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

REGULAR SCHOOL BOARD MEETING
ELEMENTARY CONFERENCE ROOM/ZOOM
Join Zoom Meeting
https://us02web.zoom.us/j/86587200646
Meeting ID: 865 8720 0646 **Passcode**: JuneBoard

June 8, 2026
6:30 p.m.

1.0 *ROLL CALL/FLAG SALUTE* — Dena Crowell
Zone 1, Stacey Winter; Zone 2, Garrett Leabo; Zone 3, Levi Farris; Zone 4, Mandy Brady; Zone 5, Jason Curtis; Zone 6, Steve Irwin; Zone 7, Donald Fleckenstein; Student Representative, Grant Wahl

2.0 *AUDIENCE COMMENTS PERTAINING TO THE AGENDA* — Jason Curtis
The Board welcomes public comments related to items on the presented agenda during this time. An open Audience Comment period will be provided later in the meeting. To provide public comment, please submit a completed card to the Board secretary prior to the start of the meeting (Policy BDDH-AR). Public comments will be limited to 3 (three) minutes per speaker. Board members do not respond to public comments.

3.0 *AGENDA* — Jason Curtis
3.1 Agenda Adjustment
3.2 Adopt Board Agenda

4.0 *COMMUNICATION* — Jason Curtis
4.1 ASB Report — Grant Wahl
4.2 Employee Groups — Union Representatives
4.3 Cabinet Member Updates — Cabinet Members
4.4 Summer School Grant — Kim Tyskiewicz
4.5 FFA National Convention Presentation — Allison Williams

5.0 *BUDGET HEARING* — Celeste Van Cleave
5.1 Public Testimony on the 2026-2027 Budget
5.2 Discussion
5.3 Close Hearing

6.0 *SUPPLEMENTAL BUDGET HEARING* — Celeste Van Cleave
6.1 Public Testimony on the Supplemental Budget
6.2 Discussion
6.3 Close Hearing

7.0 *CONSENT AGENDA*: **Approve** — Jason Curtis
7.1 May Regular Board Minutes
7.2 Acknowledge Policy Committee Minutes of May 11th
7.3 Acknowledge Facility Committee Minutes of May 26th
7.4 Hire of Jillian LaRaut, MS Social Studies and K-6 ESOL Teacher, and Megan Grant, ELA Teacher, both on Second Year Probationary Contracts.
7.5 CTE Teacher Thomas Harvey's movement to 2nd Year Probationary Contract status.
7.6 *Staff Acknowledgements*: Resignation of Varsity Girls' Soccer Coach Robert Arteaga; Dena Crowell, Executive Assistant/Board Secretary; and Maintenance Supervisor David Moffat; Retirement of Counselor Sue Harte; Hire of Kenneth Bagg, Varsity Cross Country Coach, and Lisa Jagar, Department Secretary.

7.7 Hire of Kim Tyskiewicz on a 1.0 FTE Licensed Administrator

8.0	<u>*OLD BUSINESS*</u>		Jason Curtis
	8.1	Board Policies: *Second Reading*: **Adopt**	Jason Curtis
		8.1.1 DJ, *District Purchasing*	
		8.1.2 DJC, *Bidding Requirements*	
		8.1.3 DJCA, *Personal Service Contracts*	
	8.2	Facilities Committee Report and Recommendations: **Approve**	Garrett Leabo
	8.3	Policy Committee Report	Jason Curtis
9.0	<u>*NEW BUSINESS*</u>		Jason Curtis
	9.1	Boys' Soccer Lebanon Co-Op: **Approve**	Rob Hess
	9.2	Seismic Grant Report: **Discussion**	PIVOT Representative
	9.3	Budget Resolutions: **Adopt**	Celeste Van Cleave
	9.4	Supplemental Budget Resolution: **Adopt**	Celeste Van Cleave
	9.5	Transfer Resolution: **Adopt**	Celeste Van Cleave
	9.6	OSEA Contract: **Approve**	Rob Hess
	9.7	OSBA Board Training: **Discussion**	Jason Curtis
	9.8	2026-2027 School Board Calendar: **Adopt**	Jason Curtis
	9.9	Summer Board Retreat: **Discussion**	Jason Curtis
	9.10	Student Board Representative: **Discussion**	Jason Curtis
	9.11	2026/2027 Board Elections: **Discussion**	Jason Curtis
	9.12	Instructional Minutes Report: **Discussion**	Rob Hess
	9.13	Charter School/District: **Discussion**	Rob Hess
	9.14	RFP Legal/Financial: **Discussion**	Rob Hess
	9.15	Board Policies; *First Reading*: **Acknowledge**	Jason Curtis
		9.15.1 EFA, *Local Wellness Program*	
	9.16	Approve FFA National Convention Trip	Jason Curtis
10.0	<u>*DISTRICT REPORTS*</u>		Jason Curtis
	10.1	Financial Report	Celeste Van Cleave
	10.2	Superintendent Report	Rob Hess
		10.2.1 Central Linn Strategic Plan **Discussion/Approve**	
		10.2.2 Board Goals **Discussion**	

11.0 <u>*AUDIENCE COMMENTS*</u> — Jason Curtis

The Board is interested in hearing from our community. The Board is unable to hear in open session any matters related to personnel or students. If you have personnel concerns, please share those directly with the superintendent. If you have a complaint you wish the district to address, please follow our policy KL (public) or GBM (staff).

12.0 <u>*BOARD/SUPERINTENDENT COMMUNICATION*</u> — Jason Curtis/Rob Hess

13.0 <u>*AJOURN*</u> — Jason Curtis

The meeting location is accessible to persons with disabilities. A request for an interpreter for the hearing impaired or for other accommodations for persons with disabilities should be made at least 72 hours before the meeting to Dena Crowell, Executive Assistant, PO Box 200, Halsey, Oregon, 97348, 541-762-6149. 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

5.0 Supplemental Budget Hearing - The District recently received notification that it qualifies for the State Summer Learning Grant. A supplemental budget hearing is required to appropriate the additional grant funds into the current year budget so the District may implement summer school programming and related services.

9.1 Seismic Grant Report - PIVOT Representative will be present to provide a Q and A opportunity on the enclosed Seismic Report.

9.3/9.4 Budget and Supplemental Resolutions - More information will be provided at the meeting.

9.6 OSEA Contract - The contract included in your electronic packet was voted on by association members and passed unanimously. The district received a copy of this document at Noon on June 1st, and we are currently reviewing the document to ensure it reflects everything that was agreed to during bargaining. We will have a recommendation on the document ready by the board meeting on Monday evening.

9.11 2026/2027 Board Elections - Nominations for the 2026/2027 Board Chair and Vice Chair will be proposed, effective July 1, 2026, due to the absence of a July Board Meeting. Board Policy BCB states: *Officers of the Board shall consist of the chairman and vice-chairman. They shall be elected by the Board at the first meeting at the start of each school year and shall serve for one year or until their successors have been chosen and have qualified.*

9.12 Instructional Minutes Report - ODE required every district to complete a report on instructional time and established the 24-25 school year as a baseline for each district. Unfortunately, this was the only year Central Linn operated on a 5 day school week. As a result we have two choices, post an explanation on our website by July 15 or turn in a plan to ODE to restore our hours to the level of the 24-25 school year by the start of the 27-28 school year–essentially ending our 4 Day Week schedule after next year. I recommend posting an explanation on our website, but I wanted to seek direction from the board before making that decision. Below is the explanation I provided to ODE on the survey.

> *This is my first year as superintendent in Central Linn. Central Linn has operated on a 4 Day week for over 20 years. During the 24-25 school year, they moved to a 5 day week and immediately saw over 50 students leave the district to attend Harrisburg (a neighboring 4 day district)--so the hours of the 24-25 school year are inflated beyond the norm for the district and do not serve as a realistic baseline for comparison purposes. Losing 10% of the student population in one year was a significant hit on the Central Linn budget and resulted in reductions in staff, increased class sizes, and less support for students. Student outcomes for the 24-25 did not increase from the additional hours students were in school due to the increased class sizes and lack of small group support. The number one priority for this board is to increase enrollment while staying within the required instructional hours established by ODE. Based on that priority, they returned to the 4 Day week for the 25-26 school year and have seen an increase in enrollment as a result, lower class sizes, and increased outcomes.*

9.13 Charter School/District - I am meeting with ODE to learn more about the requirements to become a district charter school and see if we would qualify under the single site rule (since we have a water easement connecting our two properties). The #1 advantage for charter districts is that Interdistrict Transfer Requests are not required for students to attend. As we seek to continue growing as a district, this option is worth exploring. A move of this nature would be a board decision and would require at least 6 months notice along with an application to the ODE. My meeting with ODE is this week, so I will be able to provide more information at that time.

9.14 RFP Legal/Financial - Earlier this year, the board discussed and voted on issuing RFPs for legal and financial services. I want to discuss with the board what the process would look like now that we have a year under our belt and get direction from the board along with volunteers to serve on the RFP review committees if we proceed during the summer and so we can have a decision made by our August board meeting.

10.2.1 Central Linn Strategic Plan - A strategic plan sets the stage for school improvement plans, board goals, and individual goals. I have put together a strategic plan for the district based on the work we have been doing as a district, board, and schools. Looking forward to getting the board's thoughts and feedback on this plan.

10.2.2 Board Goals - Significant progress has been made on the goals the board developed last fall. Now is a good time to reflect on that progress and begin thinking about what kind of goals we would like to set for next year. OSBA has two training opportunities this summer. One in Redmond on July 10 and another in Eugene on July 16. These workshops are great opportunities for board members to network with other boards and attend topics of interest and bring back that information to the full board in August to help us set goals and continuously improve as a board.

UPCOMING EVENTS

CLHS Class of 2026 Graduation - June 6, 2026 @ 1:00 p.m., Central Linn High School Gymnasium

Policy Committee Meeting Agenda - June 8, 2026 @ 5:15 p.m. CLES Conference Room/Zoom

OSBA Summer Conference - Redmond Session is July 10th, and Eugene Session is July 16th; both 9:00-3:30. Registration is due by June 26th. Please contact Dena if registration assistance is needed.

CLES Building Update
June Board Meeting

Academics -

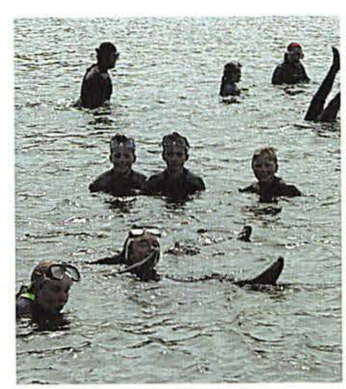
State Testing -
As of this writing 6th grade has completed all testing
Third through fifth are projected to be done by middle of the first week of June. Scores have been slow to update so don't have any data on that but will share at our first board report in September.

MAP Testing - one 2nd-grade class is finished, the rest will be finishing up next week. No data at the time of this writing, but will hopefully have some K-2 data to share by the board meeting.

End of year activities -

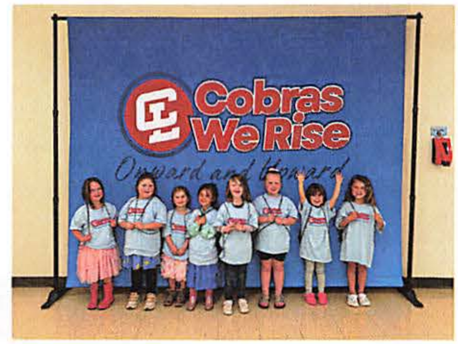
Outdoor School -
27 students at Camp Koinonia in Sweet Home - Activities included Archery, Fishing, Snorkeling, Water quality study, Owl Pellets, Orienteering, Survival Skills (fire, shelter, water), Macros - Testing the water to ensure balanced Macros for a healthy environment. Students also had the opportunity to participate in campfires and put on skits, as well as have a concert put on by Clay Johnson and his band. Clay is our long-term music sub for Larysa Rank, who is on maternity leave.

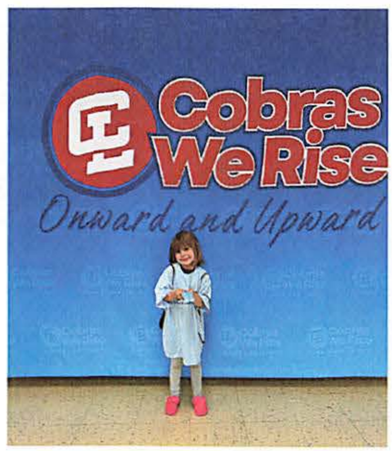
Big thank you to the nine high school students who were counselors and to the eighteen parents who came out and ran activities, cooked meals, and provided additional support to Ms Davis and the counselors. And finally, to the Calapooia Watershed for the assistance in running stations.

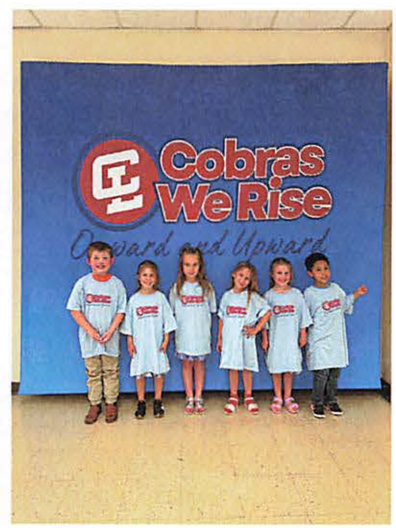


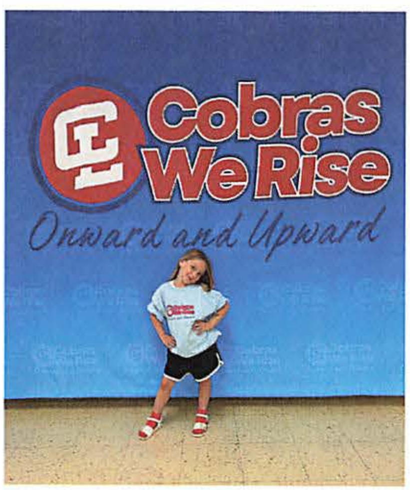
Kindergarten Signing -

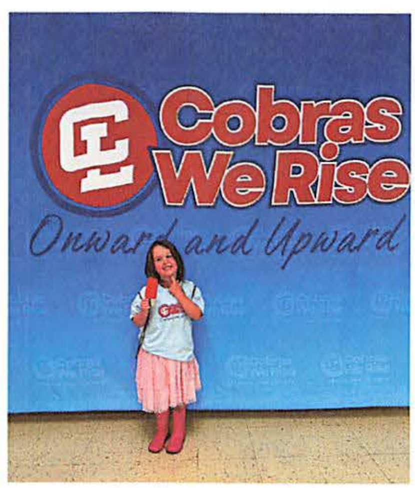
Different format this year, where we really tried to pump up coming to Central Linn. Incoming kinders came on May 27th with their parents and were able to meet the teachers, principal, secretaries, and behavior support staff. Students got a tour of the school and had their picture taken in front of the CL banner as they "signed" their letter of intent to attend CLES. They received a "SWAG Bag" with Central Linn gear and a couple of books to get them started on their learning journey. This year, we had 14 students attend.











Last assembly of the year is June 4th, where we will recognize 4th qtr students of the qtr along with perfect attendance winners for the quarter and the year. Mr. Sauter will hand out his last round of ties for the year, and we will conclude with a number of staff members getting pied by students who purchased a ticket. Mr Hobie even stepped up and is going to be one of the "winners."

Central Linn Jr./Sr. High School
June Board Report

Although this update is brief, many exciting activities and events are planned between now and the time we meet. I look forward to sharing more detailed updates with you in person.

Student Achievement & State Testing

During the past eleven school days, our students have been diligently completing state assessments. We are proud of the focus, determination, and effort they have demonstrated throughout the testing process.

FFA Sale

The greenhouse sale has been extended! Join us June 5 from 9:00 AM–3:00 PM and June 6 from 9:00 AM–12:00 PM and 2:30 PM–4:00 PM. If you haven't had a chance to pick up your flowers yet, now is the perfect time!

