 676
September 2013 = 710
September 2014 = 657
September 2015 = 643
September 2016 = 652
September 2017 = 643
September 2018 = 644

September 2019 = 633
September 2020 = 579
September 2021 = 552
September 2022 = 529
September 2023 = 555



CENTRAL LINN
SCHOOL DISTRICT

February 19, 2024

Prepared For: Central Linn School Board
Prepared By: Candace Pelt, Superintendent
Meeting Date: February 19, 2024

Central Linn HS Perimeter Security Fencing

Action Required

This letter is to recommend action by the Central Linn School District to approve the following:

- Approve the School District to seek estimates for the materials, labor, and installation costs for a perimeter fence at CLHS.

This is a non-bidding process as the first estimates are under the public bidding threshold. The superintendent will evaluate the estimates and proceed with the installation of the fence.

It is our opinion that the security of the building remains vulnerable. Installing a perimeter fence ensures a continued focus and commitment to the safety of our students and staff. While the fence alone does not eliminate risk, it does offer an immediate barrier to foot and vehicle traffic not authorized on campus.

Budget Note

This project would fall under maintenance at the CLHS. We have projected to exceed the budget threshold for this year. Moving forward includes utilizing reductions of other areas as well as the possibility of transferring money from the contingency funds. Once completed, we would reduce the cost of the night security guard from this and proposed budgets.

Action Requested

Authorize the School District to proceed with seeking bids and completing the installation of a perimeter fence at CLHS.