



LINCOLN COUNTY SCHOOL DISTRICT

Dr. Majalise Tolan
Superintendent

District Office | Teaching & Learning Center
1212 NE Fogarty Street, Newport, OR 97365
PO Box 1110, Newport, OR 97365
T 541-265-9211 | F 541-265-3059
www.lincoln.k12.or.us

LINCOLN COUNTY SCHOOL DISTRICT Board of Directors – Lincoln County School District Business Meeting of the Board

**Tuesday, May 9, 2023 - Board Tour of Yaquina View Gym- 4:30, Executive
Session- 5:15 Re: (ORS 332.061(1)), (ORS 192.660(2)(d)) & (ORS 192.660(2)(e)),
Regular Business Meeting- 6:30
Newport Middle School
825 NE 7th St
Newport, OR 97365**

Agenda

1. Executive Session 5:20-6:30
2. Call to Order & Reading of Land Acknowledgment
3. Roll Call- Establishment of a quorum
4. Recess into Public Hearing
 - a. Public Hearing: Title VI Grant

Title VI School Year 2023-2024

Grades Served: K-12

Project Director: Sandy Mummey, Healthy and Equitable School Administrator

Indian Education Graduation Rate: 68% (19-20) 87.5% (20-21) 50% (21-22)

Indian Education 9th On-Track Rate: 69% (18-19) 71.4% (20-21) 94.7% (21-22)

Indian Education CTE Concentrators/Concentrators: 33% (19-20) 25% (20-21)

Coordinated Services of Professional Development:

Title I Reading Intervention
HSS: AVID College and Career Readiness
Office of Indian Education PD
ODE: Tribal History/Shared History

Dissemination of Assessment Data:

Public Hearing
Indian Education Parent Committee
State Report Card on Website

Additional Uses of Data:

Student Investment Account Meeting Information

Public Hearing Requirement Date:

May 9, 2023

Description of Meaningful Collaboration With Tribes:

Title VI Director Sandy Mummey and Confederated Tribes of Siletz Indians Education Staff, Alissa Lane-Keene and Jeff Sweet meet regularly to discuss ideas to support graduation and attendance growth and cultural learning ideas for the Title VI grant and budget, as well as discuss ongoing needs for Title VI students. Concepts generated and added to General Fund, SIA, Title VI, Title I, or High School Success because of collaboration: 1) specific tutoring support with certified staff, 2) emphasis on middle school student experiences and academic growth and success, 3) concentrated effort for exposure and pathway opportunities for career and technical education, community colleges, and apprenticeship programs, 4) career readiness support in applications, interviews, and job skills training, 5) collaboration in communication with families about academic support and enrichment opportunities, 6) K-3 reading intervention, strategies, and enrichment, 6) consistent programming for students and families, regardless of in-person or virtual needs.

Projects:

Increase Academic Achievement:

Indian Education will partner with Title VI for specific elementary reading nights that also teach and model reading strategies that can be used in the home. Strategies will be recorded for families and uploaded in Indian Education Google Classrooms for future use or for families who are not able to attend the family night. Books will be provided to all of the families in the program, regardless of their ability to attend the family night. Middle and High School students will have access to certified tutors via Zoom for content areas. Students will have onsite access to Indian Education Specialists for 1:1 or small group peer tutoring and academic support.

Indian Education staff will attend building level 9th Grade on Track Team training to support student academic needs and find ways to partner for academic success.

Increase knowledge of cultural identity and awareness:

Indian Education will review healthy food options, cooking, sustainability, and healthy choices throughout literacy workshops and family nights.

Increase school attendance rate:

Indian Education specialists will work directly with building attendance teams to provide an additional resource to work with students and families. Staff will continue to receive culturally responsive training to increase communication and support for families.

Increase graduation rate:

Indian Education specialists will attend building level 9th Grade on Track Team meetings to support student academic needs and find ways to partner for academic success.

Indian Education specialists will support students on campus during summer school for specific course completion.

Indian Education specialists, building counselors, and building principals will attend specific training on recruiting and supporting students in career and technical education and advanced courses, as well as utilize building-wide reading data to monitor student academic progress and support students in mastering necessary skills for their college and/or career pathway.

Increase career readiness skills:

Indian Education specialists, building counseling departments, and work experience staff will work directly with students to support skills in resume and application development, interview skills, and on-the-job skill development for employment.

Increase college enrollment:

LCSD will work directly with Oregon Coast Community College to increase enrollment in CTE pathways, dual credit courses, and Early College course opportunities for students while enrolled with LCSD. Indian Education specialists will support students with college, trade school, and apprenticeship visits, applications, and resources.

Budget:

		Title VI	Other Funds
Personnel	1 TOSA Indian Education, 1 Indian Education Coordinator	\$96,367	HSS \$28,080.49 SIA - \$18,980
Travel	In-District: \$2,000 Out-of-District: \$2000 PD Travel: \$1000	\$5,000	SIA - \$2,300 (proposed)
Equipment	LCSD Provided	\$0	
Supplies	Direct Instructional Delivery: \$1153 Consumable Supplies: \$4000	\$5153	SIA - \$3500 (proposed)
Contractual Budget	Purchased Services: \$4500 Stipends/BTFE: \$4500	\$9,000	
Other Budget	Direct Instructional Delivery: Student Activities Related to Services:		SIA - \$3000 (proposed)
Indirect Costs	Rate: 4%	\$4621	
TOTAL		\$120,140	\$55,860.49 (SIA- \$27,780, HSS - \$28,080.49)

You will notice a change in our staffing and in our contract services for the 23/24 school year. We were unable to obtain staff to fill our two open Indian Education Coordinator positions during the 22/23 school year. To support students and provide Title VI services, we had to get creative with staffing. In collaboration with the Confederated Tribes of Siletz Indians, we paid for stipends and BFTE for licensed/classified staff to support students enrolled in Indian Education at their specific school buildings. We also worked collaboratively with our charter schools and through purchased services were able to have a licensed staff member at that school provide services to students enrolled in the Indian Education Program. We found this to be successful in that schools had a person "on the ground" at their site to support our Title VI Program. We also found that we needed a sustainable solution to our staffing problem. Beginning in the fall 2023 we plan to have a licensed teacher who will become a Teacher on Special Assignment with a focus on Indian Education. This teacher is a member of our local Confederated Tribes of Siletz Indians and will support the programmatic goals the Title VI grant across the district. She will work collaboratively with our 1 Indian Education Coordinator. As TOSA, she will work at a district level to support students' experience in schools and their cultural identity and awareness. She will be coordinating district Indian Education programming, events, and field trips, collaborating with the Indian Education Coordinator and other teachers and staff receiving stipends in east, west and south areas. Working with district leadership and the tribe, she will help with professional development of our staff and build a robust Parent Advisory Committee. This was

made possible by braiding Title VI funding with funding from the Student Investment Account (SIA), and High School Success (HSS) funds.

Additional Assessment Data Use

In Title I and Title VI partnered reading nights, we will be adding a focus on strategies that families can use in the home to support early literacy acquisition. We will provide training for site attendance teams on cultural awareness for attendance supports

Using data, we will increase our exposure and opportunity in the CTE fields of study and career readiness skills (resumes, applications, interviews, etc.) and train staff on equitable practices in course recruitment and retention in academic and CTE advanced courses.

Section 427 of the General Education

LCSD identified the following barriers for Title VI and implemented steps and support for students, families, and staff and made every effort to not discriminate based on race, religion, sex, etc., while providing equal access to all and the means to ensure equal access.

Geographical Distance: The large county makes access to Title VI Parent Committee meetings difficult. A Zoom or hybrid format is now used for all meetings so Parent Committee members can access the meeting and take part in the process either in person or online.

Staff Transportation: The need for staff transportation from site to site caused lost contact time with students and a hardship for staff travel. Staff numbers were increased to reduce travel time for all staff and staff are compensated for their travel.

Technology: All students in LCSD were provided with technology. Culturally responsive literature was purchased and provided at all K-6 schools for families and students.

Access to Courses: Counselors and administrators receive training on equitable access to courses to work on scheduling so students needing additional services because of disability or language barriers are not excluded from opportunities. Staff schedule to provide assistance to students in need of support to access learning opportunities in all courses.

Language: Students and families complete a home language survey. We have spoken with the Siletz Tribe about supporting tribal students with native language/home language support. This is an important step in providing an equitable education experience. All students will receive family night materials, not just those who are able to attend.

As stated above, LCSD is braiding funds with Oregon Student Investment Account and High School Success to provide staff to work with students across the county and in all schools. This increase in staff allows for more student contact and family support. These positions work closely with families to ensure they have access to technology, food, and mental health

services. The staff has also been working closely with building counselors and administration to support student schedules so that they are able to attend cultural enrichment and education groups and have it not impact their education in a negative way. We have continued training for counselors and administrators on supporting equitable recruitment and retention in CTE and advanced courses. We also are adding a concentrated effort on career readiness skills that are explicitly taught and supported to help students overcome barriers to employment and career pathways. We will also continue to provide hybrid Parent Committee meetings to remove the need to travel long distances to participate in meetings (via Zoom). All students will receive family night materials, not just those who are able to attend. This started during COVID when all events were virtual and is a practice that will continue to support family involvement and equitable access to strategies and materials.

5. Close Public Hearing and Reconvene Board Meeting
6. Introductions
7. Communications
 - a. Written
 1. Note from Governor Kotek

TINA KOTEK
GOVERNOR



4/6/23

Dear Karen,

It was so wonderful to see you when we were in Newport! Thank you for joining us for lunch. And thank you, as always, for your clear-eyed, candid approach to leadership. Take care, my friend, and keep fighting! Best, TK

- b. From the Audience (This time is reserved for public comment on topics published on the Board's agenda)
- c. Recognition
 - 1. Teacher Appreciation Week Proclamation



LINCOLN COUNTY SCHOOL DISTRICT

Dr. Karen Gray
Superintendent

District Office | Teaching & Learning Center
1212 NE Fogarty Street, Newport, OR 97365
PO Box 1110, Newport, OR 97365
T 541-265-9211 | F 541-265-3059
www.lincoln.k12.or.us

Teacher Appreciation Week

WHEREAS, teachers mold future citizens through guidance and education; and

WHEREAS, teachers encounter students of widely differing backgrounds; and

WHEREAS, our country's future depends upon providing quality education to all students; and

WHEREAS, teachers spend countless hours preparing lessons, evaluating progress, counseling and coaching students and performing community service; and

WHEREAS, our community recognizes and supports its teachers in educating the children of this community.

NOW, THEREFORE, BE IT RESOLVED that the Lincoln County School District Board of Directors proclaims May 7, 2023 to be TEACHER APPRECIATION WEEK; and

BE IT FURTHER RESOLVED that the Lincoln County School District Board of Directors strongly encourages all members of our community to join with it in personally expressing appreciation to our teachers for their dedication and devotion to their work.

Adopted this 9th day of May, 2023.

Signed:

Chair, Lincoln County School District Board of Directors

Superintendent

2. Oregon HR Director of the Year - Dr. Tiana DeVries



Uncomfortable
Connecting
Vulnerable
Brave
Detaching
Painful
Recognition
Invisible
Lack of an
Ariary
Confession

3. Northwest PBIS Champion Award - Kelly Beaudry
4. Waldport High School Forestry - Four Time State Champions
5. OSAA Special Recognition - Steve Cooper, Waldport Middle/High
- d. LCEA Report
8. Consultant Reports/Staff Reports/Student Reports
 - a. Use of Policy AAA by Yaquina View Principal, Kristin Becker
 - b. Area Report - Yaquina View

Collaborative Teaching
At Yaquina View
Enseñanza Colaborativa
en Yaquina View





What is Collaborative Teaching (co teaching)? ¿Qué es Enseñanza Colaborativa (co-enseñanza)?

- The classroom teacher and the English language development (ELD) teacher work together to teach all students
El maestro del salón de clases y el maestro del desarrollo del idioma inglés (ELD) trabajan juntos para enseñar a todos los estudiantes.
- Teachers work together to co plan, co teach, co assess, and co reflect
Los maestros trabajan juntos para planificar, enseñar, evaluar y reflexionar juntos.



What is Collaborative Teaching (co teaching)?

¿Qué es Enseñanza Colaborativa (co-enseñanza)?

- Both teachers teach the same content with the addition of scaffolds and strategies to support language acquisition.
Ambos maestros enseñan el mismo contenido con la adición de escalones y estrategias.
- Integration of language and content (ELP & CCSS)
Integración del lenguaje y el contenido del desarrollo del idioma inglés y el curso estatal estándar común (ELP & CCSS).



Why Co Teach?

¿Por qué enseñar colaborativamente ?

- Co teaching is a strong practice for multilingual students
La enseñanza colaborativa es una práctica fuerte para los estudiantes multilingües.
- Multilingual students are included in all parts of their classroom content along with their peers
Los estudiantes multilingües están incluidos en todas las partes del contenido del salón junto con sus compañeros.



Why Co Teach?

¿Por qué enseñar colaborativamente ?

- Co teaching provides language support and development in context of the classroom (embedded language development)
Enseñanza colaborativa proporciona apoyo y desarrollo lingüístico en el contexto del salón de clases (desarrollo del lenguaje integrado).
- Co teaching builds on the strengths, knowledge, and resources of both teachers
Enseñanza colaborativa se basa en las fortalezas, el conocimiento y los recursos de ambos maestros.
- Co teaching eliminates working in isolation
Enseñanza colaborativa elimina el trabajo aislado

Strong beginnings have...

characters (who) setting (place)

hook

interesting details adjectives

- look
- sound
- smell
- taste
- feel

One day _____. On _____.
If started _____. Once _____.

In the middle... next, then

something has to happen

Problem!
move the story forward →
tell the story little by little

Next, _____. Suddenly, _____.
Then, _____. Meanwhile, _____.

Step 1: Planning

Step 2: Drafting

Step 3: Revising

Step 4: Editing

Step 5: Publishing

The Best Playground
Our Opinions
by Ms. Leitnerman's class

So we are going to talk about sip lines. In my opinion I think we should have a sip line because it feels like your favorite in conclusion we should have a sip line. Kids would love it!!!

Did you know zone 3 gets boring? In my opinion we should put a painting station in zone 3 because we can put the pictures in the hallway. As you can see a paint station will make zone 3 more fun.
By Ximena

Narrative Writing Plan

Characters: baby girl, wolf, mandy wolf

Setting: desert, ocean, space, forest

Problem: lost in the forest and spiders fall on him from the trees

Solution: She finds a branch and wacks them. She finds the foot of a spider and gets her away out.

★ I think _____ because _____.

★★ I believe _____ because _____.

★★★ In my opinion _____ because _____.

Essential Question: What are the characteristics of a spider?

Characteristic: antenna, head, men

Picture

Please please please change zone 3 because it is blank.
In my opinion our playground would be the best if it had a castle because people would have fun pretending. As you can see our playground would be the best if we had a castle.
By: Mellani



Co teaching at Yaquina View

Enseñanza Colaborativa en Yaquina View

Current State Estado Actual

- Coteaching in two first grade classrooms during writing
 - All other groups are pull out for ELD
 - Some embedded time for coplanning, coassessing, coreflecting
 - Potential to expand coteaching and coplanning for the 2023-2024 school year
 - Opportunities for student collaboration and academic language during writing
 - Avid strategies
 - Our ELPA (English Language Proficiency Assessment) data shows that our multilingual students need more writing lessons and opportunities to write
-
- Enseñanza colaborativa en dos salones de primer grado durante el tiempo de escritura
 - Todos los demás grupos van a otro salón de clase para desarrollo del lenguaje inglés (ELD)
 - Poco tiempo integrado para planificación, evaluación y reflexión colaborativa
 - Posibilidad de ampliar la enseñanza y planificación colaborativa para el año escolar de 2023-2024
 - Oportunidades para la colaboración estudiantil y el lenguaje académico durante el tiempo de escritura
 - Estrategías de Avid (avance por medio de la determinación individual)
 - Nuestros datos de ELPA (evaluación de competencia del lenguaje inglés) muestra que nuestros estudiantes multilingües necesitan más lecciones de escritura y oportunidades para escribir.



Co teaching at Yaquina View

Enseñanza Colaborativa en Yaquina View

Ideal State Estado Ideal

- Embedded ELD
- Coteaching & coplanning is a standard program model at Yaquina View
- Expand coteaching & coplanning to other content areas
- Strategies to support multilingual students integrated into all lessons in all content areas

- Desarrollo del lenguaje inglés (ELD) integrado
- Enseñanza y planificación colaborativa es un modelo del programa estándar en Yaquina View
- Extender la enseñanza y planificación colaborativa a otros áreas de contenido
- Estrategías de apoyo para estudiantes multilingües integradas en todas las lecciones de todas áreas del contenido

Sources and Resources

Fuentes y Recursos

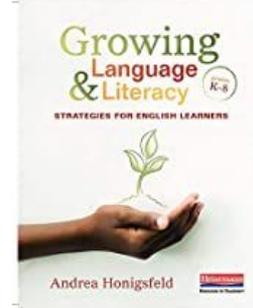
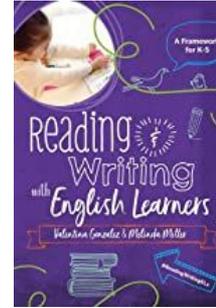
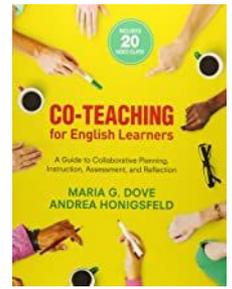
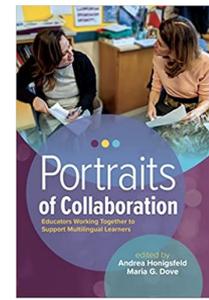
Co-Teaching for English Learners (Dove & Honigsfeld)

Growing Language & Literacy (Honigsfeld)

Reading & Writing with English Learners (Gonzalez & Miller)

Lucy Calkins Units of Study Writing Curriculum

Portraits of Collaboration: Educators Working Together to Support Multilingual Learners (Dove & Honigsfeld)



- c. Student Report
- d. Financial Report
 - 1. April Board Financial Report

Lincoln County School District
Monthly Comparison - Projected to Actual
April 2023

REVENUES	Projected**	Actual	Actual Compared to Projected	Comments
LOCAL SOURCES:				
Current year's levy	170,343	66,809	(103,534)	* Timing Varies
Prior years' taxes	57,176	52,310	(4,866)	* Timing Varies
Interest on Investments	14,460	92,385	77,925	Rates higher than budgeted
Fees Charged to Grants	54,057	105,472	51,415	Includes March
Rentals			-	
Contributions			-	
Other Local Income	50,473	62,924	12,451	
INTERMEDIATE SOURCES:				
ESD - Severe Disability Support		97,500	97,500	Expected in May
County School Fund			-	*
Other, Hvy Eq Rent Tax, etc			-	
STATE SOURCES:				
SSF- Current Year	1,882,092	1,630,598	(251,494)	* Increase in Est Local Revenue & Other Formula Factors Adj
SSF- Prior Year			-	*
Common School Fund			-	*
State Timber			-	
Unrestricted Grants			-	*
FEDERAL SOURCES:				
Federal Forest Fees			-	*
Foster Care Transport Reimb			-	
OTHER RESOURCES:				
Interfund Transfer			-	
Sale of Assets/Ins Proceeds			-	
Beginning Fund Balance			-	
Total Monthly Revenue	2,228,600	2,107,997	(120,603)	
EXPENDITURES				
Salaries (100)	2,472,443	2,195,839	(276,604)	
Employee benefits (200)	1,608,808	1,327,870	(280,938)	
Purchased services (300)	1,471,877	1,334,796	(137,081)	
Supplies (400)	223,113	115,699	(107,414)	
Capital outlay (500)	2,456		(2,456)	
Insurance/Other (600)	9,748	8,284	(1,464)	
Interfund Transfers (700)				
Contingency (800)				
Unappropriated Funds (800)				
Total Monthly Expenditures	5,788,446	4,982,488	(805,957)	

**Lincoln County School District
General Fund Purchased Services Monthly Comparison
April 30, 2023**

	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June	YTD Total
Prof Instruction Svcs	654 D	10,282	10,200	24,023	76,658	91,781	51,058 H	199,093	102,945	11,211			577,905
Cleaning Services	164,284	164,404	164,284	167,168	5,369 E	350,869	164,284 I	191,544	164,284	182,755			1,719,246
Repairs & Maint	24,369	99,245	55,108	10,392	30,623	27,338	23,539	18,184	13,949	22,613			325,362
Rentals		26	20,964	1,202		142 F	9,867	613	2,328	-			35,142
Utilities	7,189	31,324	89,077	97,621	126,902	183,308	169,772	176,957	212,067	156,016			1,250,232
Transportation	2,534	122,421	155,125	384,589	421,158	503,721	402,933	367,952	487,354	483,266			3,331,052
Travel	159 D	3,592	6,047	9,110	12,273	12,255	4,462	5,510	17,753	4,317			75,480
Telephone		8,533	8,688	9,033	8,745	8,851	8,565	8,483	8,644	8,709			78,252
Postage	1,173 D	913	1,770	3,901	606	3,411	1,864 J	10,159	4,117	1,822			29,736
Advertising			4,464	1,899	1,200	3,550		16,169	300	505			28,086
Printing & Binding	4,076	4,076	16,545	8,320	4,251	10,708	5,573 J	23,489	14,197	9,020			100,255
Data Lines		163	163	163	163	163	163	163	163	166			1,474
Charter School Pmts	846,891	423,853	423,853	423,853	423,853	423,853	423,853	423,853	423,853	423,853			4,661,568
Tuition		C 24,909	24,909	24,105	24,909	24,105	31,809	24,909	22,498	24,909			227,062
Audit Services						17,210							17,210
Legal Services	B -	4,272	7,471	756		1,258 G	8,110	(673)	5,547	1,415			28,156
Architect/Engr Svcs						9,360			6,375				15,735
Neg/Labor Consltg													-
Management Services													-
Data Proc/Tech Svcs				1,650		4,500		1,500	6,000	1,500			15,150
Election Services													-
Other Gen Prof Svcs	44,570	900	6,793	1,019	768 I	1,200	1,220	3,927 K	45,091	2,718			108,206

Total Purchased Services	1,095,899	898,914	995,462	1,168,804	1,137,479	1,677,584	1,307,072	1,471,833	1,537,467	1,334,796	-	-	12,625,309
---------------------------------	------------------	----------------	----------------	------------------	------------------	------------------	------------------	------------------	------------------	------------------	----------	----------	-------------------

For Reference Only:

Less Transportation	(2,534)	(122,421)	(155,125)	(384,589)	(421,158)	(503,721)	(402,933)	(367,952)	(487,354)	(483,266)	-	-	
Less Charter School Payments	(846,891)	(423,853)	(423,853)	(423,853)	(423,853)	(423,853)	(423,853)	(423,853)	(423,853)	(423,853)	-	-	
Balance of Purchased Services	246,474	352,640	416,484	360,362	292,468	750,010	480,287	680,028	626,259	427,677	-	-	A

Notes:

- A: Removing Transportation & Charter Payments with their irregular payment patterns from the totals smooths the monthly totals for comparison purposes. For Reference Only.
- B: Special Education Legal Fees RE: Out of State Placement. The \$273,387 previously reported was accrued to prior year expenses per the Auditors.
- C: Special Education Out of State Placement Student Tuition
- D: Updated as of November 30th, after audit. Aug net change \$5,240
- E: November and December invoiced paid in December
- F: Football Helmet Leases \$9,665
- G: Property Services
- H: \$185,116 ESS Subs - Includes Jan & Feb
- I: Paid extra labor invoices for December & January - rcvd late
- J: Centennial Postcards \$2,975 Printing, Postage \$2,500, Copiers Jan & Feb
- K: \$45,000 to Lincoln County Sheriff's Office for the Waldport/Toledo School Resource Officer (SRQ)

LINCOLN COUNTY SCHOOL DISTRICT

	Budget	Encumb'd	YTD Actual	Remaining
Special Revenues & Grants (200-285 & 900-994)				
Revenues:				
Local	1,101,756		353,855	747,901
Intermediate				
State	3,962,156		954,683	3,007,473
Federal	13,670,355		5,521,070	8,149,285
Fund Tfrs/Asset Sales				
Beg. Fund Balance *	1,639,679		1,528,514	111,165
Total Revenues	20,373,946		8,358,121	12,015,825
Expenditures:				
Instruction	6,391,696	1,914,275	3,890,692	586,729
Support Services	6,648,856	995,077	2,935,218	2,718,561
Enterprise	559,804	78,976	182,931	297,897
Facilities Acq & Const	6,773,590	1,191,183	3,487,494	2,094,912
End Fund Bal/Tfrs		277,177		(277,177)
Total Expenditures	20,373,946	4,456,688	10,496,336	5,420,922
Fund Balance			(2,138,214) ***	

Indigenous Peoples (286)				
	Budget	Encumb'd	YTD Actual	Remaining
Revenues:				
Local				
Fund Tfrs/Asset Sales	100,000		100,000	0
Beg. Fund Balance*	3,316		3,316	0
Total Revenues	103,316	0	103,316	0
Expenditures:				
Instruction	23,000			23,000
Support Services	10,000		267	9,733
End Fund Balance	70,316	70,316		0
Total Expenditures	103,316	70,316	267	32,733
Fund Balance			103,049	
Less Encumbered			70,316	
Available for Expenditure			32,733	

Musical Instruments (287)				
	Budget	Encumb'd	YTD Actual	Remaining
Revenues:				
Transfers	300,000		300,000	0
Beg. Fund Balance*	150,000		152,555	(2,555)
Total Revenues	450,000		452,555	(2,555)
Expenditures:				
Instruction	89,000		122,785	(33,785)
Support Services	61,000		12,688	48,312
End Fund Balance	300,000	300,000		
Total Expenditures	450,000	300,000	135,472	14,528
Fund Balance			317,083	
Less Encumbered			300,000	
Available for Expenditure			17,083	

2022-23 SPECIAL REVENUE FUNDS FINANCIAL STATEMENTS as of April 30, 2023 UNAUDITED

	Budget	Encumb'd	YTD Actual	Remaining
Pre-School Promise (288)				
Revenues:				
State	549,007		289,708	259,299
Beg. Fund Balance*				
Total Revenues	549,007		289,708	259,299
Expenditures:				
Instruction	463,427	130,821	290,033	42,574
Support Services	82,580	17,549	29,796	35,235
Enterprise	3,000	73	1,520	1,408
Facilities Acq & Const				
End Fund Balance				
Total Expenditures	549,007	148,443	321,348	79,216
Fund Balance			(31,640) ***	

Student Investment Account (289/989)				
	Budget	Encumb'd	YTD Actual	Remaining
Revenues:				
State	4,776,992		3,675,448	1,101,543
Beg. Fund Balance*				
Total Revenues	4,776,992		3,675,448	1,101,543
Expenditures:				
Instruction	1,771,171	465,564	1,109,917	195,690
Support Services	2,833,966	723,192	1,577,744	533,031
Enterprise	3,759		164,434	(160,675)
Facilities Acq & Const	168,096		168,096	0
End Fund Balance				
Total Expenditures	4,776,992	1,188,755	3,020,191	568,046
Fund Balance			655,258 ***	

Curriculum (290)				
	Budget	Encumb'd	YTD Actual	Remaining
Revenues:				
Transfers	1,000,000		1,000,000	0
Beg. Fund Balance*	900,000		900,000	0
Total Revenues	1,900,000		1,900,000	0
Expenditures:				
Instruction				0
Support Services				
End Fund Balance	1,900,000			
Total Expenditures	1,900,000		0	1,900,000
Fund Balance			1,900,000	
Less Encumbered			1,900,000	
Available for Expenditure			0	

	Budget	Encumb'd	YTD Actual	Remaining
Small Schools Grant (291) WHS & Toledo 7-12				
Revenues:				
Local	500		2,716	(2,216)
State	70,000			70,000
Beg. Fund Balance *	193,000		191,110	1,890
Total Revenues	263,500	0	193,826	69,674
Expenditures:				
Instruction	125,394	16,460	84,570	24,364
Support Services	48,106	992	14,678	32,436
Enterprise				
Facilities Acq & Const				
End Fund Balance	90,000			90,000
Total Expenditures	263,500	17,452	99,249	146,799
Fund Balance			94,577	
Less Encumbered			17,452	
Available for Expenditure			77,125	

High School Success (292)				
	Budget	Encumb'd	YTD Actual	Remaining
Revenues:				
State	1,685,460		747,640	937,821
Beg. Fund Balance *				
Total Revenues	1,685,460		747,640	937,821
Expenditures:				
Instruction	858,547	146,174	448,162	264,211
Support Services	826,913	183,093	452,062	191,758
End Fund Balance				
Total Expenditures	1,685,460	329,267	900,225	455,969
Fund Balance			(152,585) ***	

Building Maintenance (293)				
	Budget	Encumb'd	YTD Actual	Remaining
Revenues:				
Local	5,000		592,549	(587,549)
State				
Federal				
Fund Tfrs/Asset Sales	2,410,000		2,098,755	311,245
Beg. Fund Balance *	350,000		498,447	(148,447)
Total Revenues	2,765,000		3,189,751	(424,751)
Expenditures:				
Support Services	1,499,000	311,328	675,980	511,692
Enterprise				
Facilities Acq & Const	676,000	263,797	1,155,127	(742,923)
End Fund Bal/Tfrs	590,000	590,000		0
Total Expenditures	2,765,000	1,165,125	1,831,107	(231,231)
Fund Balance			1,358,644	
Less Encumbered			1,165,125	
Available for Expenditure			193,519	

* Beginning Fund Balances are Audited

** Fund Balances do NOT include encumbered expenditures

*** Reimbursement Basis Grants, revenue received after funds expended, negative or low fund balance is normal

LINCOLN COUNTY SCHOOL DISTRICT

	<u>Budget</u>	<u>Encumb'd</u>	<u>YTD Actual</u>	<u>Remaining</u>
Food Services (294)				
Revenues:				
Local	156,550		76,938	79,612
State	35,000		280,601	(245,601)
Federal	3,099,460		1,388,082	1,711,378
Beg. Fund Balance *	800,000		1,529,694	(729,694)
Total Revenues	4,091,010		3,275,314	815,696
Expenditures:				
Instruction	113,004	14,720	56,350	41,933
Support Services	32,715	5,411	29,871	(2,566)
Enterprise	3,645,291	1,665,121	1,862,519	117,651
Facilities Acq & Const	50,000		61,366	(11,366)
End Fund Balance	250,000	250,000		0
Total Expenditures	4,091,010	1,935,252	2,010,106	145,652
Fund Balance			1,265,208	***

Student Activities (295)				
	<u>Budget</u>	<u>Encumb'd</u>	<u>YTD Actual</u>	<u>Remaining</u>
Revenues:				
Local	1,300,000		882,120	417,880
Beg. Fund Balance *	880,500		1,115,428	(234,928)
Total Revenues	2,180,500		1,997,548	182,952
Expenditures:				
Instruction	1,232,000	63,039	695,680	473,281
Support Services	85,000	1,498	19,010	64,492
Enterprise	20,000	1,275	23,266	(4,542)
End Fund Balance	843,500	843,500		0
Total Expenditures	2,180,500	909,313	737,956	533,231
Fund Balance			1,259,592	
Less Encumbered			909,313	
Available for Expenditure			350,279	