State Track & Field Qualifiers

We are excited to recognize and celebrate our student-athletes who have qualified for the State Track & Field Championships. Congratulations to the following Cobras for their outstanding accomplishments:

Individual Events

- Leif Erickson – Alternate, 4x100 Relay
- Jackson Duringer – District Champion/Runner-Up, 800 Meter
- Don Ware – District Champion/Runner-Up, 200 Meter and 400 Meter
- Jayne Neal – District Champion/Runner-Up, 800 Meter & 1500 Meter
- Anya Griffith – District Champion/Runner-Up, 400 Meter & 1500 Meter
- *Wild Card Qualifiers*: Ethan Denison - 800 Meter, Alyse Glenn - 3000 Meter, Georgia Wahl - Triple Jump, Aren Schneiter - High Jump, Peyton Gaskey - Discuss

Relay Teams

Girls 4x100 Relay (wild card)
- Izzy Curtis
- Georgia Wahl
- Jayne Neal
- Anya Griffith

Boys 4x100 Relay
- Jackson Duringer
- Don Ware
- Aren Schneiter
- Sawyer Kirk

Girls 4x400 Relay

- Jayne Neal
- Izzy Curtis
- Georgia Wahl
- Anya Griffith

Boys 4x400 Relay

- Jackson Duringer
- Ethan Denison
- Aren Schneiter
- Don Ware
-

We are incredibly proud of these athletes and wish them the best as they represent the Cobras at the state level. I will share the results with you at the board meeting.

Upcoming Events

I would love to have you attend any of the following events if your schedule allows.

- May 30 – Prom at Oddfellows in Lebanon, 8:00–10:00 PM
- May 31 – Baccalaureate in the Cafeteria, 6:00–7:00 PM
- June 1 – Senior Awards in the Cafeteria, 6:00–7:30 PM
- June 1 – Senior Party Departure, 9:25 PM
- June 2 – Teen Challenge Assembly, 10:38–11:19 AM
- June 3 – Teen Challenge Assembly, 10:38–11:19 AM
- June 3 – Senior Parade, 2:00–3:00 PM
- June 4 – Luau, beginning at 12:45 PM
- June 5 – Graduation Rehearsal, 2:00 PM
- June 6 – Graduation in the Gym, 1:00 PM
- June 10 – 8th Grade Promotion, 6:00 PM

CLOA June Program Update

The CLOA program continues to make good progress as we head into the final weeks of the school year. Right now, we have:

*41 full-time students

*5 part-time students enrolled in the program.

Currently, about 80% of our students are meeting or exceeding coursework expectations in most of their classes, which is encouraging to see this late in the year.

Cassidi and I have continued reaching out to students regularly to encourage them to stay engaged, log into the system consistently, and keep working toward finishing their classes strong. We've been checking in through calls, emails, and messages, and those efforts seem to be helping many students stay on track during this busy time of year.

We're really proud of the effort students have been putting in recently. A number of students have shown improvement in their attendance, participation, and assignment completion over the past few weeks. It's been great to see students responding positively to the support and encouragement they've been receiving.

We are also starting to see positive progress with one of our 12th-grade students who had previously fallen behind academically. Cassidi and I have both been working closely with the student through regular communication and support, and we've started to see better engagement and more consistent progress in coursework. It's encouraging to see the student moving in the right direction as we get closer to the end of the year.

As we wrap up the school year, our main focus continues to be supporting students, keeping them engaged, and helping them finish their courses successfully.

Maintenance Progress Report

May 1st- 31st, 2026

1. Repair walk-in freezer, garbage disposer, and dishwasher (the walk-in freezer ceiling has a substantial sag, which caused major ice build up inside the unit. The unit being out of level caused poor drainage. The solution was to rotate the drain pan 180 degrees to provide drainage slope in the pan. We will be receiving quotes for a permanent solution. We are also receiving quotes to add a walk in freezer at the elementary school and converting a closet in the cafeteria into a walk in freezer)
2. Pressure wash the dome of the gym/cafeteria domes
3. Clean rain gutters at the rear of the stadium and modular buildings
4. Build a display stand for the elementary school carnival
5. Various plumbing repairs
6. Pressure wash grounds (sidewalks, brick, walk-in freezer, etc.)
7. Repair damaged roof above the wrestling room, substantial water intrusion was discovered during the roof inspection. (elementary school)
8. Repair the A/C in the gym (high school)
9. Pressure wash and paint the softball bleachers
10. As my time at the district comes to a close I want to express my gratitude for the opportunity to serve you and your children. My experience here will have a life long impact on me. I hope and pray that as a board you will keep your eyes first

on God, second on the students. The opportunity that you have to create a lasting impact on every child's life that passes through the doors at Central Linn School District comes with a heavy burden. Your time as members of the school board may be short but your choices now will carry consequences into the future. Be diligent in your pursuits with humility and a hunger to learn. All of you have been and will continue to be in my prayers. Thank you all for the opportunity.

David Moffat- Maintenance Supervisor

CLSD IT Board Report (May-June)

Information technology this month has progressed well in the areas that were on track previously, I am gearing up to head into the end of the school year. This means getting ready to take inventory, track damage and repair needs, receive back a large number of Chromebooks for assessment and plan the summer projects. I will be making an end of year report on the IT status of the district.

State testing is coming to a close, we did run into a hitch with the Chromebooks that were set up to run this process, I was able to find and implement a workaround in the meantime to finish up testing and will be diving further into the cause of the issue once we are through.

We have installed and set up the new projection screen and projector in the gym in its final install location and tested everything with success.

The order for CLOA / FLEX technology inventory is now ready for deployment to online students next year. I am working with Kellen and Kim on a more in depth plan for these programs and their technology needs.

I am still working with Wiremaps on some camera corrections, and door lock glitches that have been ongoing, their team has been slow to respond but we are moving forward.

I settled on a remote software control solution and fully implemented it at the district - this was in relation to the previous report that indicated I was researching one to use and the benefits of having such a system in place. With this new setup, I can remotely support almost any computer in any building or school.

Normal ongoing maintenance and support for the staff and students as needed.

Tim Walter Year-End Work Report
May 18, 2026

Central Linn Capital Improvement Coordinator, Owner's Rep. and Special Projects

Assignments:

- Facilitate completion of CTE building including planning, fundraising and communication to community. Work directly with Superintendent to accomplish his goals.
- Provide ample and timely communication with Board leaders, staff and ultimately the constituents in the community.
- Provide initial contact (cold calling) to homeschool, private school and hybrid students' families not currently generating ADM. Once an interested family is identified, hand them off to Kellen. ***(Assignment completed and handed off.)***
- Contact businesses in the area to form school/business partnerships. Particularly target CTE type businesses with connections to our school.
- Coordinate other Capital Improvement projects and provide "boots on the ground" for Rob as needed and requested. Current requests include the Seismic grant of $2.4 mil. Work closely with Celeste and David to provide support where needed.
- Investigate grant opportunities and work with grant-writing team to make application.
- Provide wise counsel as requested.

Capital Improvement Coordinator

- Met regularly with Facilities committee. Discussed CTE building layout and design.
- Held dozens of formal and informal meetings discussing the function and form of the CTE building. Met with Architects, engineers, contractors in carpentry, general, HVAC, electrical, committee members and parents.
- Provided oversight of multiple projects related to the CTE building and the High school campus in general.
- Planned and prepared for future bond levy for the District. Established positive lines of communication to improve chances of passing our next bond. Help plan scope of the bond levy.
- Achieved the goal of having students learning in the CTE building by second semester. Two classes were held in the building- Welding and Small Engines. This step required a great deal of coordination and communication.

- Participated in dozens of meetings on a wide variety of topics and representing many different groups.
- Helping create a long-term facilities plan in coordination with others. (In progress.)
- Navigated through inevitable conflicts and delays. Maintain forward momentum throughout the process.

Highlights so far

- Secured replacement of Electrical Transformer for entire high school campus at a fraction of original estimated cost. Original estimated cost was $1 million. Current estimated cost is $49,000. Expected completion- Summer of 2026
- Secured multiple grants.
- Maintained a cheerful and positive attitude through many challenging circumstances.
- Improved district communication patterns with community members and businesses.
- Initiated concept of Owner's Rep. Suggested a new position which is essentially free to the district.
- Facilitated discussions about long range and medium range capital improvement planning.
- Facilitated campus clean-up especially around and inside the CTE building.
- Established or strengthened Industry partnerships with P.P. & L. and other local businesses such as Curtis Excavation, MBSI, Adam Craven, Mid-Valley Farms, L3 Farms and others. Helped to strengthen working relationships with many others including Brownsville Times, City of Halsey, City of Brownsville, Advanced Mechanical, etc.
- Thank you certificates presented to a wide variety of volunteers, donors, staff, and supporters of the CTE program at the annual FFA banquet.

Owner's Representative

- Helped select the CMGC.
- Provided clear communication with CMGC. Performing as a liaison between the district and the CMGC (Pivot Architecture.)
- Suggested Owner's Rep. position. Conducted research to lighten the financial burden of the District.
- Meet sub-contractors on site and facilitate timely completion of all projects per grant specifications.
- Attended communication meetings and relay notable items to the district. Kept the board and the facilities committee well informed.
- Helped to plan and oversee electrical transformer grant.

Special Projects

- Called all homeschool families to invite them to check out our multiple opportunities for their students. Handed it off to Kellen.
- Purchase a school van and forklift. (still pending) Sell surplus buses.
- Plan and conduct Open House events for various portions of the CTE building.
- Helped coordinate parking at Track meets.
- Provided timely input at cabinet meetings and consistent meetings with the Superintendent.
- Contributed positive input to a variety of groups including Wellness committee, website and public relations groups.

Big Picture summary

I have taken hundreds of phone calls and answered hundreds of emails over the course of my time here. I have provided counsel on a wide variety of topics with a wide variety of people and groups. I have attended and contributed to dozens of meetings (at least) and always attempted to represent our students to the best of my ability. I have worked diligently to maintain a positive attitude and constructive patterns of speech. I have faithfully tried to be a diligent and productive member of the Central Linn community. It has been my privilege to serve the people and especially the students of Central Linn. I look forward to continuing and strengthening the relationship we have begun.

Onward and Upward!

Tim Walter

State Summer Learning Grant Update

Central Linn School District Board Report

The Central Linn School District Summer Learning Grant planning process is well underway. Following the successful award of the Oregon State Summer Learning Grant, the district has established a Summer Learning Steering Committee to oversee implementation and ensure alignment with grant requirements and district goals.

The Steering Committee consists of:

- One High School Teacher
- Three PK–6 Teachers
- One Behavior Specialist
- Dr. Kimberly Tyskiewicz, Program Coordinator

The committee has begun meeting regularly and has divided implementation responsibilities among members to ensure timely completion of planning tasks, purchasing, staffing coordination, curriculum preparation, family outreach, and program logistics.

Program Overview

The Summer Learning Program is designed to accelerate student growth through a combination of explicit literacy instruction, mathematics support, enrichment opportunities, and relationship-centered programming. The program prioritizes literacy as the primary academic focus while integrating engaging, hands-on learning experiences that promote student belonging, confidence, and overall youth development.

The district plans to serve approximately 90 students through a structured summer program that includes:

- Evidence-based literacy instruction
- Mathematics intervention and support
- STEM activities
- Enrichment opportunities
- Field experiences and community partnerships
- Social-emotional and behavioral supports
- Family engagement activities

Current Progress

The Steering Committee has completed the initial planning phase and is currently engaged in implementation activities, including:

- Meeting with district departments to coordinate services and supports
- Identifying instructional materials and intervention resources
- Finalizing purchasing requests and procurement plans
- Developing staffing assignments
- Coordinating transportation and nutrition services
- Establishing student identification and recruitment procedures
- Building communication systems for families

The committee is also reviewing student data and establishing systems for progress monitoring and outcome measurement to ensure the program meets grant expectations and district goals.

Student Recruitment Plan

Recruitment will occur in three phases to ensure that students with the greatest need receive priority access.

Phase 1: Highest Need Students

- Students significantly below grade-level expectations in literacy
- Students with demonstrated academic risk factors
- Students experiencing barriers to educational opportunity
- Students identified through assessment data, attendance patterns, educator recommendations, and intervention records

Phase 2: Moderate Need Students

- Students approaching, but not yet meeting, grade-level expectations
- Students who would benefit from additional academic support and enrichment opportunities

Phase 3: Open Enrollment

- Remaining available spaces will be offered to all interested students within the targeted grade bands

This phased approach aligns with grant requirements prioritizing students who are furthest from opportunity while allowing the district to maximize participation if capacity remains available.

Next Steps

During the coming weeks, the Steering Committee will focus on:

- Completing purchases and resource acquisition
- Finalizing staffing and training plans
- Launching family outreach and enrollment efforts
- Confirming transportation and meal service logistics
- Preparing instructional materials and schedules
- Finalizing community partnerships and enrichment activities

The district remains on schedule for summer implementation and is committed to providing a high-quality program that advances literacy achievement, supports student well-being, and expands access to meaningful summer learning opportunities for Central Linn students.

Kim Tyskiewic

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

CENTRAL LINN SCHOOL BOARD MEETING
CENTRAL LINN ELEMENTARY LIBRARY/ZOOM
MAY 11, 2026

1.0 ROLL CALL

On May 11, 2026, Chair Curtis called the meeting to order at approximately 6:30 p.m. in the Central Linn Elementary Conference Room and via Zoom.

Members Present: Stacey Winter, Garrett Leabo, Levi Farris, Mandy Brady, Steve Irwin, Jason Curtis, Donald Fleckenstein, Grant Wahl
Others Present: Rob Hess, Celeste Van Cleave, Dena Crowell, Joel Sauter, Dean Rech, Ross Purdy, David Moffat, Jessica Glaser, Betsy Ramshur, Deborah Branson, Wendy Cortright, Tonya Cairo, Kim and Mark Tyskiewicz

2.0 AUDIENCE COMMENTS PERTAINING TO THE AGENDA

No comment provided

3.0 AGENDA

3.1 Agenda Adjustments: Add to 5.5: Approve the licensed hires of Mathematics Teacher Brittney Humphreys and ELA/Social Studies Teacher Linda Jackson, both on a 2nd Year Probationary Contract; Approve the hire of Elementary Teacher Anya Branson, on a 1st Year Probationary Contract; Revise 6.1: No Old Business to Employee Time Tracking System

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

4.0 COMMUNICATION

4.1 ASB Report: Student Board Representative Grant Wahl provided an ASB update.

4.2 Employee Groups: No report provided.

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

5.0 CONSENT AGENDA

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

5.1 April Regular Board Minutes

5.2 Acknowledge Policy Committee Minutes of April 13th

5.4 Budget Committee Minutes of April 27th

5.5 Licensed Hire of Mathematics Teacher Brittney Humphrey and ELA/Social Studies Teacher Linda Jackson, both on 2nd Year Probationary Contracts; and Elementary Teacher Anya Branson and CTE Teacher Thomas Harvey, both on a 1st Year Probationary Contracts.

5.6 *Staff Acknowledgements*: Acknowledged the resignation of ELA Teacher Mary Huls at the end of the 2025/2026 school year and the hire of Bus Driver Colton Housing.

6.0 OLD BUSINESS

6.1 Employee Time Tracking System: Dr. Hess reported on the district's staff time tracking system: leave entries for classified/administrators/non-represented staff are through iVisions, and certified staff use AESOP (supervisors approve leave). Though time tracking apps were discussed, the current time tracking system remains in place.

7.0 NEW BUSINESS

7.1 Curriculum: Dr. Tyskiewicz presented a phased three- to five-year curriculum adoption plan aimed at addressing Division 22 compliance gaps in core subject areas. Using a proposed $50,000 allocation, the district plans to adopt new math, science, social studies, world language, and health curriculum materials during the 2026–2027 fiscal year. Discussion also included curriculum fidelity, standardized syllabi, and ensuring consistent implementation across classrooms. The board supported moving the proposed curriculum forward for community review. Student Representative Wahl made a motion to approve the curriculum adoption. Vice Chair Leabo second the motion. Motion passed 7-0. Director Winter-Yea, Vice Chair Leabo-Yea, Director Farris-Yea, Mandy Brady-Yea, Chair Curtis-Yea, Director Irwin-Yea, Director Fleckenstein-Yea

7.2 Board Policies: *First Readings*: The Board acknowledged as First Readings:

7.2.1 DJ, *District Purchasing*

7.2.2 DJC, *Bidding Requirements*

7.2.3 DJCA, *Personal Service Contracts*

7.3 Administrative Regulations: The Board acknowledged Board Policy ARs:

7.3.1 DJ-AR, *District Purchasing*

7.3.2 DJC-AR, *Bidding Requirements*

7.3.3 DJCA-AR, *Personal Service Contracts*

8.0 DISTRICT REPORTS

8.1 Financial Report: Business Manager Celeste Van Cleave provided the April financial reports, noting revenues from interest earnings, admissions, and Medicaid reimbursements are exceeding projections. Pay-to-play fee collections remain below budget due to communication and invoicing challenges, and administration plans to improve the process moving forward. When asked, Mrs. Van Cleave shared that the district continues to provide free student meals through the Community Eligibility Provision (CEP). Additional updates included classified negotiations, insurance renewal planning, the seismic project RFP, and the start of interim audit work.