Outdoor School for All (296)				
	<u>Budget</u>	<u>Encumb'd</u>	<u>YTD Actual</u>	<u>Remaining</u>
Revenues:				
State	112,649			112,649
Total Revenues	112,649		0	112,649
Expenditures:				
Instruction	110,149	2,186	67,950	40,013
Support Services	2,500			
Total Expenditures	112,649	2,186	67,950	42,513
Fund Balance			(67,950)	***

* Beginning Fund Balances are Audited

** Fund Balances do NOT include encumbered expenditures

*** Reimbursement Basis Grants, revenue received after funds expended, negative or low fund balance is normal

2022-23 SPECIAL REVENUE FUNDS FINANCIAL STATEMENTS as of April 30, 2023 UNAUDITED

	<u>Budget</u>	<u>Encumb'd</u>	<u>YTD Actual</u>	<u>Remaining</u>
Technology (298)				
Revenues:				
Local	653,020		127,220	525,800
Local - Tech Fees	46,800		34,370	12,430
Transfers	1,500,000		1,500,000	0
Beg. Fund Balance *	645,000		706,888	(61,888)
Total Revenues	2,844,820		2,368,478	476,342
Expenditures:				
Instruction	37,500			37,500
Support Services	1,140,417	65,915	553,371	521,131
Contingency	300,000	300,000		0
End Fund Balance	1,366,903	1,366,903		0
Total Expenditures	2,844,820	1,732,818	553,371	558,631
Fund Balance			1,815,107	
Less Encumbered			1,732,818	
Available for Expenditure			82,289	

Vehicle Replacement (299)				
	<u>Budget</u>	<u>Encumb'd</u>	<u>YTD Actual</u>	<u>Remaining</u>
Revenues:				
Local	20,500		3,139	17,361
Sale of Assets				0
Beg. Fund Balance *	173,500		160,373	13,127
Total Revenues	194,000		163,512	30,488
Expenditures:				
Support Services	194,000	51,761	68,641	73,598
End Fund Balance				
Total Expenditures	194,000	51,761	68,641	73,598
Fund Balance			163,512	
Less Encumbered			51,761	
Available for Expenditure			111,751	

PERS Bonds Debt Service (320)				
	<u>Budget</u>	<u>Encumb'd</u>	<u>YTD Actual</u>	<u>Remaining</u>
Revenues:				
Local	6,746,068		4,675,809	2,070,259
Beg. Fund Balance *	9,610,492		9,736,472	(125,980)
Total Revenues	16,356,560		14,412,281	1,944,279
Expenditures:				
Debt Service	5,834,753			5,834,753
End Fund Balance	10,521,807			10,521,807
Total Expenditures	16,356,560		0	16,356,560
Fund Balance			14,412,281	

GO Bonds Debt Service (330 & 331)				
	<u>Budget</u>	<u>Encumb'd</u>	<u>YTD Actual</u>	<u>Remaining</u>
Revenues:				
Local	5,559,380		5,647,751	(88,371)
Intermediate Sources			650	(650)
State				0
Beg. Fund Balance *	1,477,485		1,672,709	(195,224)
Total Revenues	7,036,865		7,321,109	(284,244)
Expenditures:				
Debt Service	6,210,000		595,000	5,615,000
End Fund Balance	826,865	826,865		0
Total Expenditures	7,036,865	826,865	595,000	5,615,000
Fund Balance			6,726,109	

	<u>Budget</u>	<u>Encumb'd</u>	<u>YTD Actual</u>	<u>Remaining</u>
Capital Construction Fund (405)				
Revenues:				
Local	500,000		931,022	(431,022)
Beg. Fund Balance *	1,400,000		1,563,699	(163,699)
Total Revenues	1,900,000		2,494,721	(594,721)
Expenditures:				
Support Services				
Facilities Acq & Const	1,345,000	808,071	649,778	(112,849)
End Fund Balance	555,000	555,000		0
Total Expenditures	1,900,000	1,363,071	649,778	(112,849)
Fund Balance			1,844,943	
Less Encumbered			1,363,071	
Available for Expenditure			481,871	

Future Property Purchases Reserve (420)				
	<u>Budget</u>	<u>Encumb'd</u>	<u>YTD Actual</u>	<u>Remaining</u>
Revenues:				
Local	2,500		12,018	(9,518)
Fund Tfrs/Asset Sales	1,050,005		1,050,000	5
Beg. Fund Balance *				0
Total Revenues	1,052,505		1,062,018	(9,513)
Expenditures:				
Facilities Acq & Const	1,052,505		10,000	1,042,505
Total Expenditures	1,052,505		10,000	1,042,505
Fund Balance			1,052,018	

Dental/Vision Self Insurance (610)				
	<u>Budget</u>	<u>Encumb'd</u>	<u>YTD Actual</u>	<u>Remaining</u>
Revenues:				
Local	839,000		642,860	196,140
Beg. Fund Balance *	919,750		1,055,082	(135,332)
Total Revenues	1,758,750		1,697,942	60,808
Expenditures:				
Support Services	953,555		678,222	275,333
End Fund Balance	805,195	805,195		0
Total Expenditures	1,758,750	805,195	678,222	275,333
Fund Balance			1,019,720	
Less Encumbered			805,195	
Available for Expenditure			214,525	

District Medical Group HRA (620)				
	<u>Budget</u>	<u>Encumb'd</u>	<u>YTD Actual</u>	<u>Remaining</u>
Revenues:				
Local	756,500		561,075	195,425
Beg. Fund Balance	1,465,000		1,583,204	(118,204)
Total Revenues	2,221,500		2,144,279	77,221
Expenditures:				
Support Services	440,300		265,819	174,481
End Fund Balance	1,781,200	1,781,200		0
Total Expenditures	2,221,500	1,781,200	265,819	174,481
Fund Balance			1,878,460	
Less Encumbered			1,781,200	
Available for Expenditure			97,260	

LINCOLN COUNTY SCHOOL DISTRICT
Bills & Claims Over \$10,000 - All Funds
2022-2023 Fiscal Year
April 2023

Date	Payee	Description	Amount
4/7/2023	WAXIE	CUSTODIAL SUPPLIES	24,483.55
4/7/2023	LINN-BENTON-LINCOLN ESD	BUDGET SOFTWARE	11,380.00
4/7/2023	JERRY PRATER CONSTRUCTION, INC	ROOFING - ARCADIA CAMPUS	42,000.00
4/7/2023	EDNETICS	NON ERATE NETWORK/WIRELESS PROJECT	167,691.93
4/14/2023	SODEXO, INC & AFFILIATES (CUST)	MONTHLY CONTRACTED SERVICES	164,284.26
4/14/2023	UNIVERSITY OF WEST FLORIDA	TUITION REIMB - GROW YOUR OWN GRANT	22,800.00
4/14/2023	SODEXO, INC & AFFILIATES (CAFE)	MONTHLY CONTRACTED SERVICES	181,156.27
4/14/2023	PEARSON CLINICAL ASSESSMENT	SPECIAL PGMS DIGITAL ASSESSMENT LIBRARY	13,331.25
4/14/2023	LATHAM CENTERS, INC.	SPECIAL ED OUT OF STATE PLACEMENT TUITION	24,908.81
4/14/2023	KCDA (ALL PLAY BLEACHERS)	GRANDSTANDS - NHS	660,857.79
4/14/2023	EDNETICS	NON ERATE NETWORK/WIRELESS PROJECT	15,663.98
4/21/2023	DELL MARKETING, LP	CHROMEBOOKS	31,148.80
4/21/2023	EDDYVILLE CHARTER SCHOOL	SIA REIMBURSEMENT	20,440.39
4/21/2023	CONSOLIDATED SUPPLY CO	COMMERCIAL WATER HEATER - WHS	11,404.82
4/21/2023	ROAD & DRIVEWAY CO	ASPHALT - YVE & NHS	31,054.82
4/21/2023	MINDWORKS RESOURCES	AFTER SCHOOL PROGRAM STEAM KITS	10,161.00
4/21/2023	EDNETICS	ERATE - SWITCHES	30,157.13
4/21/2023	COYLE OUTSIDE LLC	OUTDOOR SCHOOL - NMS	21,350.00
4/21/2023	COPELAND LUMBER YARDS, INC	SUPPLIES - VARIOUS LOCATIONS	10,374.89
4/21/2023	AIRBORNE ATHLETICS INC	BASKETBALL SHOOTING MACHINES - NHS	10,480.00
4/21/2023	AIR REPS	HEATING UNITS - ECC	18,474.00
4/25/2023	WILSON MOTORS	2500 CARGO VAN - FACILITIES	68,640.87
4/28/2023	COMMUNITY SERVICES CONSORTIUM	2022-23 SSF PAYMENTS	19,157.00
4/28/2023	DELL MARKETING, LP	LAPTOPS - EARLY CHILDHOOD & STEM PGMS	11,181.59
4/28/2023	EDDYVILLE CHARTER SCHOOL	2022-23 SSF PAYMENTS	211,897.45
4/28/2023	FIRST STUDENT, INC.	STUDENT TRANSPORTATION	487,198.56
4/28/2023	SILETZ VALLEY CHARTER SCHOOL	2022-23 SSF PAYMENTS	172,451.12
4/28/2023	SODEXO, INC & AFFILIATES (CUST)	MONTHLY CONTRACTED SERVICES	24,206.54
4/28/2023	DAKTRONICS, INC	ELECTRONIC READER BOARD - NMS	20,755.00
4/28/2023	LINN-BENTON-LINCOLN ESD	SPRING 2022 MEDICAID ADMIN CHARGES	28,300.88
4/28/2023	LINCOLN GLASS CO., INC	VESTIBULE DOORS - SAM CASE	24,207.00
4/28/2023	GLAS ARCHITECTS	YVE GYM & CVH OFFICE REMODEL	\$ 13,112.20
4/28/2023	CLASSLINK, INC.	EDUCATIONAL SOFTWARE	11,500.00
4/30/2023	AMAZON CAPITAL SERVICES	SUPPLIES - VARIOUS LOCATIONS	\$ 34,397.20

**LINCOLN COUNTY SCHOOL DISTRICT
INVESTMENT REPORT
April 2023**

Oregon State Treasury - Local Government Investment Pool	
Beginning Balance	\$ 51,928,630
Additions	1,382,788
Reductions	7,600,000
Ending Balance	\$ 45,711,418

Oregon Coast Bank - Money Market Account	
Beginning Balance	\$ 9,077,461
Additions	7,631,888
Reductions	3,842,100
Ending Balance	\$ 12,867,249

Oregon Coast Bank - 12 Month Time CD (HELP Program)	
.50% APY	
Beginning Balance	\$ 46,258
Additions	85
Reductions	-
Ending Balance	\$ 46,343

Oregon Coast Bank - 13 Month Time CD (Fund 331 QSCB Sinking Fund)	
1.66% APY	
Beginning Balance	\$ 377,516
Additions	
Reductions	-
Ending Balance	\$ 377,516

Monthly Totals	
Beginning Balance	\$ 61,429,865
Additions	9,014,761
Reductions	11,442,100
Ending Balance	\$ 59,002,526

<u>Interest Rates</u>	<u>Feb</u>	<u>Mar</u>	<u>Apr</u>
LGIP	3.75%	3.75%	3.75%
Oregon Coast Bank	3.87%	3.87%	3.87%

e. First Student Report (Written)

Talking Points-Please contact me at Darleen.vanriper@firstgroup.com with any comments or questions

1. Summer is Only a Few Weeks Away

In preparation for the summer months, we are already working with schools and their summer school sessions. Like last year, drivers who want to work through the summer will have the opportunity to bid on the summer route they would like to drive. Since we will have multiple drivers who will be willing to take on this task, we will post bid sheets for all available routes and assign them by seniority. Based on the number of routes, we will have cover drivers that represent 10% of the existing summer routes.



2. Back Next Year Pledge

During the month of April, our corporate office pushed out the “Back Next Year Pledge” campaign. This year’s campaign comes with two immediate perks: the chance to win (1) a \$50.00 cash card and (2) a \$50.00 voucher for the First Student Store from First Student Lincoln County if employees take a selfie with them holding their pledge and sending it to the corporate office and turning it in to their local office.

3. First Student Contribution to the Lincoln County School District Scholarship Fund & Grad Night Bus

It is also that time of the year where First Student Lincoln County contributes to the future of our 2023 graduates. The \$1,000.00 contribution was recently given to the district, and we are wishing the recipients the best for their continuing education.

It is no secret that First Student’s focus is to support our students in becoming safe and responsible young riders. With that in mind, we want to continue the tradition of “donating” one bus for each high school’s “Grad Night.” At this point, we are in the process of reaching out to the various groups to inform them that this option is available to them.



4. Driver/Candidate Comparison Report (as of 05/03/2023)

	4/3/2023		5/9/2023	
Lincoln County Bus Routes	73	Driver Shortage	73	Driver Shortage
Drivers on hand (as of 11/1/2022, LOA excluded)	54	19	55	18
Out of Town Drivers	3	16	3	15
Routes not currently serviced (combos)	13	3	14	1
Other Considerations:				
Cover Drivers positions not staffed	3	22	3	21
Route Monitor positions not staffed	3		0	
Drivers on LOA/FMLA/WC (Regular & Casual)	4		4	
Casual Drivers with limited availability	7		7	
LCSD & FS Staff (1 & 9) Available to Drive	10		10	

Please note that this information is subject to frequent changes.

In April, we added a brandnew driver who is now taking over one of our west area routes. We continue to have several drivers out on LOA; however, with the help of our OOT drivers (thank you for allowing us to retain the help from Seattle) and FS mangement/hourly staff, we are able to cover our routes. We continue to combine routes as needed when we have driver callouts and can’t cover their routes. As drivers join the First Student Family, routes are brought back. Please know that the decision to “uncombine” routes is not taken lightly, as many factors play a roll, including the filling of the OOT driver routes and coverability by management and hourly staff in the case of callouts. As you see, we are able to cover the mandated monitor positions with the help of our candidates.

5. The Training Pipeline

We currently have four candidates in the CDL classroom and one candidate in behind the wheel training. We have stopped hiring van drivers for now, as all van routes are currently covered.

f. Annual Charter School Report - Eddyville Charter School

EDDYVILLE

2022-203

Eagle Goals



- Increase Attendance
- Increase Graduation Rate
- Meet SEL needs of ALL Eagles
- K-12 aligned ELA, Math, SS
- Increase Student Engagement through PLC's

Initiatives

- Student Voice + Leadership beyond ECS
- Identity work as a collective voice - Maxims
- Enhanced Literacy + MTSS K-5
- Curriculum Alignment: ELA, Math, SS, Science
- ECRI K-3 + ELD
- Learning Centers Core enhancement 2x/day
- Facilities Improvements
- Excellence in Education - Staff PD
- Expanded academic + athletic options
- PLC (from light to right)



What do we have to offer?

2022-23

iready diagnostics + personalized instruction K-12

ECRI K-3

MTSS reading + math K-5

music + drumming K-5

behavior specialist coaching K-12

mental health counseling K-12

Character Strong K-12

computer science

Spanish

ASL

mixed media art

AP US History

AP Environmental Science

WR121 + WR122

Dual Credit Criminology

physics

chemistry

advanced math

botany

cooking + canning

horticulture

welding + metals

woods + construction

Skills USA

small engines

construction math

photography 1 + 2

business - entrepreneurship coffee shop

sports media (Daktronics)

personal finance

MS + HS Leadership

K-12 volleyball + basketball

MS/HS football, cross country, running club, weight

training club, track

HS softball, baseball, cheer, soccer co-op

adding '23-'24

Native American Studies

Master Gardener/Gardening

esports gaming

*Lego Education (pending grant)

Sports and Music History elective

foreign exchange students

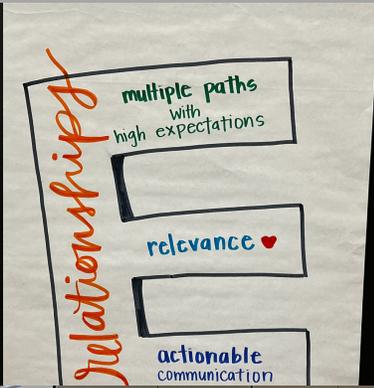
Summer Enrichment 2023 + 2024





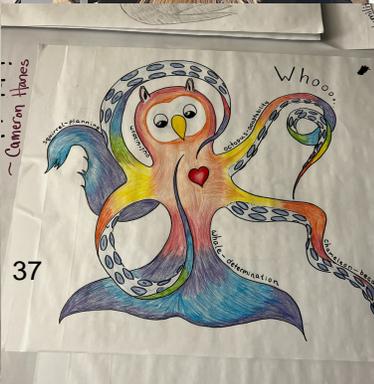
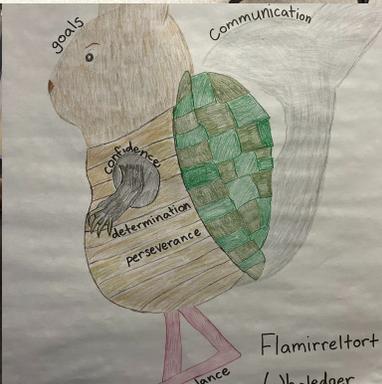
alignment + action



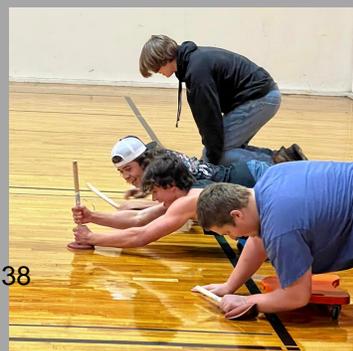


bringing excellence PD

Identity Work - Authentic Engagement/Collaboration - Personal + Authentic
w/ Dr. Neil Gupta, ORSN + Portico Inflexion + Thomas C. Murray's book study



an inside look...



eagle athletics



THANK YOU TO OUR **JAM THE GYM** SPONSORS

- LES SCHWAB - NEWPORT BARRELHEAD BUILDING SUPPLY CO.
- 5K'S BARK & LANDSCAPING JOHN FREEMAN JR. TRUCKING LLC

GO EAGLES!



GO EAGLES!

CONGRATULATIONS!

DISTRICTS

SAVANNAH MCLAIN PRD 2743.6 XC ANNABELLE BROWN PRD 3439.6

Mrs. Karla Pearson - Athletic Director

- Led first Mountain West League Student Leadership Summit w/ Keynote Scott Rueck - OSU Women's Basketball coach
- Varsity Girls Basketball District Champions + Sportsmanship Award
- Varsity Volleyball League Champions and State Playoffs
- Varsity Football State Playoffs
- Developed Varsity Softball and Baseball programs (16 years since ECS teams existed)
- First annual Sports Dessert Auction - Raised \$16,456 for Eddyville Athletics
- Fall, Winter and Spring Sports - Over 65% student body participation
- Holds student-athletes accountable in academics - weekly grade checks
- Dinner and breakfast mealtime for student-athletes provided by donation and administrative staff.

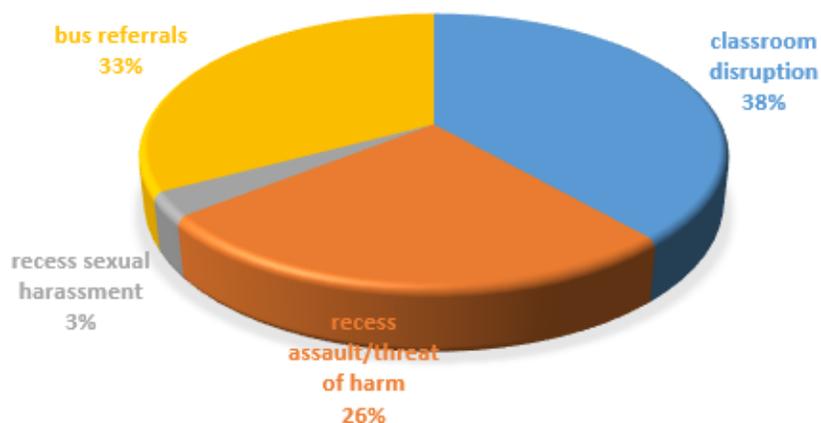
Round 2 State Playoffs

@ Crane HS
6:00 P.M.

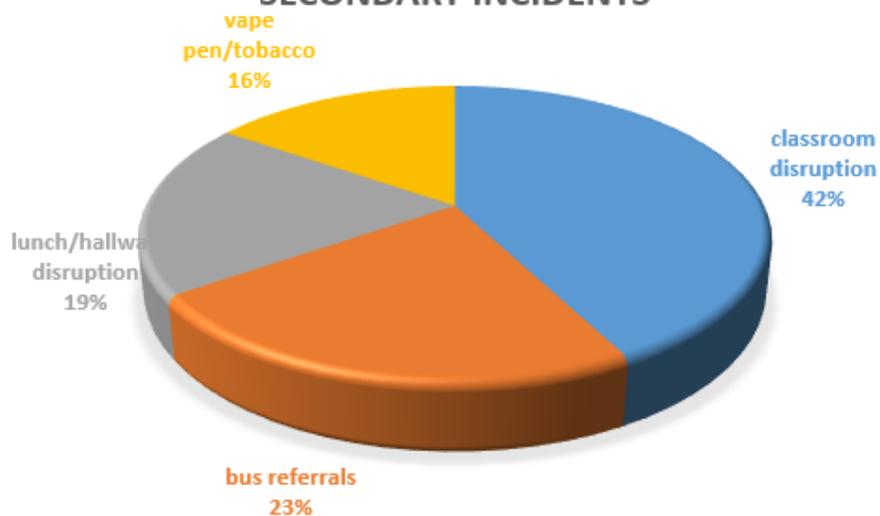
GO EAGLES!!

data...

ELEMENTARY INCIDENTS



SECONDARY INCIDENTS



9 th grade on-track	80%
high school graduation	40 100%

I-ready Reading + Math diagnostic data FALL 2022

Math					Reading				
	Red Does Not Meet	Yellow Nearly Meets (beginning of year level)	Green Meets Grade Level	Class % Meets		Red Does Not Meet	Yellow Nearly Meets (beginning of year level)	Green Meets Grade Level	Class % Meets
K		9		0%	K	6	3		0%
1	3	12	2	12%	1	2	14	1	6%
2	4	9	1	7%	2	4	7	4	27%
3	10	8	0	0%	3	10	4	4	22%
4	9	9	1	5%	4	10	3	6	32%
5	11	4		0%	5	10	4	1	7%
	37	51	4			42	35	16	
	39%	54%	4%			45%	37%	17%	
6	6	4	0	0%	6	10	4	2	13%
7	10	2		0%	7	7	3	1	9%
8	10	3		0%	8	3	6	4	31%
Alg 1	20	2		0%	9	13	4	1	6%
Geo	4	1	2	29%	10	3	2	4	44%
Alg 2	10	1		0%	11	11		2	15%
	60	13	2		12	3		1	25%
						50	19	15	
	57%	12%	2%			47%	18%	14%	

I-ready Reading + Math diagnostic data WINTER 2022

Math					Reading				
	Red Does Not Meet	Yellow Nearly Meets (beginning of year level)	Green Meets Grade Level	Class % Meets		Red Does Not Meet	Yellow Nearly Meets (beginning of year level)	Green Meets Grade Level	Class % Meets
K		5	4	44%	K		5	4	44%
1		13	5	28%	1		14	3	18%
2	2	12		0%	2	3	6	5	36%
3	11	3	4	22%	3	10	3	5	28%
4	5	9	5	26%	4	3	10	6	32%
5	9	6		0%	5	11	2	2	13%
	27	48	18			27	40	25	
	29%	51%	19%			29%	43%	27%	
6	9	5	1	7%	6	10	5	1	6%
7	9	3		0%	7	8	1	2	18%
8	7	6		0%	8	8	1	5	36%
Alg 1	17			0%	9	12	4	2	11%
Geo	6		2	25%	10	2	2	5	56%
Alg 2	8		1	11%	11	9	2	2	15%
	56	14	4		12	3	1		0%
						52	16	17	
	56%	13%	4%			49%	15%	16%	

I-ready Reading + Math diagnostic data SPRING 2023

Math					Reading				
	Red Does Not Meet	Yellow Nearly Meets (beginning of year level)	Green Meets Grade Level	Class % Meets		Red Does Not Meet	Yellow Nearly Meets (beginning of year level)	Green Meets Grade Level	Class % Meets
K	0	3	7	70%	K	0	2	8	80%
1	0	10	7	41%	1	0	10	7	41%
2	2	8	5	33%	2	1	6	7	50%
3	7	6	5	28%	3	9	1	8	44%
4	5	9	6	30%	4	4	9	7	35%
5	6				5	4			
	20	36	30			18	28	37	
	21%	38%	31%			19%	29%	39%	
6	6	7	4	24%	6	10	4	1	7%
7	8	2	1	9%	7	7	2	2	18%
8	10	1	1	8%	8	7	2	4	31%
Alg 1	9	5	5	26%	9	8	9	1	6%
Geo	2	2	5	56%	10	2	2	5	56%
Alg 2	4	1	4	44%	11	8	4	2	14%
	33	18	20		12	2	2	10	71%
						44	25	25	
	33%	18%	20%			44%	25%	25%	

Kinder		Grade 1			Grade 2			
Jan. 2023	April 2023	Fall 2022	Winter 2023	Spring 2023	Fall 2022	Winter 2023	Spring 2023	
F + P	F + P	F + P			F + P Level	F + P Level	F + P Level	
n/a	B	C	H	H	N	A	---	---
n/a	B	C				---		
n/a	B	D	I	J	K	---		
n/a	AA	A/B	D	D	E	N	N	O
n/a	C	F	B	C	D	A	B/C	B/C
n/a	AA	C	C	D	D	H	J	K
n/a	A	B	D/E	D		M/N	M/N	O
n/a	B	D	B	B-C	C/D	Q	Q	Q
n/a	AA	B	B	C		C	E/F	F/G
n/a	A	D	B	C	E	D	G	H
			D/E	D	G	A	---	--
			A	C	D	C	E	E
			N	N	O/P	B/C	E	F

			D/E	C	D	---		
			C	D	F	K	L	M
			A/B	C	D	B	C	C
			A	C	D	C	F	G
			A	C	D		E/F	F/G
							E	F

Grade 3			Grade 4			Grade 5		
Fall 2022	Winter 2023	Spring 2023	Fall 2022	Winter 2023	Spring 2023	Fall 2022	Winter 2023	Spring 2023
F & P Level			Y	Y	Z	F + P		
W	Z	Z	Z	Z	Z	U	U	X
P	Q	R/S	U	Z	Z	Z	Z	Z
R	U/V	V/W	U	Y	Z	Y	Y-Z	Z
M/N	P	Q/R	W/X	Z	Z	Z	Z	Z
N/O	P	Q/R	R	W	X	W	Z	Z
O	Q	S	P	R	S	L/M	L	M
E	G/H	H/I	P	R	S	Z	Z	Z
E	H/I	K	T	V	W	Q/R	S	T
K/L	N	N/O	R/S	T	V	S	T-U	U/V
						P	R	
I			U	U	U/V	M/N	P	Q
K/L	L	M/N	N/O	O/P	Q	O		
C	D	G	Q	R	T	I	K/L	M
G	G	G/H	K	H	M	H	I	J
G/H	I	J/K	P	P/Q	R	E	E	F
C/D	B/C	C/D	I	J	K	C	C	D
D	D	D	D	G	H			K/L
N/O	P	S/T						
P	T	Y/Z	I		L			
				42				
	T/U							
		Z						

2022-23 data F+P

facilities + governance

- bus lane + parking lot enhancements
- siding + windows (Bldg. A - Phase 1 - June 23)
- flooring replacements
- security fencing + mag lock system
- bathroom/locker room upgrades

Board of Directors

Chairman - Abe Silvonen

Vice-Chairman - Ryan Gassner

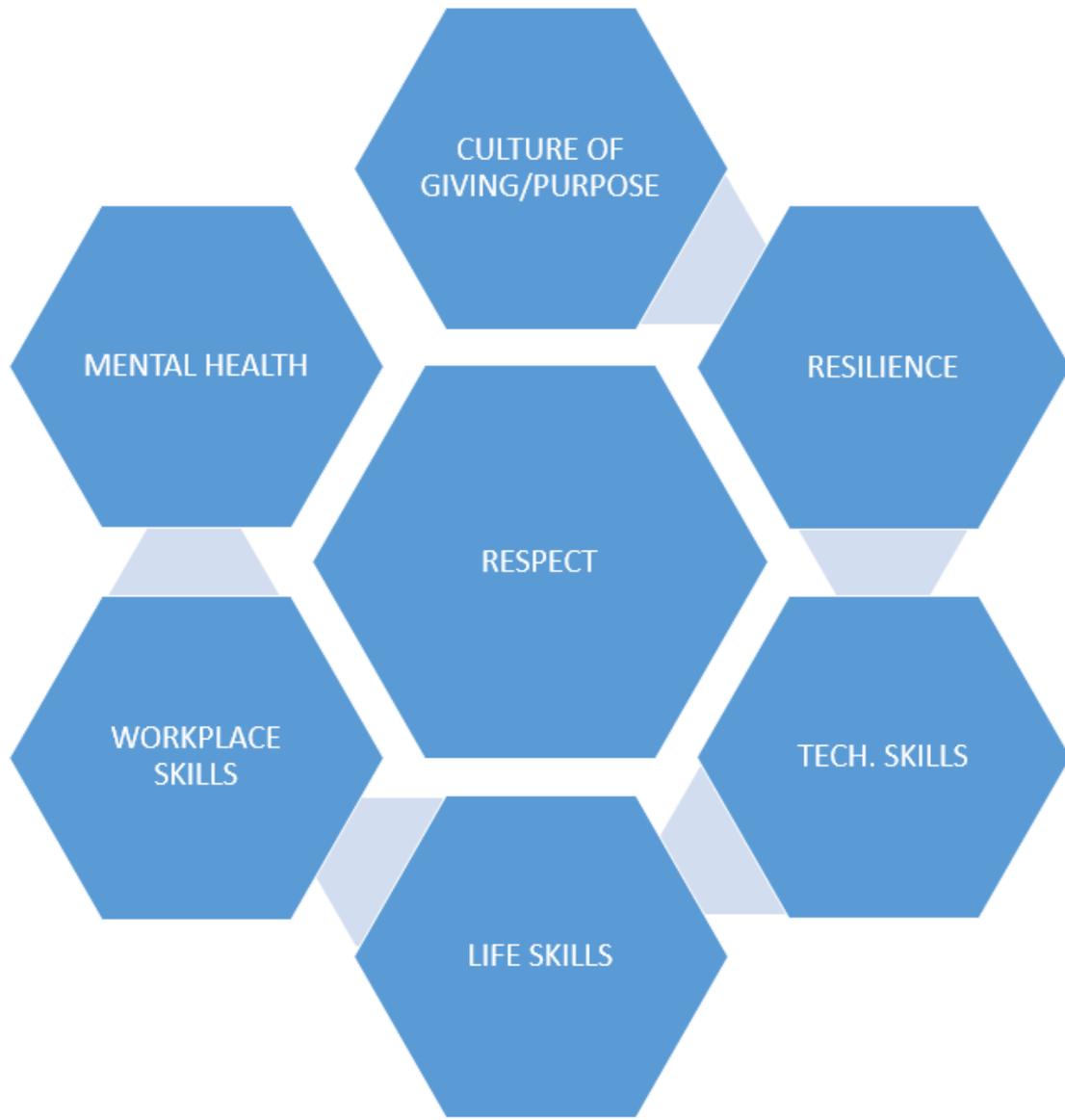
Board Clerk - Barb Sutherland

Ann Cook, Rebecca Phillips-Sutton, Stephanie Mekemson, Stuart Imler, Charlie Russell

Ultimate Purpose:

ECS is dedicated to serving all students in a safe and healthy learning environment where student voice aligns their needs with system requirements and equitable outcomes for all. Through our SOAR principles, we foster a culture of hard work, perseverance, love and kindness while pouring into all students with necessary resources and support for developing well-rounded and successful humans. ECS strives to graduate 100% of its students and develop post-secondary action plans aligned to student passion, aptitudes and interests for a life of significance.