8.2 Superintendent Report: Dr. Hess shared updates on the new "Good Things Are Happening at Central Linn" initiative, aimed at promoting positive district news through social media and community outreach. Discussion also included plans for a possible monthly "Breakfast with the Board" community meeting opportunity, a staff recognition plan, and a redesigned district website aimed for launch by August 1.

9.0 AUDIENCE COMMENTS

1. Jessica Glaser - FFA Plant Sales outreach efforts
2. Betsy Ramshur - Website's activity calendar

10.0 BOARD/SUPERINTENDENT COMMUNICATION

1. **Director Irwin congratulated everyone on the progress made throughout the year, noting the significant accomplishments achieved in a short amount of time and expressing pride in the district's work and progress.**
2. **Director Fleckenstein, upon asking, was informed that no student board representative applications had been submitted.**

11.0 ADJOURN

With no further business before the Board, Chair Curtis adjourned the meeting at approximately 7:33 p.m.

____
Dena Crowell, Board Secretary

____
Jason Curtis, Board Chair

____
Date Approved

On May 11, 2026, the Central Linn Policy Committee convened at approximately 5:26 p.m. in the Central Linn Elementary Conference Room and via Zoom.

1.0 ATTENDANCE

Members Present: Jason Curtis, Levi Farris
Others Present: Rob Hess, Dena Crowell, Celeste Van Cleave, Kim and Mark Tyskiewicz, Tim Walter

2.0 APPROVE MINUTES

2.1 Director Farris made a motion to approve the April Policy Committee Minutes. Chair Curtis second the motion. Motion passed 2-0. Director Farris-Yea, Chair Curtis-Yea

3.0 POLICY FOR DISCUSSION

3.1 EFA, Local Wellness Committee: The committee discussed required policy updates related and distinguished between legally required language and optional OSBA recommendations.

The committee emphasized keeping the policy simple, practical, and focused on key wellness priorities, particularly nutrition and required PE standards, while avoiding unnecessary obligations that could create challenges for implementation. Members supported retaining accountability and record-keeping language already included in the policy.

The newly formed Wellness Advisory Committee will begin meeting on May 28, 2026, to review district wellness practices and provide recommendations. The committee agreed to move the revised wellness policy forward for first reading before the board in June.

4.0 ADJOURN

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

Dena Crowell, Board Secretary

Jason Curtis, Board Chair

Date Approved

CENTRAL LINN SCHOOL DISTRICT
32433 HWY 228, HALSEY OR

FACILITIES COMMITTEE MINUTES
CENTRAL LINN HIGH SCHOOL LIBRARY/ZOOM
May 26, 2026

On May 26, 2026, the Central Linn Facilities Committee convened at approximately 3:30 p.m. in the Central Linn District Conference Room and via Zoom.

1.0 ***ATTENDANCE***

Members Present: Garrett Leabo, Jason Curtis, Donald Fleckenstein
Others Present: Rob Hess, Tim Walter, Andy Dey, Gene Bolante, Allison Williams, Ryan and Jessica Glaser, Thomas Harvey

2.0 ***AUDIENCE COMMENTS PERTAINING TO AGENDA***

No comments given

3.0 ***AGENDA***

3.1 No agenda adjustments

4.0 ***NEW BUSINESS***

The Facilities Committee reviewed permit-ready plans for the new CTE facility and discussed next steps for the bidding process. Because the project exceeds $100,000, competitive bidding is required. To avoid an additional $20,000–$30,000 in design costs and a 45 to 60 day delay, the committee agreed to pursue a Design-Build RFP process, allowing contractors to submit detailed design drawings with their bids based on the current plans. Proposed plan revisions included adding a 16-foot roll-up door, modifying restroom layouts, converting the conference room into office space, and preserving the structure for a possible future second-story addition while avoiding current sprinkler and soundboard costs. Final revised plans are expected by June 1.

The committee also discussed transitioning project oversight into the construction phase. Members recommended restructuring the Facilities Committee into a superintendent-led committee under Dr. Andy Dey to allow for greater flexibility and more efficient decision-making, pending board approval at the June 8 meeting.

5.0 ***ADJOURNMENT***

The meeting was adjourned at approximately 4:45 p.m.

____
Dena Crowell, Board Secretary

____
Jason Curtis, Board Chair

____
Date Approved

CENTRAL LINN SCHOOL DISTRICT
POLICY AGENDA ITEM

June 8, 2026

DJ, District Purchasing *(Highly Recommended)*

Second Reading

DESCRIPTION OF CHANGE RECOMMENDATION: District Purchasing is necessary to ensure the district complies with Oregon public contracting laws (ORS 279A–279C). It establishes clear procedures that protect taxpayer funds by promoting accountability, transparency, and responsible spending. The policy reduces audit risk by requiring proper documentation and internal controls, while also ensuring purchasing practices are fair, competitive, and free from conflicts of interest. Additionally, it supports compliance with federal funding requirements and provides consistent guidance for staff. Overall, this policy safeguards public resources, ensures legal compliance, and protects the district from financial and operational risk.

RECOMMENDATION:
Second Reading or Adoption

Central Linn School District 552-C

Code: **DJ**
Adopted: 8/11/97
Revised: 4/14/05; 9/13/21
Second Reading: 06/08/26

District Purchasing

The function of district purchasing is to serve the educational program by providing the necessary supplies, equipment and services. Items commonly used in the various schools and their subdivisions will be standardized and be consistent with educational goals and in the interest of efficiency or economy.

The Business Manager is appointed by the Board to serve as purchasing agent. ~~He/She~~ They will be responsible for developing and administering the district's purchasing program.

No obligation may be incurred by any officer or employee of the Board unless that expenditure has been authorized in the budget, by Board action and/or Board policy. In all cases calling for the expenditure of district money, except payroll, a requisition and purchase order system must be used.

No purchase, with the exception of a petty cash purchase, will be authorized unless covered by an approved purchase order. No bills will be approved for payment unless purchases were made with an approved purchase order.

The superintendent or designee is authorized to enter into and approve payment on contracts obligating district funds not to exceed $150,000 for products, materials, supplies, capital outlay and services that are within current budget appropriations.

The Board shall approve all contracts that are collective bargaining agreements or service contracts that include the provision of labor performed by district employees, such as custodial, food service and transportation services.

The Business Manager will review bills due and payable for the purchase of supplies and services to determine if they are within current budget appropriations. After review, the Business Manager will direct payment of the just claims against the district. The superintendent and Business Manager are responsible for the accuracy of all bills and vouchers.

No Board member, officer, employee or agent of this district shall use or attempt to use his/her official position to obtain financial gain or for avoidance of financial detriment for ~~himself/herself~~ themself, a relative or a member of their household, or for any business with which the Board member, relative or member of household is associated. Acceptance of any gratuities, financial or otherwise, from any supplier of materials or services to the district by any Board member, officer or employee of the district is prohibited.

END OF POLICY

Legal Reference(s):

ORS 244.040; ORS Chapters 279, 279A, 279B, 279C; ORS 294.311;
ORS 328.441 to -328.470; ORS 332.075; OAR 125-055-0040

CENTRAL LINN SCHOOL DISTRICT
POLICY AGENDA ITEM

June 8, 2026

<u>DJC,</u> Bidding Requirements, *Highly Recommended*
<u>DJCA</u>, Personal Service Contracts, *Committee Recommends Retaining with Revision*

First Reading

DESCRIPTION OF OSBA CHANGE RECOMMENDATION: OSBA recommends deleting the current versions of DJC – Bidding Requirements, DJCA – Personal Service Contracts and replacing them with the new proposed versions of DJC and DJC-AR. The proposed DJC outlines the procurement requirements for Small Procurement, Intermediate Procurement, Regular Procurement, Emergency Procurement, Sole-Source Procurement and Personal Services Contracts.

Additionally, the proposed policy DJC – Bidding Requirements, reflects the new amounts for the procurement levels passed in House Bill 1047 (2023) and went into effect January 1, 2024. The policy also defines "public improvements" for purposes of the procurement levels, defines "community benefit contract" and the "Construction Manager/General Contractor procurement."

COMMITTEE'S RECOMMENDATION:
Second Reading or Adoption.

Bidding Requirements

The Board is the Local Contract Review Board (LCRB) for the district. The LCRB has not adopted its own rules of procurement. Consequently, the *Oregon Attorney General's Model Public Contracting Rules*[1] shall apply to the district.[2]

Additionally, the district may include as part of its procedures portions of the Oregon Department of Administrative Services administrative rules governing Public Contract Exemptions, OAR Chapter 125, Divisions 246 - 249.

The LCRB may make the written findings required by law for exemptions from competitive bidding. Such findings shall be maintained by the district and made available on request.

The district may not artificially divide or fragment a procurement to reduce the procurement requirements.

The superintendent may develop administrative regulations or procedures to assist with the implementation of this policy and applicable procurement rules.

Goods and Services

The district will purchase goods and services through the following procedures, unless an exception applies:

1. Small Procurement. For purchases of goods and services with a contract price not exceeding $25,000, the district can use any manner deemed practical or convenient, including direct selection or award. Amendments to a contract awarded through small procurement must be in accordance with OAR 137-047-0800.

2. Intermediate Procurement. For purchases of goods and services with a contract price exceeding $25,000, but not exceeding $250,000, the district shall seek at least three informally solicited competitive price quotes or competitive proposals from prospective contractors. The district will keep record of the request and quotes. If three quotes are not reasonably available, fewer will suffice, but the district will make a written record of the effort made. The district may negotiate with a prospective contractor to clarify the quote or offer, or to effect modifications. Amendments to a contract awarded through intermediate procurement must be in accordance with OAR 137-047-0800.

3. Regular Procurement. For purchases exceeding $250,000, the district will use competitive sealed bids (OAR 137-047-0255) or competitive sealed proposals (OAR 137-047-0260). Amendments to contracts awarded through regular procurement must be in accordance with OAR 137-047-0800.

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[1] Oregon Administrative Rules (OAR) 137-045 - 049

[2] See ORS 279A.065(5). The LCRB can formally adopt the AG rules. If the LCRB formally adopts the rules, the district is required to review the AG rules each time there is a modification.

4. Emergency Procurements. In situations of emergency[3], the LCRB or designee may authorize an emergency procurement. In an emergency procurement, the district is not required to follow general procurement requirements. The district must ensure competition for the contract that is reasonable and appropriate under the circumstances. The district must document the nature of the emergency and the method used for the selection of the contractor.

5. Sole-source Procurements. If the LCRB or designee determines that the goods or services are available from only one source, the district may award a contract without competition. To the extent reasonably practicable, the district shall negotiate with the sole source to obtain contract terms that are advantageous to the district. The determination of sole source must be based on written findings and may include:

   a. That the efficient utilization of existing goods requires acquiring compatible goods or services;
   b. That the goods or services required to exchange software or data with other public or private agencies ae available from only one source;
   c. That the goods or services are for use in a pilot or experimental project; or
   d. Other findings that support the conclusion that the goods or services are available from only one source.[4]

6. Special Procurements. "Special procurement" means a contract or class of contracts that use a contracting procedure other than competitive sealed proposals, competitive sealed bidding, small procurement or intermediate procurement. Special procurements require LCRB approval and will be conducted in accordance with ORS 279B.085, OAR 137-047-0285, and this policy and administrative regulation DJC-AR - Exemptions from Competitive Bidding and Special Procurement.[5]

7. Personal Services Contracts. "Personal services contract," as used in this policy, means a contract whose primary purpose is to acquire specialized skills, knowledge and resources in the application of technical or scientific expertise, or the exercise of professional, artistic or management discretion or judgment.[6] Unless otherwise designated by the LCRB, personal services contracts will be procured in accordance with applicable procurement laws. The LCRB may designate certain service contracts or classes of service contracts as personal services contracts and exempt them from competitive bidding. All personal services contracts shall be based on demonstrated qualifications and competence to perform the required services, encourage competition, discourage favoritism and

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[3] "Emergency" means circumstances that:
1. Could not have been foreseen;
2. Create a substantial risk of loss, damage or interruption of services or a substantial threat to property, public health, welfare or safety; and
3. Require prompt execution of a contract to remedy the condition.

[4] If the contract does not exceed $250,000, using intermediate procurement is likely less burdensome than sole source.

[5] If the LCRB has designated contracts or classes of contracts as special procurements, include this information along with reference to the LCRB action.

[6] This includes, but is not limited to, contracts for the services of an accountant, physician or dentist, educator, consultant (including a provider under an Architectural and Engineering Service Contract), broadcaster, or artist (including a photographer, filmmaker, painter, weaver or sculptor (OAR 137-045-0010(19)). Also includes architectural, engineering, photogrammatic mapping, transportation planning or land surveying services procured under ORS 279C.105 (ORS 279C.100) and related services procured under ORS 279C.120 (ORS 279C.100(5)).

obtain services at a fair and reasonable price. Personal service contractors may be required to qualify as independent contractors in accordance with applicable laws.[7] Refer to Board Policy DJCA and DJCA-AR, Personal Service Contracts.

Procurements for services estimated to be in excess of $250,000 shall go through the cost analysis and feasibility process in accordance with ORS 279B.030.

Public Improvements

"Public improvement" means a project for construction, reconstruction or major renovation on real property by or for the district.[8] The district will contract for public improvements using the following procedures, unless an exception applies.

1. Public improvements contracts with a value of less than $25,000 are exempt from competitive bidding.

2. Intermediate Procurements. For public improvement contracts not exceeding $100,000, the district may utilize three quotes[9]:

    a. The request for the quotes shall be in writing (unless not reasonably practicable)[10];
    b. The request for quotes shall include the selection criteria and if the criteria are not of equal value, their relative value or ranking.

    The district shall award the contract to the prospective contractor whose quote will best serve the interest of the district, based on the selection criteria. If the award is not made to the offeror and quote with the lowest price, the district will make a written record of the basis for the award. Amendments to a contract awarded via intermediate procurement may be increased in accordance with OAR 137-049-0160(6)-(7).

3. Regular Procurements. For purchases exceeding $100,000, the district will use invitation to bid or request for proposals except as otherwise allowed by law. See OAR 137-049-0130 and OAR 137-049-0640. Amendments to contracts awarded through regular procurement must be in accordance with OAR 137-049-0910.

4. Emergency Procurements. Emergency contracts for construction services are not considered public improvement contracts and will be procured in accordance with OAR 137-049-0140 and OAR 137-049-0150.

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[7] See ORS 670.600 and OAR 459-005-0020.

[8] Public improvement does not include:
1. Projects for which no funds of the district are directly or indirectly used, except for participation that is incidental or related primarily to project design or inspection; or
2. Emergency work, minor alternation, ordinary repair or maintenance necessary to preserve a public improvement.

[9] If three quotes are not reasonably available, the district shall make a written record of the effort made to obtain these quotes.

[10] For Public Works Contracts, oral quotations may only be utilized in the event that written copies of prevailing wage rates are not required by the Bureau of Labor and Industries.

5. Community Benefit Contracts. "Community benefit contract" means a public improvement contract that includes, but is not limited to, terms and conditions that require the contractor to:

   a. Qualify as a training agent, as defined in ORS 660.010, or provide apprenticeship training that meets applicable federal and state standards for apprenticeship training;
   b. Employ apprentices to perform a specified percentage of work hours that workers in apprenticeable occupations perform on the community benefit project;
   c. Provide employer -paid family health insurance; and
   d. Meet any other requirements that the LCRB sets forth.

   Community benefits contracts may be procured in accordance with ORS 279C.308.

6. Construction Manager/General Contractor (CM/GC) Procurement. The district shall procure CM/GC services in accordance with model rules the Attorney General adopts under Oregon Revised Statute (ORS) 279A.065(3) and OAR 137-049-0690, which requires "the assistance of legal counsel with substantial experience and necessary expertise in using the CM/GC Method, as well as knowledgeable staff, consultants or both staff and consultants who have demonstrated capability of managing the CM/GC process in the necessary disciplines of engineering, construction scheduling and cost control, accounting, legal, Public Contracting and project management."

END OF POLICY

Legal Reference(s):

ORS Chapter 279
ORS Chapter 279A
ORS Chapter 279B
ORS Chapter 279C

ORS 670.600
OAR Chapter 125, Divisions 246 - 249

OAR Chapter 137, Divisions 045 - 049
OAR 459-005-0020

~~Or. Dep't of Justice, Or. Att'y General's Model Public Contract Rules Manual.~~
Oregon Procurement Manual, Oregon Department of Administrative Services.

Personal Services Contracts

The district may enter into personal services contracts with qualified professionals as provided by ORS 279A.055. Personal services contracts, as used in this policy, means contracts for specialized skills, knowledge and resources in the application of highly technical or scientific expertise or the exercise of professional, artistic or management discretion or judgment. The district may enter into a personal services contract with a current district employee only when the individual meets independent contractor status in accordance with state, Public Employees Retirement System (PERS) and Internal Revenue Service (IRS) requirements.

Selection of a personal services contractor will be based primarily on qualifications and performance history, expertise, knowledge and creativity and the ability to exercise sound professional judgment.

All personal services contracts shall be based on demonstrated qualifications and competence to perform the required services, encourage competition, discourage favoritism and obtain services at a fair and reasonable price.

Contracts for personal services in excess of ~~$250,000~~ **$150,000** shall require prior Board approval.

The superintendent will develop administrative regulations as necessary to implement this policy.

END OF POLICY

Legal Reference(s):

ORS Chapters 279
ORS Chapters 279A, 279B and 279C

ORS 332.107
ORS 670.600

OAR 459-010-0030

Internal Revenue Service, Publication 1779: Independent Contractor or Employee.

ZCS

www.zcsea.com

MEMO

To: Celeste Van Cleave, Business Manager – Central Linn School District

CC: Matt Smith, PE, SE

From: Kristofer Tonning, PE, SE

Date: 5/21/2026

Re: Central Linn Elementary School Gym and Cafeteria Seismic Retrofit Project
Approved Scope Adjustment Request

The project team proposed an adjustment to the approved seismic scope for the Central Linn Elementary School Gym and Cafeteria to better align the work with identified life safety risks. The originally approved scope relied on multiple seismic joints to remain within grant limits, resulting in a fragmented approach that did not fully address higher-risk exterior elements.

The approved adjustment reallocates funding from the covered corridor connecting the original school and the addition to seismic strengthening of the exterior canopies on the east and west sides of the building. These canopies present a greater potential life safety hazard, as emergency evacuation routes pass beneath them.

From a cost standpoint, the scope adjustment results in only a minimal overall impact. The engineer's opinion of probable cost is summarized in the table below, with a more detailed breakdown provided in the supporting documentation. The estimated cost to seismically retrofit the connector corridor is comparable to the cost required to retrofit the exterior canopies. The corridor improvements were primarily driven by lateral support, diaphragm continuity, connection upgrades and seismic separation along a relatively confined footprint. In contrast, the canopy work is driven by strengthening column supports and foundations, improving load paths, and enhancing diaphragm and connection capacity in more exposed exterior conditions. While the specific construction activities differ, the overall costs of the two approaches are generally equivalent.

Summary of Engineer's Opinion of Probable Cost

Scope Element	Connector Corridor	Canopies
Demolition and Abatement	$19,020	$25,948
Foundation and Floor Strengthening	$54,500	$64,125
Wall and Column Strengthening	$69,000	$24,000
Roof Strengthening	$132,880	$122,310
Total	**$275,400**	**$236,383**

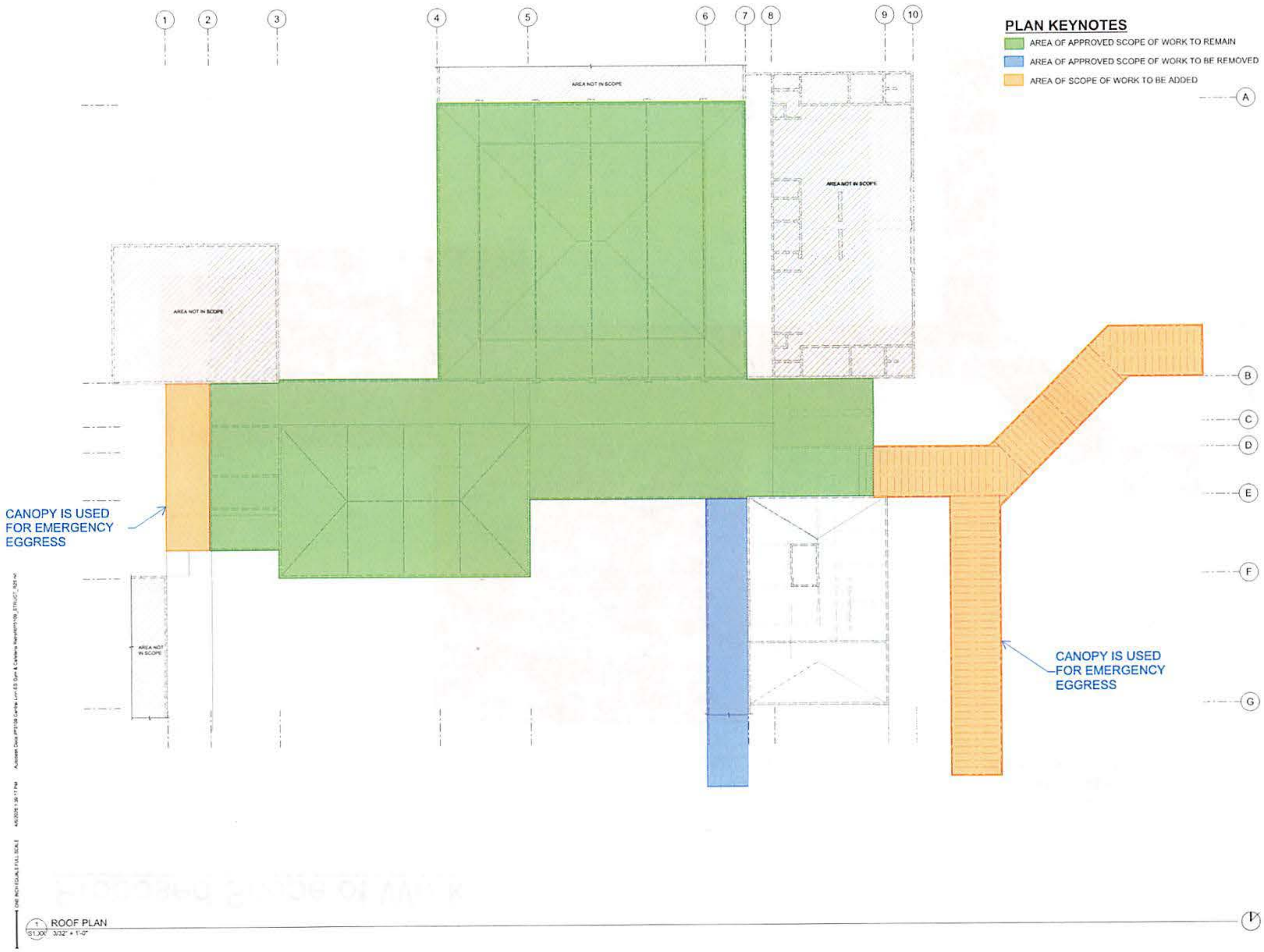
Although the cost difference is moderate, the primary driver for this change is not cost savings but correction of scope that was not fully captured in the original grant application and a refocus on elements that more directly impact life safety. By prioritizing the canopies, the revised scope better addresses areas where structural deficiencies could pose greater risk during an event.

Supporting scoping documents were prepared and submitted to the State grant program to clearly communicate the proposed changes. While the revised scope slightly increases the overall project footprint, the impact was determined to be minor and achievable within the existing grant funding.

The State has reviewed and approved this scope adjustment, confirming that the substitution of canopy upgrades in place of the covered corridor is acceptable. State review comments have been incorporated into the final scope adjustment exhibit, attached for reference, and the project may proceed under the revised, approved scope.

The adjustment does not result in an increase to the design team's fee. To the extent that any minor cost efficiencies are realized, there is potential for available funding to be reallocated to other project components that may provide greater overall value to the District.

Proposed Revised Scope of Work



PLAN KEYNOTES

- AREA OF APPROVED SCOPE OF WORK TO REMAIN
- AREA OF APPROVED SCOPE OF WORK TO BE REMOVED
- AREA OF SCOPE OF WORK TO BE ADDED

ZCS
624 Main Street, Suite 2
Oregon City, OR 97045
503 608 2208

CENTRAL LINN SCHOOL DISTRICT
32433 HWY 228
HALSEY, OR 97348

CENTRAL LINN ELEMENTARY SCHOOL GYM & CAFETERIA SEISMIC RETROFIT

PRELIMINARY, NOT FOR CONSTRUCTION

DESCRIPTION	DATE

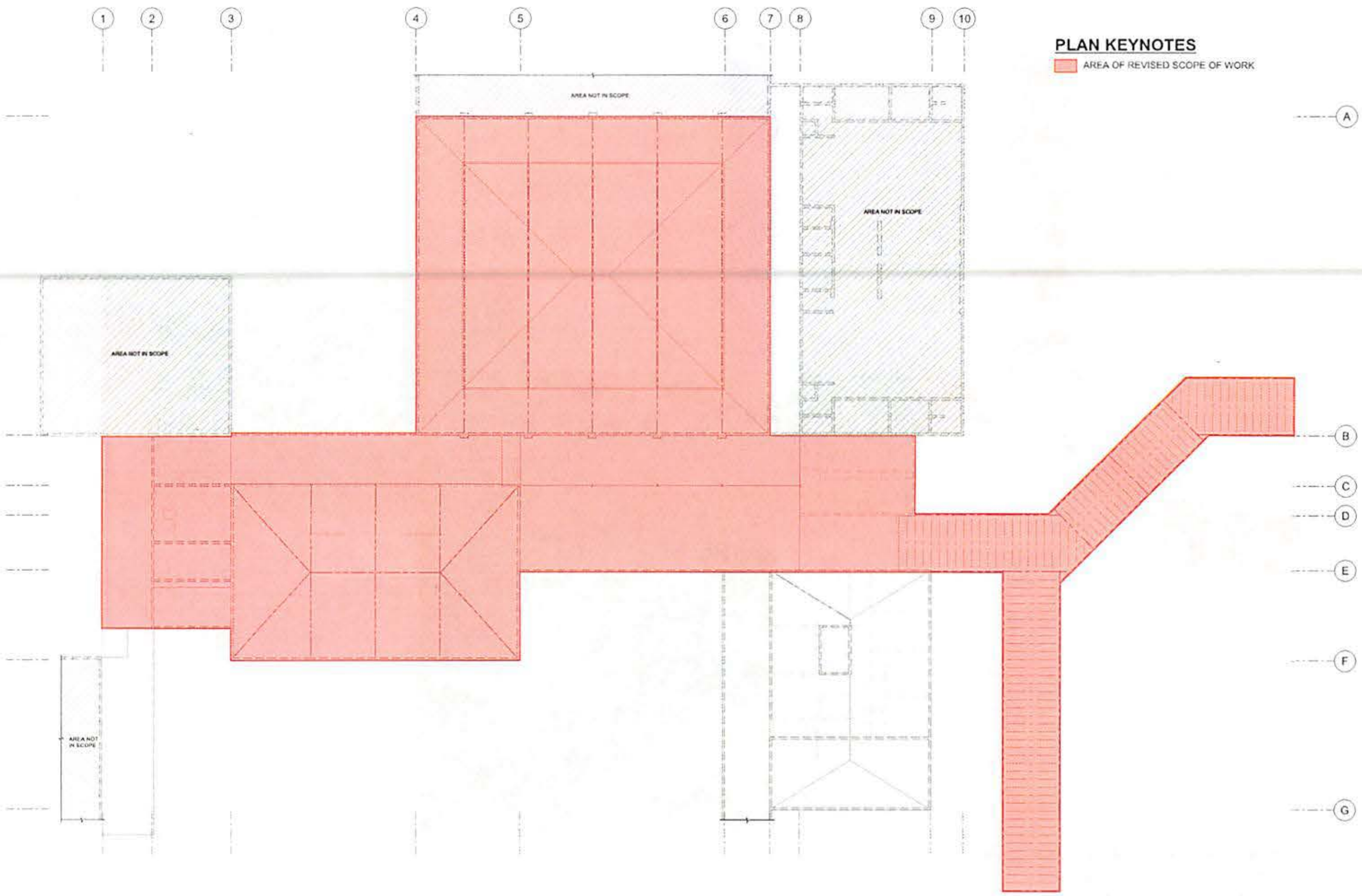
PROJECT NO	P-2109 26
DESIGNED	XXX
REVIEWED	XXX
DATE	XX-XX-XXXX

ROOF PLAN

S1.XX

SCHEMATIC DESIGN | NOT FOR CONSTRUCTION

Proposed Scope of Work



PLAN KEYNOTES

AREA OF REVISED SCOPE OF WORK

1 ROOF PLAN
S1.XX 3/32" = 1'-0"

ZCS
524 Main Street, Suite 2
Oregon City, OR 97045
503 659 2205

CENTRAL LINN SCHOOL DISTRICT
32433 HWY 228
HALSEY, OR 97348

CENTRAL LINN ELEMENTARY SCHOOL GYM & CAFETERIA SEISMIC RETROFIT

PRELIMINARY-
NOT FOR CONSTRUCTION

DESCRIPTION	DATE

PROJECT NO.	P-3109-26
DESIGNED	XXX
REVIEWED	XXX
DATE	XX.XX.XXXX

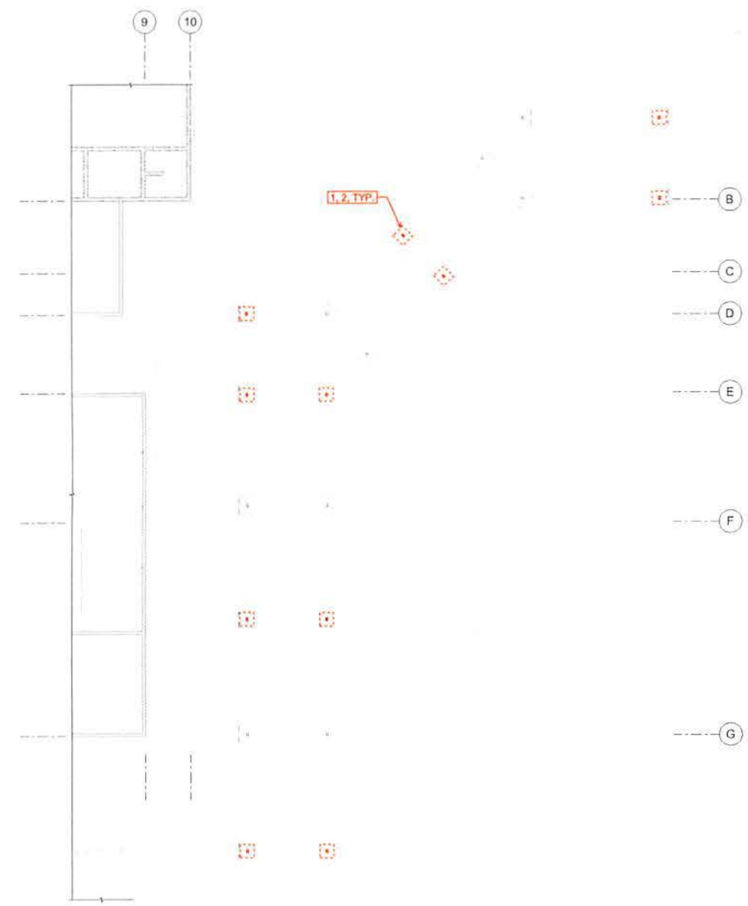
ROOF PLAN

S1.XX

SCHEMATIC DESIGN | NOT FOR CONSTRUCTION

EAST CANOPY FOUNDATION PLAN KEYNOTES

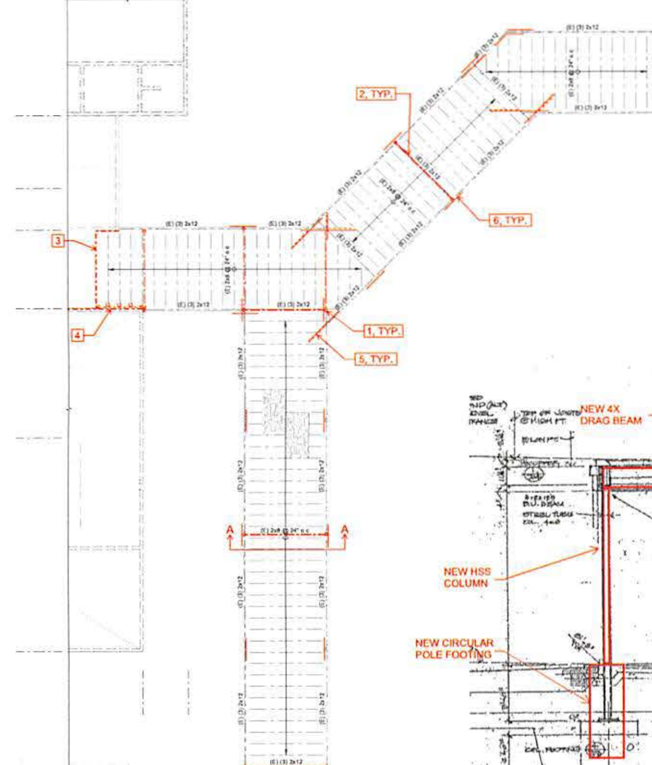
1. INSTALL NEW HSS COLUMN
2. PROVIDE NEW FOOTING FOR HSS COLUMNS OVER EXISTING FOOTINGS