Beyond academics...



Maxims Development

The end product ~ Who we are and what we do is determined by OUR WHY.

ECS Board members, parents/guardians, staff, students and business partners have all participated in this work. Identity work includes: surveys, community forums, staff and student workshops and follow-up with ORSN.

Due August 2023

Initial Input on Values:

Grit, perseverance, healthy mindset, love, sense of belonging, life-long learner, motivated, emotionally prepared, knowledge + wisdom, communication skills

The 5 Shifts

- 1. Uproot, rethink, and rebuild*
- 2. Find your people*
- 3. Get busy on the right stuff*
- 4. Move from me to we*
- 5. Invest in coaching*

Eddyville Charter School

Strategic Plan 2022-2027

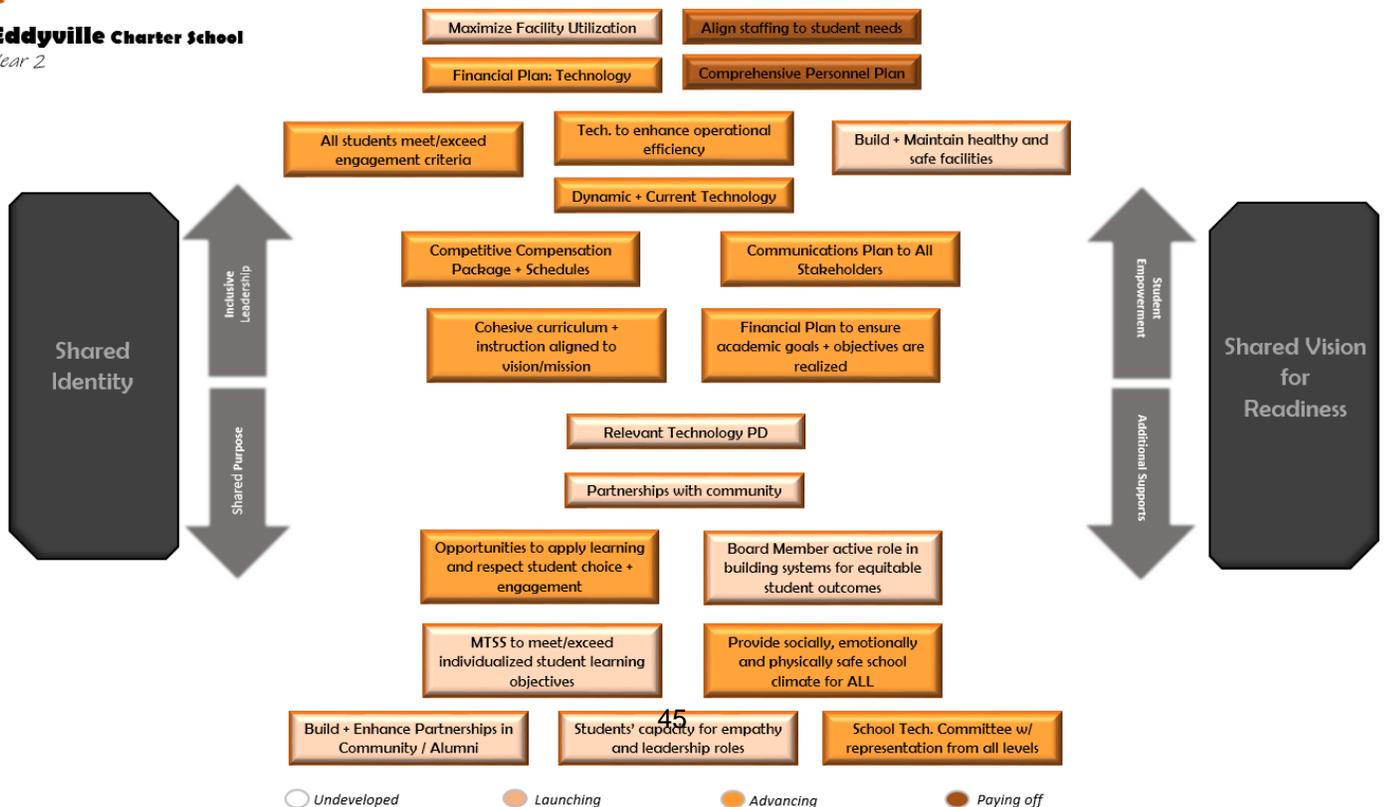
Our Vision: Eddyville Charter School works to provide a safe and inclusive learning environment for all students. We are committed to equitable access to an inclusive and rigorous learning experience which honors each student's race, culture, ability, socioeconomic status, language, gender and sexual orientation, resulting in socially responsible citizens.

Our Mission:

Personnel	Student Growth	Technology	Community	Facilities
<i>We will recruit, develop and retain the most effective personnel.</i>	<i>We will strive to continuously improve each student's level of growth.</i>	<i>We will utilize appropriate technology to enhance student achievement and improve operational efficiency.</i>	<i>We will promote a school community that enhances educational opportunities and increases involvement in our schools.</i>	<i>We will provide the appropriate facilities and physical resources to support the current and future needs of the school.</i>
<p>Goal 1.1: Research and review all staffing positions within the school and align so all student needs are met.</p> <p>Goal 1.2: Implement a comprehensive plan to recruit, recognize, develop, and retain innovative and dynamic staff dedicated to the success of all students</p> <p>Goal 1.3: Develop and implement competitive compensation packages and salary schedules</p>	<p>Goal 2.1: Create a cohesive curriculum, instruction and assessment system that is consistent with our vision and mission and reflective of the changing needs of our students</p> <p>Goal 2.2: Create curricular and co-curricular opportunities that apply learning, respect student interest and choice while fostering student and community engagement</p> <p>Goal 2.3: Ensure that all students meet or exceed engagement criteria</p> <p>Goal 2.4: Ensure MTSS for all students are in place and executed to meet or exceed individualized student learning objectives.</p> <p>Goal 2.5: Provide a socially, emotionally, intellectually and physically safe school climate for all school members</p>	<p>Goal 3.1: Establish a school technology committee with representation from all levels including admin, teachers, and tech. staff.</p> <p>Goal 3.2: Maintain and improve technologies to support or increase operational efficiency</p> <p>Goal 3.3: Develop a financial plan to support staffing, technology, and training</p> <p>Goal 3.4: Ensure that students and staff have reliable technology access that is dynamic and current</p> <p>Goal 3.5: Provide relevant tech. professional development in a variety of ways</p>	<p>Goal 4.1: Establish a communications plan to manage the ongoing and timely flow of information to all stakeholders</p> <p>Goal 4.2: Assess, identify and develop partnerships to utilize community resources for enhancing academic goals and objectives.</p> <p>Goal 4.3: Create opportunities for Boards members to take an active role and build relationships with staff and students and implement systems for equitable student outcomes.</p> <p>Goal 4.4: Build and enhance partnerships through Boosters, Alumni and community entities.</p> <p>Goal 4.5: Students will build empathy for and take a leading role in their school community through K-12 character development and ASB/student voice.</p>	<p>Goal 5.1: Develop a financial plan to secure funding or identified needs that ensures academic goals and objectives are realized</p> <p>Goal 5.2: Maximize the utilization of facilities and resources</p> <p>Goal 5.3: Provide and maintain safe and healthy facilities for all students and staff, including maintaining an effective emergency plan</p>



Eddyville Charter School
Year 2

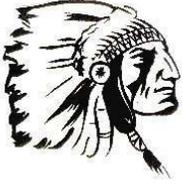


Academic Achievement	
Increase Attendance	Create a culture and climate where people feel welcome, safe and healthy in order to increase RAR (students attending school more than 90% of the time) to ensure student engagement and learning by being present 90% of the time or more.
Increase Graduation Rate	Continue 90-100% 9 th grade on track by increasing 10% each year through routine advising, review and potential extension programs. Continue 90-100% 4-year cohort graduation rate by academic advising supports and outreach supports. Continue all supports to maintain 100% graduation rate for 5-year completion.
Align K-12 SEL to meet the needs of all students.	Continue to administer and evaluate student needs via Portico Student survey and adapted K-5 survey data. Through K-12 Character Strong adoption and implementation, students and staff will engage in character development and connection through daily age-appropriate curriculum.
Align K-12 Mathematics	All K-12 has aligned diagnostic tools, personalized instruction paths and aligned curriculum by September 2022.
Align K-12 ELA	All K-3 have ECRI training and implementation for core reading and all K-12 has an aligned diagnostic tool, personalized instruction paths and aligned curriculum.
Align K-12 Social Studies	All K-12 social studies
Increase Student Engagement through professional collaborative teams	Staff will meet weekly to review student achievement data, collaborate on effective instructional strategies, debrief on Personal and Authentic book study and review peer observation data. Increase community engagement around student success as measured by community surveys two times per year. Create new ways to connect students and families with the school as measured by a collection of evidence by the school at least annually. Increase student academic engagement as measured by school and class through observations and walkthroughs of instructional work and professional collaboration and review sessions among local rural school networks.

Thank you for your continued partnership!



g. Annual Charter School Report - Siletz Valley Charter School



Siletz Valley School

245 James Frank Ave, Siletz, OR 97380
Phone: (541) 444-1100 Fax: (541) 444-2368

LCSD Board Report

Additions to the school

*Newly voted Cite Council team

*Adopted Equity Lens Tool (attachment)

*Independent Integrated Grant Application Opportunity

*Created Culinary Arts/Food Program

*Indian Education Program Staffing: Siletz Valley School Teacher Theresa Smith with added weekly

Culture Club Activities

*Annual All Staff Educational Retreat

Reports and Updates

*2023-24 School Improvement Plan (attachment)

*TAPP program: Still unstaffed

Fall & Winter STAR results (attachment)

*Finalized OSBA Annual Performance Review (attachment)



Siletz Valley School

245 James Frank Ave, Siletz, OR 97380

Phone: (541) 444-1100 Fax: (541) 444-2368

Equity Lens or Tool

Siletz Valley School has focused the last several years on providing Individualized Education for All Learners and has expanded this to include a clear and focused approach to understanding and eliminating barriers to students' education with an emphasis on student outcomes. With this in mind, the goal of using an equity tool is to identify and remove barriers that hinder learners from accessing their education and opportunities. Leadership will use this document to identify and understand the barriers to access and opportunity and the outcomes of all learners. The leadership team will use and review the following questions to guide the implementation funds distributed with the Integrated Guidance:

- Is the outcome/strategy aligned to the District mission and vision?
- What data have we gathered that informs our decisions? What does it say about outcomes for targeted and specific groups of learners?
- Which students/staff does the decision or initiative affect both positively and negatively?
- Have members of the community been involved in the decision-making process? Is there collective support to move forward supporting the strategies?
- What are the barriers to more equitable outcomes (e.g. mandates, politics, finances, community expectations, etc.)? How will the barriers that cannot be eliminated be mitigated?
- How does this decision build capacity and empowerment for student agency and voice, including students who do not represent the dominant culture?
- Can this initiative be both sustainable and scalable? What are the implications of lack of future funding?
- What data should be collected to inform reflection on the effects of this decision?

Throughout the development of the Integrated Guidance Document, the Equity Tool will be applied to each goal, funding application, and desired outcome. Additionally, as leadership and the School Board review the quarterly and yearly results, outcomes for students will be reviewed and strategies adjusted to support all learners in meeting applicable benchmarks.

Oregon School Continuous Improvement Plan Template

School Year	2023-2024
School	Siletz Valley School

School Direction Section

Vision	Provide unique and individualized educational opportunity for all students
Mission	To create a nurturing environment, foster a love of learning, inspire students to reach their full potential and provide opportunities for students to achieve academic and social success

Comprehensive Needs Assessment Summary

What data did our team examine?

Student, Staff and Community surveys, STAR benchmark data, Dibbles, HMH Growth Measures, RTI progress monitoring, OSBA evaluation reporting, attendance data and on track to graduate

How did the team examine the different needs of all learner groups?

The team looked at past years' practices and interventions to examine which were successful or not by examining data from beginning of the school year. We also analyzed current practices needed to prepare students to be career and collegebound.

How were inequities in student outcomes examined and brought forward in planning?

The team began looking for additional extra curricular and courses for students who have other interests than the current offerings such as: athletics and woodshop in order to plan for additional needed programs.

What needs did our data review elevate?

Attendance continues to be a high need for our students. Therefore, we are looking at readjusting the schedules in order to make it more conducive to student learning and interest. In addition we found that the school needs to work towards interest based learning tactics by connecting student learning with social/emotional needs relative to them.

How were stakeholders involved in the needs assessment process?

All stakeholders were given individualized surveys based on their roles provided by the state then evaluated by gradeband level teams and site council members. In addition, weekly gradeband level staff meetings have been held and documented to gain feedback and to analyze current needs.

Which needs will become priority improvement areas? Note: Priorities describe where the team intends to go but do not describe how the team will get there. An example priority might be to improve graduation rates or that all students will meet their growth goals.

*Increase Interest-based literacy opportunities *Increase career and college readiness for all students *Increase extracurricular and course offerings to increase student engagement

Long Term School Goals & Metrics

All or some school goals may match district goals

Student Focused, aspirational, aligned with needs, written for all students

Example: *All students will meet their annual growth targets in math.*

Metrics are outlined for the year(s) to come.

Goal 1	Literacy: Provide opportunities for interest-based reading to increase reading scores and engagement. Set student engagement goal to meet daily reading logs with 80% comprehension using grade level appropriate materials.		
Metrics	By (year) 2024	By (year) 2025	By (year) 2026
	Increase Dibbles scores (K-6) and STAR scores (K-12) by: 15%	Increase Dibbles scores (K-6) and STAR scores (K-12) by: 15%	Increase Dibbles scores (K-6) and STAR scores (K-12) by: 15%
Goal 2	Career and College readiness: Provide more after school club opportunities, increase college and career site visits K-12, monthly community project days, established sustainable student elective programs, Career exploration programs		
Metrics	By (year) 2024	By (year) 2025	By (year) 2026
	Add 1 club, 1 elective course program, increase site visit 1 per quarter	Add 1 club, 1 elective course program, increase site visit 1 per quarter	Add 1 club, 1 elective course program, increase site visit 1 per quarter
Goal 3	Increase more rigorous opportunities and supports: TAGG (including early intervention supports), offer Advanced courses and intervention, Dual credits, staff training, computer enhancement programs		
Metrics	By (year) 2024	By (year) 2025	By (year) 2026
	full introduction of TAGG with training, sustaining 2 dual credit courses, adopting advanced courses in elementary	Full implementation of TAGG K-12, adding a dual credit opportunity	increase enrollment into MS advanced courses and HS dual credit

Initiative Alignment to Support School Goals

Examples: Chronic Absenteeism, 21st Century Grant, EL Success Program, etc.

Initiative/Program	How this initiative/program supports the school to meet goals
Title I	Provides Literacy supports for students to increase reading interests and scores
Title VI Indian Education	Gives supports to tribal students towards graduation, cultural exposure and future success
TAPP	Supports families with regular attendance goals, strategies and awareness
TAGG Corrdinator	Provides staff training and support for TAGG intervention, assesses students for TAGG referral, manages assessment and intervention support materials.

Annual Evidence Based Strategies, Measures and Actions (to meet school goals)

District or School Goal this strategy supports	Goal 1: Literacy: Provide opportunities for interest-based reading to increase reading scores and engagement. Set student engagement goal to meet daily reading logs with 80% comprehension using grade level appropriate materials.			
What are we going to do?	Strategy # 1.1 Written as a Theory of Action and reflects evidence-based practices	If we <u>provide more diversity in reading materials, activities and training</u> Then <u>students will engage more and be self motivated to engage in literacy improvement</u> And <u>literacy scores will increase</u>		
How we will know the plan is working	Measures of Evidence for Adult Actions ("then" statements)	Fall If adults utilize tools for creative literacy opportunities, then students will show more interest in reading materials	Winter If adults connect the Literacy curriculum with additional activities, then students will naturally increase reading comprehension	Spring If adults are consistent with building more diverse strategies, then students will have a clearer understanding of purpose for Literacy
	Measures of Evidence for Students ("and" statement)	Fall If students engage in more reading activities then increased reading time will be happening	Winter If students increase reading activities, then they will develop more critical thinking skills	Spring If students gain more insightful skills then scores will increase on assessments
How we will get the work done	Person or Team Responsible	Action Steps To be completed this year		Due Date
	Teachers	1. Planning creative opportunities for Literacy		Dec. 2023
	Title I	2. Find and organize supports and training for staff		Jan 2024
	Administration	3. Support staff with creative ideas and manage funding		March 2024
		4.		
	5.			
ORIS Domain Alignment	ORIS Domain(s) this strategy supports	<input type="checkbox"/> Leadership <input checked="" type="checkbox"/> Talent Development <input type="checkbox"/> Stakeholder Engagement and Partnership <input checked="" type="checkbox"/> Well-Rounded, Coordinated Learning <input type="checkbox"/> Inclusive Policy and Practice		

Additional strategies may be added to support this goal (example: Strategy 1.1, 1.2, 1.3 etc.)

District or School Goal this strategy supports	Goal 2: Career and College readiness: Provide more after school club opportunities, increase college and career site visits K-12, monthly community project days established sustainable student elective programs.			
What are we going to do?	Strategy # 2.1 Written as a Theory of Action and reflects evidence-based practices	If we <u>increase more engagement opportunities through: college/career site visits, elective courses and project days</u> Then <u>student participation rates will increase</u> And <u>attendance, on track to graduate and career interest will increase</u>		
How we will know the plan is working	Measures of Evidence for Adult Actions ("then" statements")	Fall If adults organize and facilitate opportunities and engagement, then students will increase attendance by 5% from previous year	Winter If adults organize and facilitate opportunities and engagement, then students will increase attendance by 10% from previous year	Spring If adults organize and facilitate opportunities and engagement, then students will increase attendance by 15% from previous year
	Measures of Evidence for Students ("and" statement)	Fall If adults organize and facilitate opportunities and engagement, then students will increase attendance by 5% from previous year and student performance will increase by 5%	Winter If adults organize and facilitate opportunities and engagement, then students will increase attendance by 10% from previous year and student performance will increase by 5%	Spring If adults organize and facilitate opportunities and engagement, then students will increase attendance by 15% from previous year and student performance will increase by 5%
How we will get the work done	Person or Team Responsible	Action Steps To be completed this year		Due Date
	Counselor	1. scheduling more site visits and increase check-ins		Dec. 2023
	Teachers	2. Reach out for community volunteers		Oct 2023
	Administration	3. Fund and assist organizing visits, project dates and deadlines		Oct 2023
	Title IV	4. Coordinate with tribal members to participate in assisting student exploration opportunities		Nov. 2023
ORIS Domain Alignment	ORIS Domain(s) this strategy supports	✓ Leadership		
		✓ Talent Development		
		✓ Stakeholder Engagement and Partnership		
		✓ Well-Rounded, Coordinated Learning		
		___ Inclusive Policy and Practice		

Additional strategies may be added to support this goal (example: Strategy 2.1, 2.2, 2.3 etc.)

District or School Goal this strategy supports	Goal 3: Increase more rigorous opportunities and supports: TAG (including early intervention supports), offer Advanced courses and intervention, Dual credits, staff training, computer enhancement programs			
What are we going to do?	Strategy # 3.1 Written as a Theory of Action and reflects evidence-based practices	If we <u>Implement TAGG supports and increase advanced opportunities</u> Then <u>students will have more equitable access to appropriate academic supports</u> And <u>students will be more prepared for graduation and beyond</u>		
How we will know the plan is working	Measures of Evidence for Adult Actions (“then” statements”)	Fall 100% of teachers will be trained in TAGG interventions and teachers providing dual credit will be fully qualified	Winter Tagg assessments will be completed for referred students and implementation will begin. Increases advanced courses will be planned	Spring Full TAGG intervention in process for qualified students, a finalized referral process will be solidified
	Measures of Evidence for Students (“and” statement)	Fall students begin assessment process for TAGG, then identification will begin. Students will become more aware of dual credit opportunities	Winter Students will begin having better performance in the classes with intervention.	Spring Formal assessment scores will begin to increase up to 15% based on interventions
How we will get the work done	Person or Team Responsible	Action Steps To be completed this year		Due Date
	Counselor	1. Schedule in advanced courses		August 2023
	TAGG Corrdinator	2. Provides staff training and support for TAGG intervention, assesses students for TAGG referral, manages assessment and intervention support materials.		Dec. 2023
	Administration	3. Ensure needed trainings are scheduled		August 2023
	Dual Credit teachers	4. Work with community college on necessary steps for certification		Oct 2023
ORIS Domain Alignment	ORIS Domain(s) this strategy supports	<input checked="" type="checkbox"/> Leadership <input checked="" type="checkbox"/> Talent Development <input type="checkbox"/> Stakeholder Engagement and Partnership <input type="checkbox"/> Well-Rounded, Coordinated Learning <input checked="" type="checkbox"/> Inclusive Policy and Practice		

Additional strategies may be added to support this goal (example: Strategy 3.1, 3.2, 3.3 etc.)

School Plan Self-Monitoring Routines

Please describe the school plan to install quarterly plan-review/monitoring routines (see example below):

Siletz will use the bottom chart as a monitoring tool during various input meetings such as staff PLC times, Administration meetings and community input meetings.

Routine Example:

The chart below does not need to be completed prior to installation of school self-monitoring routines. It is placed here as a preview for the types of information a quarterly self-monitoring routine aims to answer and the subsequent steps and actions taken after each routine.

- What did we say we were going to do?
- How are we doing?
- How do we know?
- What will we do next?

Performance Updates	Update Date	Strategy	What does your evidence show?	What is working? What is not?	What will you do? What adjustments are needed?	What supports are being provided? Are they helpful? What more is needed?

SAMPLE School Self-Monitoring Routine Template

School

Siletz Valley School

Class/Group ^	# of Students	Participation				Proficiency					
		Not Tested		Tested		At/Above 50 PR			Below 50 PR		
		Total	%	Total	%	Total	%	Avg	Total	%	Avg
Eighth 22-23	20	1	5%	19	95%	2	11%	69	17	89%	14
Eleventh 22-23	15	1	7%	14	93%	2	14%	73	12	86%	10
Fifth 22-23	18	0	0%	18	100%	4	22%	66	14	78%	12
First 22-23	12	0	0%	12	100%	7	58%	72	5	42%	23
Fourth 22-23	21	0	0%	21	100%	7	33%	67	14	67%	16
Kinder 22-23	20	1	5%	19	95%	5	26%	67	14	74%	24
Ninth 22-23	21	2	10%	19	90%	1	5%	77	18	95%	13
Second 22-23	12	0	0%	12	100%	5	42%	77	7	58%	26
Seventh 22-23	16	0	0%	16	100%	1	6%	73	15	94%	9
Sixth 22-23	15	0	0%	15	100%	2	13%	69	13	87%	11
Tenth 22-23	20	0	0%	20	100%	3	15%	58	17	85%	16
Third 22-23	17	0	0%	17	100%	3	18%	56	14	82%	17
Twelfth 22-23	11	0	0%	11	100%	2	18%	62	9	82%	20
Summary	218	5	2%	213	98%	44	21%	68	169	79%	15

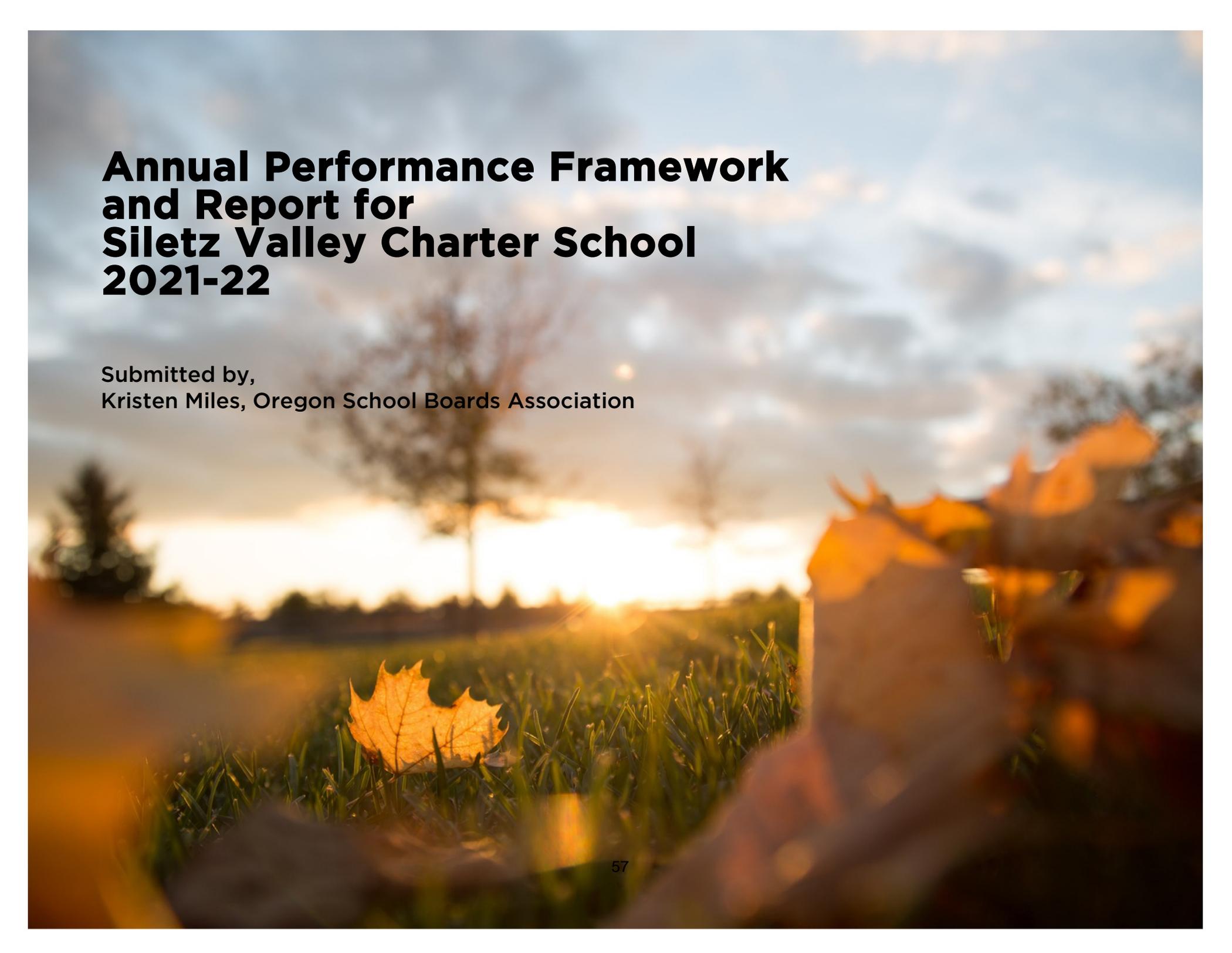
Below PR may display a dash when the PR can't be calculated for the Below Average column.

School

Siletz Valley School

Class/Group ^	# of Students	Participation				Proficiency					
		Not Tested		Tested		At/Above 50 PR			Below 50 PR		
		Total	%	Total	%	Total	%	Avg	Total	%	Avg
Eighth 22-23	20	1	5%	19	95%	2	11%	77	17	89%	15
Eleventh 22-23	15	0	0%	15	100%	0	0%	-	15	100%	12
Fifth 22-23	18	0	0%	18	100%	4	22%	62	14	78%	10
First 22-23	12	0	0%	12	100%	2	17%	66	10	83%	20
Fourth 22-23	21	0	0%	21	100%	1	5%	93	20	95%	16
Kinder 22-23	20	1	5%	19	95%	5	26%	53	14	74%	20
Ninth 22-23	21	2	10%	19	90%	2	11%	71	17	89%	14
Second 22-23	12	0	0%	12	100%	6	50%	77	6	50%	4
Seventh 22-23	16	0	0%	16	100%	1	6%	56	15	94%	19
Sixth 22-23	15	0	0%	15	100%	3	20%	73	12	80%	10
Tenth 22-23	20	0	0%	20	100%	2	10%	57	18	90%	16
Third 22-23	17	0	0%	17	100%	3	18%	75	14	82%	11
Twelfth 22-23	11	0	0%	11	100%	2	18%	56	9	82%	24
Summary	218	4	2%	214	98%	33	15%	67	181	85%	15

Below PR may display a dash when the PR can't be calculated for the Below Average column.

A photograph of a field at sunset. The sun is low on the horizon, casting a warm, golden glow over the scene. In the foreground, a single yellow maple leaf lies on the grass. To the right, a hand is visible, holding a paper bag filled with autumn leaves. The background shows a line of trees and a cloudy sky.

Annual Performance Framework and Report for Siletz Valley Charter School 2021-22

Submitted by,
Kristen Miles, Oregon School Boards Association

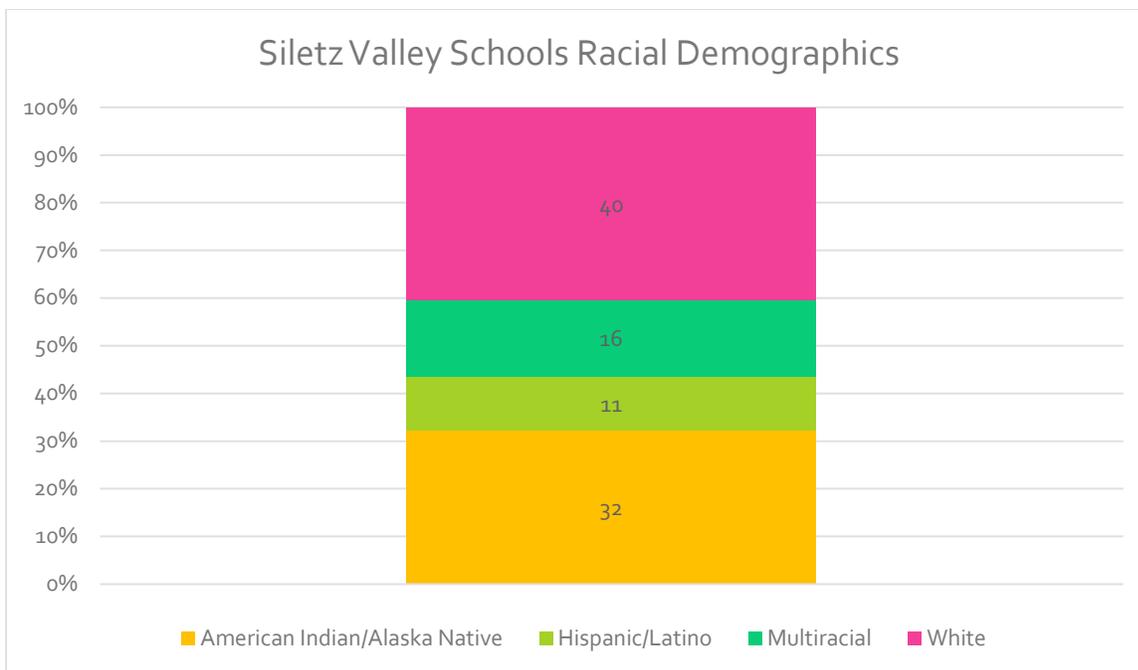
SILETZ VALLEY SCHOOLS EVALUATION

SUBMITTED BY, KRISTEN MILES, OSBA
DECEMBER 16, 2022

BASIC INFORMATION

Siletz Valley School is a charter school sponsored by the Lincoln County School District. It currently serves 208 students in grades K-12.