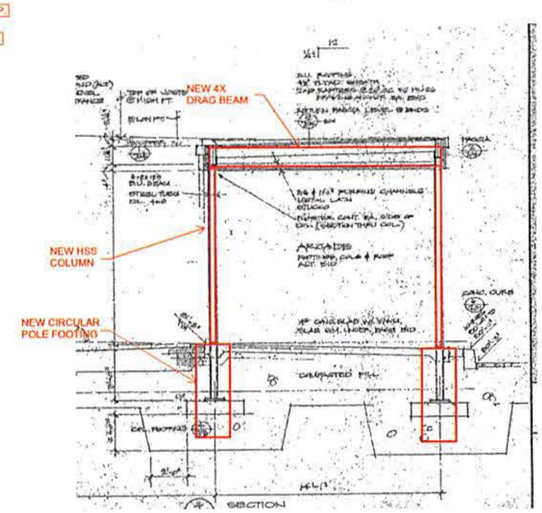
2 S1.20 CANOPY FOUNDATION PLAN 1/8" = 1'-0"

EAST CANOPY FRAMING PLAN KEYNOTES

1. INSTALL NEW HSS COLUMN
2. INSTALL NE 4X DRAG BEAM
3. INSTALL NEW HARDWARE FOR TRANSFER OF IN-PLANE SEISMIC FORCES
4. PROVIDE SEISMIC ISOLATION JOINT
5. INSTALL BLOCKING AND STRAPPING
6. STRAPING AT BEAM ENDS



1 S1.20 CANOPY FRAMING PLAN 1/8" = 1'-0"



SECTION A-A

ZCS
524 Main Street, Suite 2
Oregon City, OR 97045
503 659 2205

CENTRAL LINN SCHOOL DISTRICT
32433 HWY 228
HALSEY, OR 97348

CENTRAL LINN ELEMENTARY SCHOOL GYM & CAFETERIA SEISMIC RETROFIT

PRELIMINARY, NOT FOR CONSTRUCTION

△	DESCRIPTION	DATE

PROJECT NO.	P-3109-25
DESIGNED:	XXX
REVIEWED:	XXX
DATE:	XX-XX-XXXX

CANOPY FOUNDATION & FRAMING PLAN

S1.20

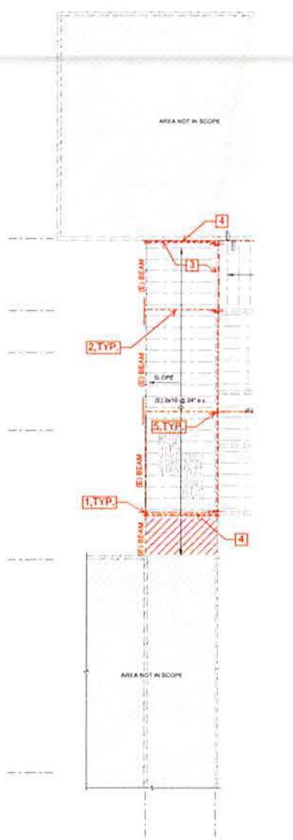
SCHEMATIC DESIGN | NOT FOR CONSTRUCTION

WEST CANOPY FRAMING PLAN KEYNOTES

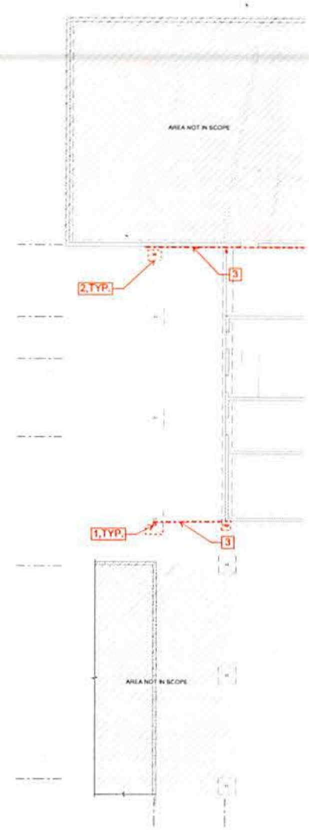
1. INSTALL NEW HSS COLUMN
2. INSTALL NEW 4X DRAG BEAM
3. INSTALL NEW HARDWARE FOR TRANSFER OF IN-PLANE SEISMIC FORCES
4. PROVIDE SEISMIC ISOLATION JOINT
5. INSTALL OUT OF PLANE TIES

WEST CANOPY FOUNDATION PLAN KEYNOTES

1. INSTALL NEW HSS COLUMN
2. INSTALL NEW FOOTING
3. PROVIDE SEISMIC ISOLATION JOINT

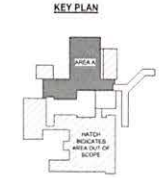


1 ROOF FRAMIN GPLAN - AREA A
S2.10 1/8" = 1'-0"



1 CANOPY FRAMING PLAN
S1.20 1/8" = 1'-0"

KEY PLAN



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32433 HWY 228
HALSEY, OR 97348

CENTRAL LINN ELEMENTARY SCHOOL GYM & CAFETERIA SEISMIC RETROFIT

PRELIMINARY- NOT FOR CONSTRUCTION

△	DESCRIPTION	DATE

PROJECT NO	P-3109-26
DESIGNED	XXX
REVIEWED	XXX
DATE	XX-XX-XXXX

ROOF FRAMING PLAN - AREA A

S2.10

SCHEMATIC DESIGN | NOT FOR CONSTRUCTION

ENGINEER'S OPINION OF PROBABLE COST - CENTRAL LINN ES GYM AND CAFETERIA SEISMIC RETROFIT

BUILDING PART - 'Corridor'

Description	Deficiencies (Ref. Seismic Evaluation Report Sec. 6.0)	Quantity	Units	Unit Price	Total Price for Construction Item
Demolition & Asbestos Abatement					
Built-Up Roof Demo	Hallway Roof	960	Square Foot	$ 4.00	$ 3,840.00
Soft Demolition	Windows and 1' around them	630	Square Foot	$ 2.00	$ 1,260.00
Floor Tile Abatement	New wall at G7 and moment frames	300	Square Foot	$ 20.00	$ 6,000.00
Hard Demolition	New Concrete footings	396	Square Foot	$ 20.00	$ 7,920.00
			Demolition & Asbestos Subtotal		**$ 19,020.00**
Foundation / Floor Strengthening Construction					
Holdowns	Holdowns GL 6	2	Each	$ 1,500.00	$ 3,000.00
Spread Footings for Columns / Holdown	Holdowns GL 6	2	Each	$ 4,000.00	$ 8,000.00
Spread Footings for Columns / Holdown	Moment Frame South Side Hallway	4	Each	$ 4,000.00	$ 16,000.00
Shear Wall Footings - Wood Walls	Grid Line 7	80	Linear Foot	$ 300.00	$ 24,000.00
Bolting of Extg Walls to footings	Grid Line 6 Shear Wall	40	Linear Foot	$ 35.00	$ 1,400.00
Floor Finish Patch / Replacement	At new concrete footings	300	Square Foot	$ 7.00	$ 2,100.00
			Foundation Level Subtotal		**$ 54,500.00**
Wall Strengthening Construction					
New Windows - Vinyl	Hallway	230	Square Foot	$ 40.00	$ 9,200.00
Structural Steel Frame	2 Moment Frames	2	Tonn	$ 21,800.00	$ 43,600.00
New 2x Framed Shear Walls	GL 2 and GL 7	1340	Square Foot	$ 10.00	$ 13,400.00
Interior Wall Finish Repair	Shearwall at GL-2	400	Square Foot	$ 2.00	$ 800.00
Sheathing of Existing Walls	Shearwall at GL-2	400	Square Foot	$ 5.00	$ 2,000.00
			Wall Strengthening Subtotal		**$ 69,000.00**
Roof Strengthening Construction					
Seismic Isolation from Adjacent Building	At Hallway and Canopy	120	Linear Foot	$ 800.00	$ 96,000.00
Blocking and Strapping Line	At Hallway to Main Building	12	Linear Foot	$ 50.00	$ 600.00
New 3-ply Built Up Roof	Hallway roof	960	Square Foot	$ 17.00	$ 16,320.00
New Drag Beam	At Hallway to Main Building	2	EA	$ 2,500.00	$ 5,000.00
Re-Nail Existing Plywood	Hallway Roof	960	Square Foot	$ 3.00	$ 2,880.00
Diaphragm Attachments - In-Plane Shear	At new shearwalls	220	Linear Foot	$ 20.00	$ 4,400.00
Block (E) Wood Diaphragm	Hallway Roof	960	Square Foot	$ 8.00	$ 7,680.00
			Roof Strengthening Subtotal		**$ 132,880.00**
			Building Part 'Corridor' - Total Construction Cost		**$ 275,400.00**

ENGINEER'S OPINION OF PROBABLE COST - CENTRAL LINN ES GYM AND CAFETERIA SEISMIC RETROFIT

BUILDING PART - 'Canopies'

Description	Deficiencies (Ref. Seismic Evaluation Report Sec. 6.0)	Quantity	Units	Unit Price	Total Price for Construction Item
Demolition & Asbestos Abatement					
Built-Up Roof Demo	West Canopy	606	Square Foot	$ 4.00	$ 2,424.00
Built-Up Roof Demo	Entry Canopy	2802	Square Foot	$ 4.00	$ 11,208.00
Soft Demolition	West Canopy	606	Square Foot	$ 2.00	$ 1,212.00
Soft Demolition	Entry Canopy	2802	Square Foot	$ 2.00	$ 5,604.00
Hard Demolition	West Canopy Footings	75	Square Foot	$ 20.00	$ 1,500.00
Hard Demolition	Entry Canopy Footings	200	Square Foot	$ 20.00	$ 4,000.00
			Demolition & Asbestos Subtotal		$ 25,948.00
Foundation / Floor Strengthening Construction					
Spread Footings for Columns / Holdown	Entry Canopy	12	Each	$ 4,000.00	$ 48,000.00
Spread Footings for Columns / Holdown	West Canopy	3	Each	$ 4,000.00	$ 12,000.00
Concrete Repair & Patching	Entry Canopy	200	Square Foot	$ 15.00	$ 3,000.00
Concrete Repair & Patching	West Canopy	75	Square Foot	$ 15.00	$ 1,125.00
			Foundation Level Subtotal		$ 64,125.00
Wall Strengthening Construction					
Light Steel Columns	West Canopy	3	EA	$ 1,600.00	$ 4,800.00
Light Steel Columns	Entry Canopy	12	EA	$ 1,600.00	$ 19,200.00
			Wall Strengthening Subtotal		$ 24,000.00
Roof Strengthening Construction					
New 3-ply Built Up Roof	West Canopy	606	Square Foot	$ 17.00	$ 10,302.00
New 3-ply Built Up Roof	Entry Canopy	2802	Square Foot	$ 17.00	$ 47,634.00
Re-Nail Existing Plywood	West Canopy	606	Square Foot	$ 3.00	$ 1,818.00
Re-Nail Existing Plywood	Entry Canopy	2802	Square Foot	$ 3.00	$ 8,406.00
New Drag Beam	West Canopy	3	EA	$ 2,500.00	$ 7,500.00
New Drag Beam	Entry Canopy	7	EA	$ 2,500.00	$ 17,500.00
Seismic Isolation from Adjacent Building	West Canopy	20	Linear Foot	$ 800.00	$ 16,000.00
Seismic Isolation from Adjacent Building	Entry Canopy	10	Linear Foot	$ 800.00	$ 8,000.00
Ceiling Repair	West Canopy	606	Square Foot	$ 3.00	
Ceiling Repair	Entry Canopy	2802	Square Foot	$ 3.00	
Blocking and Strapping Line	Entry Canopy	103	Linear Foot	$ 50.00	$ 5,150.00
			Roof Strengthening Subtotal		$ 122,310.00
			Building Part 'Canopies' - Total Construction Cost		$ 236,383.00

8-Jun-26

RESOLUTION ADOPTING THE BUDGET
6-01-26

Be it Resolved, that the Board of Directors of Central Linn School District hereby adopts the Budget for 2026-27, now on file in the District Administration Office, in an aggregate sum of: **$14,833,507**

RESOLUTION MAKING APPROPRIATIONS
6-02-26

Be it Resolved, that for the fiscal year beginning July 1, 2026, the amounts shown below are hereby appropriated for the purposes indicated within the Funds listed.

GENERAL FUND:	
1000 Instruction	$4,717,470
2000 Supporting Services	$4,068,498
5100 Debt Service	$248,835
5200 Interfund Transfers	$180,176
6000 Contingency	$127,803
7000 Unappropriated Ending Fund Balance	$200,000
TOTAL GENERAL FUND APPROPRIATION:	$9,542,782
TOTAL GENERAL FUND BUDGET	$9,542,782

SPECIAL REVENUE FUNDS	
1000 Instruction	$1,271,319
2000 Supporting Services	$349,149
3000 Community Services	$431,915
APPROPRIATION:	$2,052,383

CAPITAL PROJECT FUNDS	
4000 Facilities Construction	$3,238,342
APPROPRIATION:	$3,238,342

2025-2026	
TOTAL APPROPRIATIONS:	$11,595,165
TOTAL UNAPPROPRIATED:	0
TOTAL BUDGET:	$11,595,165

Dr. Robert Hess, Superintendent   Date

Jason Curtis, Board Chair   Date

08-Jun-26

RESOLUTION IMPOSING AND CATEGORIZING TAXES - COMBINED
6-03-26

BE IT RESOLVED that the Central Linn School District Board of Directors hereby imposes the taxes provided for in the adopted budget at the rate of $4.6179 per $1,000 of assessed value for operations and that these taxes are hereby imposed and categorized for tax year 2026-27 upon the assessed value of all taxable property within the district.

EDUCATION LIMITATION		**EXCLUDED FROM LIMITATION**
General Fund:	$4.6179/$1,000	$0

Dr. Robert Hess, Superintendent   Date

David Karo, Board Chairman   Date

NOTICE OF SUPPLEMENTAL BUDGET

The Central Linn School Board will review a proposed supplemental budget for the fiscal year July 1, 2025 to June 30, 2026 to be presented at 6:30 PM, June 8th, 2026 at Central Linn Elementary School 239 W 2nd St, Halsey.

:opy of the supplemental budget document may be inspected or obtained on or after June 9th.

SUMMARY OF SUPPLEMENTAL BUDGET

FUND: 269 STATE SUMMER PROGRAM GRANTS

Resource	Amount	Expenditure	Amount
1 State Restricted Grants-in Aid	$161,500	1 Elementary	$30,000
		2 Middle/Junior High	$15,000
		3 Administration	$10,000
		4 Professional Development	$6,000
		5 Transportation	$15,000
		6 Information	$5,000
		7 Health Services	$5,000
		8 Summer School Programs	$75,500
Revised Total Resources	$161,500	**Revised Total Requirements**	$161,500

Comments:

Oregon Department of Education provided late notice to school districts for the State Summer Learning grants.

Resolution No. 6-04-26

Resolution Adopting the Supplemental Budget

Be it Resolved, that the Board of Directors of Central Linn School District hereby adopts the Supplemental Budget presented June 8th, 2026, now on file in the District Administration Office, in an aggregate sum of:

Fund 269 State Summer Programs Grant	$161,500

Dated this 8th day of June 2026.

Dr. Robert Hess SUPERINTENDENT	Jason Curtis BOARD CHAIRMAN

June 8, 2026

Resolution No. 6-05-26

RESOLUTION FOR TRANSFER OF APPROPRIATIONS
2025-2026 Fiscal Year

GENERAL FUND

Whereas, it is anticipated that the Instruction function 1000 appropriation will not be sufficient to cover anticipated expenditures to year end; and

Whereas, the Contingency function 6000 appropriation of $366,341 is sufficient to cover such expenditures;

Therefore, be it resolved that the Board hereby authorizes a General Fund Transfer of $50,000 appropriation from Contingency function 6000 to Instruction function 1000; to cover final expenditures.

______________________________	______________________________
Dr. Robert Hess SUPERINTENDENT	Jason Curtis BOARD CHAIRMAN

CENTRAL LINN SCHOOL DISTRICT

Schedule of Regular School Board Meetings
2026-2027

Elementary Conference Room
239 W. 2nd St, Halsey OR 97348

The Central Linn School District holds its meetings on the second Monday of each month at 6:00 p.m. A virtual participation link can be found on the Central Linn District Calendar. Below is the schedule of meeting dates and locations:

Monday	Location of Meeting
August 10, 2026	Elementary Conference Room/Zoom
September 7, 2026	Elementary Conference Room/Zoom
October 12, 2026	Elementary Conference Room/Zoom
November 9, 2026	Elementary Conference Room/Zoom
December 7, 2026	Elementary Conference Room/Zoom
January 11, 2027	Elementary Conference Room/Zoom
February 8, 2027	Elementary Conference Room/Zoom
March 8, 2027	Elementary Conference Room/Zoom
April 12, 2027	Elementary Conference Room/Zoom
May 10, 2027	Elementary Conference Room/Zoom
June 7, 2027	Elementary Conference Room/Zoom

OREGON DEPARTMENT OF EDUCATION
Oregon achieves . . . together!

Instructional Time Survey

Survey Purpose and Audience

This survey gathers baseline instructional hours data for 2024-25, 2025-26, and 2026-27, to support Governor Kotek's Executive Order (EO) 26-06. The full text of the order can be found at https://tinyurl.com/ExecOrder26-06.

Each district and charter school must complete the survey by **Friday, May 22, 2026.** Other public education programs, including ESDs, should not complete the survey.

Data Needed

To complete the survey, you will need to know:

- The total number of instructional hours offered in grades K-8, 9-11, and 12, in the 2024-25 and 2025-26 school years
  - If your district or school does not offer all of these grade bands, enter "0" for the grade bands you do not offer.
- What your district plans to offer for 2026-27, if finalized
- How many of those hours were for teacher professional development and how many were for parent-teacher conferences
- How many hours were reduced due to furloughs (for the 2024-25 through 2026-27 school years), and how many hours were lost due to inclement weather, or other disruptions, for prior years
- How many hours of student instructional time (sometimes referred to as bell-to-bell time) were planned for each grade band in 2024-25 and 2025-26, and for 2026-27, if finalized.

Make sure to have this information on hand before beginning the survey in order to expedite completion.

You can find an **optional** planning document to help organize this information in advance of submission at (Google Docs version) https://tinyurl.com/GoogleDocsPlanningDocument, or at (accessible Word version) https://tinyurl.com/AccessibleWordPlanningDocument. You may make a copy of this document to work in collaboratively, but your final data **must** be input into the survey. ODE will not accept a copy of this document in lieu of survey submission.

Definitions

Instructional time, for the purposes of this survey has the meaning established in OAR 581-022-0102(30) and OAR 581-022-2320. The full text of these definitions can be found at:

- https://tinyurl.com/Div22-2320
- https://tinyurl.com/Div22Definitions

Student Instructional Time, or bell-to-bell time, is defined as the total hours students are at school, bell-to-bell, including recess, lunch, passing time, and hours of instructional time. This can be calculated as the total amount of time between the start and end of the day, multiplied by the total number of days of that length (repeating the calculation for any planned shortened days, and adding up all of the time planned across the school year).

If hours vary within your district or school, report the minimum hours offered (based on traditional, non-alternative school schedules). For example, if your district has High School A (1000 hours), High School B (1005 hours) and Alternative High School C (990 hours), you would report 1000 hours.

For questions about this survey, contact ODE's Instructional Time team at ODE.instructionaltime@ODE.Oregon.gov or call ODE's Standards and Systems Specialist Susan Payne at 503-580-6814.

District and School Information

Are you submitting data for a district, or for a charter school? *

This survey includes districts and charter schools. There are other models of instruction that are not included here, such as alternative programs, pregnant/parenting programs, GED programs, ESD-run schools, JDEPs, YCEPs, LTCTs, and others. The purpose of this survey is to support implementation of Executive Order 26-06. By rule, these other programs have more flexibility with regard to instructional time.

If your district is operating as a charter (has one school, which is a charter school), please select

"District."

- [x] District
- [ ] Charter School

What school district are you submitting data for? *

Central Linn SD 552

Hours Offered in 2024-25

Instructional time, for the purposes of this survey has the meaning established in OAR 581-022-0102(30) and OAR 581-022-2320.

Student Instructional Time, or bell-to-bell time, is defined as the total hours students are at school, bell-to-bell, including recess, lunch, passing time, and hours of instructional time. This can be calculated as the total amount of time between the start and end of the day, multiplied by the total number of days of that length (repeating the calculation for any planned shortened days, and adding up all of the time planned across the school year).

Round answers to the nearest whole number.
If your school/district does not offer the grade band listed, please enter 0.
Kindergarten time should reflect full-day kindergarten programs only.
If hours vary within your district or school, report the minimum hours offered (based on traditional, non-alternative school schedules), and report the conference/professional development time associated with the grade(s) or school(s) that offered those minimum hours.

What was your **projected** instructional time calculation at the beginning of the school year for students in **grades K-8** in the **2024-25 school year**? Include all hours that were counted towards Division 22 requirements, including any professional development or parent-teacher conferences. *

1230

What was your **projected** instructional time calculation at the beginning of the school year for students in **grades 9-11** in the **2024-25 school year**? Include all hours that were counted towards Division 22 requirements, including any professional development or parent-teacher conferences. *

1254

What was your **projected** instructional time calculation at the beginning of the school year for students in **grade 12** in the **2024-25 school year**? Include all hours that were counted towards Division 22 requirements, including any professional development or parent-teacher conferences. *

1254

In the **2024-25 school year**, was your final instructional time the same as your projected instructional time? **Final** instructional time should include all hours that were actually offered, including any professional development or parent-teacher conferences. *

- (selected) Yes, we offered all of the hours we projected
- No, we changed the hours offered due to furloughs, inclement weather, or other circumstances

In the **2024-25** school year, did your instructional time calculation include any time for teacher professional development or parent-teacher conferences? *

- (selected) Yes
- No

For your **final** instructional time calculation for students in **grades K-8** (in **2024-25**) how many total hours did you include for teacher professional development and/or parent teacher conferences? *

For example, if your calculation included 8 hours of professional development and 12 hours of conferences, enter 20.

56

For your **final** instructional time calculation for students in **grades 9-11** (in **2024-25**) how many total hours did you include for teacher professional development and/or parent teacher conferences? *

56

For your **final** instructional time calculation for students in **grade 12** (in **2024-25**) how many total hours did you include for teacher professional development and/or parent teacher conferences? *

56

How many **student instructional time hours** were scheduled for students in **grades K-8** in the **2024-25** school year? Please report the **planned** number scheduled, when the calendar was set prior to the beginning of the school year. *

Student instructional time, or bell-to-bell time, is defined as the total hours students are at school, bell-to-bell, including recess, lunch, passing time, and hours of instructional time. Do not adjust for furloughs, inclement weather, or other scenarios that were not planned for at the beginning of the school year. **This should generally not be the same as the instructional time calculation above.**

1174

How many **student instructional time hours** were scheduled for students in **grades 9-11** in the **2024-25** school year? Please report the **planned** number scheduled, when the calendar was set prior to the beginning of the school year. *

Student instructional time, or bell-to-bell time, is defined as the total hours students are at school, bell-to-bell, including recess, lunch, passing time, and hours of instructional time. Do not adjust for furloughs, inclement weather, or other scenarios that were not planned for at the beginning of the school year. **This should generally not be the same as the instructional time calculation above.**

1198

How many **student instructional time hours** were scheduled for students in **grade 12** in the **2024-25** school year? Please report the **planned** number scheduled, when the calendar was set prior to the beginning of the school year. *

Student instructional time, or bell-to-bell time, is defined as the total hours students are at school, bell-to-bell, including recess, lunch, passing time, and hours of instructional time. Do not adjust for furloughs, inclement weather, or other scenarios that were not planned for at the beginning of the school year. **This should generally not be the same as the instructional time calculation above.**

1198

Hours Offered in 2025-26

Instructional hours, or instructional time, for the purposes of this survey has the meaning established in OAR 581-022-0102(30) and OAR 581-022-2320.

Student Instructional Time, or bell-to-bell time, is defined as the total hours students are at school, bell-to-bell, including recess, lunch, passing time, and hours of instructional time. This can be calculated as the total amount of time between the start and end of the day, multiplied by the total number of days of that length (repeating the calculation for any planned shortened days, and adding up all of the time planned across the school year).

Round answers to the nearest whole number.

If your school/district does not offer the grade band listed, please enter 0.
Kindergarten time should reflect full-day kindergarten programs only.
If hours vary within your district or school, report the minimum hours offered (based on traditional, non-alternative school schedules), and report the conference/professional development time associated with the grade(s) or school(s) that offered those minimum hours.

ODE understands that changes to the calendar may still occur due to inclement weather or other unforeseen events prior to the end of the 2025-26 school year. Please use your best estimate as of the time you are completing the survey to report the final numbers requested below.

What was your **projected** instructional time calculation at the beginning of the school year for students in **grades K-8** in the **2025-26 school year**? Include all hours that were counted towards Division 22 requirements, including any professional development or parent-teacher conferences. *

1071

What was your **projected** instructional time calculation at the beginning of the school year for students in **grades 9-11** in the **2025-26 school year**? Include all hours that were counted towards Division 22 requirements, including any professional development or parent-teacher conferences. *

1071

What was your **projected** instructional time calculation at the beginning of the school year for students in **grade 12** in the **2025-26 school year**? Include all hours that were counted towards Division 22 requirements, including any professional development or parent-teacher conferences. *

1071

In the **2025-26 school year**, do you expect your final instructional time to be the same as your projected instructional time? **Final** instructional time should include all hours that were actually offered, including any professional development or parent-teacher conferences. *

- (selected) Yes, we expect to offer all of the hours we projected
- No, we changed the hours offered due to furloughs, inclement weather, or other circumstances

In the **2025-26** school year, did your instructional time calculation include any time for teacher professional development or parent teacher conferences? *

- Yes
- (selected) No

How many **student instructional time hours** were scheduled for students in **grades K-8** in the **2025-26** school year? Please report the **planned** number scheduled, when the calendar was set prior to the beginning of the school year. *

Student instructional time, or bell-to-bell time, is defined as the total hours students are at school, bell-to-bell, including recess, lunch, passing time, and hours of instructional time. Do not adjust for furloughs, inclement weather, or other scenarios that were not planned for at the beginning of the school year. **This should generally not be the same as the instructional time calculation above.**

1148

How many **student instructional time hours** were scheduled for students in **grades 9-11** in the **2025-26** school year? Please report the **planned** number scheduled, when the calendar was set prior to the beginning of the school year. *

Student instructional time, or bell-to-bell time, is defined as the total hours students are at school, bell-to-bell, including recess, lunch, passing time, and hours of instructional time. Do not adjust for furloughs, inclement weather, or other scenarios that were not planned for at the beginning of the school year. **This should generally not be the same as the instructional time calculation above.**

1148

How many **student instructional time hours** were scheduled for students in **grade 12** in the **2025-26** school year? Please report the **planned** number scheduled, when the calendar was set prior to the beginning of the school year. *

Student instructional time, or bell-to-bell time, is defined as the total hours students are at school, bell-to-bell, including recess, lunch, passing time, and hours of instructional time. Do not adjust for furloughs, inclement weather, or other scenarios that were not planned for at the beginning of the school year. **This should generally not be the same as the instructional time calculation above.**

1148

Hours Planned for 2026-27

Instructional hours, or instructional time, for the purposes of this survey has the meaning established in OAR 581-022-0102(30) and OAR 581-022-2320.

Student Instructional Time, or bell-to-bell time, is defined as the total hours students are at school, bell-to-bell, including recess, lunch, passing time, and hours of instructional time. This can be calculated as the total amount of time between the start and end of the day, multiplied by the total number of days of that length (repeating the calculation for any planned shortened days, and adding up all of the time planned across the school year).

Round answers to the nearest whole number.
If your school/district does not offer the grade band listed, please enter 0.

Kindergarten time should reflect full-day kindergarten programs only.
If hours vary within your district or school, report the minimum hours offered (based on traditional, non-alternative school schedules), and report the conference/professional development time associated with the grade(s) or school(s) that offered those minimum hours.

Has your district or school adopted a calendar for 2026-27? *

(•) Yes

( ) No

What is your projected instructional time calculation for students in **grades K-8** in the **2026-27 school year**? Include all hours that will be counted towards Division 22 requirements, including any professional development or parent-teacher conferences. *

946

What is your projected instructional time calculation for students in **grades 9-11** in the **2026-27 school year**? Include all hours that will be counted towards Division 22 requirements, including any professional development or parent-teacher conferences. *

1024

What is your projected instructional time calculation for students in **grade 12** in the **2026-27 school year**? Include all hours that will be counted towards Division 22 requirements, including any professional development or parent-teacher conferences. *

1024

Prior to April 16, 2026, did your board adopt any **furlough** days for the **2026-27 school year**? *

Yes

No

For the **2026-27** school year, does your projected instructional time calculation include any time for teacher professional development or parent teacher conferences? *

Yes

No

How many **student instructional time hours** are scheduled for students in **grades K-8** in the **2026-27** school year? *

Student instructional time, or bell-to-bell time, is defined as the total hours students are at school, bell-to-bell, including recess, lunch, passing time, and hours of instructional time. **This should generally not be the same as the instructional time calculation above.**

1021

How many **student instructional time hours** are scheduled for students in **grades 9-11** in the **2026-27** school year? *

Student instructional time, or bell-to-bell time, is defined as the total hours students are at school, bell-to-bell, including recess, lunch, passing time, and hours of instructional time. **This should generally not be the same as the instructional time calculation above.**

1099

How many **student instructional time hours** are scheduled for students in **grade 12** in the **2026-27** school year? *

Student instructional time, or bell-to-bell time, is defined as the total hours students are at school, bell-to-bell, including recess, lunch, passing time, and hours of instructional time. **This should generally not be the same as the instructional time calculation above.**

1099

Submitter Information

Please provide your contact information, in the event of questions or concerns. By typing your name, you certify that all of the information provided on this survey is accurate and complete.

Name *

Rob Hess

Title or Position (e.g. Principal, Curriculum Director, Assistant Superintendent, Board Secretary) *

Superintendent

Contact Email *

rob.hess@centrallinn.k12.or.us

Contact Phone Number *

541-409-5012

Additional Feedback

Optional space for you to share any feedback or concerns from your district or school.

This is my first year as superintendent in Central Linn. Central Linn has operated on a 4 Day week for over 20 years. During the 24-25 school year, they moved to a 5 day week and immediately saw over 50 students leave the district to attend Harrisburg (a neighboring 4 day district)--so the hours of the 24-25 school year are inflated beyond the norm for the district and do not serve as a realistic baseline for comparison purposes. Losing 10% of the student population in one year was a significant hit on the Central Linn budget and resulted in reductions in staff, increased class sizes, and less support for students. Student outcomes for the 24-25 did not increase from the additional hours students were in school due to the increased class sizes and lack of small group support. The number one priority for this board is to increase enrollment while staying within the required instructional hours established by ODE. Based on that priority, they returned to the 4 Day week for the 25-26 school year and have seen an increase in enrollment as a result, lower class sizes, and increased outcomes.

CENTRAL LINN SCHOOL DISTRICT
POLICY AGENDA ITEM

June 8, 2026

POLICY: EFA - Local Wellness Program
OSBA Recommendation: Required

First Reading

DESCRIPTION OF CHANGE RECOMMENDATION:
House Bill 3199 (2023) revised physical education requirements for upper elementary grades from 225 minutes down to "an average of 150 minutes during each school week, as calculated over the duration of the school year." As was with previous law, grade 6 students must meet standards in the school where they are taught, i.e., if taught in same school as grade 5 and below, each student must "participate in physical education for the entire school year for at least 150 minutes during each school week.