More than 95% of the student population qualifies for free and reduced-price lunch and 21% of students are identified as students with disabilities.



ACADEMIC TRENDS

The reported graduation rate according to the latest ODE report card was 100%. However, the current school director did express concern that this percentage was not reflective of the number of students that should have been graduating based on an expectation of rigorous coursework. Completion rate was also reported at over 95%. The school dropout rate was reported at 0%.

While data from the State Report Card has been unreliable for all schools in the past few years, Oregon is now issuing report card data for all schools as trends begin to normalize. The Accountability Details

Report from ODE shows that Siletz received a Level 1 in ELA student achievement (all students), as well as for Math (all students). The school also received a Level 1 for regular attenders.

Siletz uses Edmentum as an internal diagnostic tool for student assessment. In the 2021-22 school year, fall and winter scores were provided. For ELA, this data showed growth in every grade except 6th, and 7th grade saw a decrease. In Math, there was growth in every grade except 7th, 8th, and 9th.

Siletz has been re-identified by ODE as a Targeted Support and Improvement school (TSI), after having been previously identified as a Comprehensive Support and Improvement school (CSI). A TSI school is one with a specific group of students with a Level 1 in at least half of the rated indicators, which include the four-year graduation rate and the five-year completer rate. This means that the school will be required to develop a plan and budget to address the areas in need of support to be submitted with their integrated application with their district.

FINANCIAL TRENDS

The school has mostly healthy near-term indicators of financial health. It has 238 days' cash on hand, its current ratio is positive, and it is not in default. However, the enrollment variance is approximately 20% lower than what was budgeted.

Longer-term financial trends appear less stable, according to the past three years of audits. The school's aggregated total margin (three-year net income/three-year revenues) is (3.5%) and its one year cash flow is negative (though the three-year cash flow is positive). The school did receive an unqualified audit opinion devoid of significant findings and material weaknesses.

ORGANIZATIONAL TRENDS

Some items in this category appear to be out of compliance. For instance:

- The school stated that an ELL plan was not applicable; all schools should have an ELL plan ready in case a student enrolls who qualifies for services.
- Certain teachers' licenses are out of compliance with TSPC regulations. For instance, the CTE teacher is charter registered and does not appear to hold a CTE endorsement (which cannot be granted to a charter registered teacher), the counselor does not have a counseling license (and could not be found in TSPC), and the credit recovery teacher could not be found in TSPC, though it is unclear what subjects this teacher is responsible for awarding credit for.

The school appears to be in compliance with having required policies, adhering to public meetings laws, food service requirements, and maintenance of records. Bylaws need to be updated, and the school is actively working on this process as part of this review.

While the district noted a concern that the school was not running an AVID program and had not implemented Restorative Justice, I could not find a requirement to do so in the charter contract.

PARENT, BOARD, AND STAFF FEEDBACK

The parents with whom I spoke praised the school for its small size and improved communication with families, including very successful parent/teacher conferences and a weekly flier which is very informative, especially about upcoming events. One parent noted that students were treated equally and there was a notable lack of bullying. Parents felt that staff are stabilizing and are committed to the school and to the best interests of students. One parent noted that there has been positive improvement since the transition in leadership.

Parents were unclear on the discipline policy and noted that more communication was needed in this area. They also noted that sometimes the school feels short staffed, and several people were filling multiple roles. One parent noted that one of the administrators was asked to fill the role of a school nurse. Facilities were of concern to families, with notable examples being that the boys' bathroom does not have stall doors, there are no working water fountains, and when it rains, staff must put out buckets to catch water coming in from the ceiling.

Board members felt that Siletz Valley met the needs of an underserved and high-poverty population of students, and that comparisons to other schools were difficult because the demographics at Siletz were not always comparable. They felt that teachers are committed and that the shift to Casey as the leader of the school has been and will continue to be very positive, as she has demonstrated clear plans, expectations, and a vision for the school. They also noted that the relationship with the tribe has also improved since she took on the role of director, which was in need of repair.

Board members felt that the middle school and high school programs needed to be more rigorous and ensure that they were not simply awarding credits. The focus on community engagement needs to improve and the relationship with the district is in need of focus, as well.

Staff stated that the K-5 program is very strong and the staff in this grade band are very supportive. Reading interventions are going well and the new curriculum in high school math should improve performance. Staff noted that students are surrounded by support and they understand that the staff cares for them and appreciate the strong relationships and unique culture that define the school.

Staff noted that behavior management and interventions need improvement and that there needs to be a holistic approach to challenging behaviors. They stated their desire to access more subs and more staff to avoid burnout. They also noted that communication between classrooms or grades needs improvement—something that impacts a student in a certain class isn't often communicated to another teacher who may need to know. There was a desire expressed that teacher perspectives be sought more.

DISTRICT AND PARTNER FEEDBACK

I interviewed district staff and partner liaisons to the charter school as part of this review. Certain themes arose in my conversations:

Assets and strengths:

- New school leadership will likely bring positive changes in communication, relationship with the district, academic rigor and promise, and community perception.
- The staff at the school have the best interests of students at heart and wants success for the school and its students.
- There is a lot of potential and opportunity at Siletz.

Concerns and areas of growth:

- There has been a lack of CTE programming and the teacher awarding CTE credits has not been properly certified.
- The relationship with the district and communication systems need improvement
- Deliverables and required reporting (federal, grant, and district programs) has been untimely.
- Graduation rate and provision of programs like AVID and PBIS need examination and clarifying.
- Business processes and accountability for funding should be strengthened.

COMMENDATIONS AND RECOMMENDATIONS

Commendations:

- Strong school culture and a focus on relationships
- Strong K-5 program
- Dedicated teaching staff
- Indications that new leadership has already and will continue to bring positive changes and strengthen the school in many areas: relationship with the tribe, with the district, staff expectations, discipline, data tracking, compliance with the charter contract and family, HR, and staff handbooks (all of which are comprehensive), and others.
- Director is developing comprehensive goals for the school; a SIP plan has not been written since 2019-20
- Strong near-term financial indicators
- Positive fund balance for the 2022-23 projected budget

Recommendations:

- Ensure that all teachers and staff are properly licensed
- Ensure that reporting for grants and other deliverables is timely
- Write an ELL plan to ensure that the school is prepared in the event that a student who needs services enrolls.
- Write a comprehensive plan to improve academic performance, especially in the areas which caused the state to designate the school as a Target Support and Improvement (TSI) School. I recommend that the school work closely with the district to set reasonable targets for improvement.
- In light of the fact that Siletz Valley has been designated by the state as needing targeted or comprehensive supports in recent years, the graduation rate (which is reported as 100%) and

completion rate should be examined thoroughly. Included in this examination should be how students are awarded credits and what criteria must be met in order to receive a passing grade in a class.

- Some long-term financial health indicators did not meet criteria according to figures in the audit. Continue to monitor the long-term financial health of the organization.
- Concerns were raised about the facility (noted above in parent interviews). Ensure that the facility is properly operational and safe for students.
- Continue to engage the community and the tribe to improve the perception of the school.

OVERALL RECOMMENDATION

In summary, Siletz Valley is going through a major transition of leadership, and it is evident that this is resulting in a shift of protocols, expectations, communication, and standards of performance for both staff and students. This has been noted as a positive change in the conversations I have had, and in my own observations. This will likely result in improved relationships with external entities and the district, and in hiring protocols, student achievement standards, and in the accuracy of data collection and reporting, but some of these results will take time to materialize.

In my opinion, Siletz Valley needs a school year to develop and begin implementing changes both to reverse previous negative trends and introduce positive new initiatives. My overall recommendation is that the district and charter school use this school year as an opportunity to repair the relationship, clarify the charter contract and the expectations in it, and monitor progress on clear, attainable, measurable goals set by the charter school as recommended in this report. The school should undergo another evaluation next year with the focus being on the progress on the measurable and actionable goals set this year.

INTRODUCTION

Charter schools in Oregon are defined in statute as “...a legitimate avenue for parents, educators and community members to take responsible risks to create new, innovative and more flexible ways of educating children within the public school system. The Legislative Assembly seeks to create an atmosphere in Oregon’s public school system where research and development of new learning opportunities are actively pursued.”
(ORS 338.015)

The charter schools sponsored by Lincoln County School District provide educational options for students and families as well as diverse professional opportunities for school employees. While the district provides oversight and support to its sponsored charters, each charter school is an independent, nonprofit organization that has autonomy over its mission, strategic planning, budget, hiring and the development and implementation of its educational program.

Lincoln County School District is responsible for maintaining high standards for its sponsored charter schools, and for ensuring that charter schools are compliant with all applicable laws, financially viable, their academic programs are successful and their organizations are effective and responsibly managed. The district balances oversight with an understanding of the independence and autonomy afforded public charter schools by law.

OSBA has established the following performance framework, which is largely derived from the “Core Performance Framework and Guidance” developed by the National Association of Charter School Authorizers (NACSA). This performance framework is designed to measure each charter school’s academic, financial and organizational performance, and to “... guide practice, assess progress, and inform decision-making over the course of the charter term and at renewal.”

Because each charter school’s story and perspective on its own performance are critical to a balanced evaluation process, each measure includes space for narrative explanation and/or further description from both the district and the charter school. It is our hope and goal that Lincoln County School District and the charter school will fully engage in the process of program evaluation each year and at the renewal period, and that this process contributes to the continuous improvement of each charter school and the Lincoln County School District

¹FROM NACSA’S CORE PERFORMANCE FRAMEWORK AND GUIDANCE.

ACADEMIC PERFORMANCE: DATA ELEMENTS AND SOURCES

The purpose of the academic performance section of the annual report is to evaluate whether the charter school's educational program is showing success with its students.

Many of the indicators for this section are adopted from the National Association of Charter School Authorizers' "Core Performance Framework and Guidance," while the performance targets and ratings are aligned with the targets and ratings in the Oregon Report Card.

THE FOLLOWING DATA ELEMENTS AND SOURCES ARE USED TO COMPLETE THE ACADEMIC PERFORMANCE ANALYSIS:

- The charter school's and district's Oregon Report Card
- The charter school's contract
- Applicable performance/growth data from internal testing sources provided by the charter school
- The charter school's whole school growth and performance on standardized tests in reading and math
- The charter school's subgroup growth and performance on standardized tests in reading and math
- The district's Oregon Report Card
- The school's graduation rate (where applicable)
- The district's graduation rate (where applicable)
- The school's completion rate (where applicable)
- The district's completion rate (where applicable)
- The school's dropout rate (where applicable)
- The district's dropout rate (where applicable)
- The graduation, completion and dropout rates of comparison schools, as defined by ODE (where applicable)
- The charter school's alignment to Common Core State Standards as evidenced by course syllabi, course descriptions, curriculum alignments, etc. (where applicable)

CHARTER SCHOOL—PLEASE COMPLETE:

1. Please describe both academic and nonacademic factors the school recognizes as impacting student achievement, including (but not limited to):
 - a. Attendance and communication protocols for absences
 - b. How leadership measures the effectiveness of all staff
 - c. Structures designed to support the social-emotional needs of staff, families, and students
 - d. Systems and structures that create two-way connection between school and home
 - e. Feedback opportunities for families on whether they feel their student was progressing and/or if they feel actively engaged.
 - f. Collection of quantitative or qualitative data
 - a) Attendance Communication protocols: Every time a student is marked as absent a notification is sent home via “Remind”. If a student never shows up to school that day our office staff call home unless the parent has already notified us. If a student is in Tier III for attendance a parent meeting is called on and in some scenarios a home visit is done by the district’s attendance support person.
 - b) Each year SMART/SLG goals are created by teachers. I require 3: 2 student academic goals and 1 teacher goal. We follow the standard ODE rubric and have a pre-meeting to discuss goals then observations. Once observations are completed a post meeting is held with administration and teacher to discuss evaluations. Administration also periodically go into classes to observe as well as obtain feedback from parents and students.
 - c) Our K-5 each meet with the counselor once a week to discuss social/emotional growth and development. Then each teacher utilizes their own time to discuss similar topics. For the Middle School the teachers use a form of journaling during their ELA time to discuss social emotional needs. The high school classes all have a required course to meet with the counselor everyday as an elective credit to discuss such topics. In addition, we have strong ties with the tribe in which various groups such as the Harm Reduction team come in and discuss various current topics with all students.
 - d) Communication Systems: Currently we utilize programs such as Remind, Class Dojo, Google Classroom, Facebook and of course email to communicate back and forth with families.
 - e) We have just begun choosing candidates for our cite council in which families will have the opportunity to discuss concerns and ask questions. We have also utilized google surveys in the past for families to communicate. In addition, we have 2 conference times each year in which we schedule all families for as well as keep constant communication with families each day.
 - f) We use various assessment programs to communicate academic data to families and staff. Currently we are using: STAR Renaissance, Dibels, Curriculum based assessments as well as IXL. The RTI team meets weekly to discuss

data and follow up with various interventions from Title I, Intervention classes, small group, individualized plans and SPED referrals.

ACADEMIC PERFORMANCE

STUDENT ATTENDANCE:

STANDARD	INDICATOR	GRADE LEVEL	FALLS FAR BELOW STANDARD	DOES NOT MEET STANDARD	MEETS STANDARD	EXCEEDS STANDARD	SOURCE(S) OF EVIDENCE
THE SCHOOL MEETS OR EXCEEDS STUDENT ATTENDANCE EXPECTATIONS	4A: What percentage of students at the charter school are identified as REGULAR ATTENDERS? (attending 90% of the enrolled days)		Percentage of regular attenders is less than the district's percentage of regular attenders in the same grades by 10% or more	Percentage of regular attenders is less than the district's percentage of regular attenders in the same grades by 1-10%	Percentage of regular attenders meet or is greater than the district's percentage of regular attenders in the same grades by up to 10%	Percentage of regular attenders is greater than the district's percentage of regular attenders in the same grades by at least 10%	2020-21 district regular attendance percentage was 55.5% 2020-21 school regular attendance percentage was 47.7% (ODE Regular Attenders report)

STANDARD 4

OSBA COMMENTS / RECOMMENDATIONS:

The charter school should set a goal to increase attendance. This may include specific parent outreach, modification of the calendar, and dedication of resources to ensuring students are attending school.

CHARTER SCHOOL COMMENTS:

In the year previous to my arrival, the administration had tried to do a 4.5-day school week with the 5th half day being virtual. This plan did not work well as students were not showing up for the virtual portion for the 5th half day. For the 22-23 year we decided to change that plan to making longer 4 day weeks in order to provide more consistent education as well as increase attendance for contact days.

ACADEMIC PERFORMANCE

ALIGNMENT OF CORE CLASSES TO STANDARDS (MIDDLE/HIGH SCHOOLS ONLY):

STANDARD	INDICATOR	GRADE LEVEL	FALLS FAR BELOW STANDARD	DOES NOT MEET STANDARD	MEETS STANDARD	SOURCE(S) OF EVIDENCE
THE SCHOOL'S CLASSES IN CORE SUBJECTS ARE ALIGNED TO OREGON STANDARDS	5A: Is the school aligning all classes in core subjects to COMMON CORE STATE STANDARDS ?		School is not offering all required core subjects and/or has not aligned all classes in core subjects to Common Core State Standards and has not provided evidence of this through detailed syllabi, course descriptions, curriculum alignments or other methods.	School is offering all required core subjects but has not fully aligned all classes in core subjects to Common Core State Standards and/or has not provided evidence of this through detailed syllabi, course descriptions, curriculum alignments or other methods.	School is offering all required core subjects and has aligned all classes in core subjects to Common Core State Standards and has articulated this through detailed syllabi, course descriptions, curriculum alignments or other methods.	The school appears to be offering courses that align with state standards. Evidence included lesson plans and scope and sequence articulation samples in all grade bands.

STANDARD 5

OSBA COMMENTS / RECOMMENDATIONS:

CHARTER SCHOOL COMMENTS:

ACADEMIC PERFORMANCE

6. GRADUATION AND POST-SECONDARY READINESS (HIGH SCHOOLS ONLY):

STANDARD	INDICATOR	GRADE LEVEL	FALLS FAR BELOW STANDARD	DOES NOT MEET STANDARD	MEETS STANDARD	EXCEEDS STANDARD	SOURCE(S) OF EVIDENCE
THE SCHOOL MEETS GRADUATION AND COMPLETION EXPECTATIONS	6A: What percentage of students are graduating within four years of entering high school as compared to other schools in the district?		Average graduation rate is less than the average district graduation rate by 10% or more	Average graduation rate is less than the average district graduation rate by 1-10%	Average graduation rate meets or exceeds the average district graduation rate by up to 10%	Average graduation rate exceeds the average district graduation rate by at least 10%	School rate for 2020-21 was 100%. The district rate was 85% in 2020-21 (ODE Cohort Graduation Rate report).
	6B: What percentage of students are graduating within four years of entering high school as compared to their peers in like schools?		Average graduation rate is less than the average graduation rate of their peers in like schools by 10% or more	Average graduation rate is less than the average graduation rate of their peers in like schools by 1-10%	Average graduation rate meets or exceeds the average graduation rate of their peers in like schools by up to 10%	Average graduation rate exceeds the average graduation rate of their peers in like schools by at least 10%	Not reported

STANDARD	INDICATOR	GRADE LEVEL	FALLS FAR BELOW STANDARD	DOES NOT MEET STANDARD	MEETS STANDARD	EXCEEDS STANDARD	SOURCE(S) OF EVIDENCE
THE SCHOOL MEETS GRADUATION AND COMPLETION EXPECTATIONS	6C: What percentage of students receive a regular, modified, extended or adult high school diploma or complete a GED within five years of entering high school as compared to other schools in the district?		Average completion rate is less than the average district completion rate by 10% or more	Average completion rate is less than the average district completion rate by 1-10%	Average completion rate meets or exceeds the average district completion rate by up to 10%	Average completion rate exceeds the average district completion rate by at least 10%	Completion rate for the district was approximately 82% in 2020-21. Completion rate for the charter school was >95% in 2020-21 (ODE Cohort Graduation Rate report)
	6D: What percentage of students receive a regular, modified, extended or adult high school diploma or complete a GED within five years of entering high school as compared to their peers in like schools?		Average completion rate is less than the average completion rate of their peers in like schools by 10% or more	Average completion rate is less than the average completion rate of their peers in like schools by 1-10%	Average completion rate meets or exceeds the average completion rate of their peers in like schools by up to 10%	Average completion rate exceeds the average completion rate of their peers in like schools by at least 10%	Not reported
	6E: What percentage of students dropped out during the school year and did not re-enroll as compared to other schools in the district?		Average dropout rate exceeds the average district dropout rate by 4% or more	Average dropout rate exceeds the average district dropout rate by 1-4%	Average dropout rate meets or is less than the average district dropout rate by up to 4%	Average dropout rate is less than the average district dropout rate by 4% or more	District rate was 3.64% for school year 2020-21. School rate was 0% (per ODE drop out data)

STANDARD	INDICATOR	GRADE LEVEL	FALLS FAR BELOW STANDARD	DOES NOT MEET STANDARD	MEETS STANDARD	EXCEEDS STANDARD	SOURCE(S) OF EVIDENCE
THE SCHOOL MEETS GRADUATION AND COMPLETION EXPECTATIONS	6F: What percentage of students dropped out during the school year and did not re-enroll as compared to their peers in like schools?		Average dropout rate exceeds the average dropout rate of their peers in like schools by 4% or more	Average dropout rate exceeds the average dropout rate of their peers in like schools by 1-4%	Average dropout rate meets or is less than the average dropout rate of their peers in like schools by up to 4%	Average dropout rate is less than the average dropout rate of their peers in like schools by 4% or more	Not reported

OTHER SOURCES OF DATA

Describe your school's local performance assessments in the fields below.

What local performance assessment(s) are you using?	To which grades are you administering the local performance assessment(s)?	What subjects are you assessing through the local performance assessment(s)?
STAR Renaissance: ELA and Math Dibels	All K-12 Grades K-3	ELA and Math

How are you documenting your administration of the local performance assessment(s)?

Our RTI team tracks all scores on a spreadsheet which is shared out and discussed weekly with the RTI team including administration, Literacy coach and teachers.

STANDARD 6

OSBA COMMENTS / RECOMMENDATIONS:

While the graduation rate is reported at 100%, due to other metrics reported and the fact that the school has been designated as a Targeted Support and Improvement School, this should be examined.

CHARTER SCHOOL COMMENTS:

ACADEMIC PERFORMANCE

7. SCHOOL GOALS AND RECOMMENDATIONS (ACADEMIC):

STANDARD	INDICATOR	GOAL SET IN PLAN	GOAL ACHIEVED? (SCHOOL RESPONSE)	HOW OR WHY NOT? (SCHOOL RESPONSE) Include any professional development implemented to support this goal
THE SCHOOL IS MEETING ITS GOALS AND IMPLEMENTING RECOMMENDATIONS FOR IMPROVING STUDENT ACHIEVEMENT.	7A: Did the school meet the academic goals it set forth in its School Improvement Plan?	Plan for increasing student achievement each year on the statewide assessments in ELA and Math (per charter contract)	Unsure due to breaks from COVID	Since this goal has been put into place in 2019, the school has greatly increased their RTI processes in order to tighten up on the tracking, intervention and referral processes. The team meets on a weekly basis to discuss specific students' data
		Plan for improving 4-year cohort graduation rate by 3% each year until reaching and maintaining 90% or greater (per charter contract)	Met	
		Plan for increasing regular attenders rate by 5% annually until reaching and sustaining a regular attenders rate of 90% or greater (per charter contract)	Did not meet	This plan, since created in 2019, was not met due to the change in 4.5-day school week with a half day virtual day. Since then, we have changed to having classes all in person for the 4 full days at a longer time frame.
		RECOMMENDATION FROM THE DISTRICT/OSBA	RECOMMENDATIONS IMPLEMENTED (SCHOOL RESPONSE)	HOW OR WHY NOT? (SCHOOL RESPONSE) Include any professional development implemented to support this goal
	7B: In the last school year, did the school implement the academic recommendations from the	In a June 17, 2022 letter from the district, the 6-12 program was found to be insufficient, particularly with regard to classroom management.	NA	

	district/OSBA in the annual performance evaluation?	Annual survey of parent satisfaction (see charter contract Section 4(D) for details) (per charter contract)		

STANDARD	INDICATOR	GOALS ADDED TO PLAN
THE SCHOOL IS MEETING ITS GOALS AND IMPLEMENTING RECOMMENDATIONS FOR IMPROVING STUDENT ACHIEVEMENT.	7C: Based on the data presented in this report, will the school add any academic goals to its School Improvement Plan?	<p>Some areas in which I will be presenting to my team is to increase student engagement for reading by implementing more student led reading activities such as novel studies, book clubs and other extracurricular activities involving reading for enjoyment.</p> <p>Another area of improvement is to have shorter timelines for tier III RTI interventions. Many of our students have been in Tier II and the team has not had a lot of guidance on when to transition to tier III</p>

Instructional Strategies: Increase student engagement by offering more extracurricular interest based reading opportunities

Rationale: Students need to make connections with skills learned through small groups and curriculum to interest based activities

Professional Development: Provide time for team collaboration to brainstorm and research ideas. Attend any available trainings offered

Assess Progress: Review reading data from school based assessment information as well as track student reading logs

Use of Resources: Guidelines from various reading clubs such as OBOB and other reading groups, teacher resources for novel studies and activities

ACADEMIC PERFORMANCE: SUMMARY

OSBA COMMENTS / RECOMMENDATIONS:

Siletz Valley School was re-identified by ODE as a Targeted Support and Improvement school (TSI), after having been previously identified as a Comprehensive Support and Improvement school (CSI). A TSI school is one with a specific group of students with a Level 1 in at least half of the rated indicators, which include the four-year graduation rate and the five-year completer rate. This means that the school will be required to develop a plan and budget to address the areas in need of support to be submitted with their integrated application with their district. According to the school's 2021-22 Accountability Details report, the school has a Level 1 in ELA achievement, Math achievement, and regular attenders.

The school and the district should collaborate on examining the graduation rate in light of the TSI designation.

Improving attendance should be a goal.

CHARTER SCHOOL COMMENTS:

Again, attendance is an area which should increase for the 22-23 school year due to scheduling changes and giving students more face to face time in the classroom with teachers.

FINANCIAL PERFORMANCE: DATA ELEMENTS AND SOURCES

The purpose of the financial performance section of the annual report is to evaluate whether the charter school is financially viable.

Many of the indicators, performance targets and ratings for this section are adopted from the National Association of Charter School Authorizers' "Core Performance Framework and Guidance."

The following data elements and sources are used to complete the financial performance analysis:

- The charter school's contract
- The charter school's audited balance sheet and notes for the last three years
- The charter school's projected enrollment and actual enrollment
- The charter school's board-adopted budget
- The charter school's audited income statement and audited cash flow statement
- Annual principal and interest obligations
- Quarterly financial statements, including budget-to-actuals, profit and loss and balance sheet

FINANCIAL PERFORMANCE

8. NEAR-TERM MEASURES:

STANDARD	INDICATOR	FALLS FAR BELOW STANDARD	DOES NOT MEET STANDARD	MEETS STANDARD	SOURCE(S) OF EVIDENCE
THE SCHOOL IS CURRENTLY FINANCIALLY STABLE.	8A: Current ratio: Current assets divided by current liabilities	Less than or equal to .9	Between .9 and 1.0 or equals 1.0	Greater than or equal to 1.1	16.56: Audit
	8B: Unrestricted days cash: Unrestricted cash divided by (total expenses minus depreciation expense) / 365)	Fewer than 15 days cash	Days cash is between 15 and 30 days	60 days cash	238 days: Audit
	8C: Enrollment variance: actual enrollment divided by enrollment projection in charter school board-approved budget	Less than 85% in the most recent year	Between 85-95% in the most recent year	Equals or exceeds 95% in the most recent year	Projected enrollment was 260; current enrollment is 208. (As per budget submitted)
	8D: Default	School is in default of loan covenant(s) and/or is delinquent with debt service payments		School is not in default of loan covenant(s) and/or is not delinquent with debt service payments	

STANDARD 8

OSBA COMMENTS / RECOMMENDATIONS:

CHARTER SCHOOL COMMENTS:

Budget = $195+65=260$ **ADM**. This is ESTIMATED enrollment of 199 students PLUS 61 in additional ADM for Remote Elementary correction because SVS gets the Remote Elementary Correction of 61 ADM. So when a budget is turned in showing SSF of 200 students at \$9000 each, that gives the school \$1.8 million to budget in expenses. SVS knows we are going to get about 60 additional ADM for the remote elementary correction so we budget the additional \$549,000($60 \times \9000) to be able to expend to afford higher salaries for experienced teachers. We never expected our enrollment to be 260. We expected our **ADM** to be 260 with enrollment expected to be 199. Is this something that can be corrected on the report?

If we only budgeted actual enrollment, we would not be budgeting over a half million dollars available for spending this year. Please refer to the estimate that was provided on ODE's website in May of 2022 that was used. In addition, the two spreadsheets mailed to us by Kim Cusick, LCSD Business Manager on July 13 which on the second tab of the Elementary breaks down the additional 61 in ADM. Our budgeted estimate is spot on to what the district estimates for us as well. (Please let me know if you would like for me to share)

FINANCIAL PERFORMANCE

9. SUSTAINABILITY MEASURES:

STANDARD	INDICATOR	FALLS FAR BELOW STANDARD	DOES NOT MEET STANDARD	MEETS STANDARD	SOURCE(S) OF EVIDENCE
THE SCHOOL IS FINANCIALLY STABLE OVER TIME.	9A: Total Margin: Net income divided by total revenue Aggregated total margin: Total 3-year net income divided by total 3-year revenues	Aggregated three-year total margin is less than or equal to -1.5% and the most recent year total margin is less than -10%	Aggregated 3-year total margin is greater than -1.5%, but trend does not "meet standard" (above)	Aggregated 3-year total margin is positive and the most recent year total margin is positive	Aggregated total margin is -3.50%, which falls far below standard. Total margin is 14.20% which meets standard
	9B: Debt to asset ratio: Total liabilities divided by total assets	Debt-to-asset ratio is greater than 1.0	Debt-to-asset ratio is between .9 and 1.0	Debt-to-asset ratio is less than .9	.39: Audit
	9C: Cash flow: Multi-year cash flow = Year 3 total cash - Year 1 total cash One-year cash flow = Year 2 total cash - Year 1 total cash	Multi-year cumulative cash flow is negative	Multi-year cumulative cash flow is positive, but trend does not "meet standard" (above)	Multi-year cumulative cash flow is positive and cash flow is positive each year	Multi-year cash flow is positive at 153,511. One-year cash flow is negative at (220,337)
	9D: Debt service coverage ratio: (net income + depreciation + interest expense) / (annual principal, interest and lease payments)		Debt service coverage ratio is less than 1.1	Debt service coverage ratio is equal to or exceeds 1.1	Not measured in 2022

STANDARD	INDICATOR	DOES NOT MEET STANDARD	MEETS STANDARD	SOURCE(S) OF EVIDENCE
<p>THE SCHOOL IS FINANCIALLY STABLE OVER TIME.</p>	<p>9E: Is the school meeting financial reporting and compliance requirements?</p>	<p>The school was materially out of compliance with applicable laws, rules, regulations and/or provisions of the charter contract relating to financial reporting requirements, including, but not limited to:</p> <ul style="list-style-type: none"> • Complete and timely submission of financial reports, including annual budget, revised budgets (when applicable), quarterly financial reports and annual municipal audit • All other reporting requirements related to the use of public funds 	<p>The school materially complies with applicable laws, rules, regulations and provisions of the charter contract relating to financial reporting requirements, including, but not limited to:</p> <ul style="list-style-type: none"> • Complete and timely submission of financial reports, including annual budget, revised budgets (when applicable), quarterly financial reports and annual municipal audit • All other reporting requirements related to the use of public funds 	<p>District staff noted that grant and other required reporting was not timely in previous years.</p>
	<p>9F: Is the school following Generally Accepted Accounting Principles (GAAP)?</p>	<p>The school was materially out of compliance with applicable laws, rules, regulations and/or provisions of the charter contract relating to financial management and oversight expectations by an annual independent audit, including, but not limited to:</p> <ul style="list-style-type: none"> • A qualified audit opinion • An audit containing significant findings or conditions, material weaknesses or significant internal control weaknesses • An audit that included a going concern disclosure in the notes or an explanatory paragraph within the audit report 	<p>The school materially complies with applicable laws, rules, regulations and provisions of the charter contract relating to financial management and oversight expectations by an annual independent audit, including, but not limited to:</p> <ul style="list-style-type: none"> • An unqualified audit opinion • An audit devoid of significant findings and conditions, material weaknesses or significant internal control weaknesses • An audit that did not include a going concern disclosure in the notes or an explanatory paragraph within the audit report 	<p>Yes: Audit</p>

STANDARD 9

OSBA COMMENTS / RECOMMENDATIONS:

Ensure that financial reporting is timely.

Long-term financial health indicators should be examined.

CHARTER SCHOOL COMMENTS:

After meeting with staff on the previous year for 21-22 (if this is the year the report is referencing) there was just one plan that was not turned in on a timely manner which was the Summer school grant. This was a problem with past administration that the board has taken care of. Other than this, the school is unsure of the evidence for other late reports.

FINANCIAL PERFORMANCE

10. SCHOOL GOALS AND RECOMMENDATIONS (FINANCIAL):

STANDARD	INDICATOR	GOAL SET IN PLAN	GOAL ACHIEVED? (SCHOOL RESPONSE)	HOW OR WHY NOT? (SCHOOL RESPONSE)
	10A: Did the school meet the financial goals it set forth in its School Improvement Plan?			
		RECOMMENDATION FROM THE DISTRICT/OSBA	RECOMMENDATIONS IMPLEMENTED (SCHOOL RESPONSE)	HOW OR WHY NOT? (SCHOOL RESPONSE)
	10B: In the last school year, did the school implement the financial recommendations from the district/OSBA in the annual performance evaluation?	NA		

STANDARD	INDICATOR	GOALS ADDED TO PLAN
<p>THE SCHOOL IS MEETING ITS GOALS AND IMPLEMENTING RECOMMENDATIONS FOR IMPROVING STUDENT ACHIEVEMENT.</p>	<p>10C: Based on the data presented in this report, will the school add any financial goals to its School Improvement Plan?</p>	<p>Goals are developed by the school's cite council, community and school staff. These have yet to be developed.</p>

Instructional Strategies:

Rationale:

Professional Development:

Assess Progress:

Use of Resources:

STANDARD 10

OSBA COMMENTS / RECOMMENDATIONS:

CHARTER SCHOOL COMMENTS:

FINANCIAL PERFORMANCE: SUMMARY

OSBA COMMENTS / RECOMMENDATIONS:

Financial reporting and long-term financial health of the organization should be priorities.

CHARTER SCHOOL COMMENTS:

ORGANIZATIONAL PERFORMANCE: DATA ELEMENTS AND SOURCES

The purpose of the organizational performance section of the annual report is to evaluate whether the charter school as an organization is effectively governed and well run.

Many of the indicators, performance targets and ratings for this section are adopted from the National Association of Charter School Authorizers' "Core Performance Framework and Guidance."

The following data elements and sources are used to complete the organizational performance analysis:

- Site visit observations (both formal and informal)
- The charter school's contract
- Required reporting by the charter school, including all deliverables
- The school's annual calendar and bell schedule
- The school's adherence to deliverables and reporting due dates
- Feedback from parents, students, charter school staff and other community stakeholders
- The student information system
- The charter school's internal accountability systems
- Student enrollment forms
- The charter school's adopted board policies
- The charter school's parent/student/staff handbooks
- TSPC
- Assurances by the charter school that it is compliant with all applicable requirements

ORGANIZATIONAL PERFORMANCE

11. EDUCATION PROGRAM:

STANDARD	INDICATOR	DOES NOT MEET STANDARD	MEETS STANDARD	SOURCE(S) OF EVIDENCE
<p>THE SCHOOL IS COMPLIANT WITH APPLICABLE REQUIREMENTS AND IS PROTECTING THE RIGHTS OF ALL STUDENTS.</p>	<p>11A: Is the school implementing the material terms of the education program as defined in the current charter contract?</p>	<p>The school failed to implement the material terms of the education program in all material aspects and the education program in operation does not reflect the material terms as defined in the charter contract, or the schools implemented a modification to the material terms without approval and/or a mutually agreeable amendment to the contract.</p>	<p>The school implemented the material terms of the education program in all material aspects and the education program in operation reflects the material terms as defined in the charter contract, or the school has gained approval for a modification to the material terms.</p>	<p>The district states that the school should be operating an AVID program and Restorative Justice, but neither of these requirements could be found in the charter contract.</p>
	<p>11B: Is the school complying with applicable education requirements?</p>	<p>The school was materially out of compliance with applicable laws, rules, regulations and/or provisions of the charter contract relating to education requirements, including, but not limited to:</p> <ul style="list-style-type: none"> • Instructional days and/or minutes requirements • Graduation and promotion requirements • Content standards, including Common Core State Standards • The administration of state assessments • Implementation of mandated programming as a result of state or federal funding <p style="text-align: center;">90</p>	<p>The school materially complies with applicable laws, rules, regulations and provisions of the charter contract relating to education requirements, including but not limited to:</p> <ul style="list-style-type: none"> • Instructional days and/or minutes requirements • Graduation and promotion requirements • Content standards, including Common Core State Standards • The administration of state assessments • Implementation of mandated programming as a result of state or federal funding 	<p>The school posted the requirements for graduation, which align with Oregon Diploma standards and requirements.</p> <p>According to provided documentation, instructional minutes appear to meet the requirements articulated in Oregon Administrative Rules.</p> <p>Scope and sequence and course information</p>

				provided appear to align with Oregon Common Core Standards
--	--	--	--	--

STANDARD	INDICATOR	DOES NOT MEET STANDARD	MEETS STANDARD	SOURCE(S) OF EVIDENCE
<p>THE SCHOOL IS COMPLIANT WITH APPLICABLE REQUIREMENTS AND IS PROTECTING THE RIGHTS OF ALL STUDENTS.</p>	<p>11C: Is the school protecting the rights of Students with Disabilities?</p>	<p>Consistent with the school’s status as a school in a district LEA, the school was materially out of compliance with one or more applicable laws, rules, regulations and/or provisions of the charter contract (including the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act) relating to the treatment of students with identified disabilities and those suspected of having a disability, including, but not limited to:</p> <ul style="list-style-type: none"> • Equitable access and opportunity to enroll • Identification and referral • Appropriate involvement with development and implementation of Individualized Education Plans and appropriate development of Section 504 plans • Operational compliance, including appropriate inclusion in the school’s academic program, assessments and extracurricular activities. • Discipline, including due process protections, manifestation determinations and behavioral intervention plans • Access to the school’s facility and program to students in a lawful manner and consistent with students’ IEPs or 504 plans 	<p>Consistent with the school’s status as a school in a district LEA, the school materially complies with applicable laws, rules, regulations or provisions of the charter contract (including the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act) relating to the treatment of students with identified disabilities and those suspected of having a disability, including, but not limited to:</p> <ul style="list-style-type: none"> • Equitable access and opportunity to enroll • Identification and referral • Appropriate involvement with development and implementation of Individualized Education Plans and appropriate development of Section 504 plans • Operational compliance, including appropriate inclusion in the school’s academic program, assessments and extracurricular activities. • Discipline, including due process protections, manifestation determinations and behavioral intervention plans • Access to the school’s facility and program to students in a lawful manner and consistent with students’ IEPs or 504 plans 	<p>The school provided the following for special education and 504 identification and plans of service: RTI plans, report templates, and monitoring meeting templates.</p>

STANDARD	INDICATOR	DOES NOT MEET STANDARD	MEETS STANDARD	SOURCE(S) OF EVIDENCE
<p>THE SCHOOL IS COMPLIANT WITH APPLICABLE REQUIREMENTS AND IS PROTECTING THE RIGHTS OF ALL STUDENTS.</p>	<p>11D: Is the school protecting the rights of English Language Learner students?</p>	<p>The school failed to comply with one or more applicable laws, rules, regulations and/or provisions of the charter contract (including Title III of the Elementary and Secondary Education Act and US Department of Education authorities) relating to requirements of English Language Learners, including, but not limited to:</p> <ul style="list-style-type: none"> • Equitable access and opportunity to enroll • Development and implementation of required plans related to the service of ELL students • Proper steps for identification of students in need of ELL services • Appropriate and equitable delivery of services to identified students • Appropriate accommodations on assessments • Exiting of students from ELL services • Ongoing monitoring of exited students 	<p>The school materially complies with applicable laws, rules, regulations and provisions of the charter contract (including Title III of the Elementary and Secondary Education Act and US Department of Education authorities) relating to requirements of English Language Learners, including, but not limited to:</p> <ul style="list-style-type: none"> • Equitable access and opportunity to enroll • Development and implementation of required plans related to the service of ELL students • Proper steps for identification of students in need of ELL services • Appropriate and equitable delivery of services to identified students • Appropriate accommodations on assessments • Exiting of students from ELL services • Ongoing monitoring of exited students 	<p>The school said that an ELL plan was not applicable. Even if a school has no current ELL students, it must have an ELL plan in the event that a student requiring such services enrolls.</p>

STANDARD 11

OSBA COMMENTS / RECOMMENDATIONS:

Develop an ELL plan to ensure that students receive services in the event that qualified students enroll.

CHARTER SCHOOL COMMENTS:

The charter school has reached out to the district to check on charter responsibility for ELL students as this may fall under district oversight, but is not mentioned in the charter contract. The district is still looking into this and will get back to the charter with clarification.

ORGANIZATIONAL PERFORMANCE

12. GOVERNANCE AND REPORTING:

STANDARD	INDICATOR	DOES NOT MEET STANDARD	MEETS STANDARD	SOURCE(S) OF EVIDENCE
<p>THE GOVERNING BODY OF THE SCHOOL IS COMPLIANT WITH APPLICABLE REQUIREMENTS AND HOLDS THE ADMINISTRATION ACCOUNTABLE</p>	<p>12A: Is the school complying with applicable governance requirements?</p>	<p>The school was materially out of compliance with applicable laws, rules, regulations and/or provisions of the charter contract relating to governance by its board, including, but not limited to:</p> <ul style="list-style-type: none"> • Board policies • Board bylaws • State open meetings law • Code of ethics • Conflicts of interest • Board composition and/or membership rules 	<p>The school materially complies with applicable laws, rules, regulations and provisions of the charter contract relating to governance by its board, including but not limited to:</p> <ul style="list-style-type: none"> • Board policies • Board bylaws • State open meetings law • Code of ethics • Conflicts of interest • Board composition and/or membership rules 	<p>Board policies are compliant with requirements for charter schools. Some policies have not been updated for almost a decade. Suggest review and renewal of policies.</p> <p>Notices of board meetings are posted on the school website. Agendas and board packets have not been posted since the September 27, 2022 meeting. Minutes have not been posted since the August 30 meeting. While it is not required to post the minutes, an agenda is required for notification of board meetings.</p> <p>Five members sit on the board, which is compliant with the board's bylaws.</p> <p>Bylaws need review and revision. As part of this evaluation, the school is actively engaging in this process.</p>
		95		

	<p>12B: Is the school holding its administration accountable?</p>	<p>The school was materially out of compliance with applicable laws, rules, regulations, provisions of the charter contract and its own internal policies and practices relating to oversight of school administration, including but not limited to:</p> <ul style="list-style-type: none"> • Board oversight of school administration that includes holding it accountable for performance expectations which may or may not be agreed to under a written performance agreement • The board conducting an annual evaluation of the administrator's performance 	<p>The school materially complies with applicable laws, rules, regulations, provisions of the charter contract and its own internal policies and practices relating to oversight of school administration, including but not limited to:</p> <ul style="list-style-type: none"> • Board oversight of school administration that includes holding it accountable for performance expectations which may or may not be agreed to under a written performance agreement • The board conducting an annual evaluation of the administrator's performance 	<p>Annual evaluation provided</p>
--	---	--	---	-----------------------------------

STANDARD	INDICATOR	DOES NOT MEET STANDARD	MEETS STANDARD	SOURCE(S) OF EVIDENCE
<p>THE GOVERNING BODY OF THE SCHOOL IS COMPLIANT WITH APPLICABLE REQUIREMENTS AND HOLDS THE ADMINISTRATION ACCOUNTABLE</p>	<p>12C: Is the school complying with reporting requirements?</p>	<p>The school was materially out of compliance with applicable laws, rules, regulations and/or provisions of the charter contract relating to relevant reporting requirements to the district and the Oregon Department of Education, including, but not limited to:</p> <ul style="list-style-type: none"> • Performance planning and performance • Attendance and enrollment reporting • Compliance with the charter contract and all applicable laws • Timely submission of all deliverables • Additional information as requested by the district 	<p>The school materially complies with applicable laws, rules, regulations and provisions of the charter contract relating to relevant reporting requirements to the district and the Oregon Department of Education, including but not limited to:</p> <ul style="list-style-type: none"> • Performance planning and performance • Attendance and enrollment reporting • Compliance with the charter contract and all applicable laws • Timely submission of all deliverables • Additional information as requested by the district 	<p>Staff reported difficulty in collecting deliverables from the school in a timely fashion and other information when requested.</p>

STANDARD 12

OSBA COMMENTS / RECOMMENDATIONS:

CHARTER SCHOOL COMMENTS:

Unclear on exact history of this. Recollections taken from charter staff state reports were submitted when requested other than last year's summer school grant (under different administration).

ORGANIZATIONAL PERFORMANCE

13. STUDENTS AND EMPLOYEES:

STANDARD	INDICATOR	DOES NOT MEET STANDARD	MEETS STANDARD	SOURCE(S) OF EVIDENCE
<p>THE SCHOOL SAFEGUARDS STUDENT INFORMATION AND ENSURES EMPLOYEES ARE PROPERLY CREDENTIALLED</p>	<p>13A: Is the school protecting the rights of all students?</p>	<p>The school was materially out of compliance with applicable laws, rules, regulations and/or provisions of the charter contract relating to the rights of students, including, but not limited to:</p> <ul style="list-style-type: none"> • Policies and practices related to admissions, lottery, waiting lists, fair and open recruitment and enrollment (including rights to enroll or maintain enrollment) • The collection and protection of student information • Due process protections, privacy, civil rights and student liberties requirements, including First Amendment protections and the Establishment Clause restrictions prohibiting public schools from engaging in religious instruction • Conduct of discipline (discipline hearings and suspensions and expulsion policies and practices) 	<p>The school materially complies with applicable laws, rules, regulations and provisions of the charter contract relating to the rights of students, including but not limited to:</p> <ul style="list-style-type: none"> • Policies and practices related to admissions, lottery, waiting lists, fair and open recruitment and enrollment (including rights to enroll or maintain enrollment) • The collection and protection of student information • Due process protections, privacy, civil rights and student liberties requirements, including First Amendment protections and the Establishment Clause restrictions prohibiting public schools from engaging in religious instruction • Conduct of discipline (discipline hearings and suspensions and expulsion policies and practices) 	<p>The enrollment application appeared to align with statutory requirements that only allow the school to deny students enrollment based on age, grade, or space available.</p> <p>However, the contract states that the school shall provide instruction to “students with a deficit in credits that would place them in ninth through twelfth grades.” While this can certainly be part of the mission of the school and the target population, this cannot be a requirement of the contract. The contract later states that enrollment shall be open to any child in eligible grades, which seems to contradict the previous statement.</p>
	<p>13B: Is the school meeting teacher and other staff credentialing requirements?</p>	<p>The school was materially out of compliance with applicable laws, rules, regulations and/or provisions of the charter contract relating to state certification requirements, charter school licensure and registry requirements and/or background</p>	<p>The school materially complies with applicable laws, rules, regulations and provisions of the charter contract relating to state certification requirements, charter school licensure and registry requirements and background check</p>	<p>According to the TSPC website, the CTE teacher is registered and does not hold a CTE endorsement (which cannot be held with a charter school registry—</p>

		check and fingerprinting requirements for all staff and volunteers.	and fingerprinting requirements for all staff and volunteers.	OAR 584-230-0050(3)(b) The counselor does not have a counseling license (and could not be found in TSPC) The credit recovery teacher could not be found in TSPC. It is unclear what subjects this teacher is responsible for awarding credits for.
--	--	---	---	--

STANDARD 13

OSBA COMMENTS / RECOMMENDATIONS:

Ensure that all staff that are required to be licensed with TSPC are appropriately licensed. This should be done immediately.

CHARTER SCHOOL COMMENTS:

Credit Recovery staff was immediately removed from this position under new administration for the 22-23 school year.

CTE teacher will apply for the CTE endorsement instead of Charter Registry. No specific CTE grants are being received to fund this program at the time which requires a CTE certified instructor.

The school will be contacting TSPC to ask them about recommended next steps for the counselor while she obtains her license in a certified program.

ORGANIZATIONAL PERFORMANCE

14. SCHOOL ENVIRONMENT:

STANDARD	INDICATOR	DOES NOT MEET STANDARD	MEETS STANDARD	SOURCE(S) OF EVIDENCE
THE SCHOOL IS COMPLIANT WITH HEALTH, SAFETY, TRANSPORTATION AND FACILITIES REQUIREMENTS.	14A: Is the school complying with facilities and transportation requirements?	<p>The school was materially out of compliance with applicable laws, rules, regulations and/or provisions of the charter contract relating to the school facilities, grounds and transportation, including, but not limited to:</p> <ul style="list-style-type: none"> • Americans with Disabilities Act • Fire inspections and related records • Viable certificate of occupancy or other required building use authorization • Documentation of requisite insurance coverage • Student transportation 	<p>The school materially complies with applicable laws, rules, regulations and provisions of the charter contract relating to the school facilities, grounds and transportation, including, but not limited to:</p> <ul style="list-style-type: none"> • Americans with Disabilities Act • Fire inspections and related records • Viable certificate of occupancy or other required building use authorization • Documentation of requisite insurance coverage • Student transportation 	No evidence was found to the contrary.
	14B: Is the school complying with health and safety requirements?	<p>The school was materially out of compliance with applicable laws, rules, regulations and/or provisions of the charter contract relating to safety and the provision of health-related services, including, but not limited to:</p> <ul style="list-style-type: none"> • Appropriate nursing services and dispensing of pharmaceuticals • Food service requirements 	<p>The school materially complies with applicable laws, rules, regulations and provisions of the charter contract relating to safety and the provision of health-related services, including, but not limited to:</p> <ul style="list-style-type: none"> • Appropriate nursing services and dispensing of pharmaceuticals • Food service requirements 	No evidence was found to the contrary.

STANDARD	INDICATOR	DOES NOT MEET STANDARD	MEETS STANDARD	SOURCE(S) OF EVIDENCE
<p>THE SCHOOL IS COMPLIANT WITH HEALTH, SAFETY, TRANSPORTATION AND FACILITIES REQUIREMENTS.</p>	<p>14C: Is the school handling information appropriately?</p>	<p>The school was materially out of compliance with applicable laws, rules, regulations and/or provisions of the charter contract relating to the handling of information, including, but not limited to:</p> <ul style="list-style-type: none"> • Maintaining the security of and providing access to student records under the Family Educational Rights and Privacy Act (FERPA) and other applicable authorities • Accessing documents maintained by the school under the state's Freedom of Information law and other applicable authorities • Transferring of student records • Proper and secure maintenance of testing materials 	<p>The school materially complies with applicable laws, rules, regulations and provisions of the charter contract relating to the handling of information, including, but not limited to:</p> <ul style="list-style-type: none"> • Maintaining the security of and providing access to student records under the Family Educational Rights and Privacy Act (FERPA) and other applicable authorities • Accessing documents maintained by the school under the state's Freedom of Information law and other applicable authorities • Transferring of student records • Proper and secure maintenance of testing materials 	<p>While this section appears to be compliant, there was some confusion evident in my interview with the director about which party was responsible for transfer of student records when students enrolled in Siletz.</p>

STANDARD 14

OSBA COMMENTS / RECOMMENDATIONS:

CHARTER SCHOOL COMMENTS:

ORGANIZATIONAL PERFORMANCE

15. ADDITIONAL OBLIGATIONS:

STANDARD	INDICATOR	DOES NOT MEET STANDARD	MEETS STANDARD	SOURCE(S) OF EVIDENCE
<p>THE SCHOOL IS COMPLIANT WITH ALL OTHER OBLIGATIONS NOT PREVIOUSLY COVERED.</p>	<p>15A: Is the school complying with all other obligations?</p>	<p>The school was materially out of compliance with applicable legal, statutory, regulatory and/or contractual requirements contained in the charter contract that are not otherwise explicitly stated herein, included, but not limited to requirement from the following sources:</p> <ul style="list-style-type: none"> • Revisions to state charter law • Intervention requirements required by the district • Action items assigned by the district • Requirements by other entities to which the charter school is accountable (e.g. ODE) 	<p>The school materially complies with all other applicable legal, statutory, regulatory or contractual requirements contained in the charter contract that are not otherwise explicitly stated herein, including, but not limited to requirements from the following sources:</p> <ul style="list-style-type: none"> • Revisions to state charter law • Intervention requirements required by the district • Action items assigned by the district • Requirements by other entities to which the charter school is accountable (e.g. ODE) 	<p>The district reports that reporting requirements for grants and other programs (Title I, Measure 98, summer school grant) were not timely.</p>

STANDARD 15

OSBA COMMENTS / RECOMMENDATIONS:

CHARTER SCHOOL COMMENTS:

In reference to the Title I and Measure 98 submissions, we had board approved budgets done and submitted in May then just received a revised version later. Does this include different years? The only grant that was late from the last administration was the summer school grant, which was reported on his evaluation by the board.

ORGANIZATIONAL PERFORMANCE

16. SCHOOL GOALS AND RECOMMENDATIONS (ORGANIZATIONAL):

STANDARD	INDICATOR	GOAL SET IN PLAN	GOAL ACHIEVED? (SCHOOL RESPONSE)	HOW OR WHY NOT? (SCHOOL RESPONSE)	
	16A: Did the school meet the organizational goals it set forth in its School Improvement Plan?				
			RECOMMENDATION FROM THE DISTRICT/OSBA	RECOMMENDATIONS IMPLEMENTED (SCHOOL RESPONSE)	HOW OR WHY NOT? (SCHOOL RESPONSE)
	16B: In the last school year, did the school implement the organizational recommendations from the district/OSBA in the annual performance evaluation?				

STANDARD	INDICATOR	GOALS ADDED TO PLAN
	10C: Based on the data presented in this report, will the school add any financial goals to its School Improvement Plan?	

Instructional Strategies:

Rationale:

Professional Development:

Assess Progress:

Use of Resources:

STANDARD 16

OSBA COMMENTS / RECOMMENDATIONS:

CHARTER SCHOOL COMMENTS:

ORGANIZATIONAL PERFORMANCE: SUMMARY

OSBA COMMENTS / RECOMMENDATIONS:

The most urgent issue in this section is the licensing of teachers and other staff through TSPC, which should be addressed immediately.

CHARTER SCHOOL COMMENTS:

CONTACT

OREGON SCHOOL BOARDS ASSOCIATION

1201 Court Street NE, Suite 400 | Salem, OR 97301

503-588-2800 | 1-800-578-OSBA

FAX 503-588-2813

OSBA.ORG



h. Integrated Guidance - Longitudinal Performance and Growth Targets

Metric	Target Type	2015-16 Actual	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	5 Year Average	5 Year Trend	Meets Minimum N Size	2023-24 Target	2024-25 Target	2025-26 Target	2026-27 Target	2027-28 Target	Additional Information/ Comments
51																	
52																	

i. Nutrition Services Report

THE MONTHLY FEED - MAY 2023

jamie.nicholson@lincoln.k12.or.us
sara.gibson@lincoln.k12.or.us
patty.graves@lincoln.k12.or.us

NUTRITION SERVICES

Lincoln County School District

School Meals Gardens Food Pantry



Sodexo Manager Patty Graves was invited to attend the 1st Annual Gathering of ScratchWorks. ScratchWorks is a collective of school food professionals and nonprofit organizations committed to supporting school districts in cooking meals from scratch or semi scratch, using whole, fresh ingredients, providing students with the nutrition they need for their educational success, health, and wellbeing.

The Gathering was a combination of weekly Zoom style sessions and a 3 day in person event hosted in Austin, Texas. Classes and mentoring were provided from school districts across the United States that are currently scratch cooking. This was a great opportunity for collaboration and Patty was happy to see Lincoln County SD is already moving in the right direction.

This opportunity comes at a great time for the Nutrition Services Department as we move forward on our goals to bring more local, fresh items to our cafeterias.



MEET THE CREW



Meet Newport Middle School Kitchen Manager Leann, with her team Charles, Jan and Andy. This year they are successfully incorporating student grown produce into daily meals and using a new expanded menu with more culturally diverse options to move food service into the future. Way to go team!

114

Newport Middle School Plant Sale

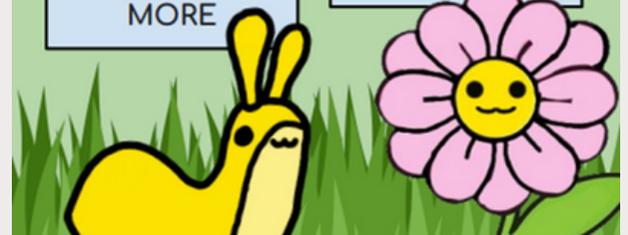


WHEN?
May 11-12,
3:45-5:00 pm

WHERE?
Newport Middle
School Cafeteria
825 NE 7th St
(Enter through
Front Doors)

WHAT?
Flower, Veggie,
& Herb Starts,
House Plants,
Seeds, and
MORE

WHY?
To raise money
for the school
garden



WHAT'S GROWING ON? -LCSD SCHOOL GARDENS-

YV Students Become Part of the "Seed Story"

Last spring the Yaquina View "Kinder-gardeners" planted heirloom Painted Mountain Corn. This seed has been selected from Native American varieties that have been passed down for generations. The students were very excited to harvest it when they came back to school in the fall. The first grade students helped to select the very best seed to be saved for spring planting. The rest was ground to make beautiful corn bread. We are now planting the second generation of Painted Mountain corn from our school garden! We can't wait to see what next fall's harvest will bring.



FRESH FRUIT AND VEGETABLE PROGRAM (FFVP)



The Fresh Fruit and Vegetable Program (FFVP) is an important tool in our effort to combat childhood obesity. The program has been successful in introducing elementary school children (K-8) to a variety of produce that they otherwise might not have the opportunity to sample. This month's menu includes: Red Razzle Grapes, Red Pears, Stingless Sugar Snap Peas, Blood Oranges, Rio Star Grapefruit, Blue Lake Beans and an assortment of Melon.

DID YOU KNOW?

The distinctive red coloring of blood oranges is due to the presence of a pigments called anthocyanins. Raspberries, blueberries and black rice are among the most common foods having this pigment.



May 5th is National Lunch Hero Day!

How will you celebrate your school kitchen staff?

Students eligible for P-EBT benefits will receive confirmation in the mail.
No application required!

Oregon Department of Human Services
OREGON DEPARTMENT OF EDUCATION
Oregon achieves... together!

Want to be part of an amazing team?
Go to us.sodexo.com or call (541) 336-2156.

@lcsdschoolgardens

@Lincoln County Oregon School Gardens

9. Board Reports
10. Superintendent's Report
 - a. Policy Update- First Reading



CONTENTS

Summer Board Conference

August 11-13
Salem Convention
Center

(Please note date and
location change)

AC-AR – Discrimination Complaint Procedure, Required
 EHB – Cybersecurity, Optional – *New*
 EHB-AR – Cybersecurity, Optional – *New*
 GCBDF/GDBDF – Paid Family Medical Leave Insurance *, *Version 2*, Optional – *New*
 IGBHD – Program Exemptions**, Highly Recommended
 JGE – Expulsion**, Required
 KL – Public Complaints*/**, *Version 4*, Highly Recommended
 KL-AR(1) – Public Complaint Procedure, Highly Recommended

Policy Update is a
subscription publication
of the Oregon School
Boards Association

Jim Green

Executive Director

Dave Harvey

Interim Deputy Executive
Director

Haley Percell

Chief Legal Counsel
Director of Legal Services

Michael Miller, Attorney

Amy Williams, Attorney

Tonya Brady, Attorney

Leslie Howell, Attorney

Callen Sterling, Attorney

Brian Kernan, Attorney

Therese Holmstrom,

Attorney

Spencer Lewis

Director of Policy Services

Rick Stucky

Policy Services Specialist

Leslie Fisher

Policy Services Specialist

Colleen Allen

Senior Policy Services

Assistant

Jean Chiappisi

Policy Services Assistant

If you have questions
regarding this publication
or OSBA, please call
our offices:
503-588-2800 or 800-578-6722

COMPLAINT PROCEDURES

Summary

The revisions to the complaint procedures are to clarify timelines and more closely align with legal requirements.

Collective Bargaining Impact

None

Local District Responsibility

Revise and re-approve administrative regulations AC-AR – Discrimination Complaint Procedure (Required) and JFCF-AR – [Hazing,]Harassment, Intimidation, Bullying, [Menacing,]Cyberbullying, or Teen Dating Violence Reporting Procedures – Student (Required). Some districts have AC-AR as a board adopted policy: if your district has done this, the board should adopt any changes. OSBA currently has four versions of policy KL, Public Complaints. Of these, versions one, two and three have an accompanying AR, while version four does not. If the district has version four (includes the complaint procedure in the policy), revise and re-adopt KL – Public Complaints*/** (Highly Recommended). If the district uses version one, two or three of KL – Public Complaints*/**, revise and re-approve KL-AR(1) – Public Complaints (Highly Recommended).

This publication is designed to provide accurate and authoritative information regarding the subject matter covered. It is furnished with the understanding that policies should be reviewed by the district's legal counsel.

Policy(ies) and ARs Impacted by these Revisions

AC-AR – Discrimination Complaint Procedure, Required

JFCF-AR – [Hazing,]Harassment, Intimidation, Bullying, [Menacing,]Cyberbullying, or Teen Dating Violence Reporting Procedures – Student, Required

KL – Public Complaints*/**, *Version 4*, Highly Recommended

KL-AR(1) – Public Complaint Procedure, Highly Recommended

CYBERSECURITY

Summary

Cybersecurity is an increasing issue in schools across the country. To help districts establish norms and procedures, OSBA is releasing a new optional policy.

Collective Bargaining Impact

None

Local District Responsibility

Consider adopting new policy EHB – Cybersecurity (Optional) and approving EHB-AR – Cybersecurity (Optional).

Policy(ies) and ARs Impacted by these Revisions

EHB – Cybersecurity, Optional – *New*

EHB-AR – Cybersecurity, Optional – *New*

PAID FAMILY LEAVE INSURANCE

Summary

The Oregon Legislature has passed paid family leave laws with benefits becoming available on September 3, 2023. This policy is intended to help districts make decisions and implement these laws. The district has the option of using the state-run program Paid Leave Oregon, or continuing with an equivalent plan and there is a model policy available for either situation.

An administrative regulation is not necessary if Version 2 of the model policy is selected.

Collective Bargaining Impact

Districts may bargain aspects of paid family leave. Many districts have received requests to bargain regarding over these topics.

Local District Responsibility

Determine whether the district will be using Paid Leave Oregon or an equivalent plan. If using an equivalent plan, consider adopting GCBDF/GDBDF Paid Family Medical Leave Insurance * (Version 2).

Policy(ies) and ARs Impacted by these Revisions

GCBDF/GDBDF – Paid Family Medical Leave Insurance *, *Version 1*, Highly Recommended – *New*

GCBDF/GDBDF-AR – Paid Family Medical Leave Insurance, (*aligns with Version 1 of policy only*), Highly Recommended – *New*

GCBDF/GDBDF – Paid Family Medical Leave Insurance *, *Version 2*, Optional – *New*

CULTURAL AND RELIGIOUS HOLIDAYS

Summary

Districts are prohibited from discriminating against student, staff and community members on the basis of religion and other protected classes. To assist districts in valuing the cultural and religious backgrounds of the communities that they serve, OSBA is releasing new optional policy ICB– Religious and Cultural Holidays**. OSBA has also updated policy IGBHD - Program Exemptions** to more closely match the legal requirements for requesting an exemption from school activities.