COMMITTEE'S RECOMMENDATION:
Move to the Board for a First Reading.

Central Linn School District 552-C

Code: **EFA**
Adopted: 05/08/06
Revised: 12/2013; 2/10/14
1/11/16; 4/11/22
First Reading: 06/08/26

Local Wellness Program

The district is committed to the optimal development of every student and believes that a positive, safe and health-promoting learning environment is necessary for students to have the opportunity to achieve personal, academic, developmental and social success.

To help ensure students possess the knowledge and skills necessary to make healthy choices for a lifetime, the superintendent shall prepare and implement a comprehensive district nutrition program consistent with state and federal requirements for districts sponsoring the National School Lunch Program (NSLP) and/or the School Breakfast Program (SBP). The program shall reflect the Board's commitment to providing adequate time for instruction that fosters healthy eating through nutrition education and promotion, serving healthy and appealing foods at district schools, developing food-use guidelines for staff and establishing liaisons with nutrition service providers, as appropriate.

~~The input of staff (including, but not limited to, physical education and school health professionals), students, parents, the public, the Board, school administrators, representatives of the school food authority and public health professionals will be encouraged in the development of wellness policy. The Board shall establish a Wellness Advisory Committee to advise the district in the creation of the local wellness policy. The superintendent or designee will develop guidelines as necessary to implement the goals of the local wellness plan and ensure compliance of such policy.~~

WELLNESS POLICY IMPLEMENTATION, MONITORING, ACCOUNTABILITY AND COMMUNITY ENGAGEMENT

Implementation Plan

The district shall ~~develop and maintain a plan to~~ manage and coordinate the implementation of this wellness policy.

Implementation will consist of, but not be limited to, the following: ~~The plan will:~~

1. Delineate roles, responsibilities, actions and timelines specific to each school;

2. ~~Include~~ Generate and disseminating information about who will be responsible to make what change, by how much, where and when;

3. ~~Include specific goals and objectives for nutrition~~ Establishing standards for all foods and beverages available provided (but not sold) to students during the school day on ~~the~~ participating school campuses;~~, and in food and beverage marketing; and~~

4. Establishing standards and nutrition guidelines for all foods and beverages sold to students during the school day on participating school campuses that meet state and federal nutrition standards for NSLP

and SBP, competitive foods, permit marketing of same that meets the competitive food nutrition standards, and promotes student health and reduces child obesity; and

5. ~~Include~~ Establishing specific goals ~~and objectives~~ for nutrition promotion and education, physical activity, ~~physical education~~, and other school-based activities that promote student wellness.

~~In an effort to measure the implementation of this policy,~~ The Board designates the superintendent or designee as the person who will be responsible for ensuring each school meets the goals outlined in this policy.

Record Keeping

The district will retain the following records to document compliance with the requirements of the wellness policy at the district's administrative offices.

1. The written wellness policy;
2. Documentation demonstrating that the policy has been made available to the public;
3. Documentation of efforts to review and update the local wellness policy, including an indication of who is involved in the update and the methods the district uses to make stakeholders aware of their ability to participate;
4. Documentation to demonstrate compliance with the annual public notification requirements;
5. The most recent assessment on the implementation of the local wellness policy;
6. Documentation demonstrating the most recent assessment on the implementation of the local wellness policy has been made available to the public.

~~Annual~~ Notification of Policy

~~The district will make available to the public annually, an assessment of the implementation, including the extent to which the schools are in compliance with policy, how the policy compares to model policy and a description of the progress being made in attaining the goals of the policy. The district will make this information available through the district website. The district will also publicize the name and contact information of the district or school official(s) leading and coordinating the policy, as well as information on how the public can get involved with the local wellness policy.~~

The district will inform the public about the content and implementation of the local wellness policy, and post the policy and any updates to the policy on the district website annually. Included will be, if available, the most recent assessment of the implementation, and a description of the progress being made in attaining the goals of the policy.

The district will publicize the name and contact information of the district or school official(s) leading and coordinating the policy and information on how the public can get involved with the local wellness policy. This information will be published on the district's website and in district communications.

Triennial Progress Assessments

At least once every three years, the district will evaluate ~~compliance with the local wellness policy, to assess~~ the implementation of the this policy and its progress with ~~and produce~~ a triennial assessment and produce a progress report that will include:

1. The extent to which schools under the jurisdiction of the district are in compliance with the policy;

2. The extent to which the district's policy compares to model local school wellness policy; and

3. A description of the progress made in attaining the goals of the district's policy.

~~The district will actively notify households/families of the availability of the triennial progress report~~. The district will publish the triennial progress report on the district website when available. The district will update or modify the policy based on results of the triennial assessment.

~~Revisions and Updating the Policy~~

~~The district will update or modify the local wellness policy based on the results of the triennial assessments and/or as district priorities change; community needs change; wellness goals are met; new health science, information and technology emerge; and new federal or state guidance or standards are issued. The local wellness policy will be assessed and updated as indicated at least every three years following the triennial assessment.~~

Community Involvement, Outreach and Communications (Review of, and Updating Policy)

The district will actively communicate ways in which the community can participate in the development, implementation and periodic review and update of the local wellness policy through a variety of means appropriate for the district. The district will also ensure that communications are culturally and linguistically appropriate to the community~~, and accomplished through means similar to other ways that the district and individual schools are communicating important school information with parents~~.

Parents, students, representatives of the school food authority, teachers of physical education, school health professionals, the Board, school administrators, and the general public will be solicited to participate in the periodic review and update of the local school wellness policy.

Nutrition Promotion and Nutrition Education

Nutrition promotion and nutrition education positively influence lifelong eating behaviors by using evidence-based techniques and nutrition messages, by creating food environments that ~~encourage~~ support healthy nutrition choices. ~~and by encouraging participation in school meal programs. Students and staff will receive consistent nutrition messages throughout the school environment.~~ Nutrition promotion also includes marketing and advertising nutritious foods and beverages to students and is most effective when implemented consistently through a comprehensive and multi-channel approach by staff, teachers, parents, students and the community.

School Meals

All schools within the district participate in U.S. Department of Agriculture (USDA) child nutrition programs, administered through the Oregon Department of Education (ODE), ~~including~~ which may include the National School Lunch Program (NSLP), the School Breakfast Program (SBP), Summer Food

Service Program (SFSP), or others. The district also operates additional nutrition-related programs and activities including Farm-to-School programs, school gardens, Breakfast in the Classroom, Mobile Breakfast carts or Grab 'n' Go Breakfast.

The district's available meal program(s) will operate to meet meal pattern requirements and dietary specifications in accordance with the Healthy, Hunger-Free Kids Act and applicable federal laws and regulations.

The principal(s) will support nutrition and food services operations as addressed in Board policy EFAA – District Nutrition and Food Services and its accompanying administrative regulation EFAA-AR – Reimbursable Meals and Milk Programs.

~~Staff Qualifications and Professional Development~~

~~All school nutrition program directors, managers and staff will meet or exceed hiring and annual continuing education/training requirements in the USDA Professional Standards for Child Nutrition Professionals.~~

Water

Free, safe, unflavored, drinking water will be available to all students throughout the school day and throughout every school campus. The district will make drinking water available where school meals are served during mealtimes.

Competitive Foods and Beverages

~~All foods and beverages outside the reimbursable school meal programs that are sold to students on the school campus during the school day will meet or exceed the nutrition standards set by the USDA and the Oregon Smart Snacks Standards. These standards will apply in all locations and through all services where foods and beverages are sold, which may include, but are not limited to, à la carte options in cafeterias, vending machines, school stores and snack or food carts.~~

The district controls the sale of all competitive foods. All foods and beverages outside the reimbursable school meal programs that are sold to students on the school campus during the school day will meet or exceed Smart Snacks Standards[1]

Celebrations and Rewards

All foods and beverages offered on the school campus are encouraged to meet the nutrition standards set by the USDA and the Oregon Smart Snacks Standards. This includes, but is not limited to, celebrations, parties, and classroom snacks brought by parents. Food will not be used as a reward~~s and~~ or incentive~~s~~.

Fund Raising

Foods and beverages that meet or exceed the nutrition standards set by the USDA and the Oregon Smart Snacks Standards may be sold through fund raisers on the school campus during the school day. Such requests to conduct a fundraiser will be submitted to the principal for approval before starting.

Food and Beverage Marketing in Schools

Any foods and beverages marketed or promoted to students on the school campus during the school day will meet or exceed the nutrition standards set by the USDA ~~and the Oregon Smart Snacks Standards~~.

~~"Food and beverage marketing" is defined as advertising and other promotion in schools. Food and beverage marketing often includes an oral, written or graphic statement made for the purpose of promoting the sale of a food or beverage product made by the producer, manufacturer, seller or any other entity with a commercial interest in the product~~.

Physical Activity and physical Education

A quality physical education program is an essential component for all students to learn about and participate in physical activity. The district will develop and assess student performance standards and program minute requirements in order to meet ODE's physical education content standards and state law.

Physical activity should be included in the school's daily education program for grades pre-K through 12 and include regular, instructional physical education, as well as co-curricular activities and recess.

In order to ensure students are afforded the opportunity to engage in physical education and physical activity in the school setting, the following goals are established:

1. Physical education will be a course of study that focuses on students' physical literacy and development of motor skills;
2. Staff encourages and provides support for parental involvement in their children's physical education;
3. Physical education courses will be the environment where students learn, practice and are assessed on developmentally appropriate knowledge, skills and confidence to become physically literate;
4. Instruction, provided by adequately prepared teachers, i.e., licensed or endorsed to teach physical education, will meet the state adopted academic content standards for physical education (Oregon Revised Statute (ORS) 329.045). Teachers of physical education shall regularly participate in professional development activities annually;
5. Every public school student in kindergarten through grade 8 shall participate in physical education for the entire school year. Students in kindergarten through grade 6 shall participate for at least 150 minutes during each school week, and students in grades 7 through 8 for at least an average of 150 minutes during each school week, as calculated over the duration of a school year;
6. Physical activity will be integrated across curricula and throughout the school day. Movement will be made a part of all classes or courses as part of a well-rounded education;
7. Physical activity during the school day (including, but not limited to, recess, classroom physical activity breaks or physical education) will not be used as a punishment or a reward;
8. At least 50 percent of the weekly physical education class time in grades K through 8 shall be devoted to actual physical activity;

9. Physical activity is a planned part of all school-community events.

~~Physical activity during the school day (including, but not limited to, recess, classroom physical activity breaks or physical education) will not be withheld as punishment and alternative solutions determined for behavior.~~

~~The Board realizes that a quality physical education program is an essential component for all students to learn about and participate in physical activity. The district will develop and assess student performance standards and program minute requirements in order to meet the ODE's physical education content standards and state law. Every public school student in kindergarten through grade 8 shall participate in physical education for the entire school year and students in kindergarten through grade 8 shall participate for at least the minimum number of minutes required during the current school week.~~

~~At least 50 percent of the weekly physical education class time shall be devoted to actual physical activity. Instruction, provided by adequately prepared teachers, will meet the state adopted academic content standards for physical education (Oregon Revised Statute (ORS) 329.045). Teachers of physical education shall regularly participate in professional development activities.~~

A student with a disability shall have suitably adapted physical education incorporated as part of their individualized education program (IEP) developed under ORS 343.151. A student who does not have an IEP but has chronic health problems, other disabling conditions or other special needs that preclude them from participating in regular physical education instruction, shall have suitably adapted physical education incorporated as part of their individualized health plan, developed by the district.

Other Activities that Promote Student Wellness

The district will integrate wellness activities throughout the entire school environment (districtwide)~~, not just in the cafeterias, other food and beverage venues and physical activity facilities~~. The district will coordinate and integrate other initiatives related to physical activity, physical education, nutrition and other wellness components so all efforts are complimentary, not duplicated and work toward the same set of goals and objectives promoting student well-being, optimal development and strong educational outcomes.

Employee Wellness

The district encourages staff to pursue a healthy lifestyle that contributes to their improved health status, improved morale and a greater personal commitment to the school's overall wellness program. Many actions and conditions that affect the health of staff may also influence the health and learning of students. The physical and mental health of staff is integral to promoting and protecting the health of students and helps foster their academic success. The district's Employee Wellness Program will promote health, reduce risky behaviors of employees and identify and correct conditions in the workplace that can compromise the health of staff, reduce their levels of productivity, impede student success and contribute to escalating health-related costs such as absenteeism.

The district will work with community partners to identify programs, services and/or resources to compliment and enrich employee wellness endeavors.

END OF POLICY

[1] Oregon Department of Education, Oregon Smart Snacks Standards

Legal Reference(s):

ORS 327.531
ORS 327.537
ORS 329.496
ORS 332.107
ORS 336.423

OAR 581-051-0100
OAR 581-051-0305
OAR 581-051-0306
OAR 581-051-0310
OAR 581-051-0400

Healthy, Hunger-Free Kids Act of 2010, 42 U.S.C. §1758b (~~2012~~2018).
National School Lunch Program, 7 C.F.R. Part 210 (~~2017~~2022).
School Breakfast Program, 7 C.F.R. Part 220 (~~2017~~2022).
House Bill 3199 (2023).

Central Linn School District 552C

Revenue Month End For the Period 05/01/2026 through 05/31/2026

Fiscal Year: 2025-2026

	05/01/2026 - 05/31/2026	Year To Date	Budget	Budget Balance	
INCOME					
Local Revenue					
Current Year's Taxes (+)	$16,777.62	$4,413,567.45	$4,505,361.00	$91,793.55	98.0%
Prior Year's Taxes (+)	$3,272.32	$50,028.91	$59,341.00	$9,312.09	84.3%
Tuition From Other Districts (+)	$0.00	$0.00	$5,000.00	$5,000.00	0.0%
Interest Earnings (+)	$7,233.61	$74,326.07	$65,000.00	($9,326.07)	114.3%
Admissions (+)	$0.00	$29,184.35	$12,000.00	($17,184.35)	243.2%
Pay to Play (+)	$3,367.50	$38,489.50	$100,000.00	$61,510.50	38.5%
Rent from Facilties (+)	$0.00	$545.00	$0.00	($545.00)	0.0%
Contributions & Donations (+)	$0.00	$1,100.00	$2,000.00	$900.00	55.0%
Misc Revenue (+)	$37,401.50	$142,281.98	$150,000.00	$7,718.02	94.9%
Sub-total : Local Revenue	$68,052.55	$4,749,523.26	$4,898,702.00	$149,178.74	97.0%
Intermediate Revenue					
Severe Disability through ESD (+)	$0.00	$6,403.94	$8,200.00	$1,796.06	78.1%
Sub-total : Intermediate Revenue	$0.00	$6,403.94	$8,200.00	$1,796.06	78.1%
State Revenue					
School Support Fund (+)	$62,076.09	$2,931,326.09	$3,222,253.00	$290,926.91	91.0%
Common School Fund (+)	$0.00	$71,206.43	$65,322.00	($5,884.43)	109.0%
State Forest Revenue (+)	$0.00	$8,108.08	$25,000.00	$16,891.92	32.4%
Small High School Grant (+)	$24,226.64	$24,226.64	$40,000.00	$15,773.36	60.6%
Restricted Grants in Aid (+)	$52,818.23	$70,020.04	$14,683.00	($55,337.04)	476.9%
Sub-total : State Revenue	$139,120.96	$3,104,887.28	$3,367,258.00	$262,370.72	92.2%
Federal Revenue					
Medicaid Reimbursement (+)	$1,567.98	$70,408.99	$14,000.00	($56,408.99)	502.9%
Sub-total : Federal Revenue	$1,567.98	$70,408.99	$14,000.00	($56,408.99)	502.9%
Beginning Fund Balance					
Beginning Fund Balance (+)	$0.00	$768,832.46	$250,000.00	($518,832.46)	307.5%
Sub-total : Beginning Fund Balance	$0.00	$768,832.46	$250,000.00	($518,832.46)	307.5%
Total : INCOME	$208,741.49	$8,700,055.93	$8,538,160.00	($161,895.93)	101.9%
NET ADDITION/(DEFICIT)	$208,741.49	$8,700,055.93	$8,538,160.00	($161,895.93)	101.9%