Collective Bargaining Impact

None

Local District Responsibility

Revise and re-adopt policy IGBHD – Program Exemptions** (Highly Recommended). Consider adopting new policy ICB – Religious and Cultural Holidays** (Optional).

Policy(ies) and ARs Impacted by these Revisions

ICB – Religious and Cultural Holidays**, Optional – *New*

IGBHD – Program Exemptions**, Highly Recommended

EXPULSION

Summary

ORS 339.250(2) and OAR 581-021-0070 require school districts to have a policy on expulsion. There has been some confusion on the board’s role in expulsions, especially related to the expulsion hearing. This change clarifies the board’s role and gives the board the option of delegating the hearings officer role in the policy, thus relieving the board of the obligation to meet every time there is a recommendation for expulsion to designate a hearings officer. The board retains authority on appeal.

Collective Bargaining Impact

None

Local District Responsibility

Revise and readopt policy JGE - Expulsion** (Required).

Policy(ies) and ARs Impacted by these Revisions

JGE – Expulsion**, Required

ABOUT POLICY UPDATE

Policy Update is a subscription newsletter providing a brief discussion of current policy issues of concern to Oregon school districts, education service districts, community colleges, and public charter schools.

Sample model policies reflecting these issues and changes in state and federal law, if applicable, are part of this newsletter. These samples are offered as a starting point for drafting local policy and may be modified to meet particular local needs. They do not replace district legal counsel advice.

To make the best use of *Policy Update*, we suggest you discuss the various issues it presents and use the sample model policies to determine which policies your district should develop or revise, get ideas for what a policy should contain, and as a starting point for editing, modifying and discussing your district’s policy position.

If you have questions about *Policy Update*, sample policies or policy in general, call OSBA Policy Services, 800-578-6722 or 503-588-2800.

yes

OSBA Model Sample Policy

Code: AC-AR

Adopted:

Discrimination Complaint Procedure

{Required AR. OAR 581-022-2370 requires districts to have complaint procedures, including for complaints of discrimination. Federal law also requires discrimination complaint procedures.}

Any person, including students, staff, visitors and third parties, may file a complaint.

Complaints regarding discrimination or harassment, on any basis protected by law, shall be processed in accordance with the following procedures:

Step 1: ~~When~~ ⁽¹⁾ Complaints may be oral or in writing and must be filed with the principal. Any staff member that receives an oral or written complaint shall report the complaint to the principal ^{or admin.} or administrator.

The principal ^{or admin.} shall investigate and determine the action to be taken, if any, and reply in writing, to the complainant within ~~10~~ ¹⁰ school days of receipt of the complaint.

Step 2: If the complainant wishes to appeal the decision of the principal ^{or admin.}, the complainant may submit a written appeal to the superintendent ^{or designee} within ~~five~~ ^{five} school days after receipt of the principal's ^{or admin's} response to the complaint.

The superintendent ^{or designee} shall review the principal's ^{or admin's} decision within ~~five~~ ^{five} school days and may meet with all parties involved. The superintendent ^{or designee} will review the merits of the complaint and the principal's ^{or admin's} decision. The superintendent ^{or designee} will respond in writing to the complainant within ~~10~~ ¹⁰ school days.

Step 3: If the complainant is not satisfied with the decision of the superintendent ^{or designee}, a written appeal may be filed with the Board within ~~five~~ ^{five} school days of receipt of the superintendent's ^{or designee's} response to Step 2. The Board may decide to hear or deny the request for appeal at a Board meeting. If the Board decides to hear the appeal, the Board may meet with the concerned parties and their representative ^{at the next regular or special Board meeting} ~~[a Board meeting]~~. The Board's decision will be final and will address each allegation in the complaint and contain reasons for the Board's decision. A copy of the Board's final decision shall be sent to the complainant in writing or electronic form within ~~10~~ ⁵ days of ~~this meeting~~ ^{OR Admin.} receipt of the appeal by the Board.

If the principal ^{or Admin.} is the subject of the complaint, the individual may start at Step 2 and should file a complaint with the superintendent ^{or designee}.

¹ For district information. The district's timeline established by each step of the district's complaint procedure must be within 30 days of the submission of the complaint at any step, unless the district and complainant have agreed in writing to a longer time period for that step. The district's complaint procedure should not exceed a total of 90 days from the initial filing of the complaint, regardless of the number of steps involved, unless the district and the complainant have agreed in writing to a longer time period. (OAR 581-002-0005)}

If the superintendent is the subject of the complaint, the complaint may start at Step 3 and should be referred to the Board chair. ~~The Board may refer the investigation to a third party.~~

Complaints against the Board as a whole or against an individual Board member, may start at Step 3 and should be submitted to the Board chair ~~and may be referred to district counsel.~~ Complaints against the Board chair may start at Step 3 and be referred directly to the ~~district counsel~~ Board vice chair.

The timelines established in each step of this procedure may be extended upon mutual consent of the district and the complainant in writing but will not be longer than 30 days from the date of the submission of the complaint at any step. The overall timeline of this complaint procedure may be extended beyond 90 days from the initial filing of the complaint upon written mutual consent of the district and the complainant.

The complainant, if a person who resides in the district ~~or~~ a parent or guardian of a student who attends school in the district ~~or~~ a student, is not satisfied after exhausting local complaint procedures, the district fails to render a written decision within 30 days of submission of the complaint at any step or fails to resolve the complaint within 90 days of the initial filing of the complaint, may appeal² the district's final decision to the Deputy Superintendent of Public Instruction under Oregon Administrative Rules (OAR) 581-002-0001 – 581-002-0023.

Charter Schools of which the District Board is a Sponsor

~~[The district Board, [through its charter agreement with [name of charter school sponsored by the district board]] [through a board resolution] [through this administrative regulation], will review an appeal of a decision reached by the Board of [name of public charter school] on a complaint alleging violation of Oregon Revised Statute (ORS) 659.850 or Oregon Administrative Rule (OAR) 581-021-0045 or 581-021-0046 (Discrimination). A complainant may appeal will submit such appeal to the [superintendent] [Board chair] on behalf of the district Board within [30] days of receipt of the decision from the public charter school board. A final decision reached by this district Board may be appealed to the Oregon Department of Education under OAR 581-002-0001 - 581-002-0023.]~~

~~OR~~

~~[The district Board, [through its charter agreement with [name of public charter school sponsored by the district board]] [through a board resolution] [through this administrative regulation], will not review an appeal of a decision reached by the Board of the [name of public charter school] ^{charter school} on a complaint alleging a violation of Oregon Revised Statute (ORS) 659.850 or Oregon Administrative Rule (OAR) 581-021-0045 or 581-021-0046 (Discrimination), for which the district Board has jurisdiction, and recognizes a decision reached by the Board of ~~name of public charter school~~ as the district Board's final decision. A final decision reached by this district Board may be appealed to the Oregon Department of Education under OAR 581-002-0001 - 581-002-0023.]~~

² An appeal must meet the criteria found in OAR 581-002-0005(1)(a).

OSBA Model Sample Policy

Code: EHB
Adopted:

yes -
do
EHB
EHB-AR

Cybersecurity

~~{Optional policy. OSBA recommends consulting with your IT professionals prior to adoption.}~~

The purpose of information security is to protect the confidentiality, integrity and availability of district data as well as any information systems that store, process, or transmit district data, and protect the information resources of the district from unauthorized access or damage.

The underlying principles followed to achieve that objective are:

1. Information Confidentiality: The ability to access or modify information is provided only to authorized users for authorized purposes;
2. Information Integrity: The information used in the pursuit of the district objectives can be trusted to correctly reflect the reality it represents; and
3. Information Availability: The information resources of the district, including the network, the hardware, the software, the facilities, the infrastructure, and any other such resources, are available to support the objectives for which they are designated.

The requirement to safeguard information resources must be balanced with the need to support the pursuit of legitimate district objectives. The value of information as a resource increases through its appropriate use; its value diminishes through misuse, misinterpretation, or unnecessary restrictions to its access.

This policy and accompanying administrative regulation applies to all staff and third-party agents of the district as well as any other district affiliate, including students, who are authorized to access district data and to all computer and communication devices and systems that store, process, or transmit district data.

END OF POLICY

Legal Reference(s):

[ORS Chapter 192](#)
[ORS 332.107](#)

[ORS 336.184](#)
[ORS 646A.600 - 646A.626](#)

Children’s Internet Protection Act, 47 U.S.C. §§ 254(h) and (l); 47 C.F.R. § 54.520.
Children’s Online Privacy Protection Act of 1998, 15 U.S.C. §§ 6501 to 6505; 16 C.F.R. § 312.
Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g; 34 C.F.R. § 99.
Health Insurance Portability and Accountability Act of 1996, 42 U.S.C. § 1320d; 45 C.F.R. §§ 160, 164.
Protection of Pupil Rights, 20 U.S.C. § 1232h; Student Rights in Research, Experimental Programs and Testing, 34 C.F.R. § 98.

OSBA Model Sample Policy

Code: EHB-AR

Revised/Reviewed:

Cybersecurity

~~(Optional AR.)~~

Throughout its lifecycle, an information system that stores, processes or transmits district data shall be protected in a manner that is considered reasonable and appropriate, as defined in documentation approved and maintained by the Information Technology Department, given the level of sensitivity, value and criticality that the district data has to the district.

Individuals who are authorized to access district data shall adhere to the appropriate Roles and Responsibilities, as defined in this administrative regulation.

Roles and Responsibilities

“Designated Information Security Officer (ISO)” means an employee designated by the superintendent to oversee the information security program. The ISO will be a senior-level employee in the district. The responsibilities of the ISO include the following:

1. Developing and implementing a district-wide information security program;
2. Documenting and disseminating information security policies and procedures;
3. Coordinating the development and implementation of required information security training and awareness program for staff and administrators;
4. Coordinating a response to actual or suspected breaches in the confidentiality, integrity or availability of district data and following statutory requirements;
5. Implement Multi-Factor Authentication (MFA) for logins and ~~and~~
6. ~~Implementing~~ an IT security audit.

“Data owner” means a management-level employee of the district who oversees the lifecycle of one or more sets of district data. Responsibilities of a data owner include the following:

1. Assigning an appropriate classification to district data;
2. Determining the appropriate criteria for obtaining access to district data;
3. Ensuring that data custodians implement reasonable and appropriate security controls to protect the confidentiality, integrity and availability of district data;
4. Understanding and approving how district data is stored, processed, and transmitted by the district and by third-party agents of the district; and

5. Understanding how district data is governed by district policies, state and federal regulations, contracts and other legal binding agreements.

“Data custodian” means an employee of the ~~Information~~ Technology Department who has administrative and/or operational responsibility over district data. In many cases, there will be multiple data custodians. A data custodian is responsible for the following:

1. Understanding and reporting on how district data is stored, processed and transmitted by the district and by third-party agents of the district;
2. Implementing appropriate physical and technical safeguards to protect the confidentiality, integrity and availability of district data;
3. Documenting and disseminating administrative and operational procedures to ensure consistent storage, processing and transmission of district data;
4. Provisioning and deprovisioning access to district data as authorized by the data owner;
5. Understanding and reporting on security risks and how they impact the confidentiality, integrity and availability of district data;
6. Back up data daily; and
7. Force email and domain passwords to expire at least annually.

“User,” for the purpose of information security, means any employee, contractor or third-party agent of the district who is authorized to access District Information Systems and/or district data. A user is responsible for the following:

1. Adhering to policies, guidelines and procedures pertaining to the protection of district data;
2. Reporting actual or suspected vulnerabilities in the confidentiality, integrity or availability of district data to a manager or the ~~Information~~ Technology Department; and
3. Reporting actual or suspected breaches in the confidentiality, integrity or availability of district data to the ~~Information~~ Technology Department;

Classification of Information

Data classification, in the context of information security, is the classification of data based on its level of sensitivity and the impact to the district should that data be disclosed, altered or destroyed without authorization. The classification of data helps determine what baseline security controls are appropriate for safeguarding that data. All district data should be classified into one of three sensitivity levels or classifications: confidential, sensitive and public. In some cases, data could fall into multiple categories, i.e., salaries.

Data should be classified as confidential when the unauthorized disclosure, alteration, or destruction of that data could cause a significant level of risk to the district or its affiliates. Examples of confidential data include data protected by state or federal privacy regulations and data protected by confidentiality

agreements. The highest level of security controls should be applied to confidential data. Examples: student data, evaluation and disciplinary records.¹

Data should be classified as sensitive when the unauthorized disclosure, alteration or destruction of that data could result in a moderate level of risk to the district or its affiliates. By default, all district data that is not explicitly classified as confidential or public data should be treated as sensitive data. A reasonable level of security controls should be applied to private data. Examples: salaries and staff personal contact information.

Data classified as sensitive may be disclosable as public record under Oregon Revised Statute (ORS) Chapter 192. However, the sensitivity level of the data can warrant the assigned data classification and associated safeguard security controls.

Data should be classified as public when the unauthorized disclosure, alteration or destruction of that data would result in little or no risk to the district and its affiliates. Examples of public data include information intended for broad use within the district community at large or for public use. While little or no controls are required to protect the confidentiality of public data, some level of control is required to prevent unauthorized modification or destruction of public data. Examples: board minutes and policies.

~~{Examples may vary based on the needs of the district.}~~

Online Services and Applications

District employees are encouraged to research online services or applications to support the pursuit of district objectives. However, district employees are prohibited from installing or using applications, programs or other software, or online systems/websites that store, collect or share confidential or sensitive data, until the ISO approves the vendor and software or service. Before approving the use or purchase of any such software or online service, the ISO, or designee, shall verify that it meets the requirements of all applicable laws, regulations and board policies, and that it appropriately protects district data. This prior approval is required whether or not the software or online service is obtained or used without charge.

Implementation

The ~~Information~~ Technology Department is directed to develop operating policies, standards, baselines, guidelines and procedures for the implementation of this administrative regulations to include, but not limited to, addressing data encryption, logical access control, physical access control, vulnerability management, risk management and security logging and monitoring. *Employees have an obligation to learn about cybersecurity.*

Violations of Policy and Misuse of Information

Violations of this administrative regulation include, but are not limited to: accessing information to which the individual has no legitimate right; enabling unauthorized individuals to access information; disclosing information in a way that violates applicable policy, procedure or other relevant regulations or laws; inappropriately modifying or destroying information; inadequately protecting information; or ignoring the

¹ ~~These examples are for IT purposes and may not be consistent with record request and disclosure requirements.~~

explicit requirements of data owners for the proper management, use and protection of information resources.

Violations may result in disciplinary action in accordance with district policies, procedures and/or applicable laws. Sanctions may include one or more of the following:

1. Suspension or termination of access;
2. Disciplinary action up to and including dismissal; and
3. Civil or criminal penalties.

Employees are ~~encouraged~~ ^{will} report suspected violations of this administrative regulation to the ISO or to the appropriate data owner. Reports of violations are considered sensitive information until otherwise designated.

OSBA Model Sample Policy

Code: GCBDF/GDBDF
Adopted:

Paid Family Medical Leave Insurance * (Version 2)

{Optional policy. This version is designed for districts providing an equivalent plan instead of using Paid Leave Oregon.}

The district provides an equivalent plan for paid family and medical leave and does not participate in Paid Leave Oregon. This plan [has been approved] by the Employment Department.^{1} The district will file the Oregon Quarterly Tax Report as required. *yes*

The district will make available a notice poster that outlines the requirements and procedures for the equivalent plan.² This poster will be displayed in each of the district's buildings or worksites in an area that is accessible to and regularly frequented by employees. This poster will be provided³ to remote employees upon hire or assignment to remote work.

END OF POLICY

Legal Reference(s):

[ORS 657B.210 – 657B.260](#)

[OAR 471-070-2200 - 2460](#)

¹ Deadlines for the district to file an exemption application can be found on OAR 471-070-2205. Application requirements can be found in OAR 471-070-2210.

² For poster requirements, see OAR 471-070-2330.

³ By hand delivery, regular mail, or through an electronic delivery method.

DO

OSBA Model Sample Policy

Code: IGBHD
Adopted:

Program Exemptions**

{Highly recommended policy. The content comes primarily from OAR 581-021-0009. If the district would like to add language regarding procedure or authority, it could be added to this policy or an AR could be created.}

The district ~~Board~~ may ~~[shall]~~ excuse students from a state-required program or learning activity for reasons of religion, disability¹ or other reasons deemed appropriate by the district. Requests for excusal or accommodation must be in writing and must include the reasons for the request and a proposed alternative for an individualized learning activity which substitutes for the period of time exempt from the program and meets the goals of the learning activity or course being exempt. Requests may be filed by the student's parent or guardian, or by a student who is 18 years of age or older or who is an emancipated minor. Requests must be submitted to the ~~[teacher or principal]~~ teacher.

~~An alternative education program for credit [may] [may not] be provided.~~ The district will determine if credit will be granted for any alternative activity.

~~[The procedures to establish an alternative education program and alternative credit shall be developed by the superintendent.]~~

END OF POLICY

Legal Reference(s):

[ORS 336.035\(2\)](#)
[ORS 336.465](#)
[ORS 336.615](#)
[ORS 336.625](#)

[ORS 336.635](#)
[OAR 581-002-0035](#)
[OAR 581-021-0009](#)

[OAR 581-021-0071](#)
[OAR 581-022-2050](#)
[OAR 581-022-2110](#)
[OAR 581-022-2505](#)

¹ If the district receives a request for a disability accommodation, the district should consider its obligations under the Individuals with Disabilities in Education Act and Section 504 of the Rehabilitation Act.

DO

OSBA Model Sample Policy

Code: JGE
Adopted:

Expulsion**

{Required policy. ORS 339.250(2) and OAR 581-021-0070 require policies on expulsion.}

A principal, after reviewing available information, may recommend to the superintendent that a student be expelled. Expulsion of a student shall not extend beyond one calendar year.

A student may only be expelled for the following circumstances:

1. When a student's conduct poses a threat to the health or safety of students or employees;
2. When other strategies to change the student's conduct ~~behavior~~ have been ineffective, except that expulsion may not be used to address truancy; or
3. When required by law.

The use of expulsion for discipline of a student in fifth grade or lower is limited to:

1. Nonaccidental conduct causing serious physical harm to a student or employee;
2. When a school administrator determines, based on the administrator's observations or upon a report from an employee, the student's conduct poses a direct threat to the health or safety of students or employees; or
3. When the expulsion is required by law.

The age of the student and the past pattern of behavior will be considered prior to imposing the expulsion.

No student may be expelled without a hearing unless the student's parents, or the student if 18 years of age, waive the right to a hearing, either in writing or by failure to appear at a scheduled hearing. ~~By waiving the right to a hearing, the student and parent agree to abide by the findings of a hearings officer.~~

{Choose one of the following two options.} The Board delegates the authority to decide on an expulsion to the superintendent. ~~The superintendent may designate another person to handle the potential expulsion, and the superintendent, a designee or another individual may act as the hearings officer. The district may contract with an individual who is not employed by the district to serve as the hearings officer. The hearings officer will not be associated with the initial actions of the building administrators. The hearings officer will conduct the hearing and make a final decision regarding the expulsion. A decision of the hearings officer may be appealed by the parent or the student if age 18 or over to the Board for review.~~

¹ The Board can retain authority for all expulsions. If the Board chooses not to delegate this authority, any recommendations for expulsion from administration would come to the Board for resolution. The Board would have to meet and determine next steps for all expulsions.

NO

If the decision of the hearings officer is appealed to the Board for review, the findings as to the facts and the hearings officer's decision will be submitted to the Board, and will be available in identical form to the Board, the student and the student's parents at the same time. At a future meeting, the Board will review the hearings officer's decision and will affirm, modify or reverse the decision.

OR

[When a recommendation for expulsion is made, the Board will meet and review the recommendation. The Board will hold or arrange for the expulsion hearing unless it has been waived.

If the Board is conducting the expulsion hearing, the Board may designate a Board member or a third party to run the hearing. The superintendent will provide relevant information to the Board, including the superintendent's recommendation and duration on disciplinary action.² This information will be available in identical form to the Board, the student if age 18 or over and the students' parents at the same time. The Board will make the final decision regarding the expulsion.]

When a recommendation for an expulsion is made and an ~~expulsion~~ hearing is not waived, the following procedure is required:

1. Notice will be given to the student and the parent by personal service³ or by certified mail⁴ at least [five] days prior to the scheduled hearing. Notice shall include:

- a. The specific charge or charges and the specific facts that support the charge or charges;
- ~~b. The conduct constituting the alleged violation, including the nature of the evidence of the violation and reason for expulsion;~~
- ~~e.b.~~ A ~~recommendation for expulsion~~ statement of intent to consider the charges as reason for expulsion;
- ~~e.c.~~ The student's right to a hearing;
- ~~e.d.~~ When and where the hearing will take place; and
- ~~f.e.~~ The student may be represented by counsel or other persons ~~right to representation~~.

~~The Board may expel, or may delegate the authority to decide on an expulsion to the superintendent or superintendent's designee, who may also act as the hearings officer. The district may contract with an individual who is not employed by the district to serve as the hearings officer. The hearings officer designated by the Board will conduct the hearing and will not be associated with the initial actions of the building administrators;~~

~~2. Expulsion hearings will be conducted in private and will not be open to the general public unless the student or the student's parents request an open session;~~

~~3.2.~~ If ~~in case~~ the parent or student ~~has difficulty understanding~~ does not understand the English language or ~~has other serious communication disabilities~~, the district will provide an interpreter during the

² Evidence may include the relevant past history and student education records.

³ The person serving the notice shall file a return of service. (OAR 581-021-0070)

⁴ When "certified mail is given to a parent of a suspended student, the notice shall be placed in the mail at least five days before the date of the hearing." (OAR 581-021-0070)

hearing ~~translator~~. All communications will be in a manner that is understandable to the parents and student;

- 4.3. The student shall be permitted to have representation present at the hearing to advise and to present arguments. The representation may be an attorney, ~~and/or~~ parent or other person. The district's attorney may be present;
- 5.4. The student shall be afforded the right to present their version of the events underlying the expulsion recommendation and to introduce evidence by testimony, writings or other exhibits;
- 6.5. The student shall be permitted to be present and to hear the evidence presented by the district;
- 7.6. The hearings officer or the student may record the hearing;
- 8.7. Strict rules of evidence shall not apply to the proceedings. However, this shall not limit the hearings officer's control of the hearing;

9. ~~If the Board is conducting the expulsion hearing, the Board may designate the Board chair or a third party as the hearings officer. The hearings officer will determine the facts of each case on the evidence presented at the hearing. Evidence may include the relevant past history and student education records. The hearings officer will provide to the Board, findings as to the facts, the recommended decision and whether or not the student has committed the alleged conduct. This will include the hearings officer's recommended decision on disciplinary action, if any, including the duration of any expulsion. This material will be available in identical form to the Board, the student if age 18 or over and the students' parents at the same time. Following the review by the Board of the hearings officer's recommendation, the Board will make the final decision regarding the expulsion;~~

~~If the Board has delegated authority to the superintendent [or designee] to act as the hearings officer, the superintendent may designate themselves, or a third party, as the hearings officer. The hearings officer's decision is final. However, a decision of the hearings officer may be appealed by the parent or the student if age 18 or over to the Board for review. If the decision of the hearings officer is appealed to the Board for review, the findings as to the facts and the hearings officer's decision will be submitted to the Board, and will be available in identical form to the Board, the student and the student's parents at the same time. At its next regular or special meeting the Board will review the hearings officer's decision and will affirm, modify or reverse the decision;~~

10.8. A Board-conducted hearing or a Board review of the hearings officer's decision will be conducted in executive session unless the student or the student's parent requests a public hearing. If an executive session is held by the Board or a private hearing held by the hearings officer, the following will not be made public:

- a. The name of the minor student;
- b. The issues involved, including a student's confidential records;
- c. The discussion;
- d. The vote of Board members, which may be taken in executive session when considering an expulsion.

Prior to expulsion, ~~the district must propose alternative programs of instruction or instruction combined with counseling to a student subject to expulsion~~ for reasons other than a weapons ~~policy~~ violation, the

district must notify the student and parents of alternative programs of instruction or instruction combined with counseling and document this notification. ~~The district must document to the parent of the student that proposals of alternative education programs have been made.~~

END OF POLICY

Legal Reference(s):

[ORS 192.660](#)

[ORS 332.061](#)

[ORS 336.615 - 336.665](#)

[ORS 339.115](#)

[ORS 339.240](#)

[ORS 339.250](#)

[OAR 581-021-0050 - 021-0075](#)

[House Bill 2514 \(2019\)](#)

we don't get complaints
yes

Fix this!

Lincoln County School District

Code: JB
Adopted: 7/09/02
Revised/Readopted: 6/14/16 (Effective 7/01/16); 1/12/21; 1/11/22
Orig. Code: JB

Equal Educational Opportunity[**]

Every student of the district will be given equal educational opportunities regardless of age, sex, sexual orientation, gender identity, race¹, religion, color, national origin, disability, marital status, familial status, parental status, linguistic background, culture, socioeconomic status, capability or geographic location.

[The district shall develop and implement an Equal Educational Opportunity Plan that assures that [n]o student will be excluded from participating in, denied the benefits of, or subjected to discrimination under any educational program or activity conducted by the district or denied access to facilities in the district.

A student or parent may also access and use the district's general complaint procedure through Board policy KL - Public Complaints.

All reports, complaints or information will be investigated.

The district will communicate the availability of policy and available complaint procedures to students and their parents through available district communication systems [] and [] handbooks [] and will be published to the district website and made available at the district office during regular business hours []

A student of the district may not be subjected to retaliation by the district for the reason that the student has in good faith reported information that the student believes is evidence of a violation of a state or federal law, rule or regulation.

END OF POLICY

~~Notice of Discrimination~~

Legal Reference(s):

- | | | |
|-----------------------------|---|----------------------------------|
| ORS 174.100 | ORS 659.852 | ORS 659A.406 |
| ORS 192.630 | ORS 659A.001 | OAR 581-021-0045 |
| ORS 326.051 | ORS 659A.003 | OAR 581-021-0046 |
| ORS 329.025 | ORS 659A.006 | OAR 581-022-2310 |
| ORS 332.107 | ORS 659A.103 - 659A.145 | OAR 839-003-0000 |
| ORS 336.086 | ORS 659A.400 | |
| ORS 659.850 | ORS 659A.403 | |

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (2018); 28 C.F.R. §§ 42.101-42.106 (2019).
Rehabilitation Act of 1973, 29 U.S.C. §§ 791, 793-794 (2018); 34 C.F.R. Part 104 (2019).
Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683, 1701, 1703-1705 (2018); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2020).

¹ Race also includes physical characteristics that are historically associated with race, including but not limited to natural hair, hair texture, hair type and protective hairstyles as defined by ORS 659A.001 (as amended by House Bill 2935 (2021)).

Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213 (2018); 29 C.F.R. Part 1630 (2019); 28 C.F.R. Part 35 (2019).
Americans with Disabilities Act Amendments Act of 2008, 42 U.S.C. §§ 12101-12333 (2018).
House Bill 2935 (2021).
House Bill 3041 (2021).

- b. Career Tech Charter School Update
- c. Superintendent Evaluation

FINAL SUPERINTENDENT EVALUATION 2023
Dr. Karen Fischer Gray

1. MOST PROUD OF.

In December of 2022, before announcing my retirement, I read to the board and community list of accomplishments. [LAST FIVE YEARS OF ACCOMPLISHMENTS SUMMARIZED-Not Inclusive of all](#). What would I add to this list? I am not sure.

To summarize what I am most proud of, it would have to be the following:

The creation of a K-12 fully inclusive educational system for all students. This includes curriculum, instruction, assessment, student behavior and emotional supports, a much more comprehensive student support system through the creation of the Healthy and Equitable Schools initiative, and our work with Equity. In addition, our team has accomplished the upgrading and updating of most of our schools and grounds and about \$10 million dollars in facility development without a bond. We have sold property and bought property and are in excellent shape for the next bond. Our administration team at both the district and the building levels are strong and well trained. Our work with Professional Learning Teams is moving forward and our work as a K-12 AVID school district is secure. I am just proud of all we have accomplished as administrators, board members and staff. This district has become a known county and state leader (with a little touch nationally, too). I could not be more proud to have been blessed to serve the children and families of Lincoln County. What a satisfying way to go out on a long and distinguished career.

2. PAST YEAR CHANGES.

We all wish we could go back and make changes at certain points in our past lives and yet everything we go through has a further meaning for our future.

My answer is always going to be about my communication skills and some of the lack thereof. Without revealing any identifiable information, I had a recent situation where I would have waited to do certain things until certain other things were revealed but I also know that I don't have a crystal ball (at least not yet) in order to predict the future about how things might change from one time point to another. But if I could have changed that timing, I would. I would have had one on one conversations instead of avoiding them.

Sometimes I feel this year was filled with “no good deed goes unpunished” moments. I guess it’s inevitable. It won’t stop me from doing good deeds. But I would have been more silent, listened better and pulled back my ego more often. For me, it is always about communication and how I go wrong. Too bull headed and stubborn and it gets me into trouble. It also is part of what made me a good leader for change in my career.

As far as actions related to the school district and the work that we have done, I wouldn’t change a thing. We are thoughtful in our approach and decisions and try very hard to predict the unintended consequences of our actions. I am too old to believe that you can avoid them all unless you choose to do nothing and stand perfectly still. I am very happy with what we have done this year and proud of how hard everyone has worked together in collaboration to continue growing our educational systems and to do the right things for kids. The changes for me land with how I interact with people.

3. NEEDED IMPROVEMENTS.

The next era for LCSD under the leadership of Superintendent Tolan is to make deeper connections with every part of our education system-our school improvement system. It is crucial that we add nothing at this point. Accountability for fidelity to the work that we have set up and developed is the key for moving the education quality of our students forward. Rigorous academic programs are key along with strong systems of support for each student in a multi tiered approach. We know what to do. Now we need to keep doing it.

In the area of Educational Equity, the LCSD Equity Team will need to meet together in a spirit of collaboration to determine the next iteration of its work. We have a fully formed Equity Lens/Tool. The implementation of the tool with fidelity is what comes next. The Equity Lens needs to be fleshed out in schools. That is no small feat but if we ever hope to bring educational equity to all students, it starts with the district and must flow to the schools in order to be fully realized.

Another place we need to go next for improvements is in facilities management/grounds development and strategic planning for our next general obligation bond in 2026. Particularly, the Holly Farm will require attention and funding. It also needs a real long range strategic plan if we are to think about using it in our 2026 Bond Campaign.

The district must continue to pay BIG attention to school safety and cybersecurity.

Finally, the last area of further development is a comprehensive and connected student behavior support system that includes PBIS, Restorative Practice, Care Coordination,

mental health service partnerships and community justice collaboration. In nearly every meeting I was in this year with students and the community, the topic of the need for increased services for student mental health support came up. We have a wonderful foundation from which to grow in this area supported by excellent administrative and certified staff. It is supported with various funding streams. Continuing to develop how we put all of our programs together into one comprehensive, synergistic system of care will be paramount as we continue to reel from the global pandemic.

4. TRANSITION STEPS.

With regards the superintendent position transition, I began meeting weekly on Mondays at 2pm with Majalise soon after she was offered a contract. I have been collecting key topics to discuss with her. In addition, she has accompanied me to the LBLESD Superintendent's Council meetings and she has participated in each one. I am so impressed with her quiet observation during these meetings and how she has really been studying the superintendents during the meeting.

At the beginning of the May 23 first Budget Committee meeting, Majalise will be giving the Budget Message with me. At the June Board Meeting, my hope is that she will sit in the superintendent's chair in the last half of the meeting.

We have split the weekly Learning Support Team Meeting agendas into two parts: Current conversations and Future. I leave during the future portion so that the team and Majalise are unfettered by my presence. I am so opinionated that it is not helpful during the future planning section of the meeting.

Majalise has begun meeting with Eddie Symington, her new Admin Assistant, so that they can review how they both would like to work together beginning in July. Majalise have different organizational styles and so that will be a big factor in this transition. Majalise has also started including her replacement, Aaron Belloni, into meetings that make sense so that he can begin to get a feel of what his role will be next year. I hear that that is proceeding very well. In turn, Aaron has been transitioning his replacement at NMS, Principal Marty Perez, so we are all following a solid path of transition at this time.

My next topic of transition discussion will be Board Communication as it is probably one of the most crucial areas for positive transition and setting up a successful year next year and beyond. I am an expert in this area and can be of some help. I hope I can have a small contract with LCSD for next year in order to provide real time mentorship

and support for Majalise during the 2023-24 school year as she takes on this crucial new role as superintendent of LCSD.

5. STATUS REPORT BY DEPARTMENT.

2023-24 Business Office Goals

Rebuild and Strengthen the Department

1. Staff Professional Development & Team Building
 - a. 3 newer Business Office staff members - strengthen their knowledge and cross train on tasks to relieve workload from the Business Office Supervisor & Director
 - b. Business Office Supervisor - with a view toward a succession plan in 2-3 years
 - c. 4 new Principals & their Assistant Principals - budget processes & monitoring
 - d. Continue to support monthly Secretary training
2. Improve processes and the use of budgeting software options to reduce the workload on Business Office and Human Resources staff
3. Strengthen and expand the School Gardens Program and enhance Food Service Programs

2023-2024 Elementary Teaching and Learning Department Goals

1. HB3499: EL Grant
 - a. All staff PD: Culture, Objectives, Myths & Truths, Newcomers, Strategic instructional strategies, accountability measures
 - b. Parent involvement plan
2. Science of Reading
 - a. K-6 staff will watch “Right to Read” with reflection activities and PD around the science of reading to ensure strong understanding of the research around how children acquire reading skills and what teachers need to do to support ALL learners.
 - b. Continued refinement of the implementation of ECRI K2

- c. PD, coaching support from literacy TOSA, and monitoring for 3-6 explicit and systematic instruction for reading for all 3rd-6th teachers. Same expectations for instruction as K-2 teachers have had for 4 years until our data shows that we are at a normalized triangle in reading.
3. Continued math implementation
 - a. Beginning of the year PD for all new K-6 teachers
 - b. Continued PD for returning teachers
 - c. Implementation of iReady Math for 6th grade.
 - d. Continued coaching support from math TOSA
4. New Teacher Mentoring
 - a. Continued support of year one teachers with mentor support
 - b. Continued support with specialized PD days and evening sessions

Technology Department Goals for 2023-24 school year:

- Create and begin to implement a new 5-year strategic plan - EdTech, innovation, and student technology experience will be a big focus.
- Protect our district with multi-factor authentication on all staff accounts, increase our effort to educate staff cybersecurity safety and best practices.
- Increase efficiency in asset management for both students and staff in order to provide a seamless and manageable technology experience for all.
- Increase our capacity for delivering timely data to all stakeholders in regard to: student information, including assessments; hardware and software usage; and a slew of other data points.
- Provide an improved "beginning of school year" experience, including providing access to EdTech apps to new and returning teachers much earlier.

2023-24 Secondary Teaching and Learning Department Goals

1. Follow a collaborative process to adopt appropriate and accessible science materials 7-12th grade.
2. Evaluate the health and safety practices of our athletic programs.

3. Continue to implement PLCs across all content areas with a focus on standards based instruction, language acquisition strategies, and common formative assessments.

4. Identify and remove barriers that limit access to CTE programs across the district and in dual credit high school programs.

5. Complete Power Standards documents for all core content areas and pilot standards based grading in 7-12th grade courses.

2023-24 Human Resources Department Goals

1-grow our GYO program and track its successes and identify areas for improvement

2-refine and solidify walkthroughs for both building and district needs

3-connect classroom practices to evaluation and develop communication systems for teachers and admins that move teachers' work forward (work to eliminate fear in obs/eval)

4-grow supervisors in employment practices that support small and large scale systematic improvements

5-modernize payroll, time, and attendance and sync w tech to optimize internal and external processes

2023-24 Facilities and Maintenance Department Goals

F & M GOALS 2023/24

• Update all school maps and train school principals, VP's and custodians on location and hour to shut off:

o Plumbing,

o Electrical

o HVAC

o Fire Panel

o Boilers

o Unit Ventilators

- Update roof assessments - last done in 2017
- Develop a paint schedule and costs with a bond or without bond
 - o District is in need of a complete paint job. Need to hire full time painter. So far, we have had no application
- Develop a plan with budget for Holly Farm Property
- Assist in new long range facility study of district for 2026 bond

- d. May Work Session Topics
- 11. Adoption of the Consent Calendar
 - a. Minutes of the Board
 - b. Human Resources
 - 1. Personnel Action

Board Agenda — May 9, 2023 — Personnel Action

Classified Hire(s):

Marlene Williams Curriculum & Instruction Admin Asst/District Office

Administrator Hire(s):

Darryl Coppedge Assistant Principal/Yaquina View

Resignation(s):

Wynn Arellano School Counselor 8/24/2018 – 6/30/2023
Taft Elementary Resignation

Mick Bittick TOSA 2/24/1993 – 6/30/2023
Waldport High Retirement

Jeff Borton Social Studies 2/7/2022 – 6/30/2023
Taft 7-12 Resignation

Christine Brown Grade 5 Teacher 8/24/2018 – 6/30/2023
Taft Elementary Retirement

Mark Brown Special Education Teaching Asst II 9/3/2021 – 6/30/2023
Taft Elementary Retirement

Dave Campbell TOSA 9/1/1993 – 6/30/2023
Newport High Retirement

Aaron Clair Special Education Teacher 8/16/2013 – 6/30/2023
Newport Middle School Resignation

Kayla Cooley ESOL Teacher 1/30/2023 – 3/23/2023
Sam Case Resignation

Amanda Covington Special Education Teacher 1/3/2021 – 6/30/2023
Toledo Elementary Resignation

Leslie Doyle Speech Language Pathologist 8/26/2022 – 6/30/2023
Newport Middle School

Dylan Eder	Special Education Teacher Taft 7-12	8/26/2022 – 6/30/2023 Resignation
Carlie Freel	School Counselor Oceanlake	8/24/2018 – 6/30/2023 Resignation
Erin Freel	TOSA Oceanlake	8/25/2017 – 6/30/2023 Resignation
Mike Gass	Principal Crestview Heights	7/1/2020 – 6/30/2023 Retirement
Marci Ingram	Title Assistant Crestview Heights	1/3/2023 – 4/18/2023 Resignation
Joe Jordan	Social Studies Teacher Toledo Jr/Sr High School	8/27/2001 – 6/30/2023 Retirement
Sandra Jouglard	Spanish Teacher Taft 7-12	9/11/2018 – 6/30/2023 Resignation
Amanda Kennedy	Speech Language Pathologist Oceanlake	8/25/2017 – 6/30/2023 Resignation
Josh Kennett	ESOL Teacher Yaquina View	8/27/2021 – 6/30/2023 Resignation
Rainbow Lane	Graduation Coach Taft 7-12	9/6/2022 – 4/26/2023 Resignation
Gwenn Marinwood	Reading Specialist Toledo Elementary	8/26/2019 – 6/30/2023 Resignation
Jeanie Merrill	School Counselor Newport Middle/Taft Elementary	8/26/2022 – 6/30/2023 Retirement
Amy Mertell	Grade 1 Teacher Oceanlake	11/7/2022 – 6/30/2023 Resignation

Margarita Nilsen	Language Arts Teacher Newport Middle	8/25/2017 – 6/30/2022 Resignation/2022-23 LOA
Shauna Norrbom	Special Education Teacher Taft Elementary	8/26/2022 – 6/30/2023 Resignation
Eran Paesachov	Service Coordinator Waldport High	8/26/2022 – 6/30/2023 Resignation
Jennifer Paytas	Grade 4 Teacher Toledo Elementary School	2/24/2017 – 6/30/2023 Resignation
Mary Pitcher	Principal Oceanlake	7/1/2019 – 6/30/2023 Retirement
Bonnie Fuerte Rios	Special Education Teaching Asst II Newport High	1/4/2023 – 4/19/223 Resignation
Kyle Roach	Adaptive PE Specialist Arcadia	8/26/2022 – 6/30/2023 Resignation
RayLee Rogers	Kindergarten Teacher Oceanlake	8/27/2021 – 6/30/2023 Resignation
Ashley Shoman	Grade 3 Teacher Sam Case	8/24/2018 – 6/30/2023 Resignation
Caleb Smith	Title Assistant Sam Case	9/27/2021 – 4/28/2023 Resignation
Allyson Solvang	Special Education Teacher Yaquina View	8/24/2018 – 6/30/2023 Resignation
Austin Thompson	Electives Teacher Newport Middle	8/27/2021 – 6/30/2023 Resignation
Madison Tuck	Language Arts Teacher= Newport High	8/27/2021 – 6/30/2023 Resignation

Liz Ulmer	Reading Specialist Crestview Heights	4/12/2021 – 6/30/2023 Resignation
Ryan Vargas	PE Teacher Toledo Jr-Sr High	8/26/2022 – 6/30/2023 Resignation
Jennie Warmack	Math Teacher Toledo Jr/Sr High School	8/28/2020 – 6/30/2023 Resignation
Katie Zibble	Grade 4 Teacher Taft Elementary	11/27/2017 – 6/30/2023 Resignation

- 2. Administrator & Directors Contracts
- 12. Items of Information & Discussion
 - a. Human Resources
 - 1. Annual Reduction In Force (RIF) Information
 - b. Facilities & Maintenance/Transportation/Food Services
 - 1. Transportation Contract Renewal Draft

**AMENDMENT TO THE MAY 14, 2019 TRANSPORTATION AGREEMENT BETWEEN
LINCOLN COUNTY SCHOOL DISTRICT**

AND

FIRST STUDENT, INC.

THIS AMENDMENT is made and entered into as of the 3rd day of May, 2023 by and between Lincoln County School District with principal offices at 1212 NE Fogarty Street, Newport, OR 97365 ("District") and First Student, Inc. with its national headquarters at 600 Vine Street, Suite 1400, Cincinnati, OH 45202 and local business offices for purposes of this Agreement located at 353 NE Burgess Road, Toledo, OR 97391 ("Contractor" and, collectively, the "Parties").

WHEREAS, the parties entered into that certain Transportation Agreement dated May 14, 2019, (hereinafter the "Agreement"); and

WHEREAS, the parties desire agree to portions thereof;

NOW, THEREFORE, the parties mutually agree as follows:

1. **TERM.** The term of the Agreement shall remain the same, commencing and continuing through June 30, 2024; thereafter the Agreement may be extended by mutual agreement of the parties.
2. **COMPENSATION.** Commencing July 1, 2023, new rates will go into effect as a result of existing contract increase of 5.0% for SY 23/24.
3. **NOTICE TO PARTIES.** All notices to be given by the parties to this Agreement shall be in writing and serviced by depositing same in the United States Mail, certified mail.

Notices to District shall be addressed to:

Kim Cusick
1212 NE Fogarty Street
P.O. Box 1110
Newport, OR 97365

Notices to CONTRACTOR shall be addressed to:

Kim Worster
First Student, Inc.
201 NE Park Plaza Drive
Suite 246
Vancouver, WA 98684

With a copy to:

General Counsel
First Student, Inc.
600 Vine Street
Suite 1400
Cincinnati, OH 45202

2. Custodial Contract Renewal

AMENDMENT

LINCOLN COUNTY SCHOOL DISTRICT

AND

SODEXO AMERICA, LLC

THIS AMENDMENT, dated May 3, 2023, is between LINCOLN COUNTY SCHOOL DISTRICT ("District") and SODEXO AMERICA, LLC ("Contractor").

WITNESSETH:

WHEREAS, District and Contractor entered into a certain Contract dated April 13, 2004, as amended ("Contract"), whereby Contractor manages and operates District's Custodial Services operation at 1212 NE Fogarty Street, Newport, Oregon 97365 ("Premises");

WHEREAS, the parties now desire to further amend the aforesaid Contract;

NOW, THEREFORE, in consideration of the promises herein contained and for other good and valuable consideration, the parties hereto agree as follows:

1. Based on the following occurrences, the parties have mutually agreed to an adjustment in the Contract Price:

Current Contract Price	\$1,971,411.12
Increase 2 FTE's	\$100,131.20
US Cities Average CPI-W - Negotiated 6.06% CPI	\$119,467.51
New Contract Price effective July 1, 2023	\$2,191,009.83

Accordingly, Section III, Section 1.C. is deleted in its entirety and the following substituted therefor:

1. PRICING STRUCTURE

C. In consideration of Contractor's performance of its obligations under this Contract, District shall pay Contractor a Contract Price. The annualized Contract Price for the period commencing July 1, 2023 through June 30, 2024 shall be Two Million One Hundred Ninety One Thousand Nine and 83/100 Dollars (\$2,191,009.83). In any year which is a leap year, the fixed Contract Price shall be increased by an additional day (1/365 of the annual fixed Contract Price) to account for the additional day. District will pay Contractor the Contract Price in installment payments, which are determined by dividing the annual amount of the Contract Price by 365 days and this daily amount is applied to the billing frequency below. The Contract Price is based upon Contractor's estimates at the time of submission taking into account the financial risks assumed by Contractor and certain fees and Charges incorporated into the calculation of the Contract Price such as Charges for workers' compensation and general liability insurance based on the average manual rates for such insurance in the geographic area of the Premises, fixed percentage of salaries and wages for health benefits, and supplies

and services at invoiced amount with Contractor retaining allowances negotiated in its national and regional procurement contracts.

Contractor shall invoice District at the beginning of each month. District shall pay the invoiced amount within thirty (30) days after the invoice date. Payment shall be made into a bank account designated by Contractor or as otherwise directed by Contractor. District shall pay interest automatically on amounts not paid when due at the lesser of one and one-half percent (1.5%) per month or the highest interest rate allowed by applicable state law.

2. Pursuant to Section III, Subsection 1.D, the hourly custodial rate of pay for added optional services shall be Twenty Four and 13/100 Dollars (\$24.13), and overtime hourly rate of pay shall be Thirty Six and 19/100 Dollars (\$36.19).

3. All capitalized terms used herein shall have the same meanings set forth in the Agreement unless otherwise expressly provided in this Amendment.

4. This Amendment is effective July 1, 2023, and thereafter, unless amended. All other terms and conditions contained in the Contract shall remain unchanged and in full force and effect, except by necessary implication.

IN WITNESS WHEREOF, the duly authorized officers of the parties have executed this Amendment, as of the date indicated in the first paragraph of this Amendment.

LINCOLN COUNTY SCHOOL DISTRICT

By:

Kim Cusick
Business Services Director

SODEXO AMERICA, LLC

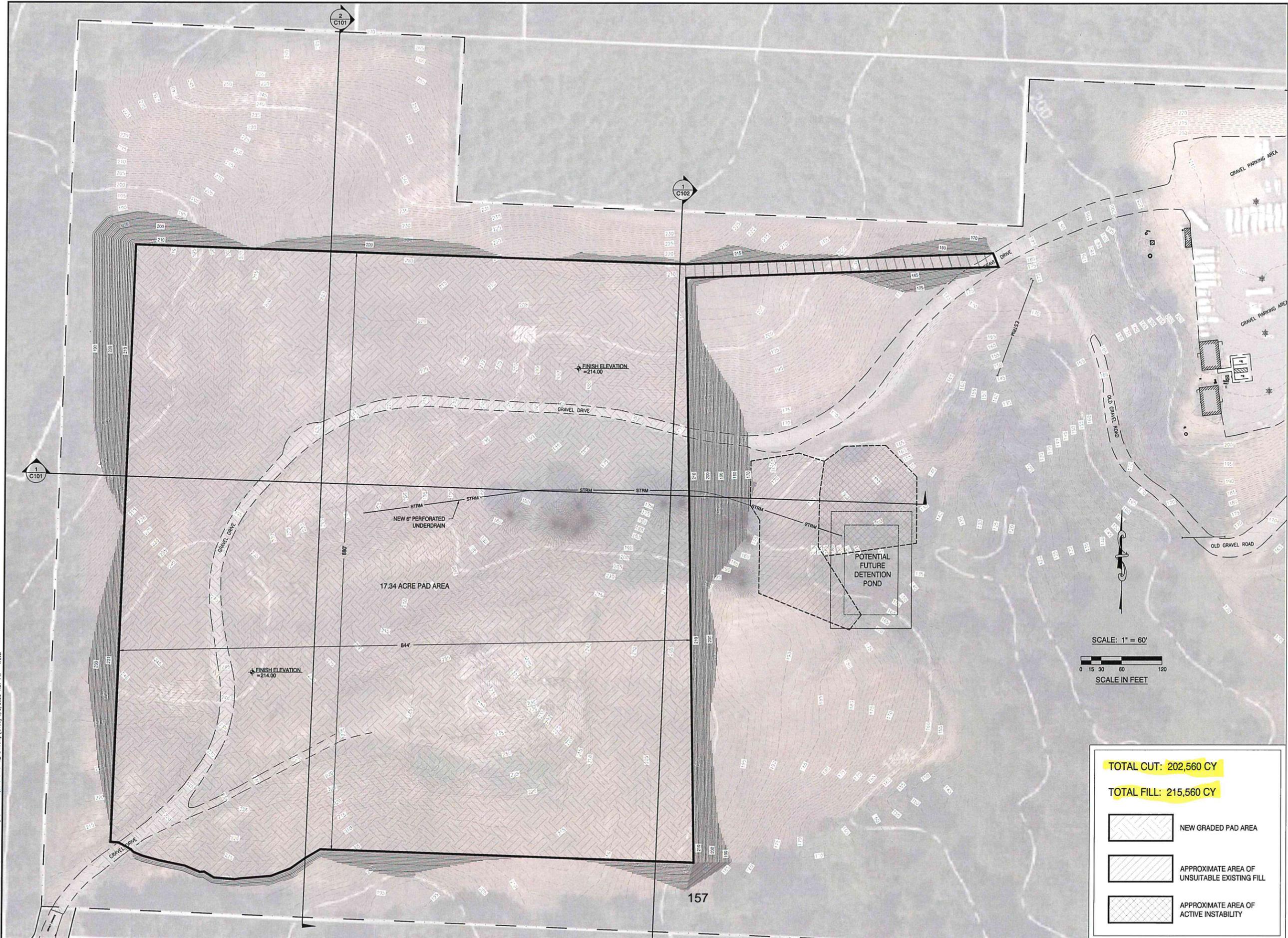
By:

Brad L. Lozier
Senior Vice President

3. Sodexo Food Services Contract
4. Holly Farm Update

Elv. 214' 17.34 Acre Pad

1



PRELIMINARY

DRAWING STATUS:	DATE:	No.	REVISION:
<input checked="" type="checkbox"/> PRELIMINARY	05/08/23	1	
<input type="checkbox"/> SUBMITTED			
<input type="checkbox"/> BID SET			
<input type="checkbox"/> PERMIT SET			
<input type="checkbox"/> CONST. SET			

devco
 engineering inc.
 245 NE CENTER, P.O. BOX 1311
 CORVALLIS, OR 97339
 WWW.DEVCOENGINEERING.COM
 © COPYRIGHT 2023
 DEVCO ENGINEERING, INC.
 ALL RIGHTS RESERVED.

PROJECT: LCSD HOLLY FARMS SITE DEVELOPMENT
 PROJECT LOCATION: LINCOLN CITY, OR
 CLIENT: LINCOLN COUNTY SCHOOL DISTRICT

TOTAL CUT: 202,560 CY
TOTAL FILL: 215,560 CY

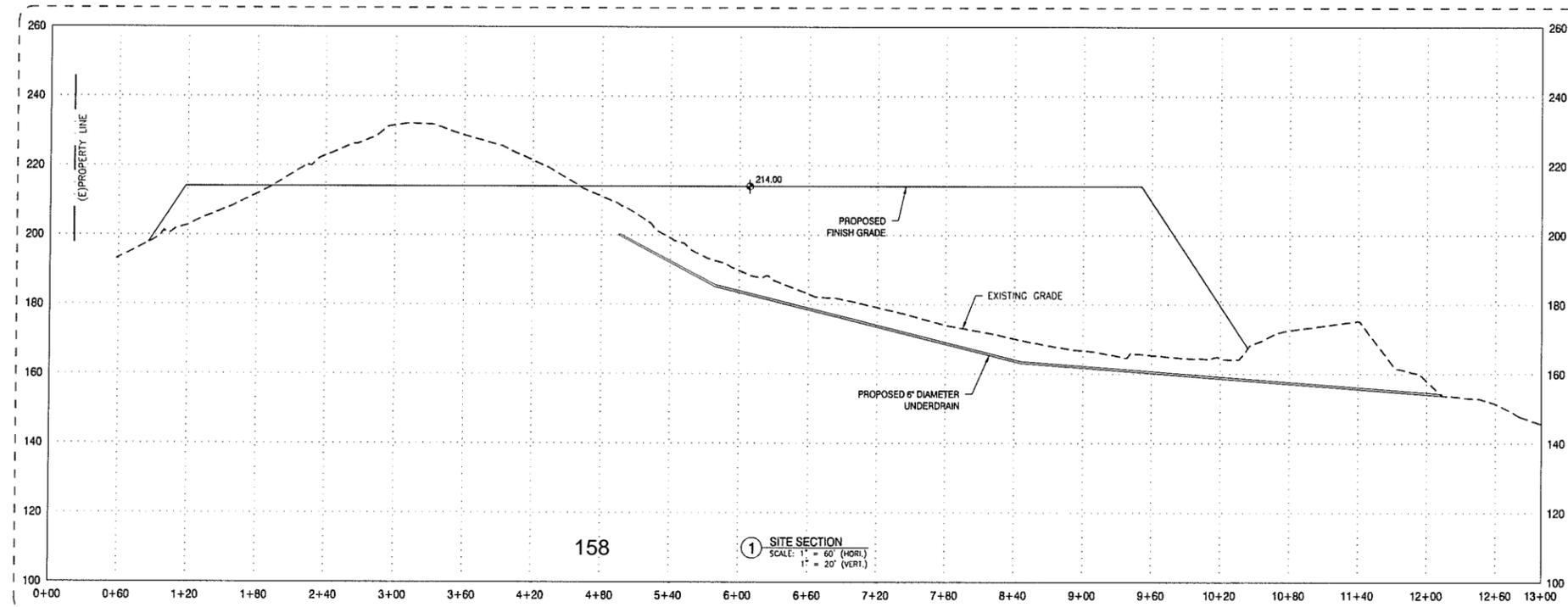
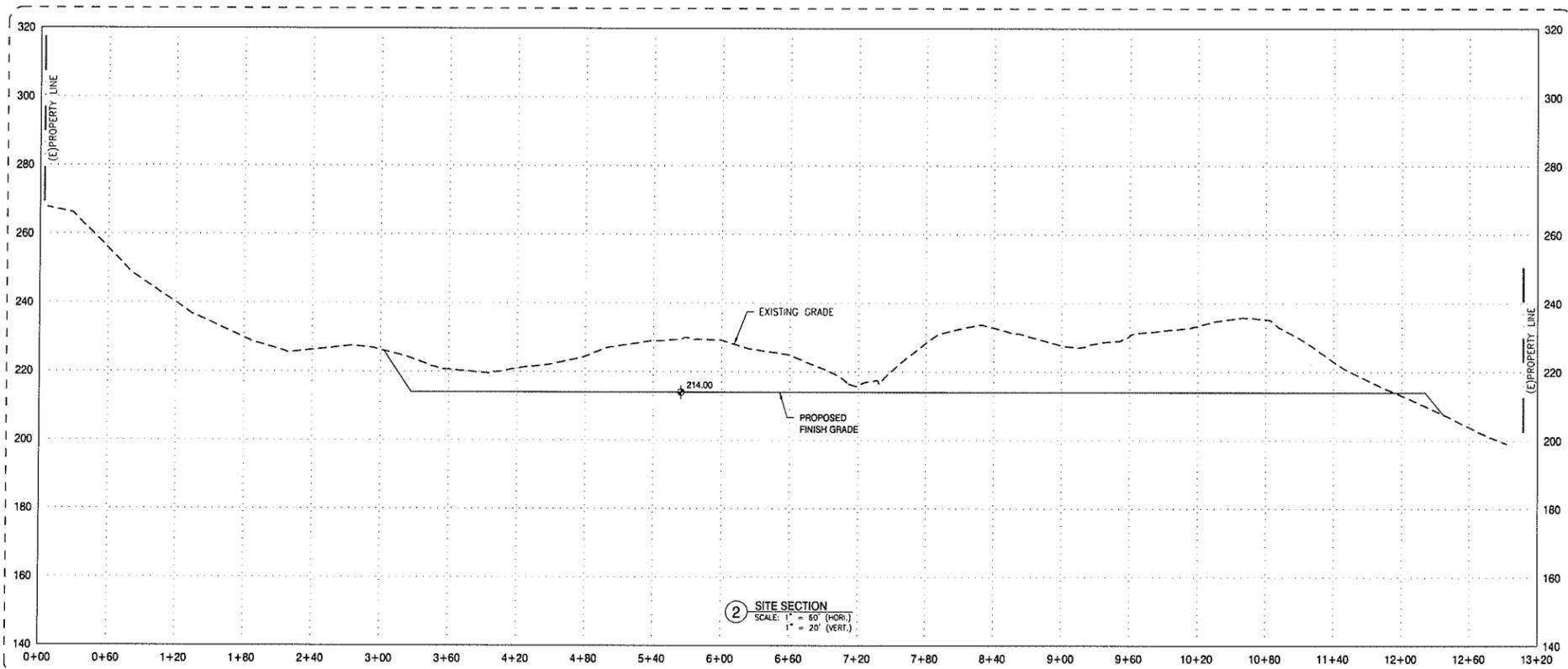
- NEW GRADED PAD AREA
- APPROXIMATE AREA OF UNSUITABLE EXISTING FILL
- APPROXIMATE AREA OF ACTIVE INSTABILITY

SHEET TITLE:
PRELIMINARY GRADING

JOB NO. 23407
 DRAWN BY: DEVCO
 DRAWING:
C100

FILE: \\C:\LID Projects\23407\Production Drawings\Land-use\23407\RMHDC_PLAN.dwg [C100] 5/8/2023 1:37 PM - Treer

PRELIMINARY



DRAWING STATUS	DATE	REVISION	DATE
<input checked="" type="checkbox"/> PRELIMINARY	05/08/23		
<input type="checkbox"/> SUBMITTED			
<input type="checkbox"/> BID SET			
<input type="checkbox"/> PERMIT SET			
<input type="checkbox"/> CONST. SET			

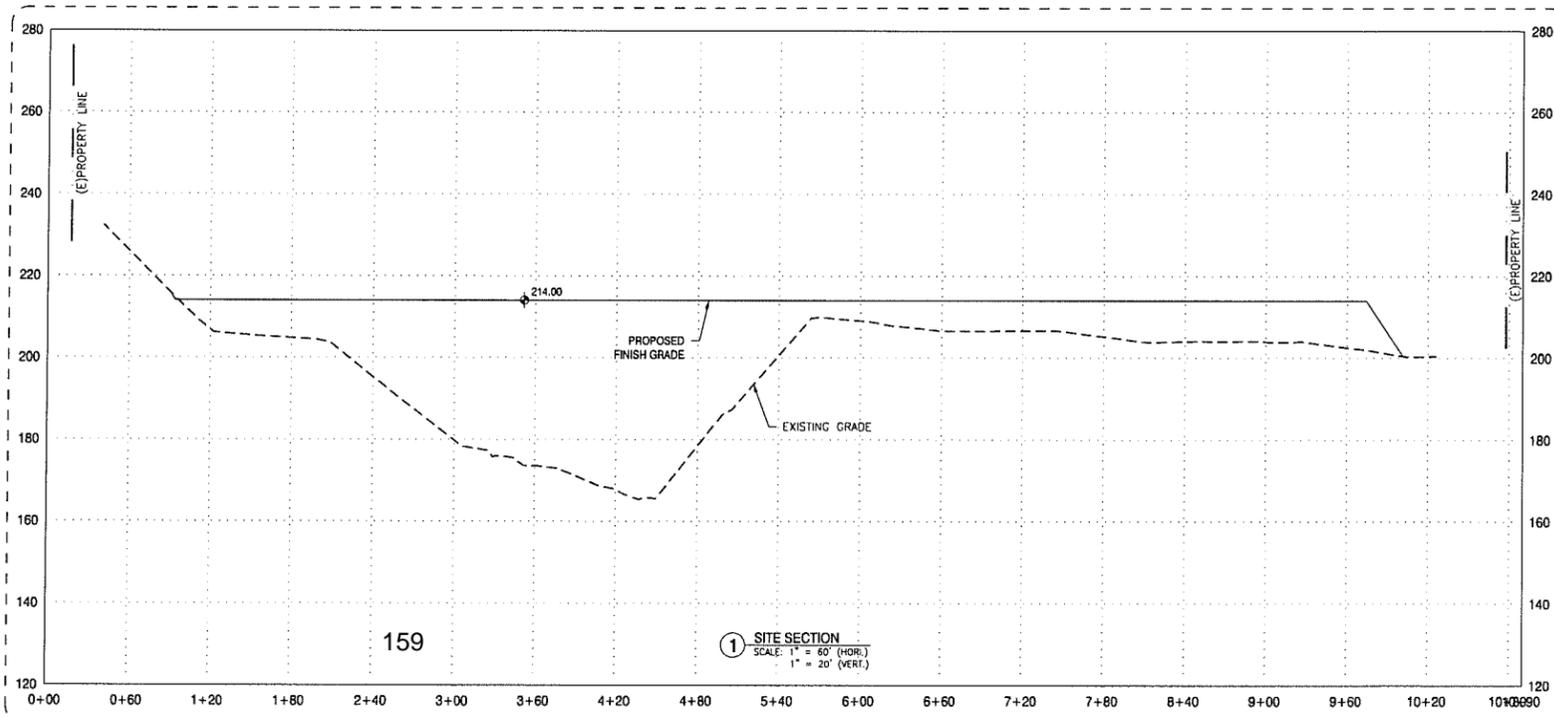
devco
engineering inc.
245 NE CENTER, P.O. BOX 221
CORVALLIS, OR 97331
WWW.DEVCOENGINEERING.COM

© COPYRIGHT 2023
DEVCO ENGINEERING, INC.
ALL RIGHTS RESERVED.