End of Report

Central Linn School District 552C

Expenditures Month End For the Period 05/01/2026 through 05/31/2026

Fiscal Year: 2025-2026 ☐ Include Pre Encumbrance

	Budget	Range To Date	Year To Date	Balance	Encumbrance	Budget Balance	
EXPENSES							
Instruction							
Elementary K- 6 (+)	$1,363,212.00	$106,312.02	$1,029,252.68	$333,959.32	$322,250.29	$11,709.03	0.9%
High School Programs (+)	$1,442,978.00	$110,757.66	$1,033,984.32	$408,993.68	$303,445.87	$105,547.81	7.3%
Athletics (+)	$216,508.00	$5,130.47	$190,777.55	$25,730.45	$42,114.34	($16,383.89)	-7.6%
Early Literacy Program (+)	$111,064.00	$7,889.46	$71,547.62	$39,516.38	$8,154.78	$31,361.60	28.2%
TAG (+)	$3,000.00	$1,485.00	$1,485.00	$1,515.00	$1,546.37	($31.37)	-1.0%
Special Education (+)	$569,276.00	$53,601.40	$513,144.36	$56,131.64	$143,913.18	($87,781.54)	-15.4%
Alternative Education (+)	$13,000.00	$811.70	$6,559.50	$6,440.50	$4,289.47	$2,151.03	16.5%
HomeSchool (+)	$20,000.00	$617.54	$7,252.38	$12,747.62	$3,055.94	$9,691.68	48.5%
English Second Language Program (+)	$5,000.00	$0.00	$281.60	$4,718.40	$0.00	$4,718.40	94.4%
Sub-total : Instruction	$3,744,038.00	$286,605.25	$2,854,285.01	$889,752.99	$828,770.24	$60,982.75	1.6%
Support Services							
Guidance Services (+)	$21,685.00	$1,500.55	$13,463.61	$8,221.39	$4,501.32	$3,720.07	17.2%
Health/ Homeless Liason Services (+)	$42,500.00	$489.59	$45,143.55	($2,643.55)	$2,187.87	($4,831.42)	-11.4%
Speech Pathology (+)	$115,000.00	$12,412.89	$145,880.28	($30,880.28)	$16,332.90	($47,213.18)	-41.1%
Service Direction (+)	$0.00	$0.00	$4,468.28	($4,468.28)	$0.00	($4,468.28)	0.0%
Library Services (+)	$57,848.00	$4,295.89	$43,787.06	$14,060.94	$7,086.02	$6,974.92	12.1%
Board of Education Services (+)	$242,304.00	$7,245.81	$166,591.40	$75,712.60	$10,779.74	$64,932.86	26.8%
Executive Administration Services (+)	$368,345.00	$27,442.06	$349,448.82	$18,896.18	$40,299.08	($21,402.90)	-5.8%
Office of the Principal Services (+)	$634,847.00	$56,849.82	$567,509.46	$67,337.54	$63,403.13	$3,934.41	0.6%
Fiscal Services (+)	$290,582.00	$22,936.71	$259,873.89	$30,708.11	$22,625.31	$8,082.80	2.8%
Operations and Maintenance (+)	$999,427.00	$48,936.34	$814,482.70	$184,944.30	$133,262.70	$51,681.60	5.2%
Student Transportation Services (+)	$756,533.00	$22,937.80	$452,081.84	$304,451.16	$191,844.07	$112,607.09	14.9%
Technology Services (+)	$198,000.00	$19,242.34	$188,666.10	$9,333.90	$16,689.49	($7,355.59)	-3.7%
Retiree Insurance (+)	$0.00	$869.48	$9,564.20	($9,564.20)	$150.49	($9,714.69)	0.0%
Sub-total : Support Services	$3,727,071.00	$225,159.28	$3,060,961.19	$666,109.81	$509,162.12	$156,947.69	4.2%
Long Term Debt Service							

Central Linn School District 552C

Expenditures Month End For the Period 05/01/2026 through 05/31/2026

Fiscal Year: 2025-2026 ☐ Include Pre Encumbrance

	Budget	Range To Date	Year To Date	Balance	Encumbrance	Budget Balance	
Long Term Debt (+)	$145,397.00	$4,931.65	$140,463.27	$4,933.73	$0.00	$4,933.73	3.4%
Sub-total : Long Term Debt Service	$145,397.00	$4,931.65	$140,463.27	$4,933.73	$0.00	$4,933.73	3.4%
Interfund Transfers							
Interfund Transfers (+)	$355,313.00	$0.00	$0.00	$355,313.00	$0.00	$355,313.00	100.0%
Sub-total : Interfund Transfers	$355,313.00	$0.00	$0.00	$355,313.00	$0.00	$355,313.00	100.0%
Contingency							
Planned Reserves (+)	$366,341.00	$0.00	$0.00	$366,341.00	$0.00	$366,341.00	100.0%
Sub-total : Contingency	$366,341.00	$0.00	$0.00	$366,341.00	$0.00	$366,341.00	100.0%
Unappropriated Ending Fund Balance							
Unappropriated Ending Fund Balance (+)	$200,000.00	$0.00	$0.00	$200,000.00	$0.00	$200,000.00	100.0%
Sub-total : Unappropriated Ending Fund Balance	$200,000.00	$0.00	$0.00	$200,000.00	$0.00	$200,000.00	100.0%
Total : EXPENSES	$8,538,160.00	$516,696.18	$6,055,709.47	$2,482,450.53	$1,337,932.36	$1,144,518.17	13.4%
NET ADDITION/(DEFICIT)	$8,538,160.00	$516,696.18	$6,055,709.47	$2,482,450.53	$1,337,932.36	$1,144,518.17	13.4%

End of Report

Vision: Central Linn is a Destination District serving 1,000 students with a variety of services

Mission: We help students pursue their dreams

Onward & Upward

26-27 Priority: Community Engagement

Goal #1 - Increase enrollment

Strategy 1 Establish CLOA as a program serving 100 full and partime students

Strategy 2 Market FLEX as an alternative program serving 50 full-time students

Strategy 3 Build sports and activity programs of Excellence

Strategy 4 Market our programs and services (new website)

Strategy 5 Maintain, Clean, and Improve Facilities & Technology

Strategy 6 STEAM Program/Activities @ CLES/JR. High

Goal #2 - Build Industry Connections

Strategy 1 Complete CTE building

Strategy 2 Develop CTE programs of study (Ag, mechanics, construction, auto-technology, health, fine arts)

Strategy 3 Provide Internships, job shadows, work experience

Strategy 4 Develop industry certifications: CTE Revitalization Grant--June 24

Strategy 5 Build Community Coalition: OCF Grant--

Goal #3 - Academic Achievement & Student Success

Strategy 1 District Student Achievement Goals

Strategy 2 All students set personalized academic learning goals

Strategy 3 Teach to the Top: College credits, Advanced classes, TAG program

Strategy 4 K-12 AVID Implmentation (Rigourous & Engaging Instruction)

Strategy 5 K-12 Wayfinder Implementation

Strategy 6 You Science & Cobra Success Class (career readiness)

Updated May 26, 2026
Approved June 2026

Central Linn School Board Goals • 2025-2026		
	Objective #1: Build Community Trust	
Making Progress	**Key Result #1**	Building maintenance and improved facilities
On Track	**Key Result #2**	Increase Enrollment: June 2025
Exceeding	**Key Result #3**	Evaluate Interim Superintendent and hire a permanent leader
On Track	**Key Result #4**	Build positivity, transparency, and communication into all school, district, and board activities
Making Progress	**Key Result #5**	Board Training
	Objective #2: Complete the CTE Building	
Exceeding	**Key Result #1**	September 6th Listening Session
Exceeding	**Key Result #2**	Establish an effective facilties committee
On Track	**Key Result #3**	Approve a plan for the CTE building and how it will be used
Making Progress	**Key Result #4**	Pursue grants to help finish the building (Write a CTE Revitization Grant)
Making Progress	**Key Result #5**	Build partnerships with local industry: Industry Survey
Off Track	**Key Result #6**	Establish a CTE Advisory Committees for our Programs of Study
	Objective #3: Complete Policy Revisions and Updates	
On Track	**Key Result #1**	Policy committee meets on a regular basis to review and update policies
Exceeding	**Key Result #2**	Every board meeting has policy discussions
On Track	**Key Result #3**	Staff and community are informed about board policy
On Track	**Key Result #4**	Decisions are made based on board policy
	Key Result #5	

Developed September 22, 2025
Objectives Adopted October 13, 2025
Reviewed June 2026

CENTRAL LINN SCHOOL DISTRICT
ENROLLMENT

As of June 1, 2026

May 2026	*May 2026*	*June 2026*
K 35	**K 31**	**K 31**
1 35	**1 32**	**1 32**
2 28	**2 31**	**2 32**
3 40	**3 30**	**3 30**
4 34	**4 37**	**4 38**
5 36	**5 34**	**5 34**
6 35	**6 36**	**6 36**
Total 243	*Total 231*	*Total 233*
7 32	**7 39**	**7 38**
8 35	**8 37**	**8 38**
9 31	**9 44**	**9 43**
10 39	**10 39**	**10 40**
11 35	**11 39**	**11 39**
12 43	**12 38**	**12 38**
Total 215	*Total 236*	*Total 236*
District Total 458	**District Total 467**	**District Total 469**

September 2003 = 583
September 2004 = 640
September 2005 = 647
September 2006 = 678
September 2007 = 644
September 2008 = 651
September 2009 = 655
September 2010 = 708
September 2011 = 676
September 2012 = 676
September 2013 = 710

September 2014 = 657
September 2015 = 643
September 2016 = 652
September 2017 = 643
September 2018 = 644
September 2019 = 633
September 2020 = 579
September 2021 = 552
September 2022 = 529
September 2023 = 541
September 2024 = 481

August 2025 = 441

CENTRAL LINN SCHOOL BOARD MEETING
ATTENDANCE SHEET

For attendance purposes, please print your name below. If you are interested in speaking to any of the meeting agenda items, please use our "Intent to Speak" form and give it to Dena Crowell, Board Secretary, before the start of the meeting. Thank you.

NAME	NAME
Dez Bue	
Jessica Glaser	

National FFA Convention Trip Proposal

October 2026 - Indianapolis, IN

To: Central Linn School District Board of Directors
From: Allison Williams , Agriculture Teacher & FFA Advisor
Date: Jun 2, 2026

Executive Summary

The purpose of this trip is to provide our qualifying students with the opportunity to compete and be recognized at the national level, while gaining valuable leadership and career experiences. For the 2026 convention, we will maintain a focused group of 5-10 students who have qualified to represent Central Linn High School. This small group allows for intensive mentorship and support of our competitors before we transition back to a larger chapter group in subsequent years.

Logistics and Safety Overview

- **Dates:** Departure on Date (October 19th or 20th); Return on Date (October 24th or 25th).
- **Transportation:** Flights will depart from Eugene (EUG) or Portland (PDX). Upon arrival, the group will utilize rental cars for transport to and within Indianapolis.
- **Lodging:** Students will stay in hotel accommodations with strict separation between male and female rooms.
- **Supervision:** Lead supervision by Allison Williams, accompanied by select chaperones, ensuring there is both a male and female chaperone available. The supervision ratio will be maintained at one chaperone per five students.

A formal night supervision plan will be in effect, including designated curfew checks and prohibited "room propping" policies to ensure student safety.

- **Student Eligibility:** Participants must maintain a 2.5 GPA, be passing all classes at the time of departure, and be currently enrolled in an agriculture course.

Proposed Trip Itinerary

Date	Activity	Description
Day 1	Travel & Arrival	Depart from EUG/PDX. Pick up rental vehicles and check into hotels. Evening orientation and goal setting.
Day 2	Convention Kickoff	Opening Session at Lucas Oil Stadium. Explore the FFA Expo and Shopping Mall at the Indianapolis Convention Center.
Day 3	Competition & Support	Support Central Linn members in competitive events (CDE/LDEs). Attend student leadership workshops.
Day 4	Recognition & Tours	Attend National Chapter Award sessions. Participation in Career Success Tours or local industry visits.

Date	Activity	Description
Day 5	Final Sessions	Closing Convention Session. Recognition of American FFA Degree recipients. Group reflection dinner.
Day 6	Return Travel	Check out of the hotel. Return rental vehicles. Flight departure and arrival home.

Educational Impact

Students attending this convention will engage with over 60,000 peers from across the country, interacting with collegiate recruiters and industry professionals at the National FFA Expo. This experience directly supports the development of "soft skills" such as communication, professional etiquette (Official Dress required), and time management.

Financial Plan

The majority of the trip costs will be covered through dedicated FFA fundraising efforts. The chapter will cover housing, rental car transport, and group activities, while students will be responsible for their flight and food. Selection for this opportunity will be based on a student providing a nonrefundable deposit and submitting a signed contract of attendance.

All of the proposed plans are flexible and will change to support the needs of the chapter and students as the time draws closer.

S T U V W X Y Z AA AB AC AD AE AF AG AH

2026-27 6% COLA 3% step 5% Longevity Blocks with minimum wage A&E

Pay Scale	1	2	3	4	5	6	7	8	9	10	11	Longevity block I 11-15	Longevity Block II 16-20	Longevity Block III 21-35	Longevity Block IV 26 30+
A	$15.55	$16.02	$16.50	$16.99	$17.50	$18.03	$18.57	$19.12	$19.70	$20.29	$20.90	$21.94	$23.04	$24.19	$25.40
B	$16.13	$16.62	$17.12	$17.63	$18.16	$18.70	$19.26	$19.84	$20.44	$21.05	$21.68	$22.77	$23.90	$25.10	$26.35
C	$17.32	$17.84	$18.38	$18.93	$19.49	$20.08	$20.68	$21.30	$21.94	$22.60	$23.28	$24.44	$25.66	$26.95	$28.29
D	$19.72	$20.31	$20.92	$21.54	$22.19	$22.86	$23.54	$24.25	$24.98	$25.72	$26.50	$27.82	$29.21	$30.67	$32.21
E	$15.55	$16.02	$16.50	$16.99	$17.50	$18.03	$18.57	$19.12	$19.70	$20.29	$20.90	$21.94	$23.04	$24.19	$25.40
F	$21.84	$22.49	$23.17	$23.86	$24.58	$25.31	$26.07	$26.86	$27.66	$28.49	$29.35	$30.81	$32.35	$33.97	$35.67

2027-28 3% COLA 3% step 5% Longevity Blocks with minimum wage A&E

Pay Scale	1	2	3	4	5	6	7	8	9	10	11	Longevity block I 11-15	Longevity Block II 16-20	Longevity Block III 21-35	Longevity Block IV 26 30+
A	$16.02	$16.50	$16.99	$17.50	$18.03	$18.57	$19.12	$19.70	$20.29	$20.90	$21.52	$22.60	$23.73	$24.92	$26.16
B	$16.62	$17.12	$17.63	$18.16	$18.70	$19.26	$19.84	$20.44	$21.05	$21.68	$22.33	$23.45	$24.62	$25.85	$27.14
C	$17.84	$18.38	$18.93	$19.49	$20.08	$20.68	$21.30	$21.94	$22.60	$23.28	$23.98	$25.17	$26.43	$27.75	$29.14
D	$20.31	$20.92	$21.54	$22.19	$22.86	$23.54	$24.25	$24.98	$25.72	$26.50	$27.29	$28.66	$30.09	$31.59	$33.17
E	$16.02	$16.50	$16.99	$17.50	$18.03	$18.57	$19.12	$19.70	$20.29	$20.90	$21.52	$22.60	$23.73	$24.92	$26.16
F	$22.49	$23.17	$23.86	$24.58	$25.31	$26.07	$26.86	$27.66	$28.49	$29.35	$30.23	$31.74	$33.32	$34.99	$36.74

Synergy Education Platform | RAL LINN | 2025-2026 | Dena Crowell (Show Only Acti | al Linn School Distr

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LBL - District Enrollment

01. Enrollment & Demographics > Enrollment & Demographics > LBL - District Enrollment

Date: 6/4/2026

Grade Levels: All Grade Levels

Apply Filters

District Headcount (LBL)

This report will pull enrollment totals based on a specific date. You can drill down into the specific schools grade levels and view specific student data including name, perm id, grade, gender, enter date and race/ethnicity. This report follows the school year and will pull District level data no matter the user's focus.

Please note: *This report WILL NOT include students who's ADA/ADM is listed as Instructional Hours, Concurrent or Exclude from State Reporting into the enrollment totals.*

Enrollment by School and Grade

Drop Filter Fields Here

(count)	GRADE													
SCHOOL TYPE / SCHOOL	KG	01	02	03	04	05	06	07	08	09	10	11	12	Grand Total
Alternative		4		1	2	2	1		3	3	1	5	4	26
Elementary	31	28	32	29	36	32	35							223
High School								38	35	40	39	34	34	220
Grand Total	31	32	32	30	38	34	36	38	38	43	40	39	38	469