PROJECT: LCSD HOLLY FARMS SITE DEVELOPMENT
PROJECT LOCATION: LINCOLN CITY, OR
CLIENT: LINCOLN COUNTY SCHOOL DISTRICT

SHEET TITLE:
SITE CROSS SECTIONS

JOB NO. 23407
DRAWN BY: DEVCO
DRAWING:
C101



PRELIMINARY

DRAWING STATUS:	DATE:	No.	REVISION:	DATE:
<input checked="" type="checkbox"/> PRELIMINARY	05/08/23	1		
<input type="checkbox"/> SUBMITTED				
<input type="checkbox"/> BID SET				
<input type="checkbox"/> PERMIT SET				
<input type="checkbox"/> CONST. SET				

devco
engineering inc.
245 NE CENTER, P.O. BOX 221
CORVALLIS, OR 97331
WWW.DEVCOENGINEERING.COM

Corvallis
Oregon
(541) 757-8891

© COPYRIGHT 2023
DEVCO ENGINEERING, INC.
ALL RIGHTS RESERVED.

PROJECT:
LCSO HOLLY FARMS SITE
DEVELOPMENT
PROJECT LOCATION:
LINCOLN CITY, OR
CLIENT:
LINCOLN COUNTY
SCHOOL DISTRICT

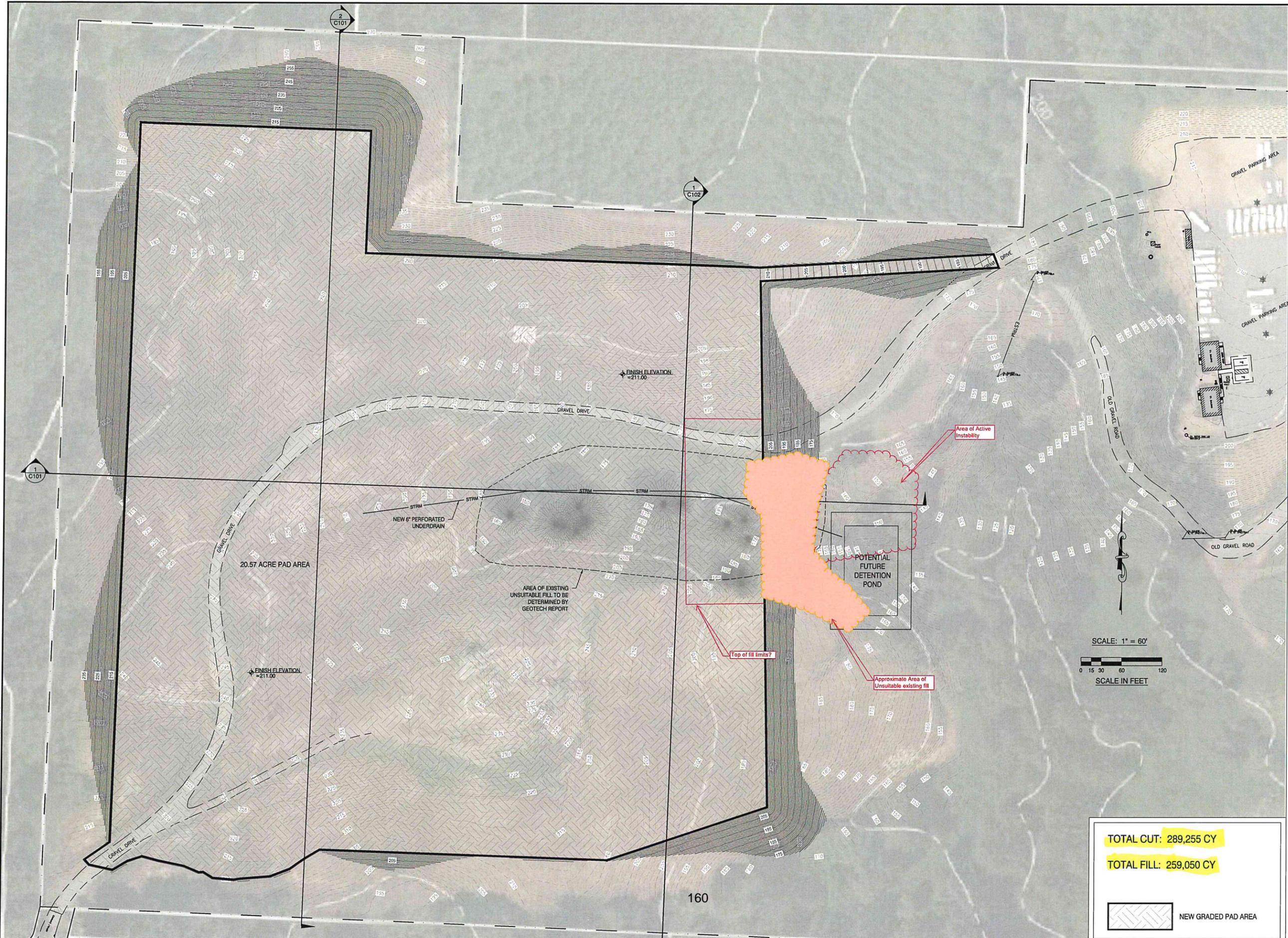
SHEET TITLE:
SITE CROSS SECTIONS

JOB NO. 23407
DRAWN BY: DEVCO
DRAWING:
C101

211 EIV.

20.57 Acre Pad

4



PRELIMINARY

DRAWING STATUS	DATE:	No.	REVISION:	DATE:
<input checked="" type="checkbox"/> PRELIMINARY	05/02/23	1		
<input type="checkbox"/> SUBMITTED				
<input type="checkbox"/> BID SET				
<input type="checkbox"/> PERMIT SET				
<input type="checkbox"/> CONST. SET				

devco
 engineering inc.
 245 NE CENTER RD. BOX 1211
 CORVALLIS, OR 97330
 WWW.DEVCOENGINEERING.COM

© COPYRIGHT 2023
 DEVCO ENGINEERING, INC.
 ALL RIGHTS RESERVED.

PROJECT: LCSD HOLLY FARMS SITE DEVELOPMENT
 PROJECT LOCATION: LINCOLN CITY, OR
 CLIENT: LINCOLN COUNTY SCHOOL DISTRICT

SHEET TITLE:
 PRELIMINARY GRADING

JOB NO. 23407
 DRAWN BY: DEVCO
 DRAWING:
C100

TOTAL CUT: 289,255 CY
TOTAL FILL: 259,050 CY

 NEW GRADED PAD AREA

FILE: \\C:\GIS\3D\Projects\31407\Production\Drawings\Level\as12310709090909_P\A1.dwg [C100] 5/2/2023 10:14 AM - Trest

PRELIMINARY

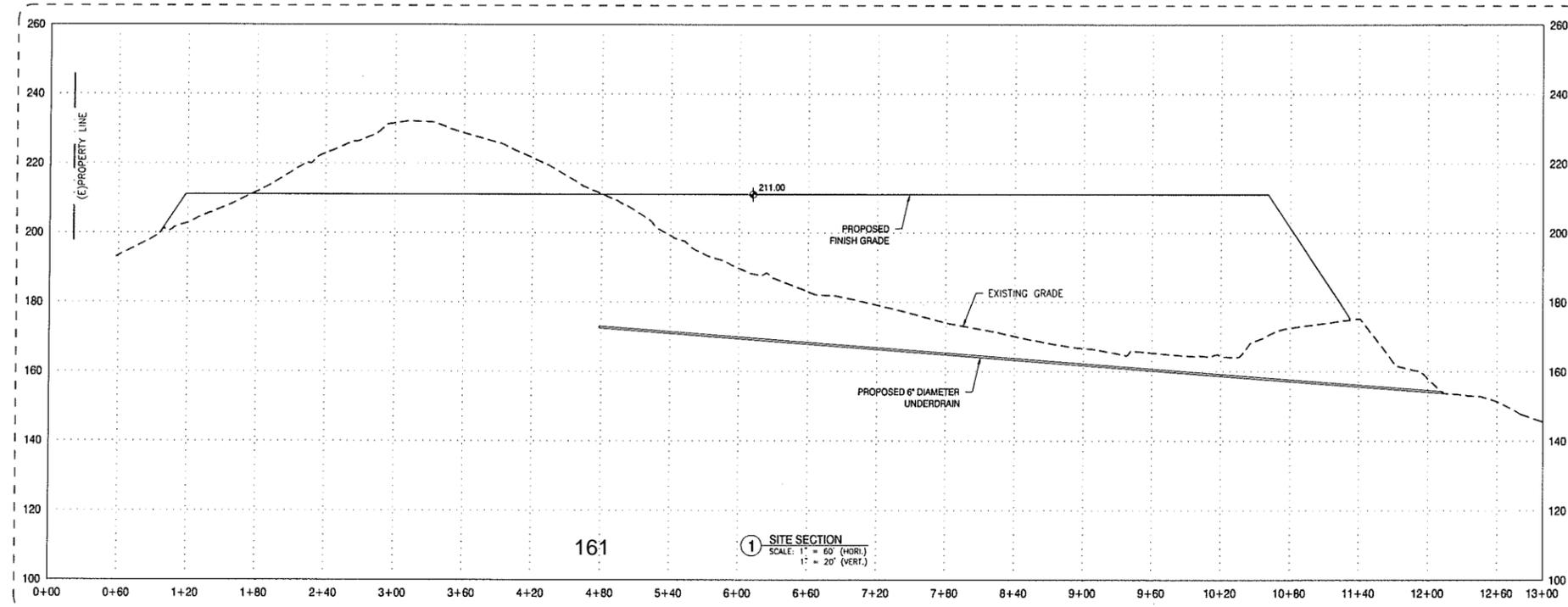
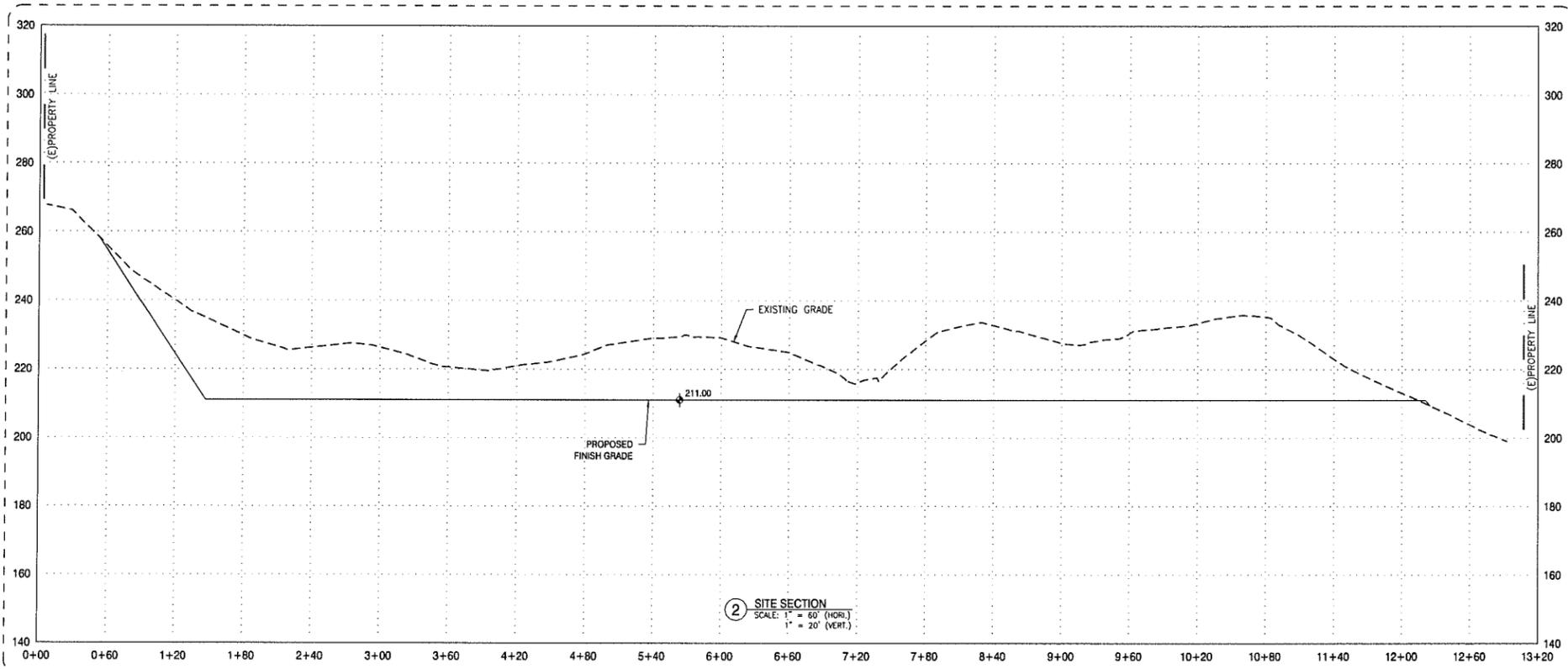
DRAWING STATUS:	DATE:	No.	REVISION:
<input checked="" type="checkbox"/> PRELIMINARY	05/02/23	1	
<input type="checkbox"/> SUBMITTED		2	
<input type="checkbox"/> BID SET		3	
<input type="checkbox"/> PERMIT SET		4	
<input type="checkbox"/> CONST. SET		5	

devco
 engineering inc.
 246 NE CENTER PO BOX 1211
 CORVALLIS, OR 97331
 WWW.DEVCOENGINEERING.COM
 © COPYRIGHT 2023
 DEVCO ENGINEERING, INC.
 ALL RIGHTS RESERVED.

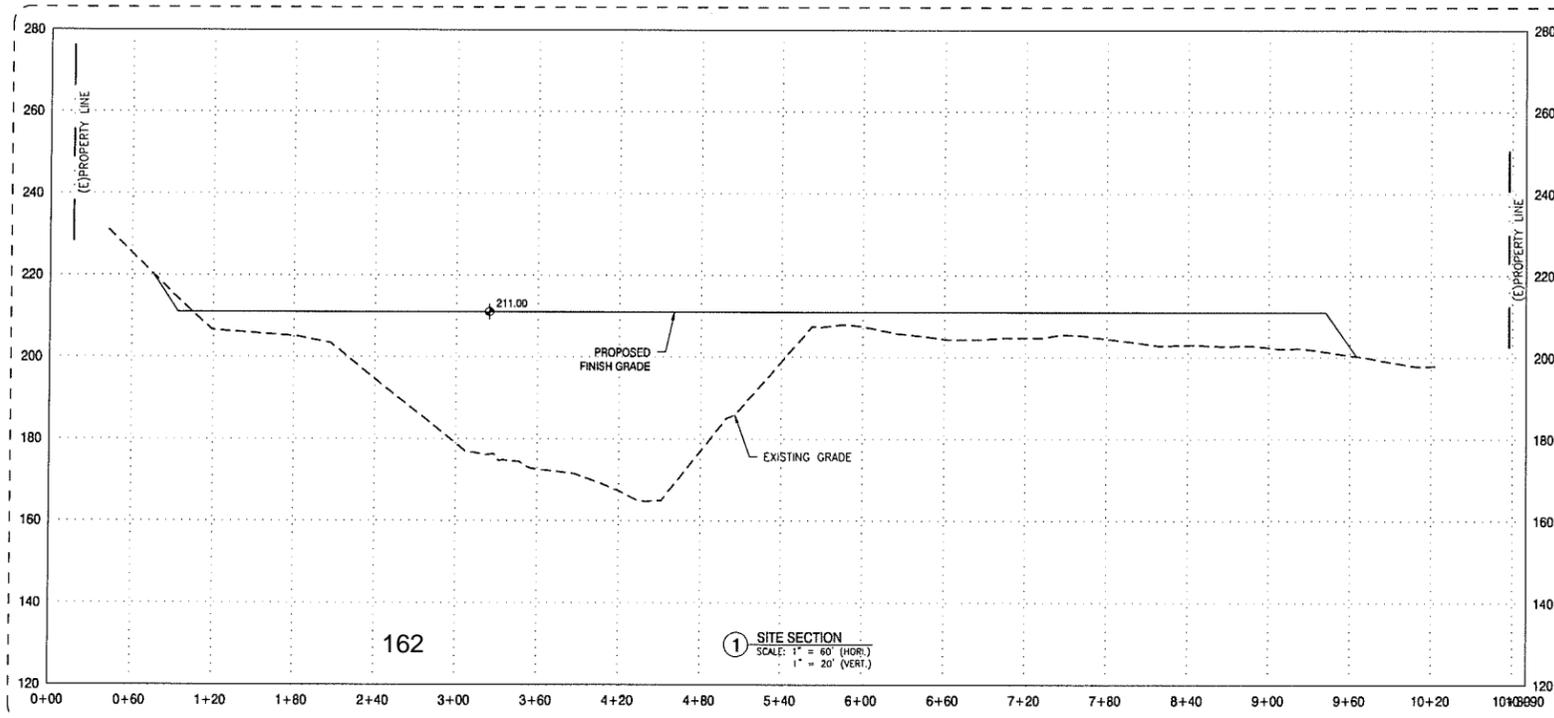
PROJECT: LCSD HOLLY FARMS SITE DEVELOPMENT
 PROJECT LOCATION: LINCOLN CITY, OR
 CLIENT: LINCOLN COUNTY SCHOOL DISTRICT

SHEET TITLE:
 SITE CROSS SECTIONS

JOB NO. 23407
 DRAWN BY: DEVCO
 DRAWING:
C101



161



JOB NO. 23407
DRAWN BY: DEVCO
DRAWING: **C101**

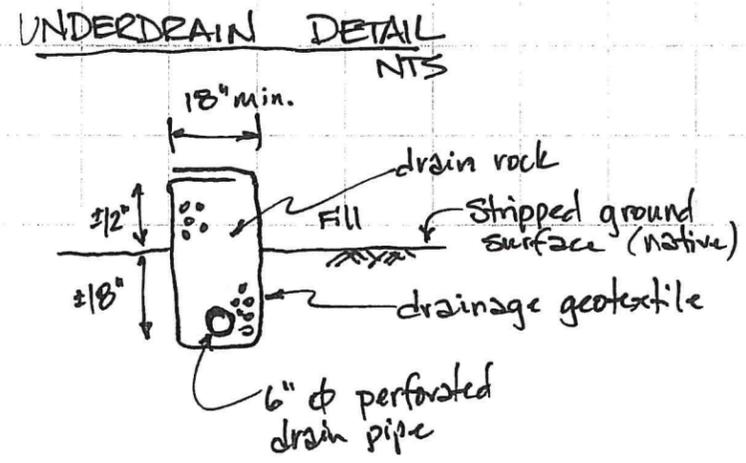
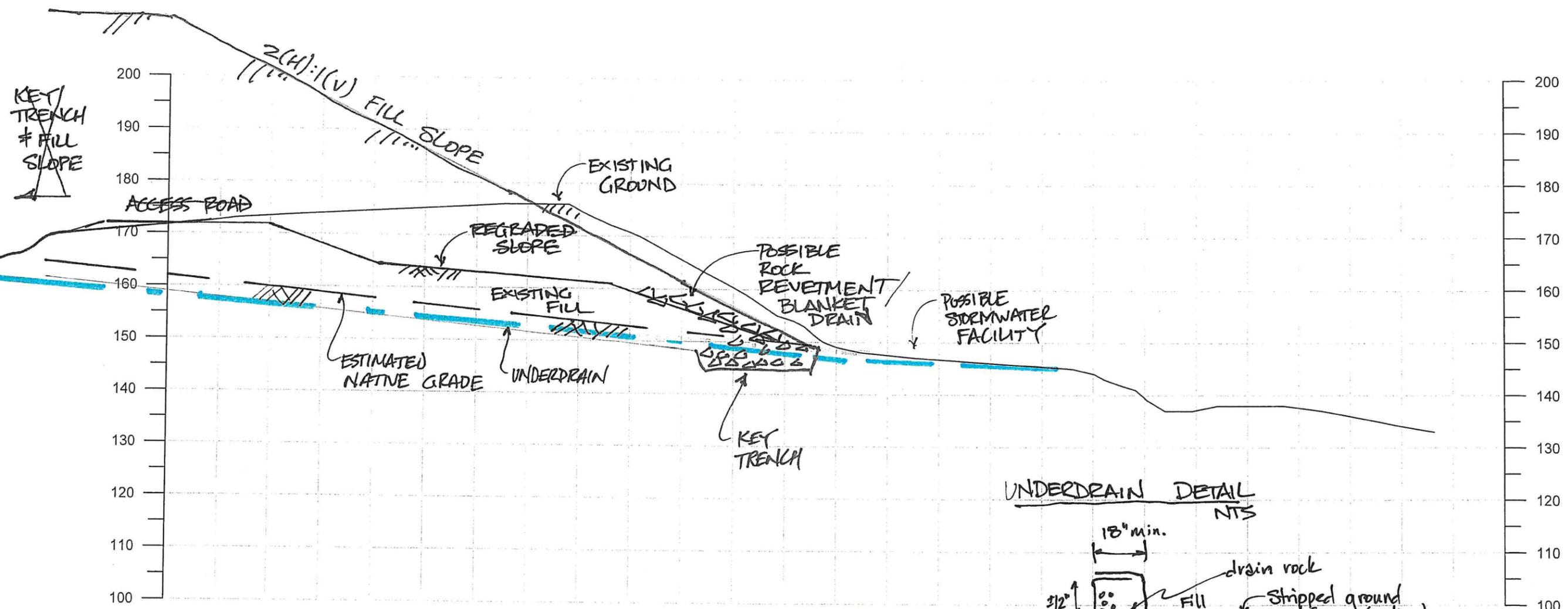
SHEET TITLE:
SITE CROSS SECTIONS

PROJECT: **LCSD HOLLY FARMS SITE DEVELOPMENT**
PROJECT LOCATION: **LINCOLN CITY, OR**
CLIENT: **LINCOLN COUNTY SCHOOL DISTRICT**

devco
engineering inc.
245 NE CONFER, P.O. BOX 1211
CORVALLIS, OR 97339
WWW.DEVCOENGINEERING.COM
Corvallis Oregon (541) 757-8901
© COPYRIGHT 2023
DEVCO ENGINEERING, INC.
ALL RIGHTS RESERVED.

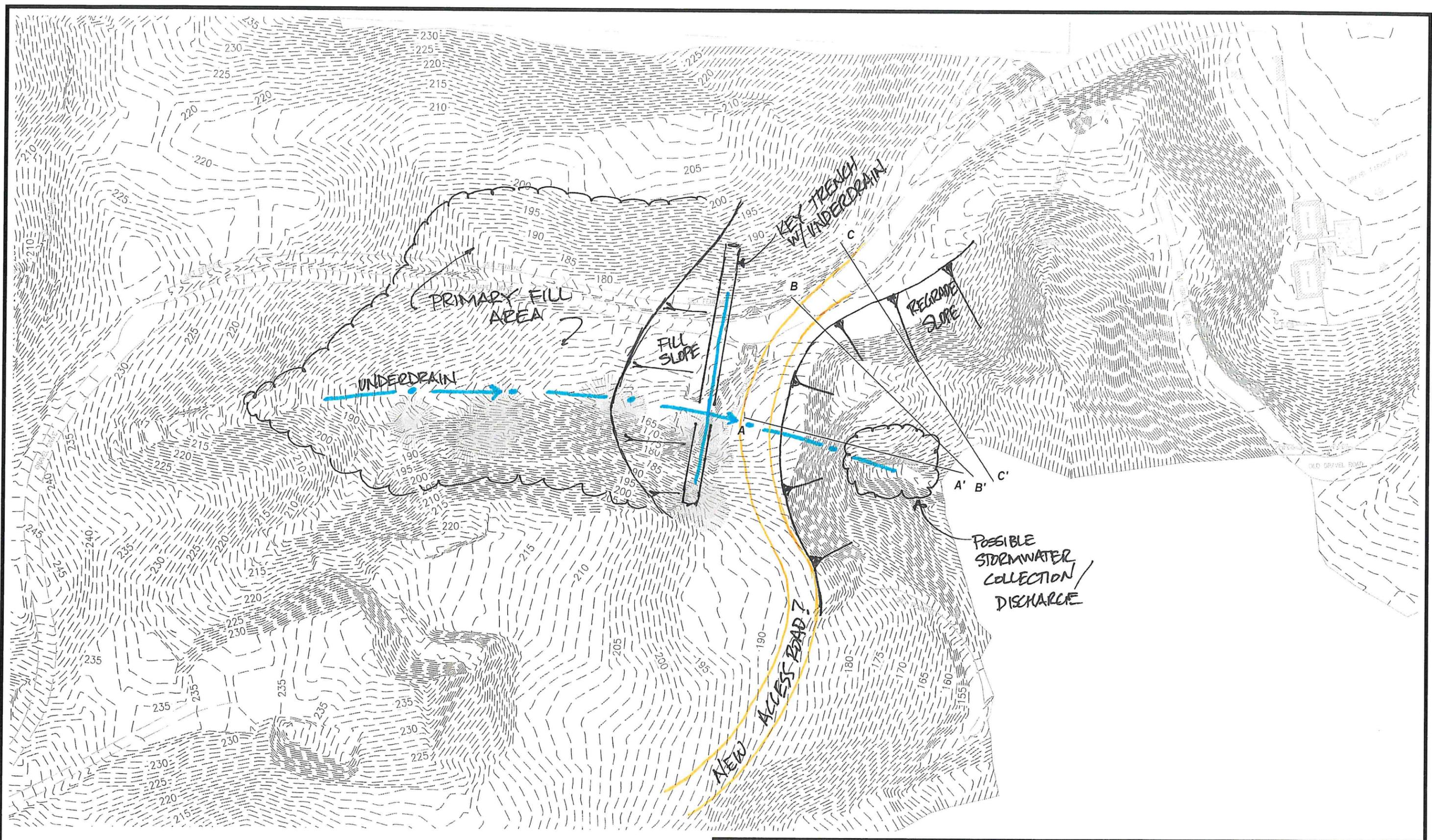
DRAWING STATUS	DATE	No.	REVISION	DATE
<input checked="" type="checkbox"/> PRELIMINARY	05/02/23	1		
<input type="checkbox"/> SUBMITTED				
<input type="checkbox"/> BID SET				
<input type="checkbox"/> PERMIT SET				
<input type="checkbox"/> CONST. SET				

PRELIMINARY



2/2 4/25/23 NOM

Foundation Engineering, Inc. Professional Geotechnical Services			CROSS-SECTION A-A'	FIGURE NO.
PROJECT NO.	DATE:	DRAWN BY:	LCSD HOLLY FARM GRADING LINCOLN COUNTY, OREGON	2
2231009	APR 2023	MLM		



1/2 4/25/23 MJM

 Foundation Engineering, Inc. Professional Geotechnical Services		
PROJECT NO. 2231009	DATE: APR 2023	DRAWN BY: MLM

SITE LAYOUT & EXISING TOPOGRAPHY
LCSD HOLLY FARM GRADING LINCOLN COUNTY, OREGON

FIGURE NO. 1

c. Board

1. Draft 2023-2024 Board Meeting Calendar

LINCOLN COUNTY SCHOOL DISTRICT BOARD OF DIRECTORS BOARD MEETING CALENDAR FOR 2023-24 FISCAL YEAR

The Board of Directors will meet on the **second Tuesday** of each month at **6:30 p.m. for regular business meetings in 2022-23**. Work sessions will be scheduled on the fourth Tuesdays of certain months (current listed work sessions are tentatively scheduled and are subject to change). Agendas are prepared by the Superintendent and Board Chair ten days in advance.

Month	Day	Location	Meeting Type
July (5:00 pm)	11	Zoom	Regular Session
August	8	Teaching & Learning Center	Regular Session
<i>August</i>	<i>18</i>	<i>Location TBD</i>	<i>Board Retreat</i>
September	12	Taft 7-12	Regular Session
<i>September</i>	<i>26</i>	<i>Teaching & Learning Center</i>	<i>Work Session</i>
October	10	Toledo Elementary	Regular Session
<i>October</i>	<i>24</i>	<i>Location TBD</i>	<i>Joint Work Session with OCCC</i>
November	14	Crestview Elementary	Regular Session
<i>November</i>	<i>28</i>	<i>Teaching & Learning Center</i>	<i>Work Session</i>
December	12	Sam Case Elementary	Regular Session
January	9	Oceanlake Elementary	Regular Session
<i>January</i>	<i>30</i>	<i>Teaching & Learning Center</i>	<i>Work Session</i>
February	13	Toledo Jr/Sr.	Regular Session
<i>February</i>	<i>27</i>	<i>Teaching & Learning Center</i>	<i>Work Session</i>
March	12	Waldport Middle/High	Regular Session
April	9	Yaquina View Elementary	Regular Session
<i>April</i>	<i>23</i>	<i>Teaching & Learning Center</i>	<i>Work Session</i>
May	14	Taft Elementary	Regular Session
<i>May</i>	<i>28</i>	<i>Teaching & Learning Center</i>	<i>Work Session</i>
June	11	Newport High School	Regular Session

2. Public Comment (This time is reserved for general public comment to the Board)
- d. Other
 1. Reminders/Announcements
- e. Adjournment

Board Strategic Goals 2020-2025

GOAL ONE: High Expectations For Student Achievement By Supporting an Equitable Education Framework.

ALL LCSD students will demonstrate continuous academic and behavioral growth and achievement as demonstrated by the indicators. LCSD will strive to create equitable classrooms across the district within a framework of excellence in education.

GOAL TWO: LCSD is a Convener and Influencer of City, County and State Education and Economic Policies.

LCSD will convene at least one countywide partnership gathering per year in order to connect Lincoln County elected people, organizations, and agencies in order to create partnerships that benefit our students and families throughout the community.

GOAL THREE: LCSD will provide for the Health and Welfare of our Facilities.

LCSD will continue to assess, monitor, and enhance all of its facilities and grounds such that every school is warm, safe and welcoming to all students, families and communities and learning experiences are supported in the healthiest environments possible.

GOAL FOUR: LCSD will Identify the Need and Development of a LCSD Foundation (501 c 3).

LCSD will investigate the development of a LCSD Foundation for the purposes of creating a funding source for valued activities we currently cannot pay for through the general fund such as art, music, theater, middle school athletics, some field trips, and other items desired by our teachers and staff. Feasibility, costs and sustainability will be investigated.

GOAL FIVE: Enhanced Communications and Community Engagement.

LCSD will enhance the ways in which it communicates with community stakeholders and increase the engagement of various community groups by connecting schools, families, and partners countywide. Demonstrate

Lincoln County School District Equity Team Land Acknowledgement Statement

We ask that you take a moment to stop what you are doing, to listen to these words as we recognize the land that we currently inhabit. No matter where each of us is physically located in Lincoln County, we must understand that we are on traditional homelands and unceded territories of indigenous peoples. Where we live in Lincoln County, these are the ancestral homelands for the Confederated Tribes of Siletz Indians.

Lincoln County School District acknowledges the Confederated Tribes of Siletz Indians that consists of over 30 bands originating from Northern California to Southern Washington. The Confederated Tribes of Siletz Indians currently occupy and manage 9,310 acres located here in Lincoln County but is a mere fraction of their original 1855 1.1 million-acre Siletz coastal reservation. We must remember the people of the Confederated Tribes of Siletz Indians are and will forever be the first stewards of this land, water, and fish.

We acknowledge and recognize the continued sovereignty of the Confederated Tribes of Siletz Indians and honor their ancestral homelands. We are committed to bringing awareness to their history and the existence of the Confederated Tribes of Siletz Indians since time immemorial